VOTE 17

2024/25 ANNUAL REPORT

PROVIDING APPROPRIATE VOCATIONAL SKILLS DEVELOPMENT AND EDUCATION FOR THE WORLD OF WORK

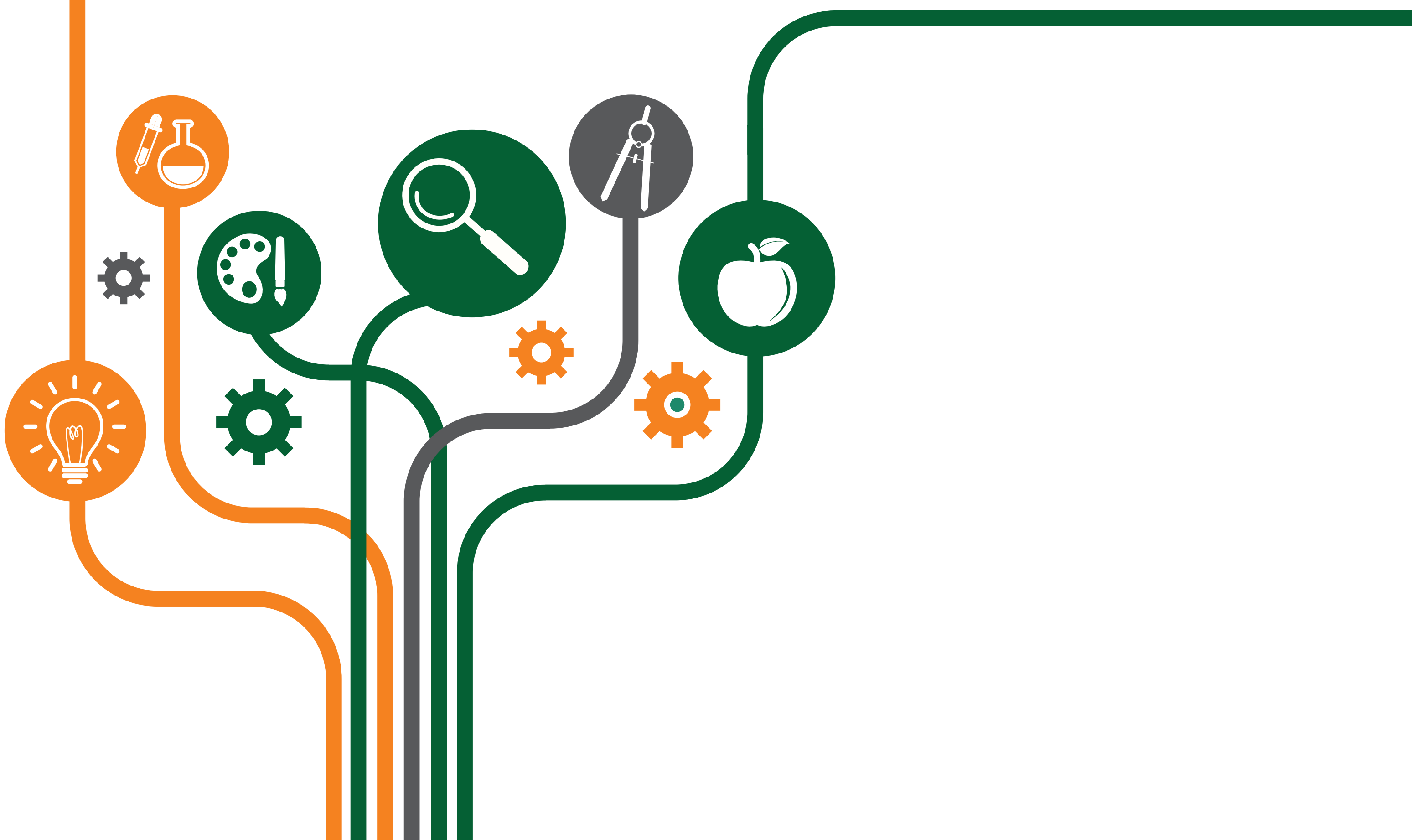
higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

2030 NDP

2024/25

ANNUAL REPORT



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PART A
GENERAL INFORMATION

1. DEPARTMENT'S GENERAL INFORMATION

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Website: www.dhet.gov.za

Career Advice Helpline: 086 999 0123

Career Advice Website: www.careerhelp.org.za

Fraud Hotline: 0800 701 701

2. GENERAL INFORMATION OF REGIONAL MANAGERS

Provincial Clusters	Regional Managers	E-mail Address	Cell-phone/Tel: Number	Physical Address
Eastern Cape	Mr R Mediroe Ms Vuyokazi Ncedani	mediroe.r@dhet.gov.za vuyokazincedani@gmail.com	043 604 0701 084 897 2129	Eastern Cape Provincial Education Complex, Steve Vukile Tshwete Street, Zone 6, Zwelitsha
Kwa-Zulu Natal	Mr Ngubane B	Ngubane.B@Dhet.gov.za Moetsela.l@dhet.gov.za	072 792 9633 033 684 0110	47 Princess Street Pietermaritzburg, KwaZulu-Natal
Limpopo	Mr FL Ramonyatse	Ramonyatse.F@dhet.gov.za Molekoa.NM@dhet.gov.za	082 544 2848 015 291 2662	Limpopo Provincial Education Building Corner 113 Biccard and 24 Excelsior Street, Polokwane
Gauteng and Free State	Mr P Mashele	Mashele.P@dhet.gov.za Mutwanamba.t@dhet.gov.za	010 595 2731/ 2701 076 798 0433	Gauteng Provincial Education Building 111 Commissioner Street, Johannesburg
Mpumalanga and North West	Dr N Balkrishen	Balkrishen.P@dhet.gov.za Selepe.G@dhet.gov.za	082 808 7351 018 388 2563	Provincial Department of Education Building Dr Albert Luthuli Drive, Mafikeng
Western Cape and Northern Cape	Mr B Madalane	Bmadalane01@gmail.com Rossouw.C@dhet.gov.za	021 204 1811 082 778 0044	Golden Acre Floor No 18 9 Adderley Street, Cape Town

3. LIST OF ABBREVIATIONS/ACRONYMS

ABET	Adult Basic Education and Training
ATTS	Artisan Trade Test System
AGSA	Auditor-General, South Africa
APP	Annual Performance Plan
ARPL	Artisan Recognition of Prior Learning Policy
BAC	Bid Adjudication Committee
B-BBEE	Broad Based Black Economic Empowerment
BEC	Bid Evaluation Committee
BSC	Bid Specification Committee
CDS	Career Development Services
CET	Community Education and Training
CHE	Council on Higher Education
CHIETA	Chemical Industries Education and Training Authority
CLC	Community Learning Centres
CPD	Continuing Professional Development
CoS	Centers of Specialisation
CSIR	Council for Scientific and Industrial Research
DBE	Department of Basic Education
DDG	Deputy Director-General
DHET	Department of Higher Education and Training
DPSA	Department of Public Service and Administration
DSU	Disability Support Unit
DUT	Durban University of Technology
EdWG	Education Working Group
ETDP	Education, Training and Development Practices Sector Education and Training Authority
EU	European Union
EWSETA	Energy and Water Sector Education and Training Authority
GBV	Gender-Based Violence
GETC	General Education and Training Certificate
GITO	Government Information Technology Officer
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
HDI	Historically Disadvantaged Individuals
HEAIDS	Higher Education HIV/Aids Programme
HETMIS	Higher Education and Training Management Information System
HRDS-SA	Human Resource Development Strategy of South Africa
ICT	Information and Communication Technology
IDT	Independent Development Trust
INDLELA	Institute for the National Development of Learnerships, Employment Skills and Labour Assessments
IT	Information Technology
ITSC	Information Technology Steering Committee
LAI	Learnerships, Apprenticeships and Internships

LMI	Labour Market Intelligence
LTSM	Learning and Teaching Support Materials
MICT	Media, Information and Communication Technologies Sector Education and Training Authority
MoU	Memorandum of Understanding
MSP	Master Skills Plan
MTDP	Medium Term Development Plan
MTEF	Medium-Term Expenditure Framework
MTSF	Medium-Term Strategic Framework
NAMB	National Artisan Moderation Body
NASCA	National Senior Certificate for Adults
NATED	National Accredited Technical Diploma
NC(V)	National Certificate (Vocational)
NDP	National Development Plan
NESP	Nurturing Emerging Scholars Programme
nGAP	new Generation of Academics Programme
NLRD	National Learner Records Database
NOLS	National Open Learning System
NQF	National Qualifications Framework
NRF	National Revenue Fund
NSA	National Skills Authority
NSDS	National Skills Development Strategy
NSF	National Skills Fund
NSFAS	National Student Financial Aid Scheme
OAG	Office of the Accountant-General
OFO	Organising Framework for Occupations
OHS	Occupational, Health and Safety
OQSF	Occupational Qualifications Sub-Framework
OSD	Occupation Specific Dispensation
PERSAL	Personnel Salary System
PFMA	Public Finance Management Act
PPR	Preferential Procurement Regulations
PrimTEd	Primary Teacher Education Project
PSC	Public Service Commission
PSET	Post-School Education and Training
PSR	Public Service Regulation
QCTO	Quality Council for Trades and Occupations
RDP	Reconstruction and Development Programme
REQV	Relative Education Qualification Value
RPL	Recognition of Prior Learning
SCM	Supply Chain Management
SETA	Sector Education and Training Authority
SHERQ	Safety, Health, Environment, Risk and Quality
SHIP	Student Housing Infrastructure Programme

SITA	State Information Technology Agency
SLA	Service Level Agreement
SMART	Specific, Measurable, Achievable, Reliable, Time-bound
SMS	Senior Management Service
SMME	Small Medium and Macro Enterprises
SOP	Standard Operating Procedures
SSP	Sector Skills Plan
STEM	Science, Technology, Engineering and Mathematics
TEfIT	Teacher Education for Inclusive Teaching
TIMIS	TVET Infrastructure Management Information System
TLDCIP	Teaching and Learning Development Capacity Improvement Programme
TLDSRC	Teaching and Learning Development Sector Reform Contract
TVET	Technical and Vocational Education and Training
TVETMIS	Technical and Vocational Education and Training Management Information System
TUT	Tshwane University of Technology
UCDG	University Capacity Development Plan
UNIZULU	University of Zululand
USAf	Universities South Africa
USDP	University Staff Doctoral Programme
WBL	Workplace-Based Learning

4. FOREWORD BY THE MINISTER

Mr KB Manamela, MP
Minister of Higher Education and Training

It is a pleasure to present the Annual Report of the Department of Higher Education and Training for the period 2024/25. This report provides an opportunity to reflect on our progress and to outline our vision and plans for the future.

The mandate of the Department is to steer the post-school education system to educate, train, and develop the skills of all South Africans, especially the youth, enabling them to contribute meaningfully to the economy and society. The ecosystem consists of 50 public Technical and Vocational Education and Training colleges, 26 public universities, nine Community Education and Training colleges, and 21 Sector Education and Training Authorities, alongside other agencies reporting to the Department.

The year under review, marked the 30th anniversary of our democratic dispensation. Over this period, we have made great strides in building a united, non-racial and non-sexist post-school education system. Access to post-school and workplace education and training has expanded significantly; a new landscape of institutions has emerged, and research output as well as graduation rates have risen steadily. Having a post-school qualification improves one's prospects in society, as demonstrated by the relatively low unemployment among graduates. Several of South Africa's institutions are world-class, consistently ranked among the best in Africa and globally.

Building on these achievements, the Department must now address persistent challenges. High youth unemployment and widespread functional illiteracy demand urgent and coordinated action. Post-school education and workplace training are called upon to deliver relevant education, training, and skills to large numbers of unemployed youth and illiterate adults. Therefore, we must accelerate implementation to meet the aspirations set out in the National Development Plan, the Post School Plan, and the White Paper on Higher Education.

The Annual Report shows steady progress towards the goals and priorities outlined in the Medium Strategic Plan and the Department's Five-Year Strategic Plan. Key achievements include:

- Over 1,091,200 students received support from the National Student Financial Aid Scheme in 2024/25, benefiting from assistance with tuition and living allowances across the post-school education and training system. This is complemented by international scholarships enabling South African students to study abroad.
- Curriculum reform is well underway, with a shift towards occupation-focused training programmes. The National Artisan and Artisan Recognition of Prior Learning funding model was adjusted, implemented, and maintained at R206,290 for contracted learners under the Generic National Artisan Workplace Data, Apprenticeship-ARPL Grant Funding, and Administration System Policy.
- The Ministerial project, Transforming MENtalities Initiative, is being rolled out across the system to redefine masculinity norms and promote inclusivity.
- The Labour Market Intelligence Programme, which

reports on the skills needs of the economy, was launched on 16 April 2024.

- We launched several 4IR Centres of Excellence, funded primarily by Sector Education and Training Authorities, to drive innovation and skills development.
- Together with the Department of Basic Education, the Ministry of Higher Education and Training led the G20 Education Working Group, advancing global education dialogue.

Despite these successes, several challenges remain, including infrastructure that struggles to keep pace with increasing demand for access, requiring major investment in maintenance, refurbishment, and new developments. The shortage of student housing is particularly pressing and requires urgent resolution. The current student funding model faces pressure, with many academically deserving students unable to access funding due to falling above the threshold. Furthermore, there is a need to retrain and reorient lecturers in Community Education and TVET colleges to align with the demands of the revised curriculum. Students also require more workplace opportunities to gain practical experience and complete their Diplomas.

Looking ahead, societal action is essential to confront the multifaceted challenges facing post-school education and training. No effort should be spared to preserve our successes while addressing system weaknesses.

I invite all stakeholders, students, educators, policymakers and industry partners to join us in accelerating progress towards a more inclusive and effective post-school education system. Together, we can ensure that every South African has the opportunity to fulfil their potential and contribute to the country's growth.

I wish to congratulate the Department once again on achieving an unqualified audit outcome.

My sincere gratitude goes to the Executive Management Committee of the Department, the Ministry staff, the Boards and Councils of our entities, and everyone who contributed to advancing our mandate. Special thanks are also due to the Deputy Ministers and my predecessor for their dedication.

I hereby present the 2024/25 Annual Report for the Department of Higher Education and Training to Parliament.

Mr KB Manamela, MP
Minister of Higher Education and Training
Date: 29 August 2025

5. ACCOUNTING OFFICER'S OVERVIEW

Dr SNP Sishi
Accounting Officer

During the period under review, continued sluggish global economic recovery, progressive globalisation shifts and more pronounced environmental shocks as a consequence of climate change internationally, in concert with the challenges of persistent unemployment, particularly among our youth locally, have negatively impacted the recovery and efficacy trajectory of the Post-School Education and Training sector.

It is against this backdrop in conjunction with the reality of continued fiscal austerity measures enforced during the 2024/25 reporting period, that the Department has been compelled to render its mandate. I am pleased to report though, that despite these challenges we have still been in a position to make considerable strides in realising the Department's broader vision of expanding access to quality education and rendering an efficient administration in support of attaining this goal across the education sector.

The Post-School Education and Training sector plays a critical role in the economic empowerment of the citizenry of our country. No one can question the centrality of education and training in Government's quest to empower all citizens of our beautiful land, particularly our youth, women and people living with disabilities. While by and large, the 30-year review has recorded significant progress in many respects, the 10-year review of the National Development Plan highlights unsatisfactory progress towards the achievement of many of the country's 2030 targets. Inequality, unemployment and poverty, which are the three overarching challenges to which the plan must respond, continue to remain elusive objectives and benchmarks in attainment.

The strides made in transforming the Post-School Education and Training sector should be acknowledged though. However, the report also raises concerns regarding the quality and relevance of education and training received by our young people, governance challenges and on the face of it, a subtle departure from indeed realising the National Development Plan goals. As a result, now more than ever, there is a need for coherent planning and implementation. Going forward, our legislative and policy frameworks need to acknowledge the rapidly changing economy requiring rapid expansion of a highly skilled workforce across capital-intensive industries and the financial sector in particular, the progressive expansion of education at all levels which is aligned in responding to a growing populace and specialised skills for the future, as well as the need for the impactful improvement in the quality of education across the entire education value chain.

Our endeavours towards ensuring a skilled and capable workforce and the skills base of the country should always be guided by the Constitution of the Republic of South Africa, and in particular the tenets espoused by Section 29. In order to realise these constitutional imperatives, our interventions have accordingly continued to respond to the policy directives of the National Development Plan, Vision 2030 and the White Paper on Post-School Education and Training. The Department has been steadfast and consistent in the rollout of targeted interventions for improving access and success, improving the quality-of-service provisioning, as well as improved responsiveness and efficiency across the education and training diaspora.

There are currently 366 registered and established Post-School Education and Training institutions. Among these, 85 are public institutions comprising 26 public Higher Education Institutions, fifty Technical and Vocational Education and Training and nine Community Education Training colleges. The remaining 281 comprise private institutions, consisting of 137 private Higher Education Institutions and 144 private colleges. At the advent of the 2025 academic year, available student spaces across the Post-School Education and Training System were approximately 941 189 at universities, 346 608 at private Higher Education Institutions, 481 513 across Technical and Vocational Education and Training and 75 000 at Community Education and Training colleges. Trends over the last five years indicate that since 2019, enrolments have been hovering just over two million across all sub-sectors. It is also encouraging that many students at public Higher Education Institutions continue to enroll in the Science, Engineering and Technology education offerings. Similarly, the system has continued producing an annual average of 29 573 Masters' graduates and 11 955 Doctoral graduates in the Science, Engineering and Technology disciplines for the past four years. In our quest to produce graduates in fields relevant for the economy, the Department will ensure that enrolments remain informed by evidence-based planning projections. To ensure alignment of higher education curricula with the growing emergence of renewable energy, it is also crucial to consider preparing students in meeting future environmental and technological challenges. We are working on enrolment planning with our education institutions to ensure alignment. The Department will build on the progress made in respect to curriculum improvement and development at both university and Technical and Vocational Education and Training college levels. We also continue to ensure that the curricula within the Post-School Education and Training sector remain transformative and include new programme fields of study in robotics and artificial intelligence among other, provided across evolving digital learning platforms. This marks a significant achievement in delivering the skills required to drive the country's economic requirements.

The Department has played an integral role in relation to South Africa's Presidency of G20 Summit activities which commenced from 1 December 2024 under the theme: Solidarity, Equality and Sustainability. The Department has been directly responsible for the administration of the G20 Education Working Group activities which are poised to take place during the 2025/26 financial year in the North West (May 2025), KwaZulu-Natal (July 2025) and Mpumalanga (October 2025) provinces. The first Education Working Group meeting was convened virtually from 12 to 13 February 2025, where South Africa's priority areas were unanimously supported and accepted by G20 Member States.

One of the important interventions undertaken by the Department during this period was a Post-School Education and Training System, System-Wide Mid-Term Performance Review convened during November 2022, a process which saw participation and involvement by the complete executive leadership across the education landscape. This process provided the benchmark and platform for the development and finalisation of the Department's 2025 to 2030 Strategic Plan which was concluded and approved during the period under review.

In response to the Government Priority of 'Inclusive Growth', Directors-General of the Department and the Department of Basic Education agreed to working together with a view to change the title reference of *'Recognition of Prior Learning Implementation Framework for the Post-School Education and Training System'* (an intervention approved by the Minister on 18 March 2024) to that of the *'Recognition of Prior Learning Implementation Framework for the Entire Education and Training System'*. The Department of Basic Education was accordingly included as part of the redrafting process for the new *'Recognition of Prior Learning Implementation Framework'* spanning the entire education and training system and the process will be concluded during the 2025/26 financial year.

During the period under review, the Lifelong Career Management Skills Framework has been developed with support received from the European Union and aims to improve citizen employability and readiness in adapting to an ever-changing world of work and continuous learning.

The Recognition of Prior Learning in Public Service project was initiated with the establishment of an Inter-Departmental Task Team on Recognition of Prior Learning across the Public Service. The project seeks the development of the *'Recognition of Prior Learning Implementation Framework for the Education and Training System'* (underpinned by a collaboration between the Department and the Department of Basic Education), the implementation of the *'Framework on the Professionalisation of the Public Sector'* (managed under the auspices of the National School of Government), an *'Implementation Framework on the Policy Guidelines and Procedure on Recognition of Prior Learning for the Public Service'* (overseen by the Department of Public Service and Administration), *'Recognition of Prior Learning for Elected Officials'* (presided over by Municipalities and the Department of Cooperative Governance), as well as *'Recognition of Prior Learning for Indigenous Knowledge Systems'* (driven by the Department of Science and Innovation).

The National Open Learning System project aims to concretise the enhancement and further development of the intervention as a Post-School Education and Training repository for electronic Learning and Teaching Support Materials at Technical and Vocational Education and Training and Community Education and Training colleges. All learning and teaching support materials on the National Open Learning System platform are freely available as Open Educational Resources that can be adopted, adapted and repurposed for use across the Post-School Education and Training System. One of the National Open Learning System sub-projects saw the launch of 15 modules for Technical and Vocational Education and Training college lecturer qualifications (the Advance Dip TVT) during the period under review and the latter is currently being utilised by six universities.

The Career Development Service Coordination and Shared Services Project located within the Department was established to provide leadership and coordination of career development services across all spheres of Government, as well as provide career information, advice and counselling shared services to individuals entering the Post-School Education and Training sector. The project during 2024, reached 7 236 helpline clients, 126 910 outreach clients (by way of EXPOs, indabas and career fairs, among other), 618 training clients, a total of 19 101 individuals via career information sessions, a total of 45 872 National Career Advisory Portal registered users, as well as 329 754 CareerHelp users. Local radio shows aired on Power FM, Southside FM, Radio Khwezi, Phala-Phala FM and Ligwalagwala FM also reached 3 025 000 listeners.

A workshop on the Organising Framework for Occupations was convened in Johannesburg at the Garden Court Hotel on 1 July 2024. The purpose of the workshop was focussed on offering key stakeholders with an opportunity to engage with each other and discuss the purpose and importance of the Organising Framework for Occupations in relation to skills planning and development.

A Research Project on the funding and management of Learnerships, Apprenticeships and Internships was also completed during the period under review. The purpose of the study was geared towards finalising an analysis of key processes and systems being utilised by Sector Education and Training Authorities and the National Skills Fund in better managing and funding Learnerships, Apprenticeships and Internships. The study recommended creating an integrated database, as well as standardising policies such as minimum stipends and revising the Discretionary Grant Framework, while strengthening partnerships across the private sector. In addition, it emphasised improved learner support and awareness initiatives.

In excess of 100 litigation matters were processed and successfully contested during the reporting period, in turn saving the Department considerable expenditure in relation to contingent liabilities.

During the period under review the Department also finalised the first draft of the *Skills Development Amendment Bill, 2024* alongside the review of the *Skills Development Act (Act No. 97 of 1988).*

For the reporting period the Nqgunqushe Campus administered under the auspices of the Ingwe Technical and Vocational Education and Training College and phase two of Mthashana Technical and Vocational Education and Training College were completed.

The University Capacity Development Programme implementation continued at all 26 public universities during the 2024/25 financial year. In an effort to strengthen governance at Technical and Vocational Education and Training colleges, a debriefing workshop for Strategic Planning and Council orientation was conducted during the 2024/25 year. A total of 300 copies of the Technical and Vocational Education and Training College Council Induction Manual and 1 000 copies of the Community Education and Training Act were also printed ahead of the Council Orientation Workshop and accordingly disseminated to participants. With a view to improve examination processes, effective compliance measures were implemented during public Technical and Vocational Education and Training college national examination sessions at all 50 colleges, while certification backlogs were efficiently addressed.

In an attempt to strengthen enrolment and registration processes at Technical and Vocational Education and Training colleges, oversight and monitoring activities were undertaken at each centre as a means to prepare for the commencement of the 2025 academic year. The launch of an online applications process was also successfully implemented at all 50 Technical and Vocational Education and Training colleges and as a consequence, 48 colleges have since fully migrated from manual to online application procedures.

In addition, Centres of Specialisation were expanded from 43 venues during 2023 to 53 in 2024. The total financial investment has risen to R238 million since 2019, with resources directed towards the upgrade of infrastructure at these centres. The number of Trade Test centres at Technical and Vocational Education and Training college also increased to a total number of 37 centres. These centres have trained more than 5 000 artisans of which 1 449 have since passed the requisite trade test. Each Centre focusses on areas of high growth and demand identified within the local economy, with primary focus on technology and renewable energy skills among other, and with the intention to attract greater private sector engagement, investment and support. Hairdressing was also included as the first funded occupational programme during 2024.

The establishment of partnerships with various stakeholders has proven to be a major enabling factor in placing students at workplaces for experiential learning opportunities and promoting entrepreneurship initiatives. In an effort to instill an entrepreneurial mindset and culture across the sector, all 50 Technical and Vocational Education and Training colleges have since implemented student-focused entrepreneurship development programmes. In this regard, colleges reported a total number of 47 421 students engaged in entrepreneurship programmes for the 2024 academic year.

Significant progress, following on policy decisions taken and initiatives accordingly mandated during the 2024 Medium-Term Expenditure Framework process, has been apparent across the Community Education and Training sector during the 2024/25 financial year. The Department was therefore able to measure the level of compliance with the implementation of the funding model for Community Education and Training colleges through approved measuring tools, the latter that were completed by colleges and submitted to the Department for review and endorsement. The completed tools were analysed against the supporting evidence collected from colleges. Through this process, an interim progress, as well as final reports accordingly issued by 30 June 2024 and 31 December 2024 respectively, were subsequently approved by the Department on 30 September 2024 and 31 March 2025. In addition, monitoring visits on the implementation of certain funding norms areas were undertaken at pre-selected centres. A monitoring report was developed thereafter and duly approved by the Deputy Director-General of the Department.

A total of 300 students participated in the new programmes introduced at Community Education and Training colleges during the 2024/25 financial year.

I am pleased to report that in response to several repeat audit findings issued by the Office of the Auditor-General, South Africa, dedicated focus and emphasis has been placed on the significant improvement of Departmental governance processes, in tandem with strengthening accountability measures and implementation of consequence management in instances where malfeasance has been identified. These measures have since been implemented in concert with reconvening the Departmental Ethics and Integrity Management Committee.

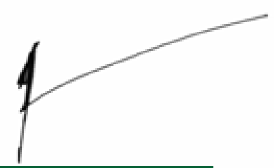
In general, improved efficacy regarding the provision of consistent and reliable information and communications technology services rendered by SITA has seen a gradual improvement, with power outages and fibre-link breakages intermittently emanating from the Centurion Data Centre as experienced in the past, being significantly reduced and curtailed during the reporting period.

The Department has seriously reflected on and reconsidered better managing its administrative processes and core functions with safety and efficiency as primary goals, a process which has seen a profound shift towards the comprehensive digitisation of functions and processes in tandem with the progressive adoption of hybrid, remote modes of service provision and educational instruction on the one hand and on-site, in-person instruction on the other. In better balancing and giving effect to this objective, broadband connectivity has been systematically enhanced and as a cost-saving initiative, meetings by way of virtual platforms such as MS Teams are convened as an alternative to in-person sessions. As a counterpart to these processes, the Department is further bolstering the efficacy of its information management systems and among other, has restricted the sending of emails with large attachments in reducing electronic communication backlogs, intermittently monitoring internet utilisation by officials, improving the quality of services provided by SITA in terms of the Departmental Virtual Private Network and optimising MS Teams performance in general.

Despite a concerted and collaborative effort by regulatory bodies over the past few years, the challenge of illegal (or bogus) colleges remains a threat to the system. In attempting to address these issues, the Department will continue to provide close oversight, while working together with the South African Qualifications Authority and the Council on Higher Education to intervene where these practices continue.

In closing, I wish to express my sincere appreciation to the Minister and Deputy Ministers for their leadership during the year under review. I further wish to extend a special word of appreciation to my senior management and all staff for their continued support and dedicated hard work, in ensuring an improved Post-School Education and Training System and its achievements.

I hereby present the Annual Report for the 2024/25 financial year for subsequent tabling before Parliament.



Dr SNP Sishi
Accounting Officer
Date: 29 August 2025

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

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

- All information and amounts disclosed throughout the Annual Report are consistent.
- The Annual Report is complete, accurate and free of any omissions.
- The Annual Report has been prepared in accordance with the guidelines for Annual Reports, as issued by National Treasury.
- The Annual Financial Statements (**Part F**) have been prepared in accordance with the modified cash standard and the relevant frameworks and guidelines issued by National Treasury.
- The Accounting Officer is responsible for the preparation of the Annual Financial Statements and the judgements made as part of 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 performance and human resources information, as well as the Annual Financial Statements.
- External auditors have been engaged to express an independent opinion on the Annual Financial Statements.

In my opinion, the Annual Report fairly reflects the operations, performance and human resources information, as well as financial affairs of the Department for the financial year ended 31 March 2025.

Yours faithfully

Dr SNP Sishi
Accounting Officer
Date: 29 August 2025

7. STRATEGIC OVERVIEW

7.1. Vision

An integrated, coordinated and articulated Post-School Education and Training (PSET) system for improved economic participation and social development of youth and adults.

7.2. Mission

To provide strategic leadership to the PSET system through the development of appropriate steering mechanisms; effective oversight, monitoring and evaluation; the provision of support services in relation to teaching and learning, as well as the funding of PSET institutions and entities.

7.3. Values

- Integrity
- Accountability
- Service Excellence
- Responsiveness
- Collaboration

7.4. Medium-Term Strategic Framework

In his State of the Nation Address during June 2019, the President of the Republic of South Africa, Mr Cyril Ramaphosa, identified the following seven government priorities that play a crucial role in achieving the National Development Plan (NDP) targets, as contained in the 2019 to 2024 Medium-Term Strategic Framework (MTSF):

Priority 1: A capable, ethical and developmental state
Priority 2: Economic transformation and job creation
Priority 3: Education, skills and health
Priority 4: Consolidating the social wage through reliable and quality basic services
Priority 5: Spatial integration, Human settlements and Local Government
Priority 6: Social cohesion and safe communities
Priority 7: A Better Africa and World

While these priorities are inter-related, the Department of Higher Education and Training (the Department) will focus in the main, on **Priority 3 (Education, Skills and Health)**. The Department, therefore, supports the implementation of **Priority 3** and is in the process of developing a Priority Skills Plan for the country, which will also align with the Implementation of the Economic Reconstruction Recovery Plan.

The strategic focus of the Department for the 2019 to 2024 MTSF aims to ensure improved, quality provisioning of education and training services, while also improving access to- and efficiency of the PSET sector as a whole. The emphasis on quality services provision, while improving access and efficiency, has become a strategic focus area which is meant to lead to higher study completion rates and student progression at Technical and Vocational Education and Training (TVET) colleges and universities. In this regard, the following outcomes have been identified:

- Expanded access to PSET opportunities;
- Improved success and efficiency of the PSET System;
- Improved quality of PSET provisioning;
- A responsive PSET System; and
- Excellent business operations across the Department.

8. LEGISLATIVE AND OTHER MANDATES

8.1 LEGISLATIVE AND OTHER MANDATES

8.1.1 Constitutional Mandates

The Department derives its legislative mandate from the supreme law of the Republic, namely it's Constitution and within the purport of Section 29, read with Schedule 4, which lists education at all levels excluding tertiary education, as a functional area of concurrent National and Provincial legislative competence, whereas Section 29 states that:

"(1) Everyone has the right -

(a) to a basic education, including adult basic education; and
(b) to further education, which the State, through reasonable measures, must make progressively available and accessible.

(2) Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. In order to ensure the effective access to and implementation of this right, the State must consider all reasonable educational alternatives, including single-medium institutions, taking into account-

(a) equity;
(b) practicability; and
(c) the need to redress the results of past racially discriminatory laws and practices.

(3) Everyone has the right to establish and maintain, at their own expense, independent educational institutions that -

(a) do not discriminate on the basis of race;
(b) are registered with the State; and
(c) maintain standards that are not inferior to standards at comparable public educational institutions.

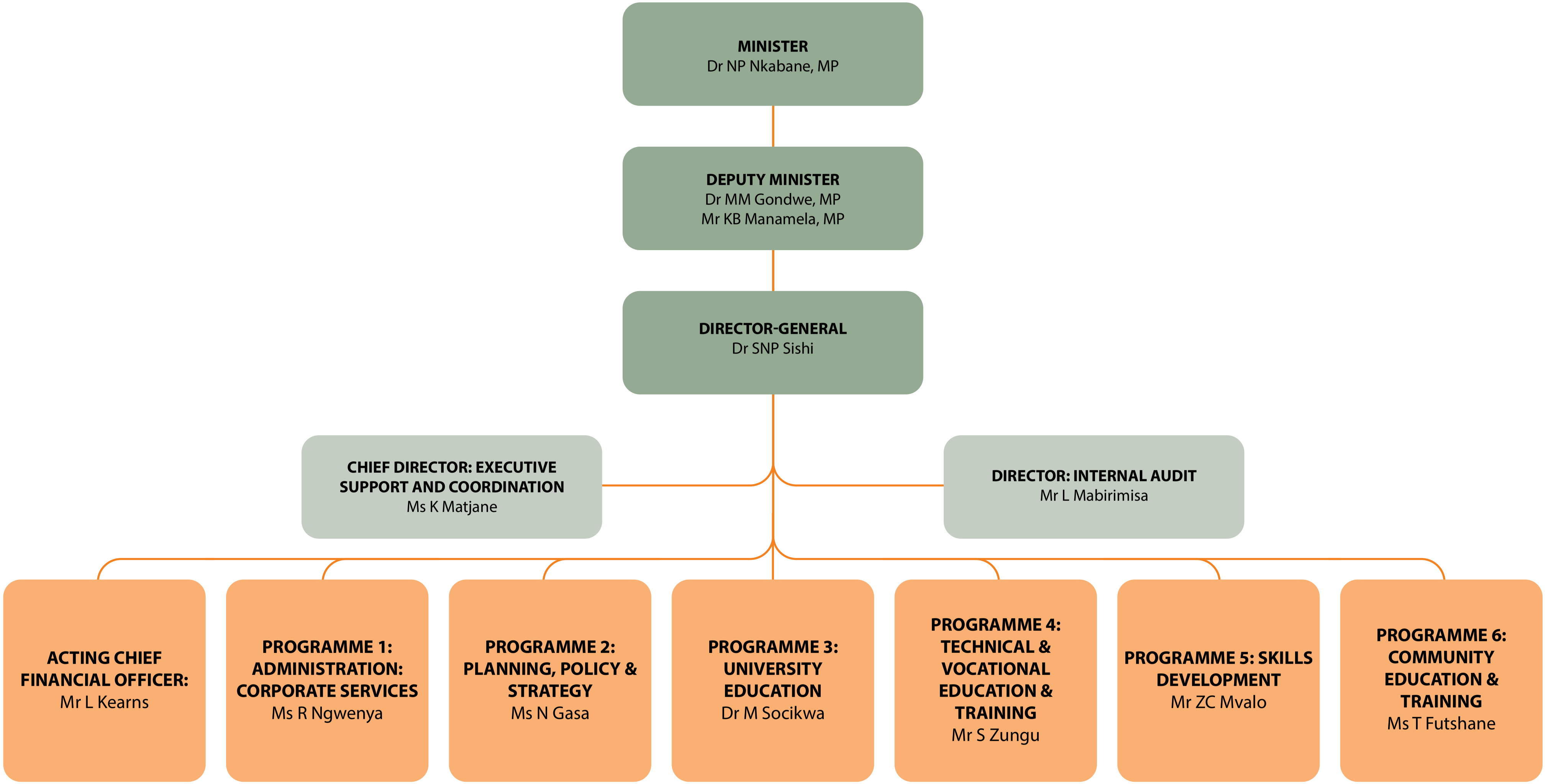
(4) Sub-section (3) does not preclude State subsidies for independent educational institutions"

8.1.2 Legislative and other Mandates

Legislation	Principal Minister	Relevant to the Minister of Higher Education and Training
The Continuing Education and Training Act, 2006 (Act No. 16 of 2006), previously known as the Further Education and Training Act, 2006 (Act No. 16 of 2006) (FET Act) Provides for the governance and funding of both Community Education and Training (CET) colleges, TVET colleges and related matters in providing continuing education and training.	The Minister of Higher Education and Training	The entire Act
The General and Further Education and Training Act, 2001 (Act No. 58 of 2001) (**GENFETQA Act)** Provides for the General and Further Education and Training Quality Assurance Council and for quality assurance of continuing education and training in TVET and CET colleges	The Act is primarily assigned to the Minister of Basic Education - except for those sections relevant to continuing education and training assigned to the Minister of Higher Education and Training	In as far as public CET and TVET colleges as well as private colleges offering continuing education; Relevant sections: 2(b) and (c), 3, 16 to 21, 23, 26 and 28

Legislation	Principal Minister	Relevant to the Minister of Higher Education and Training
The Higher Education Act, 1997 (Act No. 101 of 1997) (HE Act) Provides for a unified and nationally planned system of higher education and for the statutory Council on Higher Education (CHE)	The Minister of Higher Education and Training	The entire Act
The National Qualifications Framework Act, 2008 (Act No. 67 of 2008) (NQF Act) as amended Provides for NQF, the South African Qualifications Authority (SAQA) and the Quality Councils for Education (Council for Higher Education (CHE), the Quality Council for Trade and Occupation (QCTO) and UMALUSI - Council for Quality Assurance in General and Further Education and Training), for qualifications and quality assurance of qualifications required on the sub-frameworks of the NQF	The Minister of Higher Education and Training	The entire Act
The National Student Financial Aid Scheme Act, 1999 (Act No. 56 of 1999) (NSFAS Act) Provides for the granting of loans and bursaries to eligible students attending public higher education institutions, as well as for the administration of such loans and bursaries	Minister of Higher Education and Training	The entire Act
South African Council for Educators Act, 2000 (Act No. 31 of 2000) Provides for the continued existence of the South African Council for Educators, the functions of the said Council and the composition of the said Council	The Minister of Higher Education and Training	The Minister of Higher Education and Training in-so-far as the administration and the powers and functions pertain to the mandate of the South African Council for Educators in relation to adult learning centres, as defined in Section 1 of the Act, including, but not limited to the powers and functions entrusted by Section 5 of the Act in relation to those centres
Skills Development Levies Act, 1999 (Act No. 9 of 1999) (SDL Act) Provides for the imposition of skills development levies and matters related thereto	The Minister of Higher Education and Training	The entire Act
The Skills Development Act, 1998 (Act No.97 of 1998) (SD Act) Provides for the National Skills Authority, QCTO and regulates apprenticeships, learnerships and matters related to skills development	The Act primarily assigned to the Minister of Higher Education and Training, except those sections relevant to labour matters assigned to the Minister of Labour	The entire Act, except the following sections assigned to the Minister of Labour: Sections 2(1) g and h, 2(2)(a)(v), (vi) and (xii), 5(4) (only with respect to the productivity SA), 22(1), 23(1)(a) and (d), (2), (3), 24, 25, 26, 26K, 26L, 26M, 26N, 32(2), 36(o), (p) and (q), Item 7 of Schedule 2A and Schedule 4 and Section 32(1), 33 and 36 (a) and (s) and any other provision to the extent that these provisions apply to "employment services", as defined in Section 1, or Productivity, South Africa, as established by Section 26K, but excluding Section 23(1)(b) and (c)

9. ORGANISATIONAL STRUCTURE



STAFF ESTABLISHMENT: 30 518 – **FILLED POSTS:** 27 844 – **VACANT POSTS:** 2 674

10. ENTITIES REPORTING TO THE MINISTER

The following entities report to the Minister of Higher Education and Training:

Name of Entity	Legislation	Financial Relationship	Nature of Operations
Agriculture Sector Education and Training Authority (AGRISETA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development in both primary and secondary agriculture sectors
Banking Sector Education and Training Authority (BANKSETA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development in the banking and micro-finance sector
Chemical Industries Education and Training Authority (CHIETA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development in the chemical industries sector
Construction Sector Education and Training Authority (CETA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development in the construction industry
Council on Higher Education (CHE)	Higher Education Act 101 of 1997	Transfer payments	Advises the Minister of Higher Education and Training on all higher education policy matters, implements the system of quality assurance for all higher education institutions, monitors the state of the higher education system and contributes to the development of higher education through intellectual engagement
Culture, Arts, Tourism Hospitality and Sports Sector Education and Training Authority (CATHSSETA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development in the tourism, hospitality and sports sector
Education, Training and Development Practices Sector Education and Training Authority (ETDP-SETA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development in the education, training and development sector
Energy and Water Sector Education and Training Authority (EWSETA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development in the energy and water sector
Fibre, Processing and Manufacturing Sector Education and Training Authority (FP&M SETA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development in the fibre, processing and manufacturing sector
Financial Accounting Services Sector Education and Training Authority (FASSET)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development in the financial and accounting services sector
Food and Beverages Sector Education and Training Authority (FOODBEV-SETA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development in the food and beverages sector
Health and Welfare Sector Education and Training Authority (HWSETA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development in the health and welfare sector
Insurance Sector Education and Training Authority (INSETA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development in the insurance sector
Local Government Sector Education and Training Authority (LGSETA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development in the Local Government sector
Manufacturing, Engineering and Related Services Sector Education and Training Authority (MERSETA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development in the manufacturing, engineering and related services sector

Name of Entity	Legislation	Financial Relationship	Nature of Operations
Media, Information and Communication Technologies Sector Education and Training Authority (MICT-SETA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development in the information system, electronics and telecommunications technologies sector
Mining Qualifications Authority (MQA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development in the mining and minerals sector
National Skills Fund (NSF)	Skills Development Act 97 of 1998	Transfer payments	To fund national skills development priority projects as identified in the National Skills Development Strategy related to achieving the purpose of the Act as determined by the Accounting Authority
National Student Financial Aid Scheme (NSFAS)	NSFAS Act 56 of 1999	Transfer payments	NSFAS is responsible for administering loans and bursaries as well as allocating these to eligible students, developing criteria and conditions for the granting of loans and bursaries to eligible students in consultation with the Minister of Higher Education and Training raising funds, recovering loans, maintaining and analysing a database for loans and bursary administration, undertaking research for the better utilisation of financial resources and advising the Minister on matters related to student financial aid incentives
Public Services Sector Education and Training Authority (PSETA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development in the public services sector
Quality Council for Trades and Occupations (QCTO)	National Qualifications Framework Act 67 of 2008 and Skills Development Act 97 of 1998	Transfer payments	To develop and quality assure occupational qualifications that are responsive to labour market and developmental state initiatives
Safety and Security Sector Education and Training Authority (SASSETA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development in the safety and security sector
Services Sector Education and Training Authority (SERVICES SETA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development in the services sector
South African Qualifications Authority (SAQA)	SAQA Act 58 of 1995	Transfer payments	SAQA focuses on the further development and implementation of the NQF, which includes upholding the principles and objectives of the NQF and ensuring access, quality, redress and development for all learners, through an integrated national framework of learning achievements
Transport Education and Training Authority (TETA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development in the transport sector
Wholesale and Retail Sector Education and Training Authority (W&RSETA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development in the wholesale and retail sector

PART B
PERFORMANCE INFORMATION

1. AUDITOR-GENERAL'S REPORT: PRE-DETERMINED OBJECTIVES

Refer to the detail provided extensively in **Part E** of this Report.

2. OVERVIEW OF DEPARTMENTAL PERFORMANCE

2.1 SERVICE DELIVERY ENVIRONMENT

Labour Market Intelligence

Over the past decade, significant progress has been made in relation to the Labour Market Intelligence (LMI) research programme aimed at advancing evidence-based policy, planning and monitoring processes across the PSET system. A wide range of research studies have been conducted, resulting in the production of a wide range of outputs, comprising of among other, research reports, academic publications, policy briefs, research tools, templates and conceptual frameworks. These outputs are publicly accessible on the LMI website at www.lmi-research.org.za.

Key reports produced by way of the LMI programme have become foundational references in better understanding skills supply and demand dynamics across South Africa. These include:

- The List of Occupations in High Demand, which essentially, provides an inventory of occupations in high demand throughout South Africa and which is intended to bolster enrolment planning at PSET institutions, resource prioritisation (particularly the allocation of funds for bursaries), as well as career information and qualifications development.
- The Report on the Critical Skills List which identifies occupational shortages in South Africa and is utilised by the Department of Home Affairs to guide the implementation of its Critical Skills Visa regime.
- The Report on Skills Gaps in South Africa which identifies skills gaps across the labour market such as foundational, technical, and soft skills. The Report is intended to facilitate worker upskilling and reskilling, as well as strengthen curriculum development and review processes.
- The report on Skills Supply and Demand in South Africa, which identifies imbalances between skills supply and demand, and in particular, mismatches between qualifications and occupations.
- The Master Skills Plan (MSP) for South Africa, which draws attention to the key issues that require intervention in ensuring that South Africa has the skills it requires in effectively enabling impactful societal and economic development.

Special Research Initiative: Skills for the Hydrogen Economy

In alignment with the Just Energy Transition framework, the LMI programme initiated a dedicated project to assess the skills requirements for the emerging hydrogen economy. This initiative responds to the Just Energy Transition Investment Plan, which prioritises Green Hydrogen as one of the three key sectors aimed towards driving South Africa's transition to a low-carbon and emissions economy.

This collaborative project, led by the Department in partnership with the Council for Scientific and Industrial Research (CSIR), aims to identify the skills required across the full hydrogen value chain and key achievements attained by the project thus far include:

- The identification of 138 occupations needed within the hydrogen value chain, accordingly, grouped into skills categories such as engineers, technicians, tradespersons, specialists, managerial staffing roles, as well as elementary occupations;
- Recognition that while many of these occupations already exist, they will require further specialisation or the development of new qualifications to properly harness impactful green hydrogen capabilities;
- Highlighting the need for new knowledge areas, alongside redefined hydrogen properties, safety protocols, regulations, standards and electrochemical processes;
- Mapping the impact of 27 existing occupational qualifications (mainly funded by CHIETA and EWSETA) and which are linked to 39 critical technical occupations. These qualifications currently lack hydrogen-specific content and will

require significant further curriculum augmentation;
- Identification of curriculum gaps within both the TVET and university sectors, as well as dedicated focus on the training of trainers in turn enabling the effective teaching of hydrogen-related content; and
- The assessment of Workplace-Based Learning (WBL) opportunities related to green hydrogen, that in turn have revealed a limited capacity and opportunities across South Africa, due to the sector's apparent nascency.

New Research Outputs Published

The LMI programme during 2024 delivered several new research outputs which are viewed as critical to strategic planning and system performance monitoring. These include:

- The Report on the Identification of Skills needed for the hydrogen economy;
- A fifth national iteration of the National List of Occupations in High Demand (2024);
- Provincial Lists of Occupations in High Demand for the Mpumalanga and Western Cape provinces;
- A Report on the Identification of Skills Gaps across South Africa;
- The third edition of the PSET Monitor Report; and
- Fact Sheets related PSET System performance indicators.

Notably, the provincial Occupations in High Demand lists represent a major advancement. In the past, provinces relied on the national list to infer local demand. However, local labour market conditions vary significantly, and these province-specific lists respond directly to this contextual reality.

Monitoring Progress of the PSET System

As part of the ongoing monitoring and evaluation framework, the third PSET Monitor Report was published. This report provides a comprehensive overview of macro trends within the PSET System, measuring progress against the strategic goals of the White Paper for PSET and those outlined by the NDP. The report utilises internationally recognised indicators that in turn enable the impactful benchmarking of South Africa's education system against global standards (such as the United Nations Educational, Scientific and Cultural Organisation (UNESCO) and Organisation for Economic Cooperation and Development frameworks).

Complementing this process, a series of fact sheets were published to provide focused insights into specific themes such as accessibility to education, funding and literacy challenges.

Reconceptualised Human Resource Development Strategy and Master Skills Plan

The Human Resource Development Council during 2024 adopted and approved the reconceptualised Human Resource Development Strategy of South Africa (HRDS-SA): 2025 to 2035 along with its implementation plan, the MSP for South Africa: 2025 to 2030. This strategic milestone reaffirms South Africa's commitment to a unified vision of *'one country, one strategy, one plan'* for human resource development.

The HRDS-SA and MSP respond to long-standing structural challenges across the skills development ecosystem, particularly fragmentation, the duplication of efforts, and inefficiencies in coordination. The revised framework is designed to build a more coherent, integrated and agile system that enhances workforce development and promotes equitable opportunities for all South Africans in acquiring relevant and future-focused skills.

Both the Strategy and the Plan are underpinned by a targeted, impact-driven methodology informed by the Pareto Principle. Recognising the wide array of skills development challenges within the country, the framework focuses on four key strategic goals, accordingly, identified as the 20% of interventions likely to yield 80% of the intended systemic impact. This deliberate shift moves away from the fragmented "shopping list" approach and focusses attention toward high-impact, scalable interventions that are capable of driving sustainable and intermittent change.

Together, the HRDS-SA and MSP aim to cultivate an educated, skilled, and capable citizenry by empowering individuals to contribute meaningfully to their communities and towards the broader socio-economic development of the nation.

Performance Overview

The 2023 audited number of headcount enrolments for first-time entering students increased from 194 714 in 2022 to 208 697 in 2023, exceeding the projected target of 196 324 by 12 373 students, and reflecting a six percent overall increase for 2023.

The Department supports distance education interventions which in turn enhance improved and diversified access and increase opportunities for prospective students. Distance education addresses the challenges of expanding access in addressing the needs of non-traditional students, particularly those already in employment, as well as students poised to further and expand their education into post-graduate studies.

Although access to higher education through distance education is actively promoted, care should be taken to ensure that there is sufficient support being provided to students in ensuring success in the qualifications they have been enrolled for. One of the key focus areas of the 2020 to 2025 mid-term review enrolment planning cycle was directed towards identifying contact institutions with the ability to also offer distance education. The ensuing discussions assisted in an improved understanding pertaining to costs that these universities would have to incur subsequent to providing distance education opportunities and infrastructure.

TVET Student Enrolments

Previous budgets allocated to TVET colleges, including that for the 2024/25 financial year has not increased significantly in any tangible terms. Because of this, the headcount of students enrolled in TVET colleges has been declining from a peak of over 670 000 students enrolled during 2019 to 564 089 for the 2024 academic year. Despite the increasing demand for TVET college enrolments, they are predominantly dependent on Fiscus budget allocations. The latter allocations have remained stagnant for the past few financial years (and was only adjusted by minimal inflationary increases, excluding labour increases which were absorbed within the existing baseline), while the costs of programmes have consistently been increasing. Therefore, colleges have been encouraged to seek alternative sources of funding to assist in better meeting set enrolment targets.

Centres of Specialisation

The Centres of Specialisation (CoS) were expanded from a total of 40 during 2023 to 53 in 2024, with further infrastructure investment effected at these colleges. The number of Trade Test Centres at TVET colleges also increased from 35 to 37 centres, finally successfully achieving a milestone in the reduction of trade test backlogs apparent at the Institute for the National Development of Learnerships, Employment Skills and Labour Assessments (INDLELA).

While the demand for vocational training and employability-focused programmes offered by CoS have increased, economic constraints have resulted in reduced funding streams and workplace availability, limiting subsequent infrastructure development and equipment procurement. The emergence of new industries and evolving technologies will also increase the need for skilled artisans in areas such as mechatronics and renewable energy, where CoS will need to be expanded. The Department has increased visibility and the allure of CoS initiatives. Stronger partnerships with employers and Sector Education and Training Authorities (SETA) have strengthened credibility and relevance of CoS programmes, while increasing demand among youth at the same time.

SKILLS DEVELOPMENT

The programme remains central to delivering various learning programmes such as skills development, learnerships, internships, artisanships, work-integrated learning and bursaries, which are all aligned with the skills required in driving various key sectors across the economy.

The labour market continues facing significant challenges, particularly in meeting workplace-based learning targets, which largely depend on the availability of workplace opportunities in turn and comprises an area beyond the direct control of the PSET System. These targets were initially set at higher levels before the onset of the COVID-19 pandemic, based on optimistic assumptions that the economy at the time, would expand in line with projections outlined by the National

Development Plan. However, actual economic growth has averaged around one percent, falling short of the two to three percent growth anticipated in the MTSF.

This economic underperformance has had direct implications for the availability and capacity of workplaces in adequately absorbing learners. Data from Statistics South Africa supporting this assumption, also shows that the unemployment rate, which stood at 29% during the second quarter of 2019, had risen to 33.5% for the same period during 2024.

- **Challenges**

  Although there has been an improvement within certain learning programmes, reflected in increased enrolment and participation figures compared to the previous financial year, the system nonetheless fell short of achieving the set targets for the 2024/25 financial year. For instance, in workplace-based learning programmes, a total of 136 874 opportunities were created, well below the annual target of 190 000. This shortfall is primarily attributed to the continued weakness in the labour market, which remains under pressure due to sluggish economic growth.

  The economy has not performed at the levels anticipated by government plans during the period under review, with average growth hovering around one percent annually, far below the two to three percent growth rate projected in the National Development Plan and the MTSF. This underperformance has adversely affected the ability of employers to provide sufficient WBL opportunities. In addition, many businesses are still recovering from the economic shocks of the COVID-19 pandemic and persistent energy insecurity, all of which limit their capacity to accommodate learners in meaningful workplace training initiatives**.**

- **Corrective steps to be taken in dealing with such challenges**

  In light of the prevailing economic and labour market challenges, corrective measures are being implemented to improve performance across the skills development system. The Medium-Term Development Plan (MTDP) has revised performance targets to ensure that they are Specific, Measurable, Achievable, Relevant and Time-bound (SMART), thereby aligning expectations with current economic realities. These targets will remain dynamic and subject to review as and when economic and labour market conditions improve.

  With a view to strengthen accountability, Service Level Agreements (SLA) with the SETAs will be closely monitored. SETAs will be directed to prioritise the achievement of their key performance indicators, particularly those related to learning programmes, by the end of the fourth quarter. In addition, quarterly performance reviews will be institutionalised to proactively identify bottlenecks and accelerate implementation where necessary. SETAs will further be required to submit improvement plans where performance lags are identified, and targeted technical support will be provided to underperforming SETAs to ensure full compliance with their mandates. The National Skills Authority (NSA), as mandated by the White Paper for PSET, will play a strengthened oversight role by systematically monitoring and evaluating the performance of SETAs to ensure proper accountability, alongside alignment with national priorities and in tandem with the effective delivery of skills development outcomes**.**

2.2 SERVICE DELIVERY IMPROVEMENT PLAN

Main services	Beneficiaries	Current/actual standard of service	Desired standard of service	Actual achievement
To issue certificates for all eligible candidates within 90 working days following the release of examinations results.	Students Public TVET colleges Examination centres	To issue certificates for all eligible candidates within 90 working days following release of examinations results.	Improve the certification rate of all students that are eligible for certification, both how completed the level in one examination or multiple examinations.	QUARTERLY Task Team meetings chaired by the Director: Resulting and Certification (the Department) and Umalusi: Qualification Curriculum Certification. BI-WEEKLY Operational Meetings with SITA chaired by the Director: Resulting and Certification (the Department).

BATHO PELE ARRANGEMENTS WITH BENEFICIARIES

Current/actual arrangements	Desired arrangements	Actual achievements
Access	100% certification of students who qualified after one examination session and satisfied all qualification requirements; the Department has issued certificates to all those eligible students within 90 or 150 working days after the release of results.	The current overall performance against the target of issuing certificates within 90 working days was met.
	95% certification of students who did not qualify in one sitting and repeated the courses over multiple examinations were those who struggled to receive their certificates on time.	For students who did not qualify in one sitting were certified weekly as they applied for the certificates.
Consultant	Quarterly Certification Task Team meetings with Umalusi and the Department.	Multi-faceted Task Team chaired by the Director: Resulting and Certification.
Information	The requisite information was provided by way of the Department Annual Report.	2023 Examinations and Assessment Statistics approved by Deputy Director-General: TVET on 15 March 2023 for publication. The examination data forms part of the 2023 Statistics on PSET, once published.
	The annual publication of Statistics on PSET in South Africa provided on the Departmental website.	The annual publication of Statistics on PSET in South Africa was published on the Departmental website. The report will be published once approved by the Director-General.
Redress	Advocacy rendered by TVET colleges regarding the use of e-Query services.	TVET colleges send lists or individual queries of outstanding certificates to be processed by the National Examinations and Assessment Chief Directorate.
		Training provided to college examinations officials on e-Query services and processes.
Value for money	System functionality enables batch consolidation of certificates.	SITA to correct the system function.
		User acceptance test for the new Information Technology (IT) examination system completed.
		While the factory acceptance testing was incomplete.
Courtesy	Strengthening a decentralised certification service at TVET colleges and/or examination centres in line with the TVET college student affairs strategy.	Provide access to examination officials responsible for e-services pertaining to student examination results, certification and transcript.

Progress on interventions set in place to improve identified service areas:

- In alignment with the South African Government's objective of offering services facilitated via e-government channels, the Department has already in partnership with SITA, successfully implemented a 24/7 e-Query Examination System during 2017 and the System has since been adopted by several TVET colleges.
- The Department has only in part realised this vision, as candidates can now apply for certificates, statements of results and academic records, including pending and outstanding documents. The e-Query System comprises a 24-hour electronic service that is aimed at assisting all parties along the certification value chain in tracking queries related to, among other, the processing of outstanding examination results and the issue of certificates and diplomas.
- Furthermore, it seeks to open a direct line which facilitates a reduction in distance and time making the processing and offering of certificates more efficient and interactive bolstered by in intermittent engagement between the Department and colleges, as well as strengthening communication between college management and candidates.
- One official per qualification (such as NC (V), Engineering and Business Studies) has been assigned to oversee batch certification processes, once all system defects have been addressed by SITA.
- As a concurrent process, the auditing of TVET college certification processes and collection of any outstanding certification lists are rendered in conjunction with the monitoring of examination procedures.
- Advocacy interventions pertaining to training on certification requirements across all regions was concluded during the first quarter of the year under review.

- A dedicated certification task team was also established during the reporting period.
- SITA was placed on terms to correct all IT system issues related to, among other, data inconsistencies, the consolidation of examination records alongside condonation for qualifying candidates over multiple examinations.
- Quarterly management meetings were convened between the Department, the Chief Director: National Examinations and Assessments, Umalusi and SITA during the period under review.

COMPLAINTS MECHANISM

Current/actual complaints mechanism	Desired complaints mechanism	Actual achievements
Toll-free line **Web queries** **Walk-In Centre's**	100% resolutions. A modern complaints mechanism guided by a clearly articulated service delivery charter in alignment with guiding Batho Pele principles. An Interactive Digital Customer Record Management System Hybrid and toll-free services provided across networks. Dedicated and well-trained Client Services agents. Constant collaboration with Branches and easy access to the Executive and portfolio organisations. A culturally balanced workforce.	95% resolution of matters raised.

2.3 ORGANISATIONAL ENVIRONMENT

Cost containment measures introduced by National Treasury and the Department of Public Service and Administration (DPSA) during the previous financial year have been extended until 31 March 2025. The process of filling positions advertised during the previous year has been ongoing and continues to be implemented in accordance with current, approved recruitment plans.

A project was also implemented to migrate employees into the 2019 approved organisational structure. This initiative provided an opportunity to facilitate a focussed PERSAL clean-up process, specifically identifying and targeting unfunded positions. This procedure culminated in the generation of credible data regarding employees appointed in addition to the approved establishment. The next phase of the project will focus on updating and verifying personal employee information.

A diagnostic assessment was conducted during the period under review to identify the root causes and bottlenecks preventing the finalisation of misconduct cases within the prescribed 90-day period. Following this assessment, internal controls were strengthened to improve the management of misconduct cases. These interventions aim to annually increase the percentage of disciplinary cases resolved within 90 days and are intended to enable the Department in meeting its performance targets more efficiently.

Accordingly, to the most recent reporting data, Departmental representation of women at the Senior Management Service (SMS) levels comprises 35.6%, which is 14.4% below the national target of 50%. This reflects a decline of 4.7% when compared to the 2023/24 financial year. Additionally, the representation of employees with disabilities at present constitutes 0.26%, falling short of the two percent national target by 1.74%. Youth representation across the Department comprises 13.43%, which is 16.57% below the national target of 30%. In response, the Department is actively exploring and implementing strategies to improve these representation targets across these designated groups.

During the period under review, the Department has ensured that all financial services and compliance matters were dealt with timeously. The Department also received an unqualified audit opinion for the 2023/24 financial year. The total number of financial transactions has increased significantly during the financial year. Even though the Department did not pay all invoices (a total of seven invoices) within 30 days, on average, all other invoices were finalised and paid (comprising a total of 114 976 invoices) within a 9.51-day threshold period.

The Department identified five specific goals comprising of businesses owned by women, youth, people with disabilities, black people, as well as small, medium and micro enterprise (SMME) as areas of concerted intervention. One of the major challenges in achieving these goals, was that there were a finite number of businesses owned by people with disabilities and that duly have been registered on the Government Supplier Database, rendering it very difficult to consistently achieve the target throughout the financial year. A secondary challenge was posed by the fact the Supply Chain Management (SCM) Chief Directorate has been compelled to realise all five targets concurrently and consistently, a performance requirement which has proven neither ideal nor feasible. On several occasions therefore, only some targets could be achieved at monthly intervals, therefore culminating in those not achieved, becoming the focal interventions during subsequent performance intervals. Finally, the financial year under review has served as the baseline in meeting the requisite targets for designated groups. The Department had no previous directive or precedent for setting the targets and was guided by government initiatives where the latter could also not empirically be proven.

The volume of financial transactions processed, has increased drastically during the period under review. Despite slow connectivity and the absence of a consistent and reliable IT infrastructure, which invariably has inhibited response times during this period alongside vacant attrition posts not filled as planned, the Department still managed to deal with all financial transactions as speedily as possible.

2.4 KEY POLICY DEVELOPMENTS AND LEGISLATIVE CHANGES

The NQF Further Amendment Bill, 2024 has been developed and published for public comment.

PROGRESS TOWARDS THE ACHIEVEMENT OF INSTITUTIONAL IMPACTS AND OUTCOMES - EXPANSION OF ACCESS

Student enrolments at all universities increased by 0.9% from 1 068 046 enrolments during the 2021 academic year to 1 077 768 during the 2022 academic year. In addition, available data indicated a total of 1 071 715 student enrolments for 2023, which represents a slight decrease when compared to the 2022 numbers.

The CoS project has also since been expanded to an additional fourteen centres. This programme aims to implement occupational programmes in line with industry and economic demands wherein learners going through the programme are then linked to industry for workplace component opportunities.

The Just Transition Framework comprises a comprehensive plan ensuring a fair and sustainable transition to a low carbon economy. The Department has collaborated and ensured partnerships among institutions of higher learning and industry, using SETA Workplace Skills Plans to contribute towards the goals of decent work for all, social inclusion and the eradication of poverty among women, our youth and persons with disabilities. TVET colleges in Mpumalanga, Limpopo, North-West and Northern Cape have been capacitated to offer the Solar Energy Programme as part of preparations for the Just Energy Transition intervention.

A total number of 3 502 students were enrolled for a diploma at agricultural colleges which comprises an over-achievement when compared with the planned target of 3 200 for the 2024 academic year. The 2024 target was exceeded as a result of bursaries offered by the Department of Land Reform and Rural Development.

The 2023/24 data shows that only 18 144 learners were registered in artisanal programmes, when compared with the planned target of 36 375 registrations. In an effort to accelerate and increase these registrations, SETAs and all Artisan Development stakeholders have been brought on board and are actively engaged through National Steering committees and associated Fora in expanding the implementation objectives of the Artisan Development Strategy.

In addition, Disability Support Units (DSU) were planned for establishment to support students with disabilities and creation of an inclusive environment at TVET colleges. With a view to capacitate the college community on issues of advisory services and disability mainstreaming, seven DSUs were established at the following TVET colleges, namely Boland, False Bay, Motheo, Southwest Gauteng, Vhembe, Umfolozi, and Lovedale. For the period under review, a TVET College Working Forum on Disability was established to nominate a college in terms of set criteria to assess the level of support offered to students with disabilities.

OTHER TARGETED INTERVENTIONS IN SUPPORT OF EXPANSION

- Coordination of Career Development Services (CDS) across all spheres of Government and provision of free services to all citizens through multi-platform services including the Khetha Helpline, National Career Advice Portal and

CareerHelp Website.

- Face-to-face information sessions and training workshops are provided on a continuous basis for the Not in Employment, Education and Training youth, lecturers, teachers, students and school learners and accordingly assisting the latter in making informed career decisions and choices.
- Commemoration of the 16 Days of Activism for No Violence against Women and Children Campaign; a United Nations campaign, which is held annually from 25 November (International Day for No Violence Against Women) to 10 December (International Human Rights Day). Other key commemorative days observed by the Department annually during this 16-day period included World Aids Day on 1 December and the International Day for Persons with Disabilities on 3 December.
- Support through Higher Health has reached 80% of students and staff through Co/Extramural Curriculum, Risk Screening and Students Support facilitated through a toll-free crisis help-line and referral for support rendered by mental health professions.

Success and efficiency of the PSET System

There is a slight decrease in the overall number of student graduates apparent at the 26 public universities for the 2023 academic year. With 220 758 students who completed a qualification during the 2023 academic year, there has been a 6.8% decline in the number of graduates. There is also a decrease in number of graduates enrolled in scarce skills studies, with engineering at 11 851 (80%) (2023 academic year), life and physical sciences at 10 218 (90%), human and health sciences 778 (74%) and master's graduates at 13 819 (83.2%).

The NDP, 2030 set a target of producing 30 000 artisans per annum by 2030. During the 2023/24 financial year, a total of 3 446 artisans were apparent wherein 932 incumbents or 27% were female and 2 514 or 73% were male. These figures are further aggregated into the majority comprising of Africans at 2 947 artisans or 85%, Coloured artisans at 176 incumbents or five percent, Indians at 51 artisans or 1.5% and Caucasian artisans at 272 or eight percent, while the Youth comprised 2 512 artisans or 73% and People with Disabilities comprising five artisans 5 or 0.1%. It is worth noting that since the launch of the Reconstruction and Recovery Plan (and subsequently the Skills Strategy to support the latter), the economy is showing signs of a recovery trajectory.

Other targeted interventions geared towards supporting the success and efficiency of the PSET System, include the following:

- The University Capacity Development Programme that aims to spearhead entrepreneurship development across higher education and has been developed to focus on student entrepreneurship expansion, increased staff capacity within this sphere and the endorsement of programmes that emulate and concretise entrepreneurship development as part of the training curricula.
- The Department has introduced the Pre-Learning Vocational Programme at TVET colleges for students who do not meet the minimum requirements within their chosen fields of study, such as Engineering because of sub-standard grades attained in pre-requisite classes, particularly Mathematics and Science.

Quality of provisioning across the PSET System

During the period under review, SETAs continued to broaden partnerships with industries that assist the up-scaling of graduate placements, alongside the streamlining of work-integrated learning and research functions. These partnerships also afford SETAs access to labour market intelligence data, that inform sector skills plans and curriculum development and as a result, improve the quality of provisioning and employability across the board.

Governance within the sector has been stabilised for the 2019 to 2024 period in alignment with the MTSF. There has been a notable increase in compliance with legislation and adhering to good practises outlined in the King IV report. For the period under review, compliance with good governance standards was measured in terms whether council had complied in ensuring that TVET colleges had approved and signed off on 2024/25 Annual Performance Plans (APP). Councils and committees have also since approved charters, while all colleges are functioning within the parameters of Council approved institutional policies. Chairpersons of council committees have also undertaken self-assessments utilising the tool developed by the Department for this purpose.

In an attempt to further bolster Council capacity in relation to properly conducting administrative affairs, a National Induction Workshop for the 2024 student leadership intake from all nine CET colleges was duly conducted. In addition, a total of 60 centre managers were also trained through the National School of Government on the Foundational Management Development Programme.

Responsiveness of the PSET System

The NDP emphasises the importance of workplace-based training in job creation and the need for TVET colleges to become a preferred institution for vocational education and training. To date, a preliminary figure of 12 763 TVET college students were placed in workplaces for experiential learning. In an effort to improve student placements, the NSF was engaged to fast-track the South African Principals Council funding proposal that was submitted during December 2023 with the aim of expediting the placement of students at workplaces providing experiential learning.

From the SETA perspective, all SETAs have developed Sector Skills Plans (SSP), which entail an up-to-date list of scarce and critical skills sourced from each sector. With the updated SSPs now in place, training interventions supported by SETAs have been aligned to respond to the skills needs identified in each sector. Further interventions are currently underway to finalise the National List for Occupations in High Demand in conjunction with the MSPs, which are critical in augmenting the responsiveness of the post-school system.

3 PROGRAMME PERFORMANCE INFORMATION

3.1 PROGRAMME 1: ADMINISTRATION

3.1.1 PURPOSE

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

There are six budget sub-programmes:

- **Ministry:** Provides executive support and policy direction to the Department.
- **Department Management:** Provides overall management and administration of the Department.
- **Corporate Management Services:** Provides corporate management services support to the Department and colleges in support of the attainment of its strategic objectives.
- **Office of the Chief Financial Officer:** Ensures sound financial management of the Department, management and control of the Department's assets, liabilities, and supply chain management processes. It develops policy and coordinates education and training development support projects, as well as project coordination supported on behalf of the National Skills Fund. It renders financial compliance, as well as budgetary monitoring, support, and advice services to public entities. In addition, it oversees the successful management of all administrative matters, performs financial and related legislative compliance matters and monitors the compliance across the Department.
- **Internal Audit:** Provides independent, objective assurance designed to add value and improve the Department's operations. It helps the Department to accomplish its objectives by bringing a systematic and disciplined approach to evaluate and improve the effectiveness of risk management, control and governance processes.
- **Office Accommodation:** Ensures that the officials of the Department are provided with sufficient office accommodation in a safe and clean environment that complies with all relevant legislation to support service delivery.

3.1.2 SUMMARY ON HOW THE ACHIEVEMENT OF TARGETS HAS CONTRIBUTED TOWARDS ACHIEVING THE DEPARTMENT'S OUTCOMES

During the period under review, the Office of the Chief Financial Officer has ensured that all financial services and compliance matters were dealt with timeously. The Department also received an unqualified audit opinion for the 2023/24 financial year. The total number of financial transactions accordingly processed, has increased significantly during the financial year. Even though the Department did not pay all invoices (a total of seven invoices) within 30 days, it on average, finalised and paid all other invoices (comprising a total of 114 976 invoices) within a 9.51-day threshold period.

As a responsive Department, allegations of misconduct that were reported, were duly investigated. Whenever substantiation for formalised action have been apparent, charges were initiated for formal or lesser formal disciplinary hearings. During the previous financial year, the target of finalising 80% of misconduct cases within 90 days was achieved for all cases subsequently investigated, as well as undisputed charge acquiescence and disciplinary hearings finalised.

3.1.3 PROGRAMME PERFORMANCE: STRATEGIC OBJECTIVES, PERFORMANCE INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS

Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement	Deviation from the planned target	Reason for deviation
PROGRAMME 1: ADMINISTRATION								
Excellent Business operations within the Department	Payment of suppliers timeously effected	Percentage of valid invoices received from creditors paid within 30 days	99.7%	100%	100%	**Target not achieved** 99.99%	(0.01%)	Queries raised on invoices, limited availability of information upon correcting captured errors causing administrative delays.
	Policy directives on preferential procurement to achieve specific transformation goals implemented	Percentage of public procurement set aside for women-owned businesses	22.62%	35%	40%	**Target overachieved** Q1: 43.4% Q2: 54.0% Q3: 51.1% Q4: 46.0% **Average: 48.6%**	8.6%	Special efforts were made to identify potential procurement of higher value to be assigned to businesses owned by women and youth.
		Youth-owned businesses		28.35%	30%	**Target overachieved** Q1: 41.2% Q2: 32.6% Q3: 16.5% Q4: 32.0% **Average: 30.6%**	0.6%	
		Black-owned businesses		71.11%	70%	**Target overachieved** Q1: 86.1% Q2: 73.0% Q3: 81.7% Q4: 87.0% **Average: 81.9%**	11.9%	Special efforts were made to identify potential procurement of higher value to be assigned to black owned businesses.

Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement	Deviation from the planned target	Reason for deviation
PROGRAMME 1: ADMINISTRATION								
		Businesses owned by people living with disabilities		0.42%	7%	**Target not achieved** Q1: 0.02% Q2: 0.95% Q3: 0.69% Q4: 6.65% **Average: 2.08%**	(4.92%)	There were a few businesses owned by people with disabilities and registered on the Government Supplier Database, making it very difficult to consistently achieve the target.
		SMMEs		67.25%	30%	**Target overachieved** Q1: 48.0% Q2: 67.5% Q3: 65.8% Q4: 48.0% **Average: 57.3%**	27.3%	Special efforts were made to identify potential procurement of higher value to be assigned to SMMEs.
	Clean audit opinion obtained from the Auditor-General of South Africa	Audit opinion received from the Auditor-General of South Africa	Unqualified audit opinion	Unqualified audit opinion	Clean audit outcome	**Target not achieved** Unqualified audit opinion with findings	Clean audit outcome	Internal control deficiencies in the planning, management and reporting processes.
	Maintaining vacancy rate to be below 10%	Percentage of vacancy rate reduced per annum	9.4%	9.4%	Below 10%	**Target achieved** Q1: 9.9% Q2: 5.6% Q3: 8.7% Q4: 7.9% **Average: 8.8%**	2.0%	Full decentralisation of recruitment and selection process and college Persal appointment functions.

Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement	Deviation from the planned target	Reason for deviation
PROGRAMME 1: ADMINISTRATION								
	Departmental disciplinary cases finalised	Percentage of disciplinary cases resolved within 90 days per annum	80%	86.3%	80%	**Target achieved** Q1: 81% Q2: 72% Q3: 88% Q4: 82% **Average: 80.75%**	0.75%	The resolution of disciplinary cases within 90 days was included in the performance agreements of presiding officers and initiators.
	An up-to-date Information and Communication Technology (ICT) and reliable ICT infrastructure implemented	Percentage of network connectivity uptime per annum	95%	97.9%	95%	**Target achieved** Q1: 99.65% Q2: 96.71% Q3: 99.54% Q4: 97.64% **Average: 98.4%**	3.4%	Reduction in load-shedding that was affecting network connectivity uptime.

3.1.4 LINKING PROGRAMME PERFORMANCE WITH BUDGETS

SUB-PROGRAMME	2024/25			2023/24		
	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
Department Management	102 942	71 950	30 992	30 998	29 024	1 974
Corporate Management Services	274 254	247 704	26 550	245 515	241 535	3 980
Office of the Chief Financial Officer	113 208	107 677	5 531	99 096	98 271	825
Internal Audit	12 446	11 671	775	11 185	10 616	569
Office Accommodation	157 228	157 217	11	105 494	105 493	1
Total	**660 078**	**596 219**	**63 859**	**492 288**	**484 939**	**7 349**

3.1.5 STRATEGY TO OVERCOME UNDERPERFORMANCE

i) Percentage of valid invoices received from creditors paid within 30 days:

In an effort to improve the processing of invoices, a number of interventions such as weekly checks on the BAS system for any outstanding payments, the checking of all manual payments against the receipt date to prioritise those payments that might be at risk to avoid any payments made after 30 days, and continuous communication on non-availability of the payment systems, have since been activated and implemented.

ii) Audit opinion received from the Auditor-General of South Africa:

The implementation of corrective actions in ensuring the attainment of a clean audit and ongoing engagements with relevant management staff responding to audit issues and interventions escalated to management for attention.

Deputy Director-General for Skills Development Mr Mvalo, Acting of CEO National Skills Fund Ms Erra Deputy Minister Dr Gondwe, Deputy Director-General for Corporate Services Ms Rhulani Ngwenya

3.2 PROGRAMME 2: PLANNING, POLICY AND STRATEGY

3.2.1 PURPOSE

Provide strategic direction in the development, implementation and monitoring of departmental policies and in response to the Human Resource Development Strategy for South Africa**.**

There are six budget sub-programmes:

- **Programme Management: Planning, Policy and Strategy:** Manages delegated administrative and financial responsibilities and coordinates all monitoring and evaluation functions in the programme.
- **Human Resource Development Council of South Africa:** Provides strategic, technical and administrative support to the Human Resource Development Council of South Africa by developing and ensuring the effective implementation of the Council's strategy and plan.
- **Policy, Planning Monitoring and Evaluation:** Monitors and evaluates the policy outputs of the Department, coordinates research in the fields of higher education and training, and ensures that education policies, plans and legislation are developed into systems through monitoring their implementation on an ongoing basis.
- **International Relations:** Develops and promotes international relations, supports the UNESCO in the higher education sub-system, and manages, monitors and reports on international donor grant funding.
- **Legal and Legislative Services:** Manages the legal and legislative services of the Department, universities, colleges, sector education and training authorities, and the NSF.
- **Social Inclusion and Quality:** Promotes access to PSET opportunities and participation by students in education and training programmes; manages the development, implementation, evaluation and maintenance of policy, programmes and systems for career development services, social inclusion, open learning and the NQF, and monitors the implementation of these policies.

Department of Higher Education and Training delegates at the G20 Education Working Group (Edwg) meeting in Sun City

3.2.2 PROGRAMME PERFORMANCE: STRATEGIC OBJECTIVES, PERFORMANCE INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS

Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement	Deviation from the planned target	Reason for deviation
PROGRAMME 2: PLANNING, POLICY AND STRATEGY								
An Integrated and coordinated PSET System	NQF-related policies developed or reviewed and monitored	Recognition of Prior Learning (RPL) Implementation Framework published	Revised RPL Coordination Policy was Gazetted for public comments by 24 March 2023	Revised RPL Coordination Policy or Implementation Framework was approved by the Director-General on 18 March 2024 and submitted to the Minister for publication	RPL Implementation Framework published by 31 March 2025	**Target not achieved** RPL Implementation Framework was developed and published for public comments	RPL Implementation Framework was not published for implementation	Following the recommendations from public comments the DGs of the Department and the Department of Basic Education (DBE) agreed to widen the focus of the RPL framework from PSET to the entire education and training system. Therefore, a new process was initiated to broaden the scope which includes further research, consultation and approvals.
	NQF Bill promulgated into the Act	NQF Amendment Bill approved for introduction to Parliament	The Minister approved the submission and the NQF Amendment Bill on 28 March 2023	Draft NQF Amendment Bill was not approved by the Minister as planned	NQF Amendment Bill approved by the Minister by 31 March 2025 for introduction to Parliament	**Target not achieved**	The NQF Amendment Bill was achieved in 2023 as it was promulgated in Parliament	The NQF Further Amendment Bill, 2024 was approved by the Minister on 24 March 2025 for publication for public comment. However, this was a misalignment with the planned target at the planning stage.
	Revised Higher Education Act approved	Revised Higher Education Act approved		Revised draft Higher Education Act was not approved by the Minister as planned	Revised Higher Education Act approved by Parliament by 31 December 2024	**Target not achieved** Funding for the Revised Higher Education Act has been secured. The procurement process for the service provider has been completed. The work will start in June 2025	Revised Higher Education Act was not approved by Parliament as planned	Funding for the target was delayed, which hindered the timeous procurement of a service provider to assist with reviewing and amending the Higher Education Act.

Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement	Deviation from the planned target	Reason for deviation
PROGRAMME 2: PLANNING, POLICY AND STRATEGY								
Expanded access to PSET opportunities	Integrated Infrastructure Development Support Programme for PSET implementation	Number of Imbali Precinct projects completed in collaboration with Durban University of Technology (DUT)		The Imbali Precinct project (Engineering Building) in collaboration with DUT has been initiated and in progress.	1 Imbali Precinct project completed in collaboration with DUT by 31 March 2025 (1 ICT Infrastructure)	**Target not achieved** 1 Imbali Precinct project in collaboration with DUT was not completed as planned (1 ICT Infrastructure)	1 Imbali Precinct project in collaboration with DUT was not completed as planned (1 ICT Infrastructure)	The ICT is a project that involves multiple community stakeholders. DUT has been unable to bring community stakeholders to agree on the delivery of the precinct ICT delivery model.
		Percentage completion of construction of the Tshwane University of Technology Giyani Campus initiated according to designs completed	Monitoring report of a feasibility study to establish Multi-Purpose Centre in Giyani, Limpopo was not developed as planned	Minimal progress was made in developing the designs for the Giyani Satellite Campus	10% of construction completed	**Target not achieved** 0%	(10%) Actual construction had not commenced	The appointment of a contractor was delayed owing to disruptions by local contractors who were unhappy with the advertising process.
		Percentage completion of construction of Ulundi Satellite Campus initiated according to designs completed	Monitoring report of a feasibility study for the establishment of a satellite campus in Ulundi was approved by the Director-General on 28 March 2023	Designs for the Ulundi Satellite Campus were completed by UniZulu and approved by the Director-General on 28 March 2024	10% of construction completed	**Target not achieved** 0% A feasibility study was completed; it is envisaged that construction will commence in the 2025/26 financial year	(10%) Actual construction had not commenced	Delayed finalisation of the transfer of ownership from Department of Public Works to University of Zululand (UNIZULU). It was further noted that UNIZULU does not have sufficient capacity for the delivery and management of infrastructure.

Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement	Deviation from the planned target	Reason for deviation
PROGRAMME 2: PLANNING, POLICY AND STRATEGY								
		Number of student housing projects for the provision of beds completed	Multifaceted student accommodation strategy was not approved by the Director-General as planned	0	3 (5 000 beds)	**Target not achieved** 2 471	(2 529)	The student housing projects are implemented by the universities and several of them do not have sufficient capacity for the delivery and management of infrastructure. In addition, they are faced with challenges such as disruptions from communities and business forums. Some universities withdrew from the Student Housing Infrastructure Programme (SHIP) due to financial affordability.
		Number of Community Learning Centres (CLC) built		0	4	**Target not achieved** 0	(4) No CLCs were built	The four colleges that were targeted for completion in 2024/25 are: Gauteng, Northern Cape, KwaZulu-Natal and Western Cape-Eersterivier CLC. However, change of sites led to delay in the planning for construction. Procurement delays at Independent Development Trust (IDT) which is the implementing agent for the construction of the CET programme also impacted on the progress to construction.
		Number of TVET campuses built		3	3	**Target achieved** 3	None	None

Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement	Deviation from the planned target	Reason for deviation
PROGRAMME 2: PLANNING, POLICY AND STRATEGY								
	Establishment of new universities	Detailed designs on the construction of the two new universities approved for implementation	A plan for establishment of the new institutions, based on the feasibility study was not developed as planned	Concept design on the construction of the two new universities were approved by the Director-General on 28 March 2024 for implementation	Detailed designs on the construction of the two new universities approved by the Director-General by 31 March 2025 for implementation	**Target not achieved** The concept designs were finalised	The concept designs were finalized, the targeted detailed designs of the two new universities were not developed for approval by the Director-General as planned	The two universities were planned for construction in the sixth administration. The plan was presented to the Cabinet which advised that private funding be solicited. National Treasury also reduced the operationalisation budget for institutions which meant that accelerating construction would not be in the best interest of the institutions as they would not be able to operate optimally.
	Eight international engagements undertaken per annum	Number of international engagements undertaken to support priorities of PSET System	0	13	8	**Target overachieved** 16	8	During the period under review, South Africa became part of the G20 Troika and eventually ascended to the G20 Presidency from 1 December 2024. A number of international engagements were undertaken to garner support and popularisation of the priorities of the G20 EdWG in Africa and beyond. Another factor that led to the sharp increased number of international engagements was the fact that 2024 was declared by the African Union (AU) as the *'Year of Education in Africa'*. This meant that more engagements aligned to the AU theme of the year had to be undertaken.

Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement	Deviation from the planned target	Reason for deviation
PROGRAMME 2: PLANNING, POLICY AND STRATEGY								
	Policy on Social Inclusion in PSET Implemented and monitored	Monitoring report on the implementation of the *Sexual Offences Amendment Act (Act 32 of 2007)* (and Related Matters) in the PSET System approved annually	A report on the implementation of Gender Equality and Gender-Based Violence (GBV) policy framework for PSET System was approved by the Director-General on 16 February 2023	A report on the implementation of Sexual Offences Amendment Act in the PSET System was approved by the Director-General on 10 August 2023	Report on the implementation of *Sexual Offences Amendment Act (Act 32 of 2007)* and Related Matters in the PSET System approved by the Director-General by 30 September 2024	**Target achieved** The Report on the implementation of the *Sexual Offences Act (Act 32 of 2007)* and Related Matters in the PSET System was approved by the Director-General on 15 August 2024	None	None
	Interventions implemented to support the *'Transforming MENtalities'* Programme in the PSET System	Monitoring report on the implementation of *'Transforming MENtalities'* Programme approved annually		*'Transforming MENtalities'* Programme launched on 29 August 2023	Report on the implementation of *'Transforming MENtalities'* Programme approved by the Director-General by 31 March 2025	**Target achieved** Report on the implementation of the *'Transforming Mentalities'* Programme were approved by the Director-General on 25 March 2025	None	None

Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement	Deviation from the planned target	Reason for deviation
PROGRAMME 2: PLANNING, POLICY AND STRATEGY								
Improved success and efficiency of the PSET System	Open Access Learning and Teaching Support Material (LTSM) for students in TVET colleges increased	Number of LTSM on the National Open Learning System (NOLS) increased annually	Guidelines on provision of open access LTSM for students in TVET colleges approved by the Director-General on 16 February 2023	2 15 Modules of the Advanced Diploma in TVET were developed for TVET lecturers and are available on the NOLS 2 TVET Subjects LTSM (on one level) available on the NOLS	2 additional TVET Subjects LTSM (on one level) available on the NOLS by 31 March 2025	**Target achieved** 2 additional TVET Subjects LTSM (on one level) are available on the NOLS	None	None
A Responsive PSET System	Students participating in Apprenticeships, Internships and Work Integrated Learning in construction	Number of students participating in Apprenticeships, Internships and Work Integrated Learning in construction		0	1 000	**Target not achieved** 380	(620)	Implementation is carried out by universities and they do not have sufficient capacity to ensure achievement of the targets.

Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement	Deviation from the planned target	Reason for deviation
PROGRAMME 2: PLANNING, POLICY AND STRATEGY								
	Research reports aimed at supporting decision making in respect to improving the responsiveness of the PSET System implementation	Number of reports aimed at supporting decision making in respect to enrolment planning, funding and policy making approved annually	Monitoring report on the implementation of SS-ERRP was approved as planned on 28 February 2023	A draft Country-Wide MSP was developed and submitted for review by the Director-General on 28 March 2024	4 List of occupations in high demand (national and 2 provincial pilots) published by 30 June 2024 Report on the identification of skills needs for the hydrogen economy approved by the Director-General by 30 June 2024 Technical Report (including methodology and the Critical Skills List) approved by the Director-General by 31 March 2025 Report on Skills Supply and Demand approved by the Director-General by 31 March 2025	**Target not achieved** 2/4 List of occupations in high demand (national and 2 provincial pilots) were approved by the Director-General and published by 16 April 2024 Report on the identification of skills needs for the hydrogen economy was approved by the Director-General on 15 April 2024 Draft Technical Report (including methodology and the Critical Skills List) was approved by the Director-General Draft Report on Skills Supply and Demand was approved by the Director-General	(2) Technical Report (including methodology and the Critical Skills List) was not approved by the Director-General as planned Report on Skills Supply and Demand was not approved by the Director-General as planned	The adjustment of project scope and budget impacted negatively on the project timelines and the achievement of the planned targets within the 2024/25 financial year.

3.2.3 LINKING PROGRAMME PERFORMANCE WITH BUDGETS

SUB-PROGRAMME	2024/25			2023/24		
	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, Policy and Strategy	4 106	2 823	1 283	3 198	2 980	218
Human Resource Development Council of South Africa	11 268	10 121	1 147	10 039	9 694	345
Policy, Planning, Monitoring and Evaluation	3 454 688	3 449 107	5 581	1 240 551	1 207 594	32 957
International Relations	20 978	18 417	2 561	19 658	19 246	412
Legal and Legislative Services	22 960	20 326	2 634	18 035	17 733	302
Social Inclusion and Quality	190 279	185 972	4 307	201 553	200 620	933
Total	**3 704 279**	**3 686 766**	**17 513**	**1 493 034**	**1 457 867**	**35 167**

3.2.4 STRATEGIES TO OVERCOME UNDER PERFORMANCE

i) 10% of construction completed

A Memorandum of Understanding (MoU) was signed during August 2024 between TUT and Greater Giyani Municipality. Through the initial funding of R105.130 million provided to TUT, the University has managed to appoint a team of social facilitators, led by Mr Dick Bvuma to work closely with the campus Rector. The team was finalising the procurement of Phase 1 scope of works to coincide with the refurbishment of the Tshwane University of Technology (TUT) Giyani Campus set to begin on 19 May 2025 and expected to be completed by 31 October 2025.

ii) Recognition of Prior Learning Implementation Framework published by 31 March 2025

A new Framework for the entire education and training system is being redrafted and will be distributed for broad-based consultation during the 2025/26 financial year.

iii) 5 000 student housing projects for the provision of beds completed

The Department has now managed to conclude the MoU with the Development Bank of Southern Africa as the implementation agency for the SHIPSMS during May 2024 and is currently busy providing TUT with 3 500 beds, followed by planning for the next cluster phases 2 and 3, in terms of the SHIP. The remaining activities of the project were transferred to a contractor who took over on-site construction activities on 24 February 2025.

iv) Four Community Learning Centres built

Two sites have been confirmed, and the two colleges (Gauteng and Northern Cape) have advanced to a design stage. The remainder of the sites are awaiting approval of additional budget requirements.

v) The Imbali Precinct project completed in collaboration with DUT by 31 March 2025 (1 ICT Infrastructure)

The Department met with DUT management and key stakeholders. The intension is to also engage political stakeholders given the location of the programme. For the next financial year, Infrastructure and ICT delivery will focus firstly on the internal infrastructure prioritisation while external community reliant infrastructure will be addressed as a different process.

vi) Detailed designs on the construction of the two new universities approved by the Director-General by 31 March 2025 for implementation

The Department is currently considering the funding model required for the construction of both the University of Science and Innovation at Ekhurhuleni and the University of Policing and Crime Detection at Hammanskraal.

vii) Number of students participating in Apprenticeships, Internships and Work-Integrated Learning within the construction arena

The Department during September 2024, requested approval of funding provided by Universities South Africa (USAf) to expand capacity for Apprenticeships, Internships and Work-Integrated Learning.

viii) Four of reports aimed at supporting decision making in respect to enrolment planning, funding and policy-making approved

The project for the development of these reports was extended from 1 July 2024 to 30 June 2025. The Technical Report and the Critical Skills List in concert with a report on the Skills Supply and Demand will be finalised and approved by the Director-General on 30 June 2025.

ix) The Revised Higher Education Act

Funding has been secured. The procurement process for the service provider has been completed and the work will commence during June 2025.

Director-General Dr Nkosinathi Sishi at the Education Working Group (Edwg) Seminar held at Sun City in North West Province

3.3 PROGRAMME 3: UNIVERSITY EDUCATION

3.3.1 PURPOSE

Develop and coordinate policy and regulatory frameworks for an effective and efficient university education system. Provide financial and other support to universities, the National Student Financial Aid Scheme and national higher education institutions.

There are six budget sub-programmes:

- **Programme Management:** Manages delegated administrative and financial responsibilities and coordinates all monitoring and evaluation functions for the programme.
- **University Planning and Institutional Funding:** Manages planning and funding for the public higher education sector.
- **Institutional Governance and Management Support:** Monitors and supports institutional governance management and provides sector liaison services.
- **Higher Education Policy Development and Research:** Develops higher education policy, supports research and regulates the private higher education system.
- **Teaching, Learning and Research Development:** Promotes, develops, monitors, and evaluates the implementation of qualification policies, programmes, and systems for the development of high-quality teaching across all education sectors, including pre-schooling, schooling and post-schooling and supports effective teaching and learning, and research development in university education, including through international scholarship opportunities.
- **University Subsidies:** Transfers payments to universities.

3.3.2 SIGNIFICANT ACHIEVEMENTS OF TARGETS AND OUTPUT INDICATORS AND HOW THEY CONTRIBUTED TO ACHIEVING THE OUTCOMES

Expanded access to PSET opportunities

The number of headcount enrolments for first-time entering students audited for 2023 increased from 194 714 during 2022 to 208 697 in 2023 and exceeded the projected target of 196 324 by 12 373 students, reflecting a six percent overall increase during 2023. The Department supports distance education which facilitates access to- and increases opportunities for prospective students. Distance education addresses the challenges of expanding access to opportunities aligned with the needs of non-traditional students, particularly those already in employment, as well as students intending to further their education into post-graduate studies.

Although access to higher education through distance education is being promoted, care should be taken to ensure that there is sufficient support provided to students in ensuring success pertaining to the qualifications they are enrolled for. One of the focus areas for the Mid-term review for the 2020 to 2025 enrolment planning cycle, was directed towards contact institutions with the ability to offer distance education. These discussions assisted in bolstering an improved understanding of the costs that the university will have to incur by providing distance education infrastructure and support services.

Improved success and efficiency in PSET System

There is noted improvement which suggests that institutions are implementing effective strategies to better support students and enhance their academic outcomes. The enrolment plan for 2023 has culminated in a success rate of 78%, which has remained consistent with the rate achieved during 2022, concretising stability in performance, while maintaining efforts to drive continuous improvement.

Improved quality of provisioning

In an effort to improve the quality of teaching and learning, the Department has implemented several interventions, one of which is foundation provisioning, which allows universities in providing additional support to students who meet minimum admission requirements, but remain underprepared for the demands of higher education and learning, as well as its environment. The Foundation Provision Grant is an earmarked facility that supports an increase in access and success for underprepared students.

These interventions include the Foundation Provision Grant and the University Capacity Development Grant (UCDG). The UCDG comprises of an earmarked grant awarded to institutions with the aim of addressing general teaching and learning capacity needs. The UCDG's emphasis geared towards strengthening staff capacity and upgrading qualifications, as well as teaching and research effectiveness.

A responsive PSET System

A process is underway to develop a regulatory framework through which the interaction, coordination and collaboration between professional bodies, quality councils, industry, provincial and national government departments, as well as higher education institutions can be enhanced to produce more professional graduates. This framework will improve the extent to which the Department will be able to steer the System and communicate systemic requirements to stakeholders. It will also provide a platform to align strategy, policy, and funding towards the production of professionals, especially relating to the funding and availability of work placements within Provincial and National Government departments. It will aid in removing barriers which inhibit increasing the number of graduates and professionals, especially with regards to female and African incumbents.

The Sibusiso Bengu Development Programme

The Sibusiso Bengu Development Programme Framework was launched during 2022. The framework was developed to redress the inequalities that have impacted the development of Historically Disadvantaged Intuitions and to contribute to their further development as strong universities in a diversified sector. An impact assessment is planned to measure the efficacy of the programme.

3.3.3 THE PROGRAMME RESPONSE TO PRIORITISING WOMEN, YOUTH AND PERSONS WITH DISABILITIES IN ITS SERVICE DELIVERY ENVIRONMENT

Student enrolment by gender between 2019 and 2023 showed that while male enrolment has decreased by 8.1% from 434 514 to 399 258 enrolments, female enrolment has steadily increased from 640 333 to 671 988. Enrolment of females is steadily increasing and annually outpaces that of males by a considerable margin. While male enrolment is progressively declining, more female students are enrolled, indicating a growing gender disparity in student enrolment.

The number of female graduates has steadily been decreasing, from 151 157 to 144 287 graduates. On the other hand, the number of male graduates also declined for the periods from 2020 to 2023, dropping from 86 673 to 76 389 graduates.

Both these trends suggest that the gender gap in graduates is widening, with female graduates consistently outnumbering male graduates.

3.3.4 PROGRAMME PERFORMANCE: STRATEGIC OBJECTIVES, PERFORMANCE INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS

Outcome	Output	Output Indicator	Actual Achievement 2022/23	Actual Achievement 2023/24	Planned Annual Target 2024/25	Actual Achievement	Deviation from the planned target	Reason for deviation
PROGRAMME 3: UNIVERSITY EDUCATION								
Expanded access to PSET opportunities	A Fee Regulation Framework developed and implemented by all public Higher Education Institutions	Revised Draft Fee increase Regulation Framework submitted for approval	A Fee Regulatory Framework not submitted to the Minister for approval as planned	Final Draft Fee Increase Regulatory Framework was developed and not approved as planned	Fee increase Regulatory Framework submitted to the Minister for approval by 31 January 2025	**Target not achieved** The Framework Guidelines for fee increases was developed and submitted to the Minister in December 2024	Fee Increase Regulatory Framework was not developed and submitted to the Minister for approval	Legal Service Unit advised that the Department does not have powers to develop a regulatory framework for the public universities, hence guidelines were developed.
	Guidelines for the DHET Bursary Scheme at public universities implemented	Updated guidelines for implementation of the DHET Bursary Scheme at public universities submitted for concurrence annually	Updated guidelines for DHET Bursary Scheme at public universities were submitted and approved by the Minister for approval on 13 December 2022	Updated guidelines for the DHET Bursary Scheme at public universities were approved by the Director-General on 04 January 2024 for submission to the Minister for concurrence	Updated guidelines for the DHET Bursary Scheme at public universities submitted to the Minister for concurrence by 15 December 2024	**Target achieved** Updated guidelines for the DHET Bursary Scheme at public universities were approved by the Director-General on 30 October 2024 enroute to the Minister	None	None
	Progress report on the number of eligible university students receiving loans through NSFAS approved	Progress report on the number of eligible university students receiving loans through NSFAS approved by the Director-General by 31 March 2025	Student funding policy submitted to the Minister for approval for implementation by 31 October 2022	Student funding Implementation Framework approved by the Minister for submission to cabinet by 31 October 2023	Progress report on the number of eligible university students receiving loans through NSFAS approved by the Director-General by 31 March 2025	**Target not achieved** A comprehensive report on the operation of NSFAS with details of the Comprehensive Student Loan was submitted	Progress report on the number of eligible university students receiving loans through NSFAS was not developed and approved	The Department will ensure NSFAS prioritises a specific report on university students receiving loans.

Outcome	Output	Output Indicator	Actual Achievement 2022/23	Actual Achievement 2023/24	Planned Annual Target 2024/25	Actual Achievement	Deviation from the planned target	Reason for deviation
PROGRAMME 3: UNIVERSITY EDUCATION								
	Student enrolments at public universities	Number of students enrolled at public universities annually	1 068 046	1 077 768	1 131 000	**Target not achieved** 1 071 715	(59 285)	Budget cut from national treasury has affected universities' funding and enrolments.
	University students receiving funding through NSFAS bursaries	Number of university students receiving funding through NSFAS bursaries annually	556 629	553 841	417 938	**Target overachieved** 505 845	87 907	There is no cap on enrolments of NSFAS students at universities and this is compounded by systems challenges. We will be establishing caps for 2026/27 to work within approved budget.
Improved success and efficiency of the PSET System	Students completing a university qualification	Number of students completing a university qualification annually	233 257	225 702	237 000	**Target not achieved** 220 758	(16 242)	Budget cuts from national treasury has affected universities' funding and enrolments.
	Graduates in engineering	Number of graduates in engineering annually	12 605	11 936	14 800	**Target not achieved** 11 851	(2 949)	Budget cuts from national treasury has affected universities' funding and enrolments. Many students who qualify to study at universities do not meet the requirements to pursue Science, Technology, Engineering and Mathematics (STEM).
	Graduates in natural and physical sciences	Number of graduates in natural and physical sciences annually	10 608	9 702	11 400	**Target not achieved** 10 218	(1 182)	Budget cuts from the national treasury has affected universities' funding and enrolments. Many students who qualify to study at universities do not meet the requirements to pursue STEM.

Outcome	Output	Output Indicator	Actual Achievement 2022/23	Actual Achievement 2023/24	Planned Annual Target 2024/25	Actual Achievement	Deviation from the planned target	Reason for deviation
PROGRAMME 3: UNIVERSITY EDUCATION								
	Graduates in human health science	Number of graduates in human health science annually	9 558	9 689	10 660	**Target not achieved** 8 873	(1 787)	Budget cut from the national treasury has affected universities' funding and enrolments. Many students who qualify to study at universities do not meet the requirements to pursue STEM.
	Graduates in animal health science	Number of graduates in animal health science annually	1 509	814	1 050	**Target not achieved** 778	(272)	Budget cut from the National Treasury has affected universities' funding and enrolments. Many students who qualify to study at universities do not meet the requirements to pursue STEM.
	Graduates in initial teacher education	Number of graduates in initial teacher education annually	29 925	31 080	30 000	**Target overachieved** 31 316	1 316	The introduction of teacher education qualifications for TVET lectures.
	Graduates in veterinary science	Number of graduates in veterinary science annually	219	199	185	**Target overachieved** 207	22	Improvement in recruitment, academic support and retention strategies for vet sciences.
	Master's graduates (all master's)	Number of master's graduates (all master's) annually	13 796	13 765	15 400	**Target not achieved** 13 819	(1 581)	Decrease in funding for postgraduate studies and increase in student debt.
	Doctoral graduates	Number of Doctoral graduates annually	3 574	3 690	3 500	**Target overachieved** 3 620	120	Support provided by the UCDG.

Outcome	Output	Output Indicator	Actual Achievement 2022/23	Actual Achievement 2023/24	Planned Annual Target 2024/25	Actual Achievement	Deviation from the planned target	Reason for deviation
PROGRAMME 3: UNIVERSITY EDUCATION								
	Increase in first-time students entering university	Percentage increase in first-time students entering university	(19.92%) (169 675)	14.75%	(5.7%) (196 324)	**Target overachieved** 7%	1.3%	More students meet and qualify for university admission criteria.
	Throughput rate of first-time cohort at universities	Throughput rate of 2014 first-time cohort at universities	63%	71.1%	63%	**Target overachieved** 72%	9%	Improved academic support and retention strategies.
Improved quality of provisioning	The Staffing South Africa's Universities Framework implemented	Number of new Generation of Academics Programme (nGAP) posts filled at universities every year	87	58	58	**Target not achieved** 21	(64)	Recruitment and therefore contracting of appointed lecturers is undertaken by universities. Therefore, the Department does not have control of the recruitment processes and contracting by universities.
		Number of scholarship or internship positions allocated to universities through the Nurturing Emerging Scholars Programme	41	57	40	**Target achieved** 54	14	The target is surpassed due to savings in the allocated funds because of recipients using less than they were allocated in the previous years.

Outcome	Output	Output Indicator	Actual Achievement 2022/23	Actual Achievement 2023/24	Planned Annual Target 2024/25	Actual Achievement	Deviation from the planned target	Reason for deviation
PROGRAMME 3: UNIVERSITY EDUCATION								
		Number of doctoral scholarships allocated to universities through the University Staff Doctoral Programme (USDP) for award to permanent instructional or research staff members	48	64	40	**Target achieved** 63	23	The target is surpassed due to savings from the allocated funds because some of the applicants requesting less than the allocated funds for the duration of their studies.
	University lecturers (permanent instruction or research staff) who hold Doctoral degree	Proportion of university lecturers (permanent instruction or research staff) who hold Doctoral degrees		53%	51%	**Target achieved** 54%	None	None
	Universities that meet standard of good governance	Percentage of universities that meet standard of good governance		84%	95%	**Target not achieved** 85%	(10%)	Internal governance challenges in some universities such as Mangosuthu University of Technology, Vaal University of Technology, University of Fort Hare and University of South Africa.
	Well managed Public Higher Education Institutions	A report on compliance with annual reporting regulations, financial health and audit outcomes of 26 universities approved	A report on the financial health of all 25 public HEIs was approved by the Director-General on 9 January 2023	A report on compliance with annual reporting regulations, financial health and audit outcomes of 26 universities was approved	A report on compliance with annual reporting regulations, financial health and audit outcomes of 26 universities approved by the Director-Geneal by 31 March 2025	**Target achieved** A report on compliance with annual reporting regulations; financial health and audit outcomes of 25 universities was approved by the Director-General on 19 March 2025	None	None

Outcome	Output	Output Indicator	Actual Achievement 2022/23	Actual Achievement 2023/24	Planned Annual Target 2024/25	Actual Achievement	Deviation from the planned target	Reason for deviation
PROGRAMME 3: UNIVERSITY EDUCATION								
		Percentage of private higher education institutions complying with regulations		93.7%	95% Compliance of Private Higher Education Institutions complying with regulations	**Target achieved** 95%	None	None
	Quality of research and creative and innovation outputs monitored	Number of monitoring reports on the evaluation of research, creative and innovation outputs by public universities approved annually	Draft report on the Evaluation of the 2021 research outputs of public universities was developed	2 A report on the evaluation of the 2022 research outputs of public universities was approved by the Director-General on 25 February 2024 A report on the evaluation of creative and innovation outputs by public universities was approved by the Director-General on 23 December 2023	A report on the Evaluation of creation and innovation outputs by public universities approved by the Director-General by 31 December 2024 Report on the evaluation of the 2023 research outputs by public universities approved by the Director-General by 31 March 2025	**Target achieved** 2 Report on the evaluation of creative and innovation outputs by public universities was approved by the Director-General on 5 December 2024. Report on the evaluation of the 2023 research outputs of public universities was approved by the Director-General on 25 March 2025	None	None

Outcome	Output	Output Indicator	Actual Achievement 2022/23	Actual Achievement 2023/24	Planned Annual Target 2024/25	Actual Achievement	Deviation from the planned target	Reason for deviation
PROGRAMME 3: UNIVERSITY EDUCATION								
	Progress report on the implementation of the Publication Quality Framework approved	Progress report on the development of the Research Quality Framework approved		Progress report on the development of the Research Quality Framework was approved by the Director-General on 8 March 2024	Progress report on the implementation of the Publication of the Quality Framework approved by the Director-General by 31 March 2025	**Target achieved** Progress report on the implementation of the Publication of the Quality Framework was approved by the Director-General on 25 March 2025	None	None
	Progress report on the first year of implementation of approved language development plans by the universities submitted for approval	Progress report on the first year of implementation of approved language development plans by the universities submitted to the Director-General for approval by 31 March 2025		Establishment of the Advisory Panel on the implementation of Language Policy approved by the Director-General by 30 November 2023	Progress report on the first year of implementation of approved language development plans by the universities submitted to the Director-General for approval by 31 March 2025	**Target achieved** Progress report on the first year of implementation of the language policy framework for public higher education institutions was approved by the Director-General on 25 March 2025	None	None

3.3.5 LINKING PROGRAMME PERFORMANCE WITH BUDGETS

SUB-PROGRAMME	2024/25			2023/24		
	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: University Education	3 643	3 230	413	3 413	3 123	290
University Planning and Institutional Funding	15 497	13 054	2 443	12 529	11 590	939
Institutional Governance and Management Support	47 129 597	47 129 188	409	46 087 227	46 085 919	1 308
Higher Education Policy Development and Research	8 319	6 642	1 677	6 340	5 943	397
Teaching, Learning and Research Development	32 832	29 577	3 255	26 899	26 044	855
University Subsidies	44 499 343	44 499 340	3	43 959 206	43 959 186	20
Total	**91 689 231**	**91 681 031**	**8 200**	**90 095 614**	**90 091 805**	**3 809**

3.3.6 STRATEGY TO OVERCOME UNDERPERFORMANCE

i) Strengthen Access and Pathways to Higher Education

- Improve Matric Outcomes: Collaboration with the DBE to improve the quality of secondary education. Expanding support for STEM and gateway subjects (maths, science, among other) at the DBE and at universities. Strengthening career guidance at high schools to align learners' aspirations with university programmes.
- Alternative Admission Routes: Expanding the provision of foundation programmes/extended curriculum programmes for students who meet minimum entry requirements but come from a poor education background and are at risk of failing.

ii) Improve Affordability and Financial Aid Access

Expand NSFAS loans: Improving the administration and funding of the NSFAS. Considering implementing strategies aimed at assisting deserving students from the *'missing middle'.* Expanding public-private partnerships for scholarships. Encouraging coordinated inter-governmental collaborations for funding.

iii) Expand Online and Blended Learning Opportunities

Remote Learning Access: Developing relevant policies.

iv) Tailor Programmes to Labour Market and Student Demand

- Curriculum Relevance: Regularly updating academic offerings to align with national development goals and labour market trends. Including more vocational, entrepreneurial and digital skills programmes.
- Flexible Programmes: Introducing policies for micro-credentials.

v) Strengthen Institutional Capacity and Outreach

Improve Admissions Processes: Engaging universities to simplify and standardise application systems across universities. Providing user-friendly online application platforms with support for learners in remote areas. Supporting the institutionalisation of Central Application Service.

vi) Partner with TVET colleges and the Private Sector

- University-TVET Collaboration: Strengthening articulation pathways between TVET colleges and universities.
- Work-Integrated Learning: Developing policies to support internships and cooperative education in university programmes to increase employability and student appeal and considering dual education options.

vii) Policy, Governance, and Monitoring

- National Policy Interventions: Aligning enrolment targets and funding with the Department's long-term plans (such as the National Development Plan).
- Improve reporting systems: Reviewing the reporting regulations to enhance quality and timeous submission of annual compliant reports from institutions. Enhancing the current workflow mechanisms to ensure timeous submissions for approvals and annual reports from institutions.
- Introduce policies that ensure persons with correct credentials are appointed in councils of universities.

Deputy Minister, Dr Mimmy Gondwe at the Education Working Group (Edwg) Seminar held at Sun City in North West Province

3.4 PROGRAMME 4: TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

3.4.1 PURPOSE

Plan, develop, implement, monitor, maintain and evaluate national policy, programme assessment practices and systems for TVET colleges. Provide financial and other support to TVET colleges and regional offices.

There are six budget sub-programmes:

- **Programme Management: Technical and Vocational Education and Training:** Manages the delegated administrative and financial responsibilities of the programme and coordinates all monitoring and evaluation functions.
- **Technical and Vocational Education and Training System Planning and Institutional Support:** Provides support to management and councils, monitors and evaluates the performance of the TVET system against set indicators, develops regulatory frameworks for the system, manages and monitors the procurement and distribution of learning and teaching support materials, provides leadership for TVET colleges to enter into partnerships for the use of infrastructure and funding resources, and maps out the institutional landscape for the rollout of the TVET college system.
- **Programmes and Qualifications:** Manages and coordinates curriculum development processes, ensures the development of quality learning and teaching materials, monitors and supports the implementation of curriculum statements and assessment regulations, monitors and supports the development of lecturers, and provides leadership for TVET colleges to diversify their programmes, qualifications and curricula.
- **National Examinations and Assessment:** Administers and manages the conduct of national examinations and assessments in TVET and CET colleges.
- **Technical and Vocational Education and Training Financial Planning:** Sets up financial management systems, develops the financial management capacity of TVET colleges, manages and determines the fair distribution of funding to TVET colleges in accordance with norms and standards, monitors compliance with supply chain management policy, and ensures the timely submission of audited performance information, annual financial statements, and quarterly and annual reports.
- **Regional Offices:** Manages, supports, coordinates and monitors the implementation of Departmental programmes in the regional offices.

3.4.2 SIGNIFICANT ACHIEVEMENTS OF TARGETS AND OUTPUT INDICATORS AND HOW THEY CONTRIBUTED TO ACHIEVING THE OUTCOMES

- **Expanded access to PSET opportunities**

  The expected expansion of access to TVET colleges has been negatively affected by the constrained budget allotted from the national Fiscus.

  In order to promote access and eliminate barriers to Ministerially approved TVET college programmes, NSFAS awarded bursaries to 313 723 TVET college students (derived from preliminary data).

- **Improved success and efficiency in PSET System**

  The System indicator which provides a proxy for measuring the System success and efficiency, throughput rate, is steadily improving but is still below expected results. The current throughput rate requires multiple interventions by TVET colleges, the Department and other stakeholders including businesses and industries.

  The Department had been implementing the Maturity model to gauge the state of TVET colleges including their success and efficiency. The System and the instrument developed are expected to provide data in this domain by the end of the financial year 2025/26.

- **Improved quality of provisioning**

  Through various lecture development programmes, supported by the Department, colleges are steadily professionalising their lecturing staff. Although there is a long way towards creating a competent workforce at TVET colleges, the culture of professionalising staff has taken root at all TVET colleges.

- **A responsive PSET System**

  During the 2024 academic year, significant strides were made within the TVET curriculum transformation area. Six new occupational qualifications across the fields of renewable energies, early childhood development and hospitality were introduced by TVET colleges and fully funded under the auspices of the Department.

  Establishment of partnerships with various stakeholders has been a major enabling factor regarding the placement of students at workplaces for experiential learning and promoting entrepreneurship. In an effort to instill an entrepreneurial mindset and culture within the sector, all 50 TVET colleges implemented student-focused entrepreneurship development programmes. In this regard, colleges reported that the total number of 47 421 students were engaged in entrepreneurship programmes during the academic year under review.

3.4.3 THE PROGRAMME RESPONSE TO PRIORITISING WOMEN, YOUTH AND PERSONS WITH DISABILITIES IN ITS SERVICE DELIVERY ENVIRONMENT CHALLENGES ENCOUNTERED WHEN PRIORITISING DELIVERY FOR THESE DESIGNATED GROUPS AND THE CORRECTIVE STEPS THAT WERE UNDERTAKEN IN DEALING WITH SUCH CHALLENGES

The South Africa Skills Training Enhancement Programme which focusses on strengthening the capacity of TVET colleges to ensure gender equality and inclusion within the classroom and at campuses was launched during the current financial year. Fifteen TVET colleges from Limpopo and the Eastern Cape are at present participating under the programme parameters and the process in collaboration with identified Canadian counterparts is coordinated by the respective colleges and Institutes Canada.

In an effort to create an inclusive and enabling environment for students with disabilities in TVET colleges, the Department established a DSU.

3.4.4 PROGRAMME PERFORMANCE: STRATEGIC OBJECTIVES, PERFORMANCE INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS

Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement	Deviation from the planned target	Reason for deviation
PROGRAMME 4: TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING								
Expanded access to PSET opportunities	DSUs to support students with disabilities in TVET colleges established	Number of TVET colleges with established DSUs to support students with disabilities	Additional one DSU to support students with disabilities in TVET colleges was established on 16 February 2023	Additional one DSU to support students with disabilities in TVET colleges was established on 20 February 2024	Additional one DSU to support students with disabilities in TVET colleges established by 31 March 2025	**Target achieved** Additional one DSU to support students with disabilities in TVET colleges was established by the Director-General on 25 March 2025	None	None
	Student enrolments at TVET colleges	Number of students enrolled at TVET colleges annually	589 083	518 584	620 000	**Target not achieved** 564 089	(55 911)	The indicative budget has remained stagnant, preventing colleges from increasing enrolment, which in turn hinders the Department from achieving its targets. College enrolment numbers are directly tied to funding allocation from the Department.
	Eligible students funded by NSFAS	Number of eligible TVET students receiving NSFAS bursaries annually	266 063	266 063	400 000	**Target not achieved** 254 409	(145 591)	There was a balance on the available tuition allocation for 2023/24 as some returning NSFAS students did not qualify for continued funding due to failure to progress to the next level of study. In terms of NSFAS policy, NSFAS returning students are required to progress to the next level of study to sustain their funding.

Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement	Deviation from the planned target	Reason for deviation
PROGRAMME 4: TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING								
	Learners in TVET colleges registered on engineering and trade related occupations	Number of learners in TVET colleges registered on engineering and trade related occupations	856	34 219	33 000	**Target overachieved** 34 595	1 324	There was an increase in NCV enrolments resulting in the target being exceeded. Colleges can take more numbers per class on NCV compared to occupational programs that have practical components, which limits intake due to equipment.
	TVET graduates placed in workplaces	Number of TVET graduates placed in workplaces annually	10 616	15 408	21 000	**Target not achieved** 12 763	(8 237)	The report is incomplete because of a misalignment between the reporting schedule of SETAs and the Department's deadline for completing the report and obtaining the approval from the Director-General.
Improved success and efficiency of the PSET System	A user-friendly integrated examination resulting system developed	Number of days to release examination results to qualifying students	23 days (Average of Q2: 18 days and Q4: 28 days)	Q1: 23 Q2: 20.5 Q4: 10 Average 17.8 days	Examination results released to qualifying students within 40 days from last day of the exams timetable (per cycle)	**Target achieved** Q1: 19 Q2: 18 Q4: 24 Average: 20.3 days	19.7 days	The examination processes were conducted in accordance with the management plan and some processes were concluded ahead of the deadlines such as marking and capturing of marks.
	Certificates issued to qualifying candidates	Period it takes to issue certificates to qualifying candidates following publication of results (months)	2 months (Average of 65 and 60 days)	2.6 months	3 months	**Target achieved** Q2: 67 Q3: 55 61 days) Average: 2 months	29 days	The results were released early since the mop-up and remarks were approved and released in accordance with the management plan. This enabled the Department to submit the certification datasets to Umalusi for approval and printing earlier.

Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement	Deviation from the planned target	Reason for deviation
PROGRAMME 4: TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING								
	TVET college students completing N6 qualification	Number of TVET college students completing N6 qualification annually	28 685	27 497	76 000	**Target not achieved** 35 318	(40 682)	The projections made at the beginning of the strategic plan period were based on the anticipated growth of enrolments in the TVET sector. Since then, the enrolment numbers in TVET colleges including NATED Report 191 National N Diploma and N6 have significantly decreased.
	TVET college students completing NC(V) Level 4	Number of TVET college students completing NC(V) Level 4 annually	11 374	8 398	14 099	**Target not achieved** 7 613	(6 486)	The projections made at the beginning of the strategic plan period were based on the anticipated growth of enrolments in the TVET sector. Since then, the enrolment numbers in TVET colleges, including in NC(V) programmes, have significantly decreased. Only 13 088 students were enrolled at NC(V) L4 during the academic year 2022. The Department is also in the process of rationalising NC(V) programmes.

Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement	Deviation from the planned target	Reason for deviation
PROGRAMME 4: TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING								
	Throughput rate of TVET (NC(V))	Throughput rate of TVET (NC(V))	27.2%	11.1%	45%	**Target not achieved** 37%	(8%)	The NC(V) is a vocational alternative that ideally should attract competent learners from Grade 9 whose aspirations are to follow a vocational or occupational career path. The Department has observed that many students who enrolled for this programme are those young people who completed Grade 12 or the National Senior Certificate who could not access other higher education programmes or are awaiting opportunities elsewhere. The impact of this has been high drop-out rates leading to low throughput.
	Students enrolled in PLP to improve success	Number of students enrolled in PLP to improve success	4 581	4 420	5 000	**Target not achieved** 4 323	(677)	The PLP is not a formal programme for which colleges market and recruit. The number of enrolled students is dependent on those that present gaps in their prior learning and not meeting the admission criteria. So, this group of students were less than anticipated in 2024.

Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement	Deviation from the planned target	Reason for deviation
PROGRAMME 4: TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING								
	Incentives to reward completion of TVET Occupational qualifications	Monitoring report on the implementation of incentivising TVET students to complete Occupational qualifications linked to CoS approved		Operating Model to incentivise TVET students to complete Occupational qualifications linked to CoS was approved by the Director-General on 25 January 2024	A report on the implementation of incentivising TVET students to complete Occupational qualifications linked to CoS approved by the Director-General by 31 March 2025	**Target achieved** A report on the implementation of incentivising TVET students to complete Occupational qualifications linked to CoS was approved by the Director-General on 30 March 2025	None	None
Improved quality of PSET provisioning	TVET college lecturers with professional qualifications	Percentage of TVET college lecturers with professional qualifications	65%	64%	90%	**Target not achieved** 70.5%	(19.5%)	The underperformance is because colleges and lecturers do not report their professional teaching qualifications adequately. A few professionally unqualified lecturers do not enrol to study the Adv Dip TVT because they are almost at retirement age and do not see reason to improve their qualifications.

Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement	Deviation from the planned target	Reason for deviation
PROGRAMME 4: TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING								
	TVET college lecturers holding appropriate qualifications supported to acquire professional qualifications	Number of TVET college lecturers holding appropriate qualifications supported to acquire professional qualifications annually	118	217	750	**Target not achieved** 235	(515)	There are nine universities that are offering TVET-specific professional teaching qualifications, the Adv Dip TVT and fewer numbers of lecturers have registered. This might be due to lack of financial support; some lecturers do not meet the minimum requirements of the Adv Dip TVT, reluctance of the older lecturers to study.
	TVET college lecturing staff appropriately placed in industry or exchange programmes	Percentage of TVET college lecturing staff appropriately placed in industry or exchange programmes	2%	2.3%	18%	**Target not achieved** 2.3%	(15.7%)	TVET colleges still find it difficult to get sufficient placement opportunities in industry. Only few colleges manage to place in terms of the set national target, but the majority cannot.
	Lecturers participating in project-based lecturer capacity building programmes in engineering (electrical, plumbing and mechanical)	Number of lecturers participating in project-based lecturer capacity building programmes in engineering (electrical, plumbing and mechanical)	115	35	300	**Target not achieved** 204	(96)	The project-based capacity-building programmes are exclusively donor funded. The lack of donors to fund such programmes hinder sufficient numbers of lecturers to be trained. These programmes compete against the normal teaching and learning time which leads to some colleges not agreeing that their lecturers attend.
A responsive PSET System	TVET colleges offering 4IR aligned skills training	Number of TVET colleges offering 4IR aligned skills training	42	35	50	**Target achieved** 50	None	None

Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement	Deviation from the planned target	Reason for deviation
PROGRAMME 4: TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING								
	Lecturers participating in digital literacy programmes	Number of lecturers participating in digital literacy programmes	649	953	6 000	**Target not achieved** 1 718	(4 282)	Some colleges underreported the number of lecturers trained through college-initiated interventions.
	TVET colleges that are implementing student-focussed entrepreneurship development activities	Number of TVET colleges that are implementing student-fo-cussed entre-preneurship development ac-tivities annually	42 public TVET colleges implementing student-fo-cused entre-preneurship development programmes	All 50 TVET colleges offer student-fo-cused entre-preneurship development programmes	All 50 public TVET colleges implement student-fo-cused entre-preneurship development programmes	**Target achieved** All 50 public TVET colleges are implement-ing student-fo-cused entre-preneurship development programmes	None	None
	Protocols signed with industry to place TVET college students and lecturers for workplace experience	Number of public TVET colleges with at least two protocols signed with industry to place TVET college students and lecturers for workplace experience annually	9 public TVET colleges sign at least two protocols with industry and place learners for workplace experience	34	All 50 public TVET colleges with at least two protocols signed with industry to place TVET college students and lecturers for workplace experience	**Target Not Achieved** 42 public TVET colleges have at least two protocols signed with industry to place TVET college students and lecturers for workplace experience	(8)	Six colleges signed protocols in the last quarter of 2024/25 financial year which falls outside of the academic year. There were two colleges that could not sign protocols and no valid reasons provided.
	TVET college curricula aligned with industry needs developed and implemented	Number of new or revised subject curricula for TVET colleges approved annually	11 new or revised subject curricula for TVET colleges approved by the Director-General for implementation by 31 March 2023	10 subject curricular for TVET colleges were revised and approved by the Director-General on 1 March 2024	10 New or revised subject curricula for TVET colleges approved by the Director-General by 31 March 2025	**Target achieved** 10 revised subject curricula for TVET colleges were approved by the Director-General on 31 March 2024	None	None

Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement	Deviation from the planned target	Reason for deviation
PROGRAMME 4: TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING								
	Up scaling of digital skills training in TVET colleges	Number of TVET programmes with integrated of digital skills training	3 additional new/ reviewed TVET programmes with integrated digital skills training approved by the Director-General for implementation on 16 February 2023	3 additional New TVET programmes with integrated digital skills training were approved by the Director-General on 6 March 2024	3 Additional new/ reviewed TVET programmes with integrated digital skills training approved by the Director-General by 31 March 2025	**Target achieved** 3 reviewed TVET programmes with integrated digital skills training approved by the Director-General on 31 March 2024	None	None

Deputy President Mr Shipokosa Mashatile and Minister Mr Buti Manamela at the Human Resource Development meeting

3.4.5 LINKING PROGRAMME PERFORMANCE WITH BUDGETS

SUB-PROGRAMME	2024/25			2023/24		
	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: Technical and Vocational Education and Training	10 093	9 992	101	4 783	4 542	241
Technical and Vocational Education and Training System Planning and Institutional Support	12 090 625	12 085 463	5 162	11 597 432	11 580 803	16 629
Programmes and Qualifications	25 755	24 417	1 338	26 380	24 718	1 662
National Examinations and Assessment	875 279	871 785	3 494	753 381	750 770	2 611
Technical and Vocational Education and Training Financial Planning	17 024	15 042	1 982	15 131	14 025	1 106
Regional Offices	211 613	192 637	18 976	207 116	195 682	11 434
Total	**13 230 389**	**13 199 336**	**31 053**	**12 604 223**	**12 570 540**	**33 683**

3.4.6 STRATEGY TO OVERCOME UNDERPERFORMANCE

i) NC(V) Level 4

This is the final period for this indicator, and it has not been transferred to the new Strategic Plan and MTDP periods, since the focus for TVET curriculum is shifting from NC(V).

ii) Number of TVET college students completing N6 qualification annually

This comprises the final period for this indicator, and it has not been transferred to the new Strategic Plan and MTDP periods since the focus for TVET curriculum is shifting from NATED Report 191 to Occupational Qualifications.

iii) Throughput rate of TVET (NC(V))

Colleges have introduced various measures which include tutoring by peers on campus. Online career guidance to assist in programme selection is also catered for. Processes are underway to provide conducive study environments at hostels. Psycho-socio support is also provided to students.

iv) Number of TVET graduates placed in workplace annually

The TVET Branch has reviewed the Technical Indicator Description of the Department's 2025/26 APP by aligning reporting on this indicator with the other indicators to ensure adequate time for verification, accuracy and completeness of the reported data.

v) Number of eligible TVET students receiving NSFAS bursaries annually

To reduce the huge discrepancy between the set target and the reported achievement, NSFAS has reviewed the set target for 2025/26 downward to 269 314 considering the available tuition allocation and the trends for NSFAS recipients.

vi) Number of students enrolled in PLP to improve success

The TVET Branch has reviewed the Department's 2025/26 APP prior to its approval by consolidating this indicator into one as this is essentially Continuing Professional Development (CPD) activities. Nationally coordinated CPD activities will be arranged and conducted to avoid reliance on TVET colleges and to ensure ease of accountability and reporting.

vii) Percentage of TVET college lecturers with professional qualifications

The TVET Branch has reviewed the Department's 2025/26 APP prior to its approval by consolidating this indicator into one as this is essentially CPD activity. Nationally coordinated CPD activities will be arranged and conducted to avoid reliance on TVET colleges and to ensure ease of accountability and reporting.

viii) Number of TVET college lecturers holding appropriate qualifications supported to acquire professional qualifications annually

The TVET Branch has reviewed the Department's 2025/26 APP prior to its approval by consolidating this indicator into one as this is essentially CPD activity. Nationally coordinated CPD activities will be arranged and conducted to avoid reliance on TVET colleges and to ensure ease of accountability and reporting.

ix) Percentage of TVET college lecturing staff appropriately placed in industry or exchange programmes

The TVET Branch has reviewed the Department's 2025/26 APP prior to its approval by consolidating this indicator into one as this is essentially a CPD activity. Nationally coordinated CPD activities will be arranged and conducted to avoid reliance on TVET colleges and to ensure ease of accountability and reporting.

x) Number of lecturers participating in project-based lecturer capacity building programmes in engineering (electrical, plumbing and mechanical)

The TVET Branch has reviewed the Department's 2025/26 APP prior to its approval by consolidating this indicator into one as this is essentially a CPD activity. Nationally coordinated CPD activities will be arranged and conducted to avoid reliance on TVET colleges and to ensure ease of accountability and reporting.

xi) Number of lecturers participating in digital literacy programmes

The TVET Branch has reviewed the Department's 2025/26 APP prior to its approval by consolidating all these indicators into one as these are essentially CPD activities. Nationally coordinated CPD activities will be arranged and conducted to avoid reliance on TVET colleges and to ensure ease of accountability and reporting.

3.5 PROGRAMME 5: SKILLS DEVELOPMENT

3.5.1 PURPOSE

Promote and monitor the National Skills Development Strategy. Develop skills development policies and regulatory frameworks for an effective skills development system.

There are five budget sub-programmes:

- **Programme Management: Skills Development:** Manages delegated administrative and financial responsibilities and coordinates all monitoring and evaluation functions.
- **National Artisan Development:** Manages and monitors the development of artisans.
- **Sector Education and Training Authority Coordination:** Supports, monitors and reports on the implementation of the National Skills Development Strategy at sectoral level by establishing and managing the performance of service-level agreements with SETAs and conducting trade tests at INDLELA.
- **National Skills Authority Secretariat:** Manages projects identified in the National Skills Development Strategy and advises the Minister on the national skills development policy and strategy.
- **Quality Development and Promotion:** Transfers funds to the Quality Council for Trades and Occupations as contribution to its operations.

3.5.2 SIGNIFICANT ACHIEVEMENTS OF TARGETS AND OUTPUT INDICATORS AND HOW THEY CONTRIBUTED TO ACHIEVING THE OUTCOMES

Expanding Access to PSET Opportunities

During the 2024/25 financial year, the Department made measurable progress in expanding access to PSET despite persistent labour market and economic challenges. Notable increases in access includes 136 874 learners being placed in WBL programmes, falling short of the annual target of 190 000. Additionally, 18 144 learners entered artisanal programmes, which is still significantly below the annual target of 36 375. Despite not meeting all set targets, the system demonstrated resilience by maintaining steady participation and showing improvements compared to the 2023/24 performance levels.

Responsive PSET System

Significant strides were also made to enhance the responsiveness and efficiency of the PSET System. Although the annual target of 26 500 artisans found competent was not met, with only 16 274 achieving competency, this outcome reflects ongoing systemic challenges in trade testing and certification processes, which are being addressed on an ongoing basis. Encouragingly, the average lead time target of 40% was met spanning 26.25 days, signalling an improvement in turn-around times and overall system efficiency.

On the whole, the System has made substantial progress in enhancing responsiveness, particularly in turn-around times, planning capability and alignment with national priorities. These achievements underscore the Department's commitment to building a more agile and accountable PSET System underpinned by the MTSF and the National Skills Development Strategy (NSDS).

3.5.3 PROGRAMME PERFORMANCE: STRATEGIC OBJECTIVES, PERFORMANCE INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS

Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement	Deviation from the planned target	Reason for deviation
PROGRAMME 5: SKILLS DEVELOPMENT								
Expanded access to PSET opportunities	Approved SLA with SETAs monitored	Annual number of learners or students placed in WBL programmes	99 778	87 915	190 000	**Target not achieved** 136 874	(53 126)	These targets require workplaces that fall outside the control of the post-school system. These targets were set high before the COVID-19 Global health pandemic with the hope that the economy would grow at the levels envisaged in the National Development Plan (in reality, the economy has been growing at an average of 1%, not at more than 3% as envisaged in the MTSF). All these have implications for workplaces.
		Number of learners registered in skills development programmes annually	90 531	53 518	150 000	**Target not achieved** 60 822	(89 178)	
		Number of learners entering artisanal programmes annually	14 379	20 463	36 375	**Target not achieved** 18 144	(18 231)	

Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement	Deviation from the planned target	Reason for deviation
PROGRAMME 5: SKILLS DEVELOPMENT								
Improved success and efficiency of the PSET System	Approved SLA with SETAs monitored	Number of artisans found competent annually	21 000	20 062	26 500	**Target not achieved** 16 273	(10 227)	
		Number of learners who completed learnerships annually	32 550	22 068	53 000	**Target not achieved** 25 751	(27 249)	
		Number of learners who completed internships annually	5 284	2 051	11 000	**Target not achieved** 7 655	(3 345)	
		Number of learners who completed skills programmes annually	105 000	51 981	128 000	**Target not achieved** 54 912	(73 088)	
Improved quality of PSET provisioning	SETAs meeting standard of good governance	Percentage of SETAs that meet standard of good governance	100%	100%	95%	**Target achieved** 96%	1%	None
	Allocated SETA Mandatory Grants paid on time to employers	Percentage of allocated SETA Mandatory Grants paid on time to employers	60.45%	86%	100%	**Target not achieved** 85%	(15%)	Delayed payment due to Departmental system challenges to process large volumes of companies and bank details verification. SETAs needed more time to verify employer file from the Department which is still in process.

Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement	Deviation from the planned target	Reason for deviation
PROGRAMME 5: SKILLS DEVELOPMENT								
A responsive PSET System	Average lead time from qualifying trade test applications received until trade test is conducted (days)	Average lead time from qualifying trade test applications received until trade test is conducted (days)	31 Days	26.5 days	40 days	**Target achieved** Q1: 24 Q2: 26 Q3: 32 Q4: 23 Average 26.25 days	None	None
	Credible SSP developed by SETAs	Number of SETAs assessed to have developed SSP per annum	New Indicator	21	21	**Target achieved** 21	None	None

3.5.4 LINKING PROGRAMME PERFORMANCE WITH BUDGETS

SUB-PROGRAMME	2024/25			2023/24		
	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: Skills Development	10 983	9 389	1 594	5 578	5 327	251
Sector Education and Training Coordination	163 507	160 980	2 527	153 560	152 618	942
National Skills Authority Secretariat	14 571	13 572	999	13 519	13 340	179
Quality Development and Promotion	30 031	30 031	-	29 241	29 241	-
National Artisan Development	122 709	120 835	1 874	90 829	89 257	1 572
Total	**341 801**	**334 807**	**6 994**	**292 727**	**289 783**	**2 944**

3.5.5 STRATEGY TO DEAL WITH UNDERPERFORMANCE

i) 100% of allocated SETA Mandatory Grants paid to employers

The Department partnered with MICT to develop a new system. The system is at a pilot stage and will be rolled out once finalised. The payment of levies was done manually to mitigate some of the delays.

ii) Agreements with SETAs monitored

The MTDP has revised the targets to be SMART, considering the prevailing economic and labour market conditions. The targets will be reviewed as the Economic and labour market conditions improve. The SLAs between the SETAs will be closely monitored. These SETAs are directed to meet most of their targets by the end of the fourth quarter, especially those related to learning programme.

Deputy Director-General for Planning and Monitoring Branch Ms Nolwazi Gasa at the EDWG Seminar held at Sun City

3.6 PROGRAMME 6: COMMUNITY EDUCATION AND TRAINING

3.6.1 PURPOSE

Plan, develop, implement, monitor, maintain and evaluate national policy, programme assessment practices and systems for community education and training. Provide financial and other support to CET colleges.

There are four budget sub-programmes:

- **Programme Management: Community Education and Training*:*** Manages the delegated administrative and financial responsibilities of the programme and coordinates the monitoring and evaluation function.
- **Community Education and Training System Planning, Institutional Development and Support:** Provides support to management and councils, monitors and evaluates the performance of the CET system, develops regulatory frameworks for the system, manages and monitors the procurement and distribution of learning and teaching support material, provides leadership for CET colleges to enter into partnerships for the use of infrastructure for college site-hosting centres, and funds these partnerships, maps an institutional landscape for the rollout of the CET system, and is responsible for the planning and development of CET infrastructure.
- **Community Education and Training College Financial Planning and Management:** Sets up financial management systems, develops the financial management capacity of CET colleges, manages and determines the fair distribution of funding to CET colleges in accordance with norms and standards, monitors compliance with supply chain management policy, and ensures the timely submission of audited performance information, annual financial statements and quarterly and annual reports.
- **Education, Training and Development Assessment:** Manages and coordinates curriculum development processes, ensures the development of quality learning and teaching material, monitors and supports the implementation of curriculum statements and assessment regulations, monitors and supports the development of lecturers, provides leadership for CET colleges to diversify their programmes, qualifications and curricula, and provides leadership for colleges to form partnerships and linkages for programme diversification.

3.6.2 SUMMARY OF SIGNIFICANT ACHIEVEMENTS OF OUTPUTS AND HOW THEY CONTRIBUTED TOWARDS THE ACHIEVEMENT OF STRATEGIC OUTCOMES DURING 2023/24 FINANCIAL YEAR

The development and completion of the digital learning platform as well as the uploading of relevant content will enable students and lecturers to have access to a learning platform wherever they are. This is a significant step as it positions CET colleges in providing alternative learning and teaching pathways.

The digital learning platform also provides for additional learning resources accordingly uploaded, thereby allowing for a repository of learning resources in CET.

Expanded access to PSET opportunities

During the 2024/25 reporting period, the targets in the APP for the 2024/25 financial year was aimed at increasing the number of Programmes and Qualifications offered at CET colleges to eleven offerings during the 2024/25 financial year.

The increase in the number of programmes offered in CET colleges has contributed to the diversification of the system. New learnerships in Human Settlement, Mixed Farming, Plastering, End-User Computing, Early Childhood Development and Agriculture, Applied Agriculture and Agricultural Technology were offered, as well as skills programmes in Nail and Beauty Technology, Woodwork, Tiling as well as Pine and Gel Making. Three hundred students participated in the learnerships and skills programmes, as indicated.

Improved success and efficiency in PSET System

During the 2023/24 financial year, a total of 10 535 students completed the General Education and Training Certificate (GETC): Adult Basic Education and Training (ABET) Level 4 qualification representing a 1.5% (152) increase compared to 2022 (10 383). Despite this positive development, completion rates has been on a downward spiral since 2013, with only a slight improvement apparent for 2018 and a peak of 77.2% during 2019. The completion rate during 2023 was 39.2%, constituting 1.8 percentage points lower than that in 2022 (41.0%).

The national completion rate for the GETC: ABET Level 4 qualification was 39.2% during 2023. KwaZulu-Natal recorded the highest number of students who registered, wrote and completed the qualification. Only three provinces surpassed the national average completion rate, namely KwaZulu-Natal at 45.0%, Mpumalanga with 44.0% and the Eastern Cape Province at 42.3%. The lowest completion rate was apparent for the Northern Cape at 30.1%.

A total of 8 180 female and 2 355 male students completed GETC: ABET Level 4 qualification during 2023. Female students outnumbered their male counterparts in terms of registrations, writing and completion of the qualification. The largest gender disparities in terms of completions were evident for the KwaZulu-Natal and Eastern Cape provinces, where female incumbents outnumbered male students by 2 105 and 1 091, respectively.

Female students had a higher overall completion rate (at 41.3%) compared to male incumbents (at 33.1%). Mpumalanga recorded the highest completion rate for females at 46.7%, while KwaZulu-Natal had the highest rate for males at 42.4%. Conversely, the lowest completion rates for females were apparent in the Northern Cape province at 28.2% and for males in Gauteng at 27.6%.

Close attention needs to be paid to issues of adequate curriculum time-lines, time allocated on task, lecturer and student attendance and the impact of lecturer preparation. The Department has commissioned research on lecturer profiling at CET colleges, which may assist in relation to better understanding the capacity, experience, qualifications and competence of lecturers.

Vigorous advocacy and support will be undertaken for those candidates who have registered for the qualification. Colleges must set in place mechanisms for tracking and communicating with registered students, so that the factors or reasons for an inability to sit for exams are picked up prior to the actual writing of examinations.

Improved quality of provisioning

The Department has trained CET lecturers across various training interventions as part of strengthening and diversifying programme provision at CET colleges. The target of 1 000 lecturers identified for training during the 2024/25 financial year was achieved with a focus on digital skills, skills programme provision, as well as methodologies for teaching and assessing students, on improving performance in low performing learning areas and for non-formal programmes.

Through these training interventions, CLC are also enabled for accreditation in providing requisite skills programmes and learnerships.

A responsive PSET System

The introduction of new short skills programmes and learnerships accredited by the QCTO contributes to ensuring the diversity and responsiveness of programme provision in CET colleges. CLCs were accredited in the reporting period.

The number of accreditation certificates obtained between 1 April 2024 to 31 March 2025 was 16 in Occupational Certificate: Early Childhood Development, Occupational Certificate: Sewing Machine Operator, Occupational Certificate: Asset Protection Officer, Occupational Skills Programmes: Learning and Development Facilitator, Occupational Skills Occupational Certificate: Retail Chain Store Manager**,** Occupational Skills Programmes:

Community Counsellor, Occupational Skills Programme: Handicraft Sewer, Occupational Skills Programme: Conflict Management, Occupational Skills Programme: Conflict Management, Occupational Skills Programme: New Venture.

Through the creation of networks and partnerships with Industry, community-based organisations, non-governmental organisations, and faith-based organisations, CET colleges are working with partners to introduce skills programmes that respond to key skills demands required by the communities, labour market and employers. Furthermore, the partnerships assist the colleges with capacity building of students and lecturers as well as access to facilities for learning and teaching.

There are a variety of ICT initiatives to build the capacity of centres and staff. The development and uploading of content for the digital learning platform was completed in the 2024/25 financial year. The digital learning platform developed in collaboration with the Central Peninsular University of Technology will enable blended learning to take place in CET colleges.

3.6.3 *PROGRAMME'S RESPONSE TO PRIORITISING WOMEN, YOUTH AND PERSONS WITH DISABILITIES IN ITS SERVICE DELIVERY ENVIRONMENT, CHALLENGES ENCOUNTERED WHEN PRIORITISING DELIVERY FOR THESE DESIGNATED GROUPS, AND THE CORRECTIVE STEPS THAT WERE UNDERTAKEN IN DEALING WITH SUCH CHALLENGES*

The CET college sub-sector continues to be female dominated. In 2023, females accounted for 70.9% (85 091) of total enrolments, compared to 29.1% (34 990) for males. Female participation exceeded that of males in almost all programmes, except Adult Education and Training Level 1, where male enrolment was slightly higher. A significant proportion of female students enrolled in non-formal programmes (80.5%), occupational qualifications (77.6%), GETC: ABET Level 4 (74.2%) and Grade 12 (68.8%). The largest gender gaps were observed in GETC: ABET Level 4 and Grade 12, where female enrolment exceeded those of males by 24 698 and 20 529 respectively.

In 2023, African students accounted for the majority of enrolments in CET colleges, representing 94.7% (113 665) of the total. The remaining population groups made up less than 6% of enrolments i.e. Coloured 4.8% (5 732), while White and Indian/Asian students accounted for 0.2% each (285 and 190 respectively). African, White and Indian/Asian students primarily enrolled in Grade 12, followed by GETC: ABET Level 4, while Coloured students enrolled mainly in GETC: ABET Level 4 and Grade 12.

Participants at the G20 Outreach Programme at the North West University in Potchefstroom

3.6.4 PROGRAMME PERFORMANCE: STRATEGIC OBJECTIVES, PERFORMANCE INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS

Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement	Deviation from the planned target	Reason for deviation
PROGRAMME 6: COMMUNITY EDUCATION AND TRAINING								
Expanded access to PSET opportunities	Sustainable funding model for CET colleges developed and implemented	Percentage of compliance by CET colleges with the implementation of the Funding Model for CET colleges	Sustainable funding model for CET colleges was approved by the Director-General on 7 October 2022	Criteria to measure compliance with the implementation of the sustainable funding model for CET colleges was approved by the Director-General on 13 November 2023	60%	**Target overachieved** 73%	13%	The colleges managed to perform above the target because they were able to have in place the funding model spreadsheet that uses student enrolment to distribute the budget. Colleges that performed below the target will be supported in the next financial year.
	Policy on National Norms and Standards for Funding CET colleges implemented	Percentage of compliance by CET colleges with the implementation of the National Norms and Standards for Funding CET colleges		Criteria to measure compliance with the implementation of the Policy on National Norms and Standards for Funding CET colleges was approved by the Director-General on 13 November 2023	60%	**Target overachieved** 61%	1%	Assessment on compliance indicated that colleges implemented the norms as expected and exceeded by 1%. Colleges that recorded below minimum national target will be supported in the next financial year.
	Students enrolling at CET colleges annually	Number of students enrolled at CET colleges annually	143 031	130 752	388 782	**Target not achieved** 120 081	(268 701)	Lack of funding to introduce innovative strategies for increasing enrolments. There is no physical infrastructure of its own. Inability to introduce responsive and diversified programmes.

Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement	Deviation from the planned target	Reason for deviation
PROGRAMME 6: COMMUNITY EDUCATION AND TRAINING								
Improved success and efficiency of the PSET System	CET college students completing GETC: Level 4	Number of CET college students completing GETC: Level 4 annually	25 473	9 942	55 000	**Target not achieved** 10 535	(44 465)	There are low numbers of students enrolling for the GETC: ABET – Academic Curriculum qualification. The issue of outstanding results and certification may be a contributory factor. There is drop-out rate of almost 38% in relation to those who have registered but did not sit for examinations.
	Programmes and qualifications offered in CET colleges increased	Number of programmes and qualifications offered in CET colleges increased	4	5	11	**Target achieved** 11	None	None
Improved quality of PSET System	CETCs that meet standards of good governance	Percentage of CETCs that meet standards of good governance	97.5%	100%	100%	**Target achieved** 100%	None	None
	CET college lecturers trained	Number of CET college lecturers trained	903	1 000	1 000 (3 370 cumulative)	**Target achieved** 1 000	None	None

Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement	Deviation from the planned target	Reason for deviation
PROGRAMME 6: COMMUNITY EDUCATION AND TRAINING								
		Number of CET partnerships established at National level			2	**Target achieved** 2 One partnership between the Department and the Local Government SETA has been approved by the Director-General on 5 December 2024 One partnership between the Department and the Mining and Qualification Authority was approved by the Director-General on 25 March 2025	None	None
	CET college examination centres compliant with the National Policy on the Conduct and Management of Examination and Assessment	Percentage of CET college examination centres compliant with the National Policy on Conduct and Management of Examination and Assessment per annum	93.5%	100%	100%	**Target achieved** 100%	None	None

3.6.5 LINKING PROGRAMME PERFORMANCE WITH BUDGETS

SUB-PROGRAMME	2024/25			2023/24		
	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: Community Education and Training	3 790	3 021	769	4 047	3 711	336
Community Education and Training Colleges System Planning, Institutional Development and Support	2 678 562	2 670 271	8 291	2 609 606	2 576 685	32 921
Community Education and Training Colleges Financial Planning and Management	450 051	449 348	703	222 649	222 255	394
Education and Training Development Assessment	15 311	12 971	2 340	16 152	15 573	579
Total	**3 147 714**	**3 135 611**	**12 103**	**2 852 454**	**2 818 224**	**34 230**

3.6.6 STRATEGY TO IMPROVE UNDER PERFORMANCE

i) Number of students enrolled at CET colleges annually

The Department is assisting Gauteng CET College with capturing, pooling together the interns of the Branch to assist. The Department has made great progress in re-establishing the System Design Unit.

ii) Number of CET college students completing GETC: Level 4 annually

Targets must be set per college in relation to its capacity. Issues on adequate curriculum time, lecturer and student attendance and the impact of lecturer preparation must be investigated. The Department has commissioned research on lecturer profiling in CET colleges which may assist in understanding the capacity, experience and competence of lecturers.

G20 Attendees visiting KHETHA stall at the G20 outreach programme in Potchefstroom

4. TRANSFER PAYMENTS

4.1 Transfer Payments to Public Entities

Name of Public Entity	Services rendered by the public entity	Amount Transferred to the public entity	Amount Transferred to the public entity
		2023/24	2024/25
		R'000	R'000
Agriculture Sector Education and Training Authority (AGRISETA)	Provision of relevant, quality and accessible education, training and development in both primary and secondary agriculture sectors	594 347	653 858
Banking Sector Education and Training Authority (BANKSETA)	Provision of relevant, quality and accessible education, training and development in the banking sector	1 061 960	1 150 072
Chemical Industry Education and Training Authority (CHIETA)	Provision of relevant, quality and accessible education, training and development in the chemical industries sector	658 527	688 376
Construction Sector Education and Training Authority (CETA)	Provision of relevant, quality and accessible education, training and development in the construction industry	695 493	779 222
Council on Higher Education (CHE)	Advises the Minister of Higher Education and Training on all higher education policy matters, implements the system of quality assurance for all HEIs, monitors the state of the higher education system and contributes to the development of higher education through intellectual engagement	82 887	84 871
Culture, Arts, Tourism, Hospitality and Sports Sector Education and Training Authority (CATHSSETA)	Provision of relevant, quality and accessible education, training and development in the culture, arts, tourism, hospitality and sport sector	452 706	503 058
Education, Training and Development Practices Sector Education and Training Authority (ETDP-SETA)	Provision of relevant, quality and accessible education, training and development in the education, training and development sector	765 178	813 373
Energy and Water Sector Education and Training Authority (EWSETA)	Provision of relevant, quality and accessible education, training and development in the energy and water sector	373 795	404 026
Fibre, Processing and Manufacturing (FP&M SETA)	Provision of relevant, quality and accessible education, training and development in the fabric processing and manufacturing sector	392 289	425 075
Financial and Accounting Services Sector Education and Training Authority (FASSETA)	Provision of relevant, quality and accessible education, training and development in the financial and accounting services sector	772 130	843 462
Food and Beverages Sector Education and Training Authority (FOODBEV-SETA)	Provision of relevant, quality and accessible education, training and development in the food and beverages sector	506 158	547 019
Health and Welfare Sector Education and Training Authority (HWSETA)	Provision of relevant, quality and accessible education, training and development in the health and welfare sector	713 929	767 024
Insurance Sector Education and Training Authority (INSETA)	Provision of relevant, quality and accessible education, training and development in the insurance sector	691 337	762 879
Local Government Sector Education and Training Authority (LGSETA)	Provision of relevant, quality and accessible education, training and development in the local government sector	925 302	987 836

Name of Public Entity	Services rendered by the public entity	Amount Transferred to the public entity	Amount Transferred to the public entity
		2023/24	2024/25
		R'000	R'000
Manufacturing, Engineering and Related Services Sector Education and Training Authority (MERSETA)	Provision of relevant, quality and accessible education, training and development in the manufacturing, engineering and related services sector	1 871 473	1 820 370
Media, Information and Communication Technologies Sector Education and Training (MICT- SETA)	Provision of relevant, quality and accessible education, training and development in the information system, electronics and telecommunications technologies sector	1 154 685	1 219 979
Mining Qualifications Authority (MQA)	Provision of relevant, quality and accessible education, training and development in the mining and minerals sector	1 458 445	1 635 383
National Student Financial Aid Scheme (NSFAS)	Responsible for administering loans and bursaries and allocating these to eligible students, developing criteria and conditions for the granting of loans and bursaries to eligible students in consultation with the Minister of Higher Education and Training, raising funds, recovering loans, maintaining and analysing a database, undertaking research for the better utilisation of financial resources and advising the Minister on matters relating to student financial aid	45 947 387	46 980 428
National Skills Fund (NSF)	To fund national skills development priority projects as identified in the National Skills Development strategy and projects related to achieving the purpose of the Act as determined by the Accounting Authority	4 484 893	4 827 483
Public Service Sector Education and Training Authority (PSETA)	Provision of relevant, quality and accessible education, training and development in the public service sector	125 994	131 270
Quality Council for Trades and Occupations	To develop and quality assure occupational qualifications that are responsive to labour market and developmental state initiatives	29 241	30 031
Safety and Security Sector Education and Training Authority (SASSETA)	Provision of relevant, quality and accessible education, training and development in the safety and security sector	464 791	495 045
Services Sector Education and Training Authority (SERVICES SETA)	Provision of relevant, quality and accessible education, training and development in the services sector	1 957 153	2 125 901
South African Qualifications Authority (SAQA)	SAQA focuses on the further development and implementation of the NQF, which includes upholding the principles and objectives of the NQFNati, ensuring access, quality, redress and development for all learners, through and integrated national framework of learning achievements	89 234	93 242
Transport Education and Training Authority (TETA)	Provision of relevant, quality and accessible education, training and development in the transport sector	863 890	1 032 642
Wholesale and Retail Sector Education and Training Authority (W&RSETA)	Provision of relevant, quality and accessible education, training and development in the wholesale and retail sector	1 580 716	1 670 643

The Department received written assurance in terms of section 38(1)(j) certificates from all public entities that the entities implemented effective, efficient and transparent financial management and internal control systems during 2024/25.

With regard to the monitoring of expenditure of the public entities, including the NSF and SETAs, under the authority of the Minister of Higher Education and Training, quarterly reports are obtained as legally required.

4.2 Transfer Payments to all Organisations other than Public Entities

The following table reflects the transfer payments made for the period 1 April 2024 to 31 March 2025:

Name of transferee	Type of organisation	Purpose for which the funds were used	Did the Department comply with section 38(1)(j) of the PFMA	Amount transferred 2024/25 R'000
UNIVERSITIES				
Cape Peninsula University of Technology	Higher Education Institution	Subsidy	Yes	1 704 488
Central University of Technology, Free State	Higher Education Institution	Subsidy	Yes	1 034 905
Durban University of Technology	Higher Education Institution	Subsidy	Yes	1 389 463
Mangosuthu University of Technology	Higher Education Institution	Subsidy	Yes	609 219
Nelson Mandela University	Higher Education Institution	Subsidy	Yes	1 847 315
North-West University	Higher Education Institution	Subsidy	Yes	2 481 176
Rhodes University	Higher Education Institution	Subsidy	Yes	621 520
Tshwane University of Technology	Higher Education Institution	Subsidy	Yes	3 435 785
University of Cape Town	Higher Education Institution	Subsidy	Yes	1 969 956
University of Fort Hare	Higher Education Institution	Subsidy	Yes	974 310
University of Free State	Higher Education Institution	Subsidy	Yes	1 889 904
University of Johannesburg	Higher Education Institution	Subsidy	Yes	2 723 310
University of KwaZulu-Natal	Higher Education Institution	Subsidy	Yes	2 909 131
University of Mpumalanga	Higher Education Institution	Subsidy	Yes	965 602
Sefako Makgatho Health Sciences University	Higher Education Institution	Subsidy	Yes	932 494
Sol Plaatje University	Higher Education Institution	Subsidy	Yes	767 281
University of Limpopo	Higher Education Institution	Subsidy	Yes	1 535 169
University of Pretoria	Higher Education Institution	Subsidy	Yes	3 262 466
University of South Africa	Higher Education Institution	Subsidy	Yes	5 380 862
University of Stellenbosch	Higher Education Institution	Subsidy	Yes	2 178 039
University of Venda	Higher Education Institution	Subsidy	Yes	997 109
University of Western Cape	Higher Education Institution	Subsidy	Yes	1 481 218
Witwatersrand University	Higher Education Institution	Subsidy	Yes	2 725 521
University of Zululand	Higher Education Institution	Subsidy	Yes	1 171 150
Vaal University of Technology	Higher Education Institution	Subsidy	Yes	885 748
Walter Sisulu University	Higher Education Institution	Subsidy	Yes	1 602 446
Higher Health	Other Educational Institution	Earmarked Funds for Higher Education HIV/ Aids Programme (HEAIDS) project	Yes	28 440
National Institute for Humanities and Social Sciences	Other Educational Institution	Subsidy	Yes	41 652
TVET COLLEGES				
Buffalo City College	TVET College	Subsidy	Yes	80 763
East Cape Midlands College	TVET College	Subsidy	Yes	72 236
Ikhala College	TVET College	Subsidy	Yes	117 361
Ingwe College	TVET College	Subsidy	Yes	88 877

Name of transferee	Type of organisation	Purpose for which the funds were used	Did the Department comply with section 38(1)(j) of the PFMA	Amount transferred
				2024/25
				R'000
King Hintsa College	TVET College	Subsidy	Yes	35 974
King Sabata College	TVET College	Subsidy	Yes	101 648
Lovedale College	TVET College	Subsidy	Yes	47 056
Port Elizabeth College	TVET College	Subsidy	Yes	47 786
Flavius Mareka College	TVET College	Subsidy	Yes	23 077
Gold Fields College	TVET College	Subsidy	Yes	44 420
Maluti College	TVET College	Subsidy	Yes	71 885
Motheo College	TVET College	Subsidy	Yes	84 371
Central Johannesburg College	TVET College	Subsidy	Yes	76 485
Ekhurhuleni East College	TVET College	Subsidy	Yes	140 635
Ekhurhuleni West College	TVET College	Subsidy	Yes	167 856
Sedibeng College	TVET College	Subsidy	Yes	105 702
South-West College	TVET College	Subsidy	Yes	222 125
Tshwane North College	TVET College	Subsidy	Yes	54 146
Tshwane South College	TVET College	Subsidy	Yes	75 168
Western College	TVET College	Subsidy	Yes	87 437
Coastal College	TVET College	Subsidy	Yes	144 085
Elangeni College	TVET College	Subsidy	Yes	117 377
Esayidi College	TVET College	Subsidy	Yes	104 891
Majuba College	TVET College	Subsidy	Yes	324 768
Mnambithi College	TVET College	Subsidy	Yes	57 773
Mthashana College	TVET College	Subsidy	Yes	137 059
Thekwini College	TVET College	Subsidy	Yes	64 698
Umfolozi College	TVET College	Subsidy	Yes	144 281
Umgungundlovu College	TVET College	Subsidy	Yes	106 906
Capricorn College	TVET College	Subsidy	Yes	179 566
Lephalale College	TVET College	Subsidy	Yes	22 920
Letaba College	TVET College	Subsidy	Yes	78 314
Mopani College	TVET College	Subsidy	Yes	74 535
Sekhukhune College	TVET College	Subsidy	Yes	70 172
Vhembe College	TVET College	Subsidy	Yes	93 452
Waterberg College	TVET College	Subsidy	Yes	76 122
Ehlanzeni College	TVET College	Subsidy	Yes	133 505
Gert Sibande College	TVET College	Subsidy	Yes	165 669
Nkangala College	TVET College	Subsidy	Yes	153 319
Rural College	TVET College	Subsidy	Yes	37 749
Urban College	TVET College	Subsidy	Yes	105 764
Orbit College	TVET College	Subsidy	Yes	78 178
Taletso College	TVET College	Subsidy	Yes	93 500
Vuselela College	TVET College	Subsidy	Yes	78 196
Boland College	TVET College	Subsidy	Yes	81 325
Cape Town College	TVET College	Subsidy	Yes	79 122
False Bay College	TVET College	Subsidy	Yes	58 751
Northlink College	TVET College	Subsidy	Yes	99 765

Name of transferee	Type of organisation	Purpose for which the funds were used	Did the Department comply with section 38(1)(j) of the PFMA	Amount transferred 2024/25 R'000
South Cape College	TVET College	Subsidy	Yes	29 190
West Coast College	TVET College	Subsidy	Yes	87 303
COMMUNITY EDUCATION AND TRAINING COLLEGES				
Eastern Cape CET College	CET College	Subsidy	Yes	65 859
Free State CET College	CET College	Subsidy	Yes	34 059
Gauteng CET College	CET College	Subsidy	Yes	78 515
KwaZulu-Natal CET College	CET College	Subsidy	Yes	86 326
Limpopo CET College	CET College	Subsidy	Yes	49 996
Mpumalanga CET College	CET College	Subsidy	Yes	44 182
Northern Cape CET College	CET College	Subsidy	Yes	16 146
North-West CET College	CET College	Subsidy	Yes	39 691
Western Cape CET College	CET College	Subsidy	Yes	25 679
FOREIGN GOVERNMENT AND INTERNATIONAL ORGANISATIONS				
Commonwealth of Learning	International organisation	Membership Contribution	No	3 195

R100 168.039 million (88.8%) of the total allocation of R112 773.492 million, excluding direct charges, has been allocated to transfers and subsidies on the Department's Vote. Direct charges amount to R24 137.414 million.

Transfer payments from Voted funds were effected in respect of subsidies to 50 TVET colleges, subsidies to 26 universities and universities of technology, as well as public entities (the NSFAS, South African Qualifications Authority, CHE and the QCTO), international organisations (the Commonwealth of Learning), non-profit institutions (USAf for the HEAIDS project and National Institute for Humanities and Social Sciences), the Education, Training and Development Practices SETA and the Public Service SETA.

Transfer payments from the direct charges of the National Revenue Fund were made to 21 SETAs and the NSF via levies received from the South African Revenue Service.

Regarding the monitoring of expenditure, the Department is receiving expenditure reports on the spending of the TVET colleges, as well as its public entities, including the NSF and the SETAs.

Regarding universities and universities of technology, annual reports are evaluated by the Department, Earmarked grants to universities and universities of technology are monitored by means of site visits and expenditure reports.

Amounts allocated to Higher Education Subsidies, the NSFAS, the HEAIDS Programme and the TVET college subsidies were earmarked during the 2024/25 financial year. All these amounts were utilised for the purposes originally intended.

5. CONDITIONAL GRANTS

5.1. Conditional Grants and Earmarked Funds Paid

None.

5.2. Conditional Grants and Earmarked Funds Received

None.

6. DONOR FUNDS

6.1. Donor Funds Received

The tables below detail donor funds received for the period 1 April 2024 to 31 March 2025.

Donor Fund: Teaching and Learning Development Sector Reform Contract (TLDSRC)

Name of donor	European Union (EU)
Name of the Project	Audit of TVET Infrastructure Project
Full amount of the funding	**R 30 000 000**
Period of the commitment	2014 to 2025
Purpose of the funding	The project is aiming to achieve three major outcomes, first to verify and value infrastructure assets, establish a comprehensive and integrated assets management system (including developing assets registers), train officials from the Department, regional, and TVET to manage asset system, and prepare assets management plans in compliance with law.
Expected outputs	1. Centralised and update TVET asset registers hosted on TVET infrastructure management information system (TIMIS) 2. Barcodes in each TVET college room with key information such as name of college, ownership, name of building, name of the room or room number and purpose of the room. 3. TIMIS capable of producing reports about TVET assets register, maintenance plan (showing corrective and preventative maintenance). 4. Condition assessment report with site layout (Sketches) accompanied by photographic evidence. 5. Assets maintenance plan per campus per college and per room. 6. Required reports will be generated and submitted to the Department in soft and hard copies: Includes photo report and maintenance component list. 7. Infrastructure Management skills that will enable departmental, TVET, and regional personnel to update assets register, conduct condition assessment, develop maintenance plan, and transfer data to TIMIS.
Actual outputs achieved	No achievements have been registered in the period under review. The bid to appoint a service provider for the project has been cancelled due to all bidders being disqualified as a result of multiple issues with bids submitted. A submission to utilise implanting agents is currently on route for approval by the DG so that the appointment of a service provider can be sped up, and to address the staff challenges within the directorate, which may lead to lack of project management and monitoring. The terms of reference have been approved by the DDG: TVET. The TORs and procurement plan are to be approved by the DG, prior to the Bid Specification Committee and finalising the terms of reference.
Amount received in current period (R'000)	-
Amount spent by the Department (R'000)	-

Reasons for the funds unspent	Service Provider that was appointed to execute the contract terms of reference and deliverables Nextec Advisory has unfortunately entered into a Creditors' Voluntary Winding-Up process as per section 351 of the Companies Act. The Service Provider went under liquidation. There has been delays in the SCM processes for the appointment of another service provider.
Monitoring mechanism by the donor	• Project Steering Committees; • Review of Reports; and • Mid-term and summative evaluation processes.

Donor Fund: TLDSRC

Name of donor	EU
Name of the Project	CET Teaching and Learning Capacity Project
Full amount of the funding	**R 19 979 622**
Period of the commitment	2019 to 2025
Purpose of the funding	To develop appropriate assessment systems, guideline documents and provide capacity building for assessment in CET colleges and the identified CLC.
Expected outputs	• To contribute to strengthening learning and teaching through building assessment and examination capacity in CET colleges to impact on 265 000 students annually in the CET system. • Through these assessment interventions, the acquisition of a qualification at level 4 of the NQF is made possible and recognised as opening educational opportunities for individual South Africans in further and higher education as well as enhancing the likelihood of employability.
Actual outputs achieved	• The Project Plan for the CET Teaching and Learning Capacity project; Terms of Reference for the establishment of a Ministerial Task Team to develop a new approach to the implementation of the National Senior Certificate for Adults (NASCA) • The Ministerial Task Team has been holding meetings to review the qualification and the associated activities.
Amount received in current period (R'000)	**2 168**
Amount spent by the Department (R'000)	**2 168**
Reasons for the funds unspent	• Delays in the project implementation processes • Delays in the re-appointment of the project manager
Monitoring mechanism by the donor	• Project Steering Committee meetings; and • Review of progress reports.

Donor Fund: TLDSRC

Name of donor	EU
Name of the Project	TLDSRC Management and Coordination
Full amount of the funding	**R5 000 000**
Period of the commitment	2015 to 2025
Purpose of the funding	• Directorate: Development Support is responsible for the Management and Coordination function. It also provides secretariat services which manages the Project Steering Committee meetings for all sub-programmes within the main programme. • The Directorate: Development Support has been allocated a budget of R5 million to provide programme management, coordination and support for the duration of the entire project.

Expected outputs	• Playing the secretariat role for the Programme Monitoring Committee that will be set up to oversee the implementation of the programme. • Compiling all overall programme progress reports for reporting to the Department management and to external partners. (National Treasury and donor) • Coordination, monitoring and evaluation the implementation of the conducting the summative evaluation. • Maintaining a risk register for the programme. • Communication and advocacy on the programme. • Compiling tranche application requests. • Functional Project Steering committees. • Terms of Reference for Technical and Vocational Education and Training Management Information System (TVETMIS) Summative Evaluation submitted to SCM.
Actual outputs achieved	• Semester reports submitted to National Treasury • Convened the Project Steering Committee meetings • Received the explanatory notes on the PFMA dictates regarding return of unused funds. • TORs for the Impact Evaluation of TVETMIS has been approved and submitted to SCM for the Request for Quotation processes. • More C & V Items were procured. • Business plans for the proposed new projects have been resubmitted to National Treasury. • A memo has been generated regarding the filling of the Senior Accounting Officer for the TLDSRC post. • The proposed meeting between DDG: University Education and DDG: Community Education and Training regarding the CET Teaching and Learning sub-programme has still not taken place because of the difficulty in synchronising the diaries of the two DDGs.
Amount received in current period (R'000)	**84**
Amount spent by the Department (R'000)	**84**
Reasons for the funds unspent	• The tender process is still to be finalised. • For some time, the project was without a project manager after the departure of the Director.
Monitoring mechanism by the donor	• Project Steering Committee meetings; • Review of progress reports; and • Summative evaluation processes.

Donor Fund: National Artisan Moderation Body Automated Artisan Trade Test System

Name of donor	EU
Project Name	National Artisan Moderation Body (NAMB) Automated Artisan Trade Test System
Full amount of the funding	**R48 530 000**
Period of the commitment	2018 to 2026
Purpose of the funding	• The primary reason for setting up this project is to establish an Artisan Trade Test System (ATTS). It is an information technology support system by which NAMB will be able to effectively and efficiently use in order to discharge its statutory mandate expressly provided for in the Skills Development Amendment Act 2008, section 26A (1) – (2). • Arising from these statutory provisions the NAMB sub-components (Quality Assurance System Development, ATTS Development and Accreditation, Moderation and Performance Management) using the ATTS will be able to: • Monitor the performance of accredited artisan trade test centres. • Moderate artisan trade tests. • Develop, maintain, and apply a national data-bank of instruments for assessment and moderation of artisan trade test. • Develop and maintain a national data- base of registered artisan trade assessors and moderators. • Record artisan achievements. • Determine appeals against assessment decisions. • Recommend the certification of artisans to the QCTO, and • Perform any other prescribed function.

Expected outputs	• The creation of a live automated secure artisan trade testing system which will support NAMB sub-components to perform their statutory function in terms of the Act is the primary outcome of the project. • The creation and ultimate implementation of the ATTS involves eight phases as indicated in (3) above. These are system creation phases which are separately presented for the purpose of convenience and project management. • However, at the completion of the ATTS, it must be an effective and efficient system, and its capacity and capability measured in terms of being able to meet these minimum standards: • Receive, process, store and when required release information. • Be easily accessed by all accredited trade test centres. • Sustain heavy information traffic and load without crashing. • Process and provide all required information in terms of the statutory function assigned to NAMB. • Safely store and protect all national artisans trade test related information. • The continuous technical maintenance of the ATTS will ensure that its effective, efficient and economic mode of operation is sustained within these minimum standards. • In similarity to the NAMB function, the ATTS within the operational translation of the minimum standards set above. • Test results: The system would generate test results for artisans who have undergone trade testing. These results may indicate the level of competency in various artisan skills. • Certification documents: Upon successful completion of trade tests, the system could generate certification documents or badges to officially recognise artisans' skills and qualifications. • Skill proficiency reports: The system might produce reports detailing artisans' proficiency levels in different trade skills. These reports could be useful for both artisans and employers seeking skilled labour. • Database updates: ATTS could update its database with information on artisans who have completed trade tests, including their qualifications, skills, and contact details. • Analytics and insights: The system may offer analytics and insights based on the data it collects, such as trends in artisan skill levels, areas where additional training may be needed, or demand for specific artisan skills in the market. • Feedback and improvement suggestions: ATTS could provide feedback to artisans based on their performance in trade tests, along with suggestions for improvement or further training. • Administrative tools: For the organisation overseeing artisan trade testing, the system could provide administrative tools for managing test schedules, monitoring test canters' performance, and ensuring compliance with testing standards.
Actual outputs achieved	• Review of the Business Support Systems and Project Charter before system design process. SITA has promised that they will revise the timeframes to be in line with the current pace. The revised Project Charter also took some time before it was signed off by the relevant executives from both SITA, INDLELA and the Department. • Review of the Business Support Systems and Project Charter before system design process • The Project Charter had inaccuracies that were overlooked by both SITA and NAMB. Government Information Technology Officer (GITO) made us aware of these mistakes that could have monetary and implementation implications. The Project Charter had to be re-written and re-submitted to senior management for final approval. The final approval was received on 29 February 2024. • Summative evaluation was completed, and the final approval was received on 10 October 2024. • SITA was granted an extension till 30 June 2025 to ensure phases 1 and 2 were fully functional before further activities resume. Project Charter Specifications have been completed as well as the System Specifications Documentation. These are within the budget for the 2025/26 financial year.
Amount received in current period (R'000)	**8 126**
Amount spent by the Department (R'000)	**488**
Reasons for the funds unspent	Project Steering Committee agreed to withhold further payments till phases 1 and 2 were fully functional and all defects were rectified.
Monitoring mechanism by the donor	• Project Steering Committee meetings; • Technical Implementation Committee meetings and • Review of semester progress reports

Donor Fund: TLDSRC

Name of donor	EU
Name of the Project	NQF Environment: Amendments to the NQF Act, 2008 and Recognition of Prior Learning Coordination Policy (2016)
Full amount of the funding	**R1 056 000**
Period of the commitment	2019 to 2022
Purpose of the funding	To provide proposals, options and recommendations for amendments to the NQF Act and the RPL Coordination Policy. The project aims to initialise processes to align the NQF Act and the RPL Coordination Policy to the broader education and training legislative and policy environment and to address duplication, inconsistencies and gaps.
Expected outputs	• NQF Act is reviewed. • NQF-related policies are developed or reviewed and monitored. • The project is closed.
Actual outputs achieved	Component A Presented the NQF Amendment Bill at the Chief Executive Officers meeting on 19 November 2021. Component B • Consolidated recommendations and proposed amendments to the RPL Coordination Policy from the consultative process. • Developed a report and amendments to the RPL Coordination policies for approval by the Director-General. • The Department approved the transfer of funds to SAQA (The submission inviting SAQA to participate in the NQF Enabling Environment Project – the review of the Articulation and RPL Coordination Policies approved by the Director-General on 30 March 2022). Component C • Presented the Model for programme articulation of TVET college programmes into university programmes at the CEO Committee meeting on 19 November 2021. • Developed a Baseline Report for Articulation between TVET colleges and Universities for approval by the Director-General. • The Department approved the transfer of funds to SAQA (The Director-General approved the submission inviting SAQA to participate in the NQF Enabling Environment Project – the review of the Articulation and RPL Coordination Policies on 30 March 2022).
Amount received in current period (R'000)	-
Amount spent by the Department (R'000)	-
Reasons for the funds unspent	The project is closed
Monitoring mechanism by the donor	• Project Steering Committee meetings; and • Review of progress reports.

Donor Fund: TLDSRC

Name of donor	EU
Name of the Project	Capacity Building of TVET College Lecturers through Open Learning
Full amount of the funding	**R30 000 000**
Period of the commitment	2014 to 2025
Purpose of the funding	The Capacity Building of TVET College Lecturers through the Open Learning Programme will support the development of the Department's Open Learning system, which is intended to substantially increase access to quality PSET opportunities once fully developed. The immediate goal of this sub-programme will be to enable support for TVET and community college lecturer development through well designed, supported and delivered open learning opportunities available through the open learning system. This sub programme is described in part 2 of the business plan.

Expected outputs	• Develop two programmes for TVET College Lecturers that are available on the NOLS; and • Develop the capacity of the system to develop and train TVET college lecturers in teaching and learning using effective Open Learning modalities and pedagogies.
Actual outputs achieved	• Eight (8) modules were completed and moderated by SAIDE and the modules were uploaded to the NOLS. • NASCA: A full set of learning materials, assembled and packaged for the uploading on the NOLS (those are in a form of courses for each subject). Colleagues from the CET directorate have registered for the courses and are quality assuring the content. • Advocacy, building a network of providers, capacity-building: The Colloquium laptop competition draw took place on 2 February 2022 and a newsflash was sent out on 25 March 2022 to announce the winners of the laptops. • The Director-General approved the: The digital content development strategy that will be implemented through the Open Learning Directorate in consultation with the TVET Branch; and • The Capacity Building strategy that will be implemented with the training of 250 TVET college lecturers. Microsoft has come onboard to assist with the training of the 250 lecturers. • Case Studies on Open Learning Project: Cool Project books was completed. The project has come to an end and working on the launch of the books. • x16 booklets (16 case studies per set) • x 80 books (of 408 pages)
Amount received in current period (R'000)	-
Amount spent by the Department (R'000)	-
Reasons for the funds unspent	The project is closed
Monitoring mechanism by the donor	• Holding Project Steering Committees; • Review of Reports; and • Mid-Term and Summative Evaluation.

Donor Fund: TLDSRC

Name of donor	EU
Name of the Project	Teaching and Learning Development Capacity Improvement Programme (TLDCIP)
Full amount of the funding	**R200 000 000**
Period of the commitment	2014-2025
Purpose of the funding	The purpose of the TLDCIP is to support universities' capacity to offer quality teaching and learning in teacher and lecturer education programmes to strengthen the following sectors: • Early Childhood Development; • Pre-schooling and Schooling; • TVET; and • Adult and Community Education and Training
Expected outputs	• The Teacher Education for Early Childhood Care and Education Project; • The Primary Teacher Education Project (PrimTEd); • The Teacher Education for Inclusive Teaching (TEfIT) Project; • The College Lecturer Education Project; and • The University Teaching and Research Enhancement Project The universities supported by the TLDCIP will produce the following outputs: • Quality teaching and learning materials and other resources; • Curriculum frameworks; • Knowledge and Practice standards; • Innovative work integrated materials and modalities; • Professional qualifications; • Research and articles to advance knowledge to professional the sectors; • Black and/or women graduates that are supported to complete their post graduate studies.

Actual outputs achieved	• The TLDCIP produced 49 postgraduate scholars, 45 of whom were Black and/or female scholars. • The project supported 49 Doctoral students across projects, race and gender. • The TLDCIP produced 176 articles that were published in accredited journals. The articles cover a diverse range of topics and demonstrate a commitment to research and advancing education. The target for the number of articles is recorded at 30 in the Business Plan. • Thirteen universities developed programmes that are accredited for professionalisation of TVET lecturers. • The TEfIT's responsiveness to the plight of specials needs and inclusive education in South Africa has been a resounding success. The centres and the material developed in the projects are on open access and are open access for any interested educational institution. • The PrimTEd project has been very successful. The work on knowledge and practice standards in languages, inclusive education teaching and primary mathematics has garnered interest in the sector. • The TLDCIP alter facts in the form of reports, thesis, articles, conference presentations, video, online courses, learning material and toolkits etc. are being uploaded onto the NOLS as soon as they have been checked for adherence to the Communication and Visibility protocols of the EU.
Amount received in current period (R'000)	**1 851**
Amount spent by the Department (R'000)	**1 851**
Reasons for the funds unspent	The project has entered the closing phase
Monitoring mechanism by the donor	• Project Steering Committee meetings; • Review of Progress Reports; and • Mid-Term and Summative Evaluation.

Donor Fund: TLDSRC

Name of donor	EU
Name of the Project	TVETMIS
Full amount of the funding	**R12 000 000**
Period of the commitment	2019-2025
Purpose of the funding	The primary objective of TVETMIS project is to consolidate the TVETMIS at Departmental and colleges level. TVETMIS will be organisationally well defined with accepted roles and responsibilities as well as technically and functionally operational at any time to provide the datasets and information required at all levels.
Expected outputs	Outputs of the project are as follows: • TVETMIS effectively and timely monitored, supported and corrective measures taken when and where required; • A set of Standard Operating Procedures (SOP) documents supporting the management of TVETMIS within the Department; • A set of SOP documents supporting the management of TVETMIS and of data within TVET colleges; • TVETMIS technically functional and supported by an updated development path and compliant with applicable security protocols; • TVETMIS functionally operational supported by vendor systems for data capturing, extraction and validation and Departmental systems for validation, verification and declaration; • Business Intelligence and reporting tools selected and tested, dashboards designed and confirmed internally by the Department and colleges; • The Departmental TVETMIS structure defined, roles and responsibilities accepted including an effective Helpdesk facility; • College TVETMIS structure defined, roles, responsibilities and processes accepted and implemented as required to support data management and TVETMIS submissions; and • TVETMIS Project technically managed to support agreed project outcomes.

Actual outputs achieved	• Action items of the Project Management Team meetings • Minutes of the TVETMIS forum • Analysis report of the Dictionary of Terms and Concepts • TVETMIS Organogram document • Consultation document on the needs assessment for the TVETMIS portal and needs assessment for college data managers • A TVETMIS audit report with recommendations • Terms of Reference developed and related outputs • The TVETMIS Support System Design Specifications • Presentation of the TVETMIS Support System • SOPs for TVET colleges and for the Department • Videos and resource documents for the TVETMIS Support System • A report on the assessment of a single Business Management System for TVET colleges • Link to the TVETMIS Portal system • Change management workshop training material • Copies of the TVETMIS Project Infographics
Amount received in current period (R'000)	-
Amount spent by the Department (R'000)	-
Reasons for the funds unspent	The project is closed
Monitoring mechanism by the donor	• Project Steering Committee meetings; • Review of Progress Reports; and • Mid-Term and Summative Evaluation.

7. CAPITAL INVESTMENTS

7.1. Capital Investment, Maintenance and Asset Management Plan

None.

Deputy Minister Manamela engaged student's leaders during the Mandela-Sobukwe Leadership Camp

PART C
GOVERNANCE

1. INTRODUCTION

The Department has set in place appropriate governance structures accordingly aimed at ensuring requisite legislative compliance in concert with the effective, efficient and economic utilisation of all resources at its disposal. Relevant governance documents in this regard include policies and procedures among others, in support of ensuring that the Department with probity, effectively and efficiently delivers its Mandate within the required Regulatory Framework.

Appropriate controls, delegations of authority and segregation of duties augment requisite implementation processes of Department as outlined in and directed by relevant policies and procedures. The Department communicates its governance documents to incumbents on a regular basis, while the Executive Management Committee meets intermittently to discuss critical areas of strategic, performance, administrative and finance-related importance. The Minister also regularly convenes meetings with the Executive Management Committee to discuss strategic policy interventions, as well as the status of broader Departmental performance.

The Department has implemented a plethora of control measures with a view to assist with the identification and prevention of irregular and fraudulent activities at the Department and although it may not always be in a position to prevent such activities, the existing controls are geared towards expeditiously identifying cases and instituting relevant corrective actions in resolving these matters. Where appropriate, the Department has also endorsed additional controls in an attempt to further curtail recurring and undesirable activities.

Collective functions across the six programmes of the Department have been aligned to the approved budget and in turn expenditure monitoring is conducted on a regular basis and monthly cash-flow reports submitted to the Minister and National Treasury in terms of Section 40 of the PFMA. Accordingly, key governance areas in tandem with the functions of the Audit Committee and the Internal Audit Directorate are also discussed in more detail in this part of the report.

2. RISK MANAGEMENT AND THE MINIMISATION OF RISK

The Department has successfully established a Directorate with dedicated focus directed towards the effective management of risk, inculcating improved ethics and integrity, as well as the prevention of corrupt and fraudulent activities across all functional/operational levels of the Department.

The Department has endorsed an appropriate Risk Management Policy and Implementation Strategy which have successfully been implemented, intermittently monitored and are continuously communicated to Departmental incumbents.

In order to further cultivate and bolster a risk culture and risk ownership across the Department, the Sub-Directorate: Risk Management in determining risk appetite and tolerance, regularly conducts risk assessments throughout all branches of the Department and in addition, identifies new and emerging risks.

Going forward and as part of its continued efforts in inculcating an improved risk culture and counterpart ownership of risk, the Department has diversified this approach by utilising a variety of consultative methodologies which among others, include the hosting of workshops, focus group discussions, Communities of Practice sessions, master classes, surveys, as well as designated training sessions and interviews with risk owners. These identified risks are then recorded in both the individual Risk Registers of the branches and the Risk Register of the Department, respectively.

The Department has established a functional Risk Management Committee duly constituted in terms of the Public Sector Risk Management Framework of 2010, comprising Branch representatives tasked with advising management and the Accounting Officer on implementation of the desired and appropriate risk management system while also focussing on ascertaining risk appetite (ownership of risk), risk tolerance, including risk monitoring and the mitigation of risk.

The scope of risk assessment has also been broadened to include maintaining Fraud Risk Registers and determining ethical risk, both activities which are now standing agenda items for discussion during Risk Management and Audit Committee meetings. Guided by the information contained in the Departmental Risk, Fraud and Ethical Risk Registers, the Internal Audit Directorate is empowered to perform proper risk-based audits and assist in monitoring the efficacy of the programme.

Over recent years, the Department has seen steady progress in the management of risks, progressing from a maturity level of 'initial' to 'advanced' and also bolstered Sub-Directorate: Risk Management efforts in ensuring the implementation of effective risk management practices and supporting risk-based decision making. Significant progress has also been apparent in relation to the areas of risk ownership, tolerance, monitoring and mitigation accordingly realised with the support and involvement of branches and their respective Branch Coordinators.

3. MINIMISING FRAUD, RISK, CORRUPTION AND OTHER MALFEASANCE

The Department has revised and approved both a Fraud Prevention and Whistle-blowing Policies, which are aligned with current developments around the dangers faced by whistle-blowers in the country and the requirements outlined by the *Protected Disclosures Act of 2000, (Act 26 of 2000)*. Under guidance of the fore-mentioned policies a variety of mechanisms that include among other, documentary analysis and other forms of engagement with the Accounting Officer and fraud risk assessments, are conducted annually by the Sub-Directorate and identified fraud risks are incorporated as part of the Departmental Fraud Risk Register. Together with other preventative measures comprising of awareness raising campaigns, as well as continuous efforts aimed at expanding reporting channels for whistle-blowers in bringing fraudulent activities to light, the fore-mentioned Fraud Risk Register forms an integral element of the Departmental Fraud Prevention Plan.

The Department accordingly harnesses a number of reporting channels such as its Call Centre and dedicated fraud e-mail hotlines to bolster efforts in identifying fraudulent activity. These channels are utilised by officials and other whistle-blowers to report alleged or suspicious actions that may constitute corruption and fraud. The Department also intermittently receives reports regarding suspicious activities via external channels such as the Presidential and the National Anti-Corruption hotlines.

The Sub-Directorate: Anti-Corruption and Fraud Prevention over previous years has also established and cultivated good relations and strong cooperation with other public entities such as the Public Service Commission (PSC) accordingly established in terms of Article 107, the National Prosecuting Authority Asset Forfeiture Unit, as well as the Office of the Deputy President. The strengthening of cooperation with these public entities is geared towards enabling easy access to data regarding and contained in cases reported by the public, as well as those registered by way of the Presidential Hotline.

In accordance with relevant legislation that include the *Protected Disclosures Act of 2000, (Act 26 of 2000) and the Prevention and Combating of Corrupt Activities Act of 2004, (Act 12 of 2004)*, the Sub-Directorate: Anti-Corruption and Fraud Prevention has concluded a data analysis obtained via internal and external channels and the final report pertaining to the fore-mentioned analysis, was submitted to the Accounting Officer in obtaining a mandate.

At the advent of the 2019/20 financial year and in line with the Department's zero-tolerance stance on the incidence of corruption and fraud, the Sub-Directorate has strengthened capacity to effectively conduct preliminary investigations required for supporting further investigations conducted in terms of the partnerships established by the Directorate as well as internally, by the Labour Relations and externally by law enforcement agencies.

Externally, through collaboration with the fore-mentioned law enforcement agencies comprising of the Hawks, as well as the National Prosecuting Authority and its Asset Forfeiture Unit, the Sub-Directorate: Anti-Corruption and Fraud Prevention has been able to open and register several criminal cases against implicated officials of the Department with the South African Police Services.

Internally and in response to relevant pieces of legislations that include the *Labour Relations Act of 1995, (Act No. 66* *of 1995)*, the *Proceeds of Crime Act of 1996, (Act No. 76 of 1996)* and the *PFMA of 1999, (Act No. 1 of 1999)*, as well realising the objective of internalising consequence management and strengthening weak internal controls across the Department, improved collaboration between the Sub-Directorate: Anti-Corruption and Fraud Prevention and relevant Departmental stakeholders, which include the Human Resource Management and Administration, Finance and Labour Relations directorates, has since been cultivated and expanded.

As a result of these improved relationships, the Department has been able to subject a number of officials duly implicated in fraudulent and corrupt activities as well as other malfeasance to requisite disciplinary processes. In addition, and with a view to further bolster these disciplinary processes, improved and more efficient collaborative processes cultivated between the Sub-Directorate: Anti-Corruption and Fraud Prevention and the Finance Directorate have translated into the development of a Debt Recovery Plan, which has seen officials implicated in acts of corruption being compelled in signing acknowledgement of debt forms and repaying amounts unduly received.

4. ETHICS, INTEGRITY MANAGEMENT AND THE MINIMISATION OF CONFLICT OF INTEREST

Members of the SMS, including other identified categories of employees in terms of the relevant Public Service Regulations, 2016 (PSR, 2016), Chapter 2, Part 2 and the 2021 Directive as issued by the Minister of Department of Public Service and Administration, are compelled to disclose their financial Interests on an annual basis by way of the designated DPSA, e-Disclosure System.

The Department via its Sub-Directorate: Ethics and Integrity Management, strictly manages and monitors employees who wish to perform other remunerative work alongside their Departmental functions with a view to ensure compliance with the requirements related to engaging in Remunerative Work Outside Employment or Outside the Public Service as contemplated in section 8 of the Act, as well as the Guide on Managing other Remunerative Work in the Public Service, 2020. Among the measures aimed at ensuring compliance is obtaining prior written permission from the relevant Executive Authority or the Accounting Officer to engage in such activities and the use of State resources, property or facilities, inclusive of the time that such employees or public servants are contracted to work for the State.

The fore-mentioned Directorate also ensures the implementation of consequence management against those employees who are found to have failed to comply with the requirements outlined by Regulation 13(c) of the PSR, 2016, and Section 8 of the Public Administration Management Act, including extensions to the prohibitions in relation to Special Advisors.

In line with its value proposition related to the PSET System and in tandem with providing strategic leadership and policy direction, while also responding to the findings in relation the lack of accountability and consequence management interventions apparent at Chapter 9 and 10 institutions, the Department from the advent of 2021/22 developed an all-inclusive accountability framework facilitating a seamless process in implementing consequence management measures across the Department and its subservient institutions, starting with college principals at CET and TVET colleges, respectively.

The Department, in close cooperation with the Ethics, Integrity and Disciplinary as well as Technical Assistance Unit of the DPSA, has been working towards ensuring that those officials found to have failed in complying with the requirements of Regulation 13(c) of the PSR, 2016, and Section 8 of the Public Administration Management Act, are accordingly subjected to the requisite disciplinary processes.

As part of also imbedding the culture of ethics and integrity across the Department, the Sub-Directorate: Ethics and Integrity has invested considerable time and effort into ensuring the elevation of awareness among staff members pertaining to relevant requirements articulated in different regulations and legislations, while continuously emphasising the relevance and importance of ongoing and effective compliance management processes.

5. HEALTH SAFETY AND ENVIRONMENTAL ISSUES

The South African Occupational Health and Safety Act is unequivocal on the importance of ensuring health and safety compliance measures within the workplace. The Act requires that organisations have a valid Health and Safety Compliance Certificate, accordingly, substantiating that the Departmental workspace is legally compliant with the requisite Occupational Health and Safety Act requirements. The document also serves as proof that the Department has satisfied all relevant legal standards required by law in creating and maintaining a healthy and safe working environment for staff.

The Department is in possession of a valid Health and Safety Compliance Certificate and the document substantiates that the buildings occupied by staff are structurally sound and found to pose no material risk or potential future risk to the safety and well-being of occupants, while also meeting all relevant compliance standards.

This Compliance Certificate is valid for one year only requiring subsequent annual assessments in ascertaining and substantiating that no potential risks are apparent or have accordingly been identified. In addition, the Compliance Certificate also confirms that the automatic fire detection and fire evacuation system has been serviced and is fully operational in accordance with the governing SABS 1039 fire detection code.

The servicing of the primary power diesel generator (back-up generator), during the period under review was found to be fully operational and working properly. Requisite servicing and/or inspection checks were also carried out at six-month intervals during the period under review.

The annual servicing of fire equipment and sprinklers accordingly comprising of 73 extinguishers, 55 hose reels and 57 hydrants was concluded on 29 May 2025 in accordance with the applicable SABS and SAQCC specifications.

The periodic inspection, testing and servicing of lifts was undertaken at monthly intervals and subsequent reports that the latter were properly operational and in line with the prescripts as outlined in terms of the relevant SANS, 1545-1 and lift, escalator, and passenger conveyor regulations.

The servicing of air conditioners have also been conducted on a monthly basis so as to ensure that each were clean and devoid of any harmful bacteria that may impact the health of staff.

Several areas of concern were raised during meetings with the landlord. Matters duly requiring interventions by the landlord relate to the following actions:

- The provision and installation of a sufficient number of exit signage at relevant areas staircase exit/entry points (the signage have been installed);
- Fire and escape doors properly sealed and closed off (all doors are in order); and
- The provision and installation of an evacuation chair (evacuation chairs have been installed).

Furthermore, the following interventions were considered by the Department:

- Unavailability of an information board to keep staff informed regarding adherence to health and safety practices;
- The facilitation of Health and Safety representative training;
- Induction training provided to new employees;
- Development of a Health and Safety policy; and
- The facilitation of Health and Safety Committee meetings.

The respective buildings occupied by Departmental staff during the period under review, were effectively serviced by way of implementing requisite waste management, hygiene and day-to-day maintenance services, the latter which was monitored and assured by means of daily, as well as unannounced inspections.

The dissemination of protective clothing to employees whose duties compel the wearing of such garments was also timeously provided continuously during the 2024/25 reporting cycle.

6. PORTFOLIO COMMITTEES

The Constitution of the Republic of South Africa stipulates that Parliament has the power to conduct oversight of all Organs of State which is performed through its Parliamentary committees. These committees are established as instruments of the National Assembly and National Council of Provinces in terms of the Constitution of the Republic of South Africa to facilitate oversight and monitoring of government institutions. They constitute the 'engine rooms' of Parliament's oversight and legislative work which scrutinise legislation, oversee government action and interact with the public. One of the most important aspects of the oversight function is the consideration by committees of annual reports related to the activities rendered by Organs of State, as well as reports of the Auditor-General, South Africa (AGSA). Details are provided below in terms of oversight activities of various committees.

The Portfolio Committee on Higher Education and Training

The Portfolio Committee on Higher Education and Training comprises members of the National Assembly. In exercising its constitutional mandate of oversight in relation to the Department, this Portfolio Committee convened a number of meetings focussing on the following areas of intervention:

- The Department's 2024/25 APP and Budget;
- Student registrations at Universities, TVET and CET colleges;
- The status of Infrastructure across the Higher Education diaspora;
- Updated details on governance within Higher Education focussing in particular on the University of Cape Town;
- Progress in implementing the Post-Provisioning Norms across the TVET sector;
- Reporting on successes, challenges and mitigation strategies;
- Filling of Council Members, Principals and Executive Management positions;
- An account of the 2022/23 fourth quarter expenditure and performance report as well as the 2023/24 first, second and third quarter expenditure and performance reports; and
- The Department's 2023/24 Annual Report.

Select Committee on Education and Recreation

The Select Committee on Education and Recreation comprises members of the National Council of Provinces. The Committee convened several meetings focussing on the following in exercising its oversight role:

- The 2024/25 APP and Budget; and
- The 2023/24 Annual Report.

7. STANDING COMMITTEE ON PUBLIC ACCOUNTS (SCOPA)

None.

8. SCOPA RESOLUTIONS

None.

9. PRIOR MODIFICATIONS TO AUDIT REPORTS

None.

10. INTERNAL CONTROL UNIT

The Internal Control Unit staff compliment comprises a Deputy and Assistant Director and three State Accountant posts. The work performed during the year under review consisted of desktop inspections pertaining to payroll management processes for CET and TVET colleges, National Office inspections and cash counts of the cashier offices at Head Office and Indlela, as well as inspections of payment batches in relation to the Departmental Travel Account. In addition, the Unit also assisted with the debtors function and the checking and verification of inputs forming part of the Interim and Annual Financial Statements of the Department.

11. INTERNAL AUDIT AND AUDIT COMMITTEES

The internal audit function is a fundamental component of a department's accountability system. It is a function created by the Department through legal prescription imposed by the PFMA. While created by the Department as described, the internal audit function is empowered by the PFMA and Treasury Regulations, read with the Global Internal Audit Standards, to act independently and objectively in providing assurance and advisory services in respect of the Department's risk management, internal controls and overall system of governance.

Its functional reporting to the Audit Committee as prescribed by the PFMA is intended to protect its independence and objectivity. The Audit Committee is established by the Department as prescribed by the PFMA and its core functions and responsibilities are spelt out in the Treasury Regulations. Informed by these prescripts and guided by the Global Internal Audit Standards, it plays a pivotal role in assessing, and based on such assessment, advising the Accounting Officer and Executive Authority on the effectiveness of the Department's risk management and internal control system; the effectiveness of the internal audit function; the adequacy, reliability and accuracy of financial and performance information produced by the Department; accounting and auditing concerns identified through internal and statutory audits; and the Department's compliance with legal and regulatory provisions.

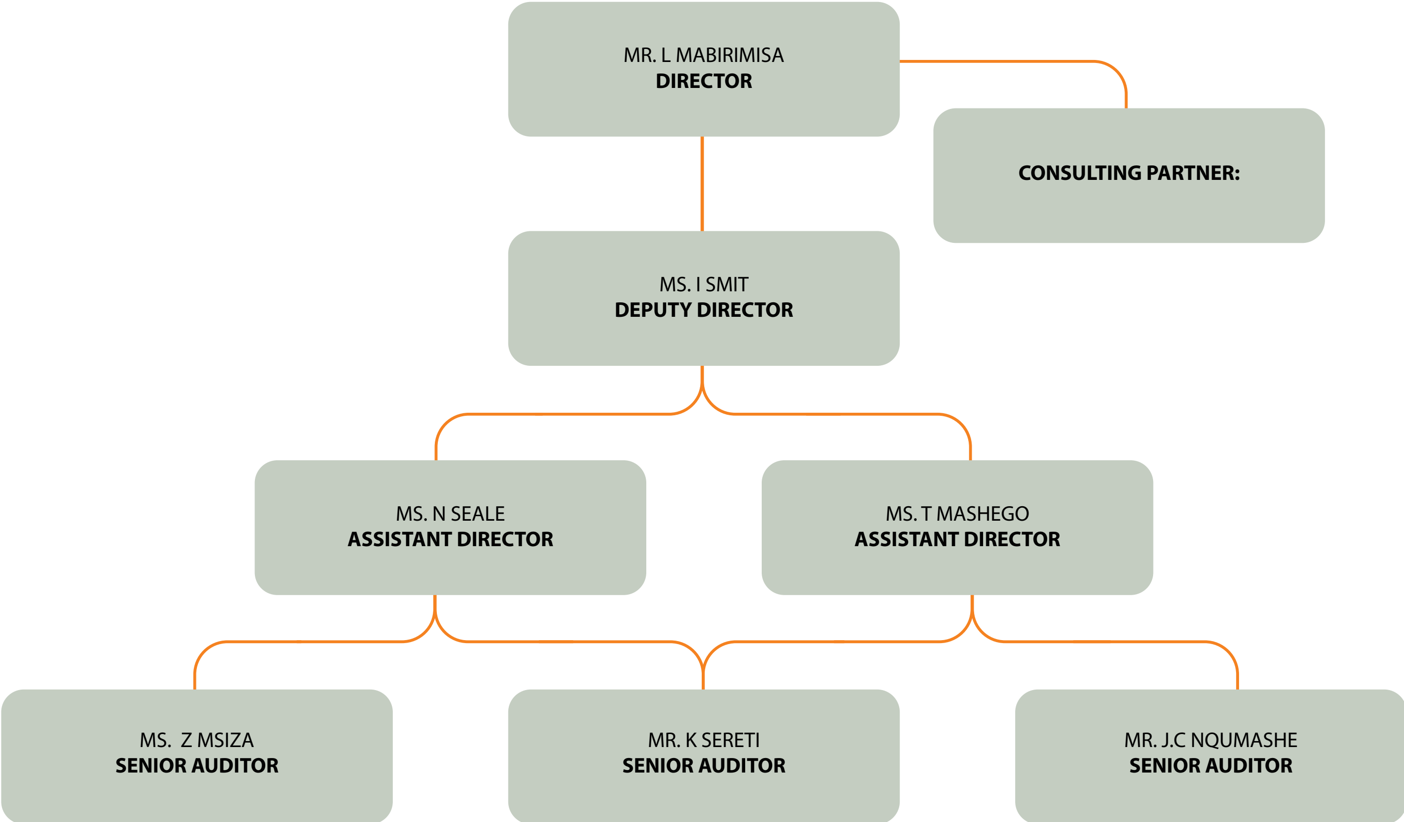
The Audit Committee thus assists a Department in enhancing its integrity and operational effectiveness through good governance and adherence to prescribed accounting and audit standards.

Internal Audit Function

The internal audit function provides independent, objective assurance and consulting services to help an organisation improve its operations by evaluating and improving the effectiveness of its governance, risk management, and control processes. The Internal Audit Function report functionally to the Audit Committee and administratively to the Accounting Officer. It operates in accordance with the Internal Audit Charter that has been endorsed by the Accounting Officer and approved by the Audit Committee.

The Internal Audit Function envisage to Strengthen the Department's ability to achieve its goals and objectives by providing independent risk-based objective assurance, advice, insight and foresight. The internal audit function performs its functions within the approved Three-Year Rolling Plan and a subsequent annual internal audit plan approved by the Audit Committee. Both the Internal Audit Charter and Strategy are reviewed and approved by the Audit Committee on annual basis.

Internal Audit make use of the services of a co-sourced partner for specialised audit such as Construction, Information Technology and Annual Financial Statements review, the structure is depicted below:



In the year under review, the Internal Audit Function planned and executed audits as indicated below:

Financial year	Planned audits	Completed	In-progress	Not started
2024/25	23	23	0	0
%		100%	0%	0%

Audit Committee

An Audit Committee is a committee established by the Department as prescribed by the PFMA and Treasury Regulations that oversees financial reporting, internal controls, risk management, and the audit process to ensure accuracy, transparency, and integrity in financial operations. The Committee, composed of independent board members, works with management and external auditors to verify that financial statements comply with regulations and accounting principles, promoting accountability and investor trust.

Key Responsibilities

- Financial Reporting: Ensures accurate and transparent preparation of financial statements.
- Internal Controls: Oversees the effectiveness of systems and policies designed to manage risks and ensure compliance.
- Risk Management: Monitors the Department's overall risk management processes.
- Audit Process: Considers the strategy and the work of external auditors and coordinates with internal audit functions.
- Compliance: Ensures that the Department adheres to relevant laws and regulations.

The Audit Committee regularly provides reports to the Accounting Officer on its meetings and with regards to issues that requires the Accounting Officer's attention, the Audit Committee also liaise with the Ethics and Integrity as well as Risk Management Committee to consider management of risks facing the Department.

Attendance of audit committee meetings by Audit Committee members

The table below discloses relevant information on Audit Committee members:

Name	Highest Qualification	Professional Affiliation (such as. SAICA, IIA, IoD (SA)	Appoint-ment: Term of office	No. of meetings attended	Declared private and business interests in every meeting? (Yes/No)	Remunera-tion rate	Remunera-tion for the period under review)	Number of other AC's served over the reporting period	Number of other governance structures served over the reporting period, whether in this entity or outside this entity
Mr Trevor Boltman	CIA, CGAP, CCSA, Postgraduate Diploma in Internal Audit, B Tech: Internal Audit	Chairman of Audit Committee SAPS Chairman of Audit Committee: Dept of Traditional Affairs IIASA, ACFE, IRMSA, CIAGOL	2022 to date	4	Yes	SAICA Rate	R93 548	3	3
Mr Mokgobinyane Mothupi	Master of Philosophy in Accounting Science	Charted Accountant: South African Institute of Chartered Accounts Registered Auditor: Independent Regulatory board of Auditors	2021 to date	4	Yes	SAICA Rate	R93 548	2	2
Ms Nicollete Middleton	CIA	IIA Institute of Directors	2021 to date	4	Yes	SAICA Rate	R93 548	1	1

12. AUDIT COMMITTEE REPORT

Refer to the details accordingly provided in Part F.

13. BBEE COMPLIANCE PERFORMANCE INFORMATION

The following table has been completed in compliance with requisite B-BBEE requirements stipulated in terms of the *B-BBEE Act, 2003 (Act 53 of 2003)* and as determined by the Department of Trade, Industry and Competition.

Has the Department / Public Entity applied any relevant Code of Good Practice (B-BBEE Certificate Levels 1 to 8) with regards to the following:		
Criteria	**Response Yes / No**	**Discussion**
Determining qualification criteria for issuing licences, concessions or other authorisations in respect of economic activity in terms of any law?	N/A	The Department does not issue licences, concessions or any other authorisations in respect of economic activity as these, where applicable, reside with its respective entities.
Developing and implementing a Preferential Procurement Policy?	Yes	• As of 15 February 2023, the Department applied the Preferential Procurement Regulations 2017 (PPR) of the ***Preferential Procurement Policy Framework Act, 2000***. To this end, the supply chain management policy provided for, among other, the identification of a preference points system, pre-qualification criteria, objective criteria, among other, in enabling comparative evaluation of tenders. • Therefore, tenders that required functional criteria as a precursor, had to be evaluated by way of these criteria as a gauging mechanism to further evaluation on pricing and B-BBEE point scoring. Tenders not meeting the minimum cut-off points for functionality were subsequently disqualified and the remaining qualifying tenders advanced for pricing and B-BBEE points evaluation in determining the highest points tender for appointment. • Tenders with a requirement for local production and content as designated sectors, were reported to the Department of Trade, Industry and Competition, as legislated. • In view of a Constitutional Court judgment, the PPR 2017 was invalidated, and National Treasury was given a reprieve to 15 February 2023, as the deadline to substantially amend the contents of the PPR, 2017. • National Treasury during October 2022, introduced PPR 2022 to replace PPR 2017. The replacement necessitated the Department to align and amend its Supply Chain Management Policy to introduce procurement specific goals, rather than B-BBEE as a criteria only. • The supply chain management policy took effect on 16 February 2023 and provided for the following specific procurement goals: • Business owned by black persons; • Business owned by women; • Business owned by youth; • Business owned by SMMEs; and • Business owned by persons living with disabilities. • The procurement focus for the ensuing year will be entered into, on meeting the first five specified goals. These goals may be amended per financial year though.
Determining qualification criteria for the sale of state-owned enterprises.	N/A	The entities of the Department are fully autonomous, hence matters regarding their sale are not applicable.
Developing criteria for entering into partnerships with the private sector.	N/A	Public-private partnerships are conducted in accordance with Treasury Regulation 16, as well as the applicable Supply Chain Management Policy.
Determining criteria for awarding incentives, grants and investment schemes in support of Broad Based Black Economic Empowerment.	N/A	The Department does not award incentives, grants or investment schemes as these, where applicable, reside with its entities.

PART D
HUMAN RESOURCES INFORMATION

1. INTRODUCTION

The Department implemented various interventions as part of creating a capable, developmental and ethical Department as envisioned in terms of the NDP.

2. OVERVIEW OF HUMAN RESOURCES

The Organisational Structure was approved during 2019, with the migration of employees to the structure on PERSAL initiated at the advent of May 2024. This process has been scheduled for completion during the 2025/26 financial year. The project is of strategic importance in enhancing data integrity concerning the post establishment and improving the accuracy of Departmental vacancy reporting.

The Departmental Post Establishment comprises a total of 30 518 positions, of which 27 844 are currently filled, leaving 2 674 posts vacant. The latter had been frozen on PERSAL in response to cost containment guidelines issued by the National Treasury and the Department of Public Service and Administration. In addition, there are 627 employees serving in posts additional to the approved establishment. The current vacancy rate of 8.7% reflects an improvement from the 9.9% recorded in the 2023/24 financial year.

Programme 2: Policy, Planning and Strategy recorded the highest vacancy rate at 26.2%, followed by Programme 1: Administration (22.8%), Programme 5: Skills Development (20.8%), Programme 4: Technical and Vocational Education and Training (12.9%), Programme 3: University Education (2.5%) and Programme 6: Community Education and Training, which reported the lowest vacancy rate at 0.1%. The most affected category is the SMS, while middle and junior management levels reported the lowest vacancy rates. During the reporting period, 1 079 employees left the Department, while 439 candidates comprised new appointees. The departures constitute 3.9% of the total establishment and the newly appointed candidates, 154 (35%) were internal recruits.

Health and Safety remains a key Departmental priority, with various interventions implemented by way of the Employee Health and Wellness Programme. A total of 14 559 employees (or 52% of the workforce) utilised sick leave benefits, while 860 employees (or 3.1%) accessed either short- or long-term incapacity leave options. Furthermore, 64% of all registered grievances were resolved, with the majority concerning delays in the payment of service benefits and the interpretation of collective agreements.

3. HUMAN RESOURCES OVERSIGHT STATISTICS

3.1 Personnel related expenditure

Table 3.1.1 - Personnel expenditure by programme for the period 1 April 2024 to 31 March 2025

Programme	Total expenditure (R'000)	Personnel expenditure (R'000)	Professional and Special Services (R'000)	Training expenditure (R'000)	Personnel cost as a % of total expenditure	Average personnel cost per employee (R'000)	Number of employees 31 March 2025
Administration	596 219	266 284	2 464	3 753	44.7	449	593
Planning, Policy and Strategy	3 686 766	115 301	-	45	3.1	666	173
University Education	91 681 031	62 826	-	-	0.1	698	90
Technical, Vocational Education and Training	13 199 336	7 834 913	-	42 777	59.4	480	16 333
Skills Development	334 807	146 676	13	1	43.8	211	696
Community Education and Training	3 135 611	2 682 365	-	-	85.5	246	10 917
Sub total	**112 633 770**	**11 108 365**	**2 477**	**46 576**	**9.9**	**386**	**28 802**
Statutory	24 137 414	-	-	-	-	-	-
Total	**136 771 184**	**11 108 365**	**2 477**	**46 576**	**8.1**	**386**	**28 802**

Programme 4 excludes amount for Examiners and Moderators = R373.326 million.

Table 3.1.2 - Personnel costs by salary band for the period 1 April 2024 to 31 March 2025

Salary band	Personnel expenditure (R'000)	% of total personnel cost	Average personnel cost per employee (R'000)
Lower skilled (Levels 1-2)	405 170	3.6	54
Skilled (Levels 3-5)	1 343 234	12.1	174
Highly skilled production (Levels 6-8)	6 598 688	59.4	612
Highly skilled supervision (Levels 9-12)	2 508 426	22.6	957
Senior Management (Levels 13-16)	252 847	2.3	1 708
Total	**11 108 365**	**100.0**	**386**

Table 3.1.3 - Salaries, Overtime, Homeowners Allowance and Medical Aid by programme for the period 1 April 2024 to 31 March 2025

Programme	Personnel costs (R '000)	Salaries		Overtime		Homeowner's Allowance		Medical Assistance	
		Amount (R'000)	Salaries as a % of personnel cost	Amount (R'000)	Overtime as a % of personnel cost	Amount (R'000)	HOA as a % of personnel cost	Amount (R'000)	Medical assistance as a % of personnel cost
Administration	266 284	184 572	69.3	6 361	2.4	7 883	3.0	15 327	5.8
Planning, Policy and Strategy	115 301	83 092	72.1	32	-	1 429	1.2	2 843	2.5
University Education	62 826	45 111	71.8	2	-	979	1.6	1 465	2.3
Technical, Vocational Education and Training	7 834 913	5 670 857	72.4	4 618	0.1	309 998	4.0	579 652	7.4
Skills Development	146 676	104 034	70.9	69	-	4 397	3.0	9 042	6.2
Community Education and Training	2 682 365	1 771 024	66.0	-	-	187 812	7.0	317 964	11.9
Total	**11 108 365**	**7 858 690**	**70.7**	**11 082**	**0.1**	**512 498**	**4.6**	**926 293**	**8.3**

Table 3.1.4 - Salaries, Overtime, Homeowners Allowance and Medical Aid by salary band for the period 1 April 2024 to 31 March 2025

Salary band	Salaries			Overtime		Home-Owner's Allowance		Medical Assistance	
	Personnel costs (R'000)	Amount (R'000)	Salaries as a % of personnel cost	Amount (R'000)	Overtime as a % of personnel cost	Amount (R'000)	HOA as a % of personnel cost	Amount (R'000)	Medical assistance as a % of personnel cost
Lower skilled (Levels 1-2)	405 170	244 427	60.3	309	0.1	42 114	10.4	71 174	17.6
Skilled (Levels 3-5)	1 343 234	872 786	65.0	1 017	0.1	97 050	7.2	188 061	14.0
Highly skilled production (Levels 6-8)	6 598 688	4 680 195	70.9	7 494	0.1	305 317	4.6	532 356	8.1
Highly skilled supervision (Levels 9-12)	2 508 426	1 860 869	74.2	2 262	0.1	67 135	2.7	132 983	5.3
Senior Management (Levels 13-16)	252 847	200 413	79.3	-	-	882	0.3	1 719	0.7
Total	**11 108 365**	**7 858 690**	**70.7**	**11 082**	**0.1**	**512 498**	**4.6**	**926 293**	**8.3**

3.2 Employment and Vacancies

Table 3.2.1 - Employment and vacancies by programme as on 31 March 2025

Programme	Number of posts on approved establishment	Number of posts filled	Vacancy rate	Number of employees additional to the establishment
Administration	568	438	22.9	144
Planning, Policy and Strategy	141	104	26.2	39
University Education	77	75	2.6	15
Technical, Vocational Education and Training	18 890	16 448	12.9	63
Skills Development	293	232	20.8	245
Community Education and Training	10 549	10 547	-	121
Total	**30 518**	**27 844**	**8.8**	**627**

Table 3.2.2 - Employment and vacancies by salary band as on 31 March 2025

Salary band	Number of posts on approved establishment	Number of posts filled	Vacancy Rate	Number of employees additional to the establishment
Lower skilled (Levels 1-2)	2 256	1 884	16.5	436
Skilled (Levels 3-5)	3 986	3 082	22.7	70
Highly skilled production (Levels 6-8)	11 031	10 390	5.8	53
Highly skilled supervision (Levels 9-12)	13 093	12 374	5.5	54
Senior Management (Levels 13-16)	152	114	25	14
Total	**30 518**	**27 844**	**8.8**	**627**

Table 3.2.3 - Employment and vacancies by critical occupations as on 31 March 2025

None.

3.3 Filling of Senior Management Service Positions

Table 3.3.1 - Senior Management Service position information as on 31 March 2025

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	1	1	100	-	-
Salary Level 16	-	-	-	-	-
Salary Level 15	7	6	85.7	1	14.3
Salary Level 14	27	20	74.1	7	25.9
Salary Level 13	117	87	74.4	30	25.6
Total	**152**	**114**	**75**	**38**	**25**

Table 3.3.2 - Senior Management Service position information as on 30 September 2024

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
Salary Level 16	1	1	100	-	-
Salary Level 15	7	6	85.7	1	14.3
Salary Level 14	27	20	74	7	26
Salary Level 13	117	90	76.9	27	23
Total	**152**	**117**	**77**	**35**	**23**

Table 3.3.3 - Advertising and filling of Senior Management Service position for the period 1 April 2024 to 31 March 2025

None.

Table 3.3.4 - 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 2024 to 31 March 2025

Reasons for vacancies not advertised within six months
In the preceding two years, the Department advertised all funded vacancies, and the focus for the 2024/25 period was to expedite the filling of all these advertised positions.

Reasons for vacancies not filled within twelve months
In the preceding two years, the Department advertised all funded vacancies, and the focus for the 2024/25 period was to expedite the filling of all these advertised positions.

Table 3.3.5 - Disciplinary steps taken for not complying with the prescribed timeframes for filling SMS posts within 12 months for the period 1 April 2024 to 31 December 2025

Reasons for vacancies not advertised within six months
None.

Reasons for vacancies not filled within six months
None.

3.4 Job Evaluation

Table 3.4.1 - Job Evaluation by Salary band for the period 1 April 2024 to 31 March 2025

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
Lower Skilled (Levels1-2)	2 256	-	-	-	-	-	-
Skilled (Levels 3-5)	3 986	-	-	-	-	-	-
Highly skilled production (Levels 6-8)	11 031	-	-	-	-	-	-
Highly skilled supervision (Levels 9-12)	13 093	-	-	-	-	-	-
SMS Band A	117	-	-	-	-	-	-
SMS Band B	27	-	-	-	-	-	-
SMS Band C	7	1	14.3	-	-	-	-
SMS Band D	1	-	-	-	-	-	-
Total	**30 518**	**1**	**14.3**	**-**	**-**	**-**	**-**

Table 3.4.2 - Profile of employees whose positions were upgraded due to their posts being upgraded for the period 1 April 2024 to 31 March 2025

None.

Table 3.4.3 - Employees with salary levels higher than those determined by job evaluation by occupation for the period 1 April 2024 to 31 March 2025

None.

Table 3.4.4 - Profile of employees who have salary levels higher than those determined by job evaluation for the period 1 April 2024 to 31 March 2025

None.

3.5 Employment Changes

Table 3.5.1 - Annual turnover rates by salary band for the period 1 April 2024 to 31 March 2025

Salary band	Number of employees at beginning of period-1 April 2024	Appointments and transfers into the department	Terminations and transfers out of the department	Turnover rate
Lower skilled (Levels 1-2)	1 959	4	43	2.2
Skilled (Levels 3-5)	3 145	41	112	3.6
Highly skilled production (Levels 6-8)	10 706	359	744	6.9
Highly skilled supervision (Levels 9-12)	12 606	34	169	1.3
SMS Bands A	89	-	9	10.1
SMS Bands B	20	1	2	10
SMS Bands C	6	-	-	-
SMS Bands D	1	-	-	-
Total	**28 532**	**439**	**1 079**	**3.78**

Table 3.5.2 - Annual turnover rates by critical occupation for the period 1 April 2024 to 31 March 2025

None.

Table 3.5.3 - Reasons why staff left the department for the period 1 April 2024 to 31 March 2025

Termination Type	Number	% of Total Resignations
Death	130	12
Resignation	410	38
Expiry of contract	-	-
Dismissal – operational changes	-	-
Dismissal – misconduct	60	5.7
Dismissal – inefficiency	-	-
Discharged due to ill-health	11	1
Retirement	454	42
Transfer to other Public Service Departments	14	1.3
Other	-	-
Total	**1 079**	**100**
Total number of employees who left as a % of total employment		**3.9**

Table 3.5.4 - Promotion by critical occupation for the period 1 April 2024 to 31 March 2025

None.

Table 3.5.5 - Promotions by salary band for the period 1 April 2024 to 31 March 2025

Salary Band	Employees 1 April 2024	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
Lower skilled (Levels 1-2)	1 959	6	0.3	758	38.7
Skilled (Levels 3-5)	3 145	11	0.3	2 130	67.7
Highly skilled production (Levels 6-8)	10 706	96	0.9	8 397	78.4
Highly skilled supervision (Levels 9-12)	12 606	39	0.3	12 254	97.2
Senior Management (Levels 13-16)	116	2	1.7	-	-
Total	**28 532**	**154**	**0.5**	**23 539**	**82.5**

3.6 Employment Equity

Table 3.6.1 - Total number of employees (including employees with disabilities) in each of the following occupational categories as on 31 March 2025

Occupational category	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	69	3	1	4	32	2	2	3	116
Professionals	452	44	19	41	386	46	14	60	1 062
Technicians and associate professionals	557	56	18	55	547	65	20	98	1 416
Clerks	1 581	67	5	11	1 839	78	32	43	3 656
Service and sales workers	-	-	-	-	-	-	-	-	-
Skilled agriculture and fishery workers	2 555	155	81	147	3 171	324	97	346	6 876

Occupational category	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Craft and related trades workers	31	-	-	-	12	-	-	-	43
Plant and machine operators and assemblers	2 056	48	3	7	7 772	117	8	20	10 031
Elementary occupations	1 614	169	11	22	2 465	293	21	49	4 644
Total	**8 915**	**542**	**138**	**287**	**16 224**	**925**	**194**	**619**	**27 844**
Employees with disabilities	**23**	**3**	**-**	**9**	**27**	**4**	**1**	**5**	**72**

Table 3.6.2 - Total number of employees (including employees with disabilities) in each of the following occupational bands as on 31 March 2025

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	3	-	-	-	4	-	-	-	7
Senior Management	66	3	1	4	28	2	2	3	109
Professionally qualified and experienced specialists and mid-management	452	44	19	41	386	46	14	60	1 062
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	6 780	326	107	220	13 341	584	157	507	22 022
Semi-skilled and discretionary decision making	1 078	109	9	19	1 737	229	21	49	3 251
Unskilled and defined decision making	536	60	2	3	728	64	-	-	1 393
Total	**8 915**	**542**	**138**	**287**	**16 224**	**925**	**194**	**619**	**27 844**

Table 3.6.3 - Recruitment for the period 1 April 2024 to 31 March 2025

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	-	-	-	-	-	-	-	-	-
Senior Management	-	-	-	-	-	-	-	-	-
Professionally qualified and experienced specialists and mid-management	15	1	-	-	6	-	-	-	22
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	15	-	-	-	9	-	-	-	24
Semi-skilled and discretionary decision making	138	4	2	1	203	15	1	12	376
Unskilled and defined decision making	-	-	-	-	-	-	-	-	-
Total	**168**	**5**	**2**	**1**	**218**	**15**	**1**	**12**	**422**
Employees with disabilities	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**

Table 3.6.4 - Promotions for the period 1 April 2024 to 31 March 2025

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	-	-	-	-	-	-	-	-	-
Senior Management	7	-	-	-	-	-	-	-	7
Professionally qualified and experienced specialists and mid-management	22	1	-	2	29	1	-	2	57
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	11	-	-	-	22	-	1	2	36
Semi-skilled and discretionary decision making	22	3	-	-	22	2	1	4	54
Unskilled and defined decision making	-	-	-	-	-	-	-	-	-
Total	**62**	**4**	**-**	**2**	**73**	**3**	**2**	**8**	**154**
Employees with disabilities	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**

Table 3.6.5 - Terminations for the period 1 April 2024 to 31 March 2025

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	-	-	-	-	-	-	-	-	-
Senior Management	5	-	-	1	2	-	1	1	10
Professionally qualified and experienced specialists and mid-management	19	8	2	7	16	4	-	7	63
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	28	9	1	2	39	4	1	8	92
Semi-skilled and discretionary decision making	315	36	8	26	405	51	3	56	900
Unskilled and defined decision making	-	-	-	-	-	-	-	-	-
Total	**367**	**53**	**11**	**36**	**462**	**59**	**5**	**72**	**1 065**
Employees with Disabilities	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**

Table 3.6.6 - Disciplinary action for the period 1 April 2024 to 31 March 2025

Disciplinary action	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Absence or repeated absence from work without a valid reason or permission.	20	1	-	-	4	-	-	-	25
Assault, attempt or threatens to assault, another employee or person while on duty.	7	-	-	-	-	-	-	-	7

Disciplinary action	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Bringing the name of the college into disrepute.	-	-	-	-	-	1	-	-	1
Conducting himself / herself in an improper, disgraceful, and unacceptable manner.	22	1	-	-	5	-	-	-	28
Dereliction of duties.	1	-	-	-	-	1	-	-	2
Disclosure of confidential information.	1	-	-	-	1	1	-	-	3
Dishonesty	6	-	-	-	2	-	-	-	8
Fails to carry out a lawful order or routine instruction without just or reasonable cause.	3	-	-	-	-	-	-	-	3
Falsification of records or any other documentation.	6	-	-	-	-	-	-	-	6
Fails to comply with, or contravenes an Act, regulation or legal obligation.	5	1	-	1	2	2	-	-	11
Failure to disclose remuneration outside the normal working hours.	1	-	-	-	1	-	-	-	2
Financial Misconduct	-	-	-	-	-	-	-	-	-
Gross dishonesty.	2	-	-	-	-	-	-	-	2
Gross insubordination	4	1	-	-	-	-	-	-	5
Gross negligence	10	1	-	-	4	-	-	-	15
Insubordination	1	-	-	-	-	-	-	-	1
Misrepresentation	1	1	-	-	2	-	-	-	4
Misuse of the State property	10	-	-	-	-	-	-	-	10
Negligence	3	-	-	-	-	-	-	-	3
Poor or inadequate performance for reasons other than incapacity.	-	-	-	-	-	-	-	-	-
Sexual harassment.	14	2	-	-	1	-	-	-	17
Theft, bribery, fraud, corruption or any combination thereof.	4	2	-	-	1	-	-	-	7
Unauthorized removal of college equipment.	1	-	-	-	-	-	-	-	1
While on duty, is under the influence of intoxicating, illegal, unauthorized, habit-forming and/ or stupefying drug, including alcohol.	7	-	-	-	-	-	-	-	7
Without permission possesses or wrongfully uses the property of the State, another employee and/or a visitor.	4	1	-	-	-	-	-	-	5
Total	**133**	**11**	**-**	**1**	**23**	**5**	**-**	**-**	**173**

Table 3.6.7 - Skills development for the period 1 April 2024 to 31 March 2025

Occupational category	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	8	-	1	2	13	-	-	-	24
Professionals	23	-	-	2	29	-	2	-	56
Technicians and associate professionals	21	-	-	-	25	-	-	1	47
Clerks	65	-	-	-	114	1	-	-	180
Service and sales workers	-	-	-	-	-	-	-	-	-
Skilled agriculture and fishery workers	-	-	-	-	-	-	-	-	-
Craft and related trades workers	11	-	-	-	5	-	-	-	16
Plant and machine operators and assemblers	1	-	-	-	-	-	-	-	1
Elementary occupations	-	-	-	-	-	-	-	-	-
Total	**129**	**-**	**1**	**4**	**186**	**1**	**2**	**1**	**324**
Employees with disabilities	**1**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**1**

3.7 Signing of Performance Agreements by Senior Management Service members

Table 3.7.1 - Signing of Performance Agreements by Senior Management Service members as on 31 March 2025

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	1	1	1	100
Salary Level 16	-	-	-	-
Salary Level 15	7	6	6	100
Salary Level 14	27	20	18	90
Salary Level 13	117	87	86	99
Total	**152**	**114**	**111**	**97.4**

Table 3.7.2 - Reasons for not having concluded Performance Agreements for all SMS members as on 31 March 2025

Reasons
One (1) employee was on suspension during the period while the other SMS managers did not meet the submission deadline.

Table 3.7.3 - Disciplinary steps taken against SMS members for not having concluded Performance Agreements as on 31 March 2025

Reasons
Informal disciplinary action was implemented by heads of branches and non-compliance letters were also issued to affected employees.

3.8 Performance Rewards

Table 3.8.1 Performance rewards by race, gender and disability for the period 1 April 2024 to 31 March 2025

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	7 210	8 915	80.8	40 307	5 590
Female	14 231	16 223	87.7	85 680	6 020
Indian					
Male	112	138	81.1	658	5 875
Female	173	194	89.1	962	5 561
Coloured					
Male	388	542	71.5	2 127	5 482
Female	676	926	73	3 632	5 373
White					
Male	231	287	80.4	1 370	5 931
Female	518	619	83.6	3 174	6 128
Total	**23 539**	**27 844**	**84.5**	**137 910**	**5 858**

Table 3.8.2 Performance rewards by salary band for personnel below Senior Management Service for the period 1 April 2024 to 31 March 2025

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 Skilled (Levels 1-2)	758	1 884	40.2	1 630	2 150	0.4
Skilled (Levels 3-5)	2 130	3 082	69.1	6 897	3 238	0.5
Highly skilled production (Levels 6-8)	8 397	10 390	80.8	41 686	4 963	0.6
Highly skilled supervision (Levels 9-12)	12 254	12 374	99	87 697	8 412	3.4
Total	**23 539**	**27 730**	**85**	**137 910**	**5 858**	**1.24**

Table 3.8.3 - Performance Rewards by critical occupation for the period 1 April 2024 to 31 March 2025

None.

Table 3.8.4 Performance related rewards (cash bonus), by salary band for Senior Management Service for the period 1 April 2024 and 31 March 2025

None.

3.9 Foreign Workers

Table 3.9.1 - Foreign workers by salary band for the period 1 April 2024 to 31 March 2025

Salary band	01 April 2024		31 March 2025		Change	
	Number	% of total	Number	% of total	Number	% Change
Lower skilled (Level 1-2)	1	0.3	-	-	1	100
Skilled (Level 3 -5)	1	0.3	1	0.2	-	-
Highly skilled production (Lev. 6-8)	371	97.6	521	97.2	150	29
Highly skilled supervision (Lev. 9-12)	7	1.8	14	2.6	7	50
SMS (Level 13-16)	-	-	-	-	-	-
Total	**380**	**100**	**536**	**100**	**158**	**29.4**

Table 3.9.2 - Foreign workers by major occupation for the period 1 April 2024 to 31 March 2025

Major occupation	01 April 2024		31 March 2025		Change	
	Number	% of total	Number	% of total	Number	% Change
Elementary Occupation	1	0.3	-	-	1	100
Skilled and related trade workers	1	0.3	1	0.2	-	-
Technicians and associate professionals	371	97.6	521	97.2	150	29
Professionals	7	1.8	14	2.6	7	50
TOTAL	**380**	**100**	**536**	**100**	**158**	**29.4**

3.10 Leave utilisation

Table 3.10.1 - Sick leave for the period 1 April 2024 to 31 March 2025

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)	8 221	71.29	1 073	57	7.6	6 195
Skilled (Levels 3-5)	24 169	83.56	2 624	85	9.2	27 744
Highly skilled production (Levels 6-8)	25 972	58.93	8 974	86	2.9	104 081
Highly skilled supervision (Levels 9 -12)	12 576	25.40	1 861	15	6.7	37 029
Top and Senior management (Levels 13-16)	328	22.25	61	60.5	5.4	1 708
Total	**71 266**	**48.54**	**14 593**	**52.3**	**4.9**	**176 757**

Table 3.10.2 - Disability leave (temporary and permanent) for the period 1 April 2024 to 31 March 2025

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)
Lower skilled (Levels 1-2)	1 351	100	75	5.5	18	1 012
Skilled (Levels 3-5)	4 538	100	185	6	24.5	5 251
Highly skilled production (Levels 6-8)	12 283	100	487	4.7	25.2	21 828
Highly skilled supervision (Levels 9-12)	3 750	100	112	0.9	33.4	11 575
Senior management (Levels 13-16)	53	100	1	0.9	53	29 138
Total	**21 975**	**100**	**860**	**3.1**	**25.5**	**68 804**

Table 3.10.3 - Annual Leave for the period 1 April 2024 to 31 March 2025

Salary band	Total days taken	Number of employees using annual leave	Average per employee
Lower skilled (Levels 1-2)	37 376	816	45.8
Skilled (Levels 3-5)	105 910	2 229	47.5
Highly skilled production (Levels 6-8)	82 244	1 680	49
Highly skilled supervision (Levels 9-12)	37 050	784	47.3
Senior management (Levels 13-16)	4 272	98	44
Total	**266 852**	**5 607**	**48**

Table 3.10.4 - Capped leave for the period 1 April 2024 to 31 March 2025

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 2025
Lower skilled (Levels 1-2)	-	-	-	11
Skilled Levels 3-5)	34	11	3	53
Highly skilled production (Levels 6-8)	86	20	4.3	50
Highly skilled supervision (Levels 9-12)	30	7	4.2	41
Senior management (Levels 13-16)	-	-	-	51
Total	**150**	**38**	**3.9**	**47.02**

Table 3.10.5 - Leave payouts for the period 1 April 2024 to 31 March 2025

Reason	Total amount (R'000)	Number of employees	Average per employee (R'000)
Leave payout for 2024/25 due to non-utilisation of leave for the previous cycle	37	1	37
Capped leave payouts on termination of service for 2024/25	7 267	53	137
Current leave payout on termination of service for 2024/25	1 065	39	27
Total	**8 369**	**93**	**90**

3.11 HIV/AIDS and Health Promotion Programmes

Table 3.11.1 - Steps taken to reduce the risk of occupational exposure

None.

Table 3.11.2 - 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.	X		Mr SE Chamane
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.	X		1 x Deputy Director 2 x Assistant Directors 3 x EHW Practitioners 1 x Sports Promotion Practitioner 1 x Senior Admin Clerk **The allocated budget is R439 000**

Question	Yes	No	Details, if yes
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.	X		The following key elements of the Integrated Employee Health and Wellness programme: **Health and Productivity Management** • Mental Health and disease Management **Management of HIV, STI and TB** • Voluntary Counselling and Testing • Elimination of stigma and discrimination **Occupational Health and Safety** • Injury on duty • Promoting a healthy and safe environment **Employee Health and Wellness** • Physical Wellness • Psycho-social Wellness • Organisational Wellness • Work-life Balance
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.		X	No committee established.
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.	X		• The Department has approved employment policies which are reviewed regularly to ensure that employees are not discriminated against based on their HIV status.
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.	X		• The Department has through the comprehensive programme on the management of HIV, STI and TB implemented the following: • Voluntary Counselling and Testing • Awareness programmes to eliminate stigma and discrimination • HIV and AIDS and human rights educational articles published on the Newsflash.
7. Does the Department encourage its employees to undergo Voluntary Counselling and Testing? If so, list the results that you have you achieved.	X		• The Department encourages its employees to undergo Voluntary Counselling and Testing. • The Department planned 4 Voluntary Counselling and Testing • which was implemented in collaboration with other service providers: • Q1 – Q4 = 59 employees participated in Voluntary Counselling and Testing
8. Has the Department developed measures/ indicators to monitor and evaluate the impact of its health promotion programme? If so, list these measures/indicators.		X	• The Department has developed and implemented annual performance plans on health promotions. • Trends are monitored regularly and interventions introduced. • Quarterly, annual reports generated and submitted to DPSA

3.12 Labour Relations

Table 3.12.1 - Collective agreements for the period 1 April 2024 to 31 March 2025

None.

Table 3.12.2 - Misconduct and disciplinary hearings finalised for the period 1 April 2024 to 31 March 2025

Outcomes of disciplinary hearings	Number	% of total
Correctional counselling	4	2.5
Verbal warning	-	-
Written warning	1	0.6
Final written warning	48	30
Suspended without pay	34	21.3
Fine	-	-
Demotion	4	2.5
Dismissal	53	33.1
Not guilty	3	1.9
Case withdrawn	13	8
Total	**160**	**100**

Table 3.12.3 - Types of misconduct addressed at disciplinary hearings for the period 1 April 2024 to 31 March 2025

Type of misconduct	Number	% of total
Absence or repeated absence from work without a valid reason or permission	25	14.5
Assault, attempt or threatens to assault, another employee or person while on duty.	7	4
Bringing the name of the college into disrepute	1	0.6
Conducting himself/herself in an improper, disgraceful and unacceptable manner	28	16.2
Dereliction of duties	2	1.2
Disclosure of confidential information	3	1.7
Dishonesty	8	4.6
Fails to carry out a lawful order or routine instruction without just or reasonable cause	3	1.7
Falsification of records or any other documentation	6	3.5
Fails to comply with, or contravenes an Act, regulation or legal obligation.	11	6.4
Failure to disclose remuneration outside the normal working hours	2	1.2
Financial Misconduct	-	-
Gross dishonesty	2	1.2
Gross insubordination	5	2.9
Gross negligence	15	8.7
Insubordination	1	0.6
Misrepresentation	4	2.3
Misuse of the State property	10	5.8
Negligence	3	1.7
Poor or inadequate performance for reasons other than incapacity	-	-
Sexual harassment	17	9.8
Theft, bribery, fraud, corruption, or any combination thereof	7	4
Unauthorised removal of college equipment	1	0.6
While on duty, is under the influence of intoxicating, illegal, unauthorized, habit-forming and/ or stupefying drug, including alcohol	7	4
Without permission possesses or wrongfully uses the property of the State, another employees and/or a visitor	5	2.9
Total	**173**	**100**

Table 3.12.4 - Grievances lodged for the period 1 April 2024 to 31 March 2025

Grievances	Number	% of Total
Number of grievances resolved	119	34
Number of grievances not resolved	236	66
Total number of grievances lodged	**355**	**100**

Table 3.12.5 - Disputes lodged with Councils for the period 1 April 2024 to 31 March 2025

Disputes	Number	% of Total
Number of disputes upheld	18	36
Number of disputes dismissed	32	64
Total number of disputes lodged	**50**	**100**

Table 3.12.6 - Strike actions for the period 1 April 2024 to 31 March 2025

Total number of persons working days lost	1
Total costs working days lost	-
Amount recovered as a result of no work no pay (R'000)	**-**

Table 3.12.7 - Precautionary suspensions for the period 1 April 2024 to 31 March 2025

Number of people suspended	62
Number of people whose suspension exceeded 30 days	61
Average number of days suspended	244.5
Cost of suspension (R'000)	**15 108**

3.13 Skills Development

Table 3.13.1 - Training needs identified for the period 1 April 2024 to 31 March 2025

Occupational category	Gender	Number of employees as at 1 April 2024	Training needs identified at start of the reporting period			
			Learnerships	Skills programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	42	-	32	-	32
	Male	57	-	35	-	35
Professionals	Female	3 421	-	216	-	216
	Male	2 721	-	144	-	144
Technicians and associate professionals	Female	3 894	-	84	-	84
	Male	3 288	-	30	-	30
Clerks	Female	2 010	-	265	-	265
	Male	875	-	156	-	156
Service and sales workers	Female	-	-	-	-	-
	Male	-	-	-	-	-
Skilled agriculture and fishery workers	Female	-	-	-	-	-
	Male	-	-	-	-	-
Craft and related trades workers	Female	7 774	-	18	-	18
	Male	2 214	-	45	-	45
Plant and machine operators and assemblers	Female	-	-	-	-	-
	Male	-	-	-	-	-
Elementary occupations	Female	1 196	-	60	-	60
	Male	1 023	-	43	-	43

Occupational category	Gender	Number of employees as at 1 April 2024	Training needs identified at start of the reporting period			
			Learnerships	Skills programmes & other short courses	Other forms of training	Total
Sub Total	**Female**	**18 336**	**-**	**-**	**-**	**-**
	Male	**10 196**	**-**	**-**	**-**	**-**
Total		**28 532**	**-**	**1 128**	**-**	**1 128**

Table 3.13.2 - Training provided for the period 1 April 2024 to 31 March 2025

Occupational category	Gender	Number of employees as at 1 April 2024	Training provided within the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	42	-	14	-	14
	Male	57	-	11	-	11
Professionals	Female	3 421	-	30	-	30
	Male	2 721	-	24	-	24
Technicians and associate professionals	Female	3 894	-	26	-	26
	Male	3 288	-	21	-	21
Clerks	Female	2 010	-	115	-	115
	Male	875	-	65	-	65
Service and sales workers	Female	-	-	-	-	-
	Male	-	-	-	-	-
Skilled agriculture and fishery workers	Female	-	-	-	-	-
	Male	-	-	-	-	-
Craft and related trades workers	Female	7 774	-	5	-	5
	Male	2 214	-	11	-	11
Plant and machine operators and assemblers	Female	-	-	-	-	-
	Male	-	-	-	-	-
Elementary occupations	Female	1 196	-	-	-	-
	Male	1 023	-	1	-	1
Sub Total	**Female**	**18 336**	**-**	**190**	**-**	**190**
	Male	**10 196**	**-**	**133**	**-**	**133**
Total		**28 532**	**-**	**323**	**-**	**323**

3.14 Injury on duty

Table 3.14.1 Injury on duty for the period 1 April 2024 to 31 March 2025

Nature of injury on duty	Number	% of total
Required basic medical attention only	59	98.3
Temporary Total Disablement	-	-
Permanent Disablement	-	-
Fatal	1	1.7
Total	**60**	**100**

3.15 Utilisation of Consultants

Table 3.15.1 Report on consultant appointments using appropriated funds for the period 1 April 2024 to 31 March 2025

None.

Table 3.15.2 Analysis of consultant appointments using appropriated funds, in terms of Historically Disadvantaged Individuals for the period 1 April 2024 and 31 March 2025

None.

Table 3.15.3 Report on consultant appointments using Donor funds for the period 1 April 2024 and 31 March 2025

None.

Table 3.15.4 Analysis of consultant appointments using Donor funds, in terms of Historically Disadvantaged Individuals for the period 1 April 2024 to 31 March 2025

None.

3.16 Severance Packages

Table 3.16.1 Granting of employee-initiated severance packages for the period 1 April 2024 to 31 March 2025

None.

Engagements with Western Cape Community Education and Training college at the exhibition stall during a CET outreach programme in KwaZulu Natal

PART E
COMPLIANCE REPORT

1. IRREGULAR, FRUITLESS AND WASTEFUL, UNAUTHORISED EXPENDITURE AND MATERIAL LOSSES

1.1. Irregular expenditure

a) Reconciliation of irregular expenditure

Description	2024/25	2023/24
	R'000	R'000
Opening balance	1 065	1 065
Add: Irregular expenditure confirmed	59	-
Less: Irregular expenditure condoned	-	-
Less: Irregular expenditure not condoned and removed	(1 065)	-
Less: Irregular expenditure recoverable	-	-
Less: Irregular expenditure not recovered and written off	-	-
Closing balance	**59**	**1 065**

Reconciling notes

Description	2024/25	2023/24
	R'000	R'000
Irregular expenditure that was under assessment	-	-
Irregular expenditure that relates to prior years	59	1 065
Irregular expenditure for the current year	-	-
Total	**59**	**1 065**

b) Details of current and previous year irregular expenditure (under assessment, determination, and investigation)

Description	2024/25	2023/24
	R'000	R'000
Irregular expenditure under assessment	-	1 065
Irregular expenditure under determination	-	-
Irregular expenditure under investigation	59	-
Total	**59**	**1 065**

c) Details of irregular expenditure condoned

Description	2024/25	2023/24
	R'000	R'000
Irregular expenditure condoned	-	-
Total	**-**	**-**

d) Details of irregular expenditure removed - (not condoned)

Description	2024/25	2023/24
	R'000	R'000
Irregular expenditure NOT condoned and removed	1 065	-
Total	**1 065**	**-**

2024/25 irregular expenditure not condoned and removed relates to SCM processes not followed for the procurement of goods and services in support of the World Skills International Competition in the 2020/21 financial year. National Treasury did not condone the irregular expenditure. Approval was obtained from the Accounting Officer to remove the irregular expenditure as all necessary steps were followed to remove the irregular expenditure.

e) Details of irregular expenditure recoverable

Description	2024/25	2023/24
	R'000	R'000
Irregular expenditure recovered	-	-
Total	**-**	**-**

f) Details of irregular expenditure written off (irrecoverable)

Description	2024/25	2023/24
	R'000	R'000
Irregular expenditure written off	-	-
Total	**-**	**-**

Additional disclosure relating to Inter-Institutional Arrangements

g) Details of non-compliance cases where an institution is involved in an inter-institutional arrangement (where such institution is not responsible for the non-compliance)

Description
None.
Total

h) Details of irregular expenditure cases where an institution is involved in an inter-institutional arrangement (where such institution is responsible for the non-compliance)

Description	2024/25	2023/24
	R'000	R'000
None.	-	-
Total	**-**	**-**

i) Details of disciplinary or criminal steps taken as a result of irregular expenditure

Disciplinary steps taken
None.

1.2. Fruitless and wasteful expenditure

a) Reconciliation of fruitless and wasteful expenditure

Description	2024/25	2023/24
	R'000	R'000
Opening balance	89	89
Add: Fruitless and wasteful expenditure confirmed	-	-
Less: Fruitless and wasteful expenditure written off	(30)	-
Less: Fruitless and wasteful expenditure recoverable	-	-
Closing balance	**59**	**89**

Reconciling notes

Description	2024/25	2023/24
	R'000	R'000
Fruitless and wasteful expenditure that was under assessment	59	89
Fruitless and wasteful expenditure that relates to prior year and identified in current year	-	-
Fruitless and wasteful expenditure for the current year	-	-
Total	**59**	**89**

b) Details of fruitless and wasteful expenditure (under assessment, determination, and investigation)

Description	2024/25	2023/24
	R'000	R'000
Fruitless and wasteful expenditure under assessment	-	-
Fruitless and wasteful expenditure under determination	-	-
Fruitless and wasteful expenditure under investigation	-	-
Total	**-**	**-**

c) Details of fruitless and wasteful expenditure recoverable

Description	2024/25	2023/24
	R'000	R'000
Fruitless and wasteful expenditure recovered	-	-
Total	**-**	**-**

d) Details of fruitless and wasteful expenditure not recoverable and written off

Description	2024/25	2023/24
	R'000	R'000
Fruitless and wasteful expenditure written off	30	-
Total	**30**	**-**

The fruitless and wasteful expenditure relates to fraudulent salary overpayments that was incurred in the 2016/17 financial year. An employee was found guilty and a sanction of one-month suspension without pay was issued against the employee.

e) Details of disciplinary or criminal steps taken as a result of fruitless and wasteful expenditure

Disciplinary steps taken
The fruitless and wasteful expenditure relates to fraudulent salary overpayments that was incurred in the 2016/17 financial year. An employee was found guilty and a sanction of one-month suspension without pay was issued against the employee.

1.3. Unauthorised expenditure

a) Reconciliation of unauthorised expenditure

Description	2024/25	2023/24
	R'000	R'000
Opening balance	-	-
Add: unauthorised expenditure confirmed	-	-
Less: unauthorised expenditure approved with funding	-	-
Less: unauthorised expenditure approved without funding	-	-
Less: unauthorised expenditure recoverable	-	-
Less: unauthorised not recovered and written off	-	-
Closing balance	**-**	**-**

Reconciling notes

Description	2024/25	2023/24
	R'000	R'000
Unauthorised expenditure that was under assessment	-	-
Unauthorised expenditure that relates to prior year and identified in the current year	-	-
Unauthorised expenditure for the current year	-	-
Total	**-**	**-**

*b)	Details of unauthorised expenditure (under assessment, determination, and investigation)*

Description	2024/25	2023/24
	R'000	R'000
Unauthorised expenditure under assessment	-	-
Unauthorised expenditure under determination	-	-
Unauthorised expenditure under investigation	-	-
Total	**-**	**-**

1.4. Additional disclosure relating to material losses in terms of PFMA Section 40(3)(b)(i) and (iii))

*a)	Details of material losses through criminal conduct*

Material losses through criminal conduct	2024/25	2023/24
	R'000	R'000
Theft	-	-
Other material losses	-	-
Less: Recovered	-	-
Less: Not recovered and written off	-	-
Total	**-**	**-**

*b)	Details of other material losses*

Nature of other material losses	2024/25	2023/24
	R'000	R'000
Not applicable	-	-
Total	**-**	**-**

*c)	Other material losses recoverable*

Nature of losses	2024/25	2023/24
	R'000	R'000
Not applicable	-	-
Total	**-**	**-**

*d)	Other material losses not recoverable and written off*

Nature of losses	2024/25	2023/24
	R'000	R'000
Debts written off:		
Salary Overpayment Debt	4 043	674
Salary Tax Debt	394	-
Claims Recoverable Debt	220	
Other	118	261
Total	**4 775**	**935**

2. LATE AND/OR NON-PAYMENT OF SUPPLIERS

Description	Number of invoices	Consolidated Value
		R'000
Valid invoices received	114 983	1 226 760
Invoices paid **within** 30 days or agreed period	114 976	1 225 033
Invoices paid **after** 30 days or agreed period	7	1 727
Invoices older than 30 days or agreed period (***unpaid and without dispute***)	-	-
Invoices older than 30 days or agreed period (***unpaid and in dispute***)	-	-

The reasons for the invoices not paid within 30 days during the financial year was mainly due to queries raised on invoices, limited availability of information systems upon correcting capturing errors and delays with regards to the signing of invoices by the relevant responsibility managers.

3. SUPPLY CHAIN MANAGEMENT

3.1. Procurement by other means

Project description	Name of supplier	Type of procurement by other means	Contract number	Value of contract R'000
National Examination and Assessment Task Team Lekgotla	Gemini Moon Trading 7	Single Source	OR-022895	949
Annual membership renewal for IT Web professional bodies	IT WEB	Single Source	OR-022955	44
Print, pack and deliver all examination certificates and diploma	Government Printing Works	Direct sourcing	OR-023103	865
Print, pack and deliver all examination certificates and diploma	Government Printing Works	Direct sourcing	AJ-490589	2 806
SAMEA membership of the senior managers for	South African Monitoring and evaluation Association	Single Source	OR023121	10
Venue at the Houghton Hotel to render services for the meeting with the Minister	Gemini Moon Trading 7	Single Source	OR-023152	9
Print, pack and deliver all examination certificates and diploma	Government Printing Works	Single Source	OR-023172	1 000
Print, pack, plastic seal, consolidate and dispatch examination papers	Government Printing Works	Single Source	OR-022748	65 404
Print, pack and deliver examination stationery	Umveli Group	Quotations	OR-023236	1 495
Smarthet services on a month-to-month basis not exceeding twelve months	Vodacom Service Provider	Single Source	OR-022989	5 521
Public Sector Supply Chain Summit- Smart Procurement World Indaba	Commerce Edge South Africa	Single Source	OR-023283	43
Renewal of a licence for Lebelela web-based automated performance management system	Institute for performance management Pty Ltd	Sole provider	OR-023332	241
Meeting with the stakeholders	Gemini Moon Trading 7	Service was rendered without a purchase order	OR-023382	20
State of readiness meeting	Gemini Moon Trading 7	Single Source	OR-023511	77
Print, pack and deliver examination stationery	Kwantu Communications and Marketing	Single Source	OR-023627	188
Sage annual license fee	SAGE South Africa	Single Source	AJ-055366	114

Project description	Name of supplier	Type of procurement by other means	Contract number	Value of contract R'000
FMS software licenses including the support call services	SIS Global Services	Single Source	OR-023766	102
Secure socket layers certificate	SITA	Single Source	OR-023814	66
Emulation Attachmate Software maintenance and support	SITA	Single Source	OR-023942	142
Catering service and holding room setup	Adler	3 quotations not sourced	INA38097	308
Sunset Africa line coaches	Bus Service	3 quotations not sourced	QU123764	19
Medical services	Emer-g-med	3 quotations not sourced	UP00041	5
Print, pack, plastic seal, consolidate and dispatch examination papers	Government Printing Works	Single Source	OR-023954	9 941

3.2. Contract variations and expansions

Project description	Name of supplier	Contract modification type (Expansion or Variation)	Contract number	Original contract value	Value of previous contract expansion/s or variation/s (if applicable)	Value of current contract expansion or variation
				R'000	R'000	R'000
Variation of the social media contract with additional scope of work	Ploy Media	**Variation**	DHET150	6 949	-	-
WorldSkills South Africa Send-off Ceremony schedule change	Gemini Moon Trading 7	**Variation**	OR-023359	578	-	171
Extension of contract for DHET to participate on DBE170 for professional conference organiser	Gemini Moon Trading 7	**Expansion**	DBE170	111 514	-	16 727

Official opening of the Mechanical Fitter and Fitter and Turner Workshops at South West Gauteng TVET

PART F
FINANCIAL INFORMATION

INDEX TO THE FINANCIAL STATEMENTS

for the year ended 31 March 2025

ACCOUNTING OFFICER'S REPORT TO THE EXECUTIVE AUTHORITY AND PARLIAMENT OF THE REPUBLIC OF SOUTH AFRICA

1. General Review of the State of the Department's Financial Affairs

The initial allocation excluding direct charges, made to the Department for the 2024/25 financial year, and as included in the 2024 Estimates of National Expenditure, has increased by 2.0% from **R110 781.585 million** during 2023/24 to **R113 015.292 million** for the 2024/25 financial year. This amount also included **R47 675.621 million** for HEIs representing 42.0% of the Department's total budget for 2024/25, as compared to 40.8% allocated during the 2023/24 financial year. An amount of **R46 980.428 million** for the NSFAS comprises the largest portion of the budget.

The Department's allocation decreased to **R112 773.492 million** during the 2024/25 Adjusted Estimates, which is outlined as follows (in R'000):

Adjusted Estimates		
Shifting of funds to Department of International Relations and Cooperation:		(300 000)
• Higher education institutions	(200 000)	
• Buildings and other fixed structures	(100 000)	
Allocation for Unforeseeable and Unavoidable expenditure		
• Funding for new Ministry and Deputy Ministries:		30 847
• Compensation of employees	22 127	
• Goods and services	6 950	
• Payments for capital assets	1 770	
Other Adjustments: Shifting of funds from the Department of Science and Innovation for the new Ministry		27 353
• Compensation of employees	19 421	
• Goods and services	7 932	
Total Nett Decrease		**(241 800)**

The total expenditure of the Department for the 2023/24 financial year, excluding direct charges, increased by 4.6% from **R107 713.158 million** during 2023/24 to **R112 633.770 million** for 2024/25. The amount of **R112 633.770 million** represents a spending rate of 99.9% (as compared with 99.9% during 2023/24).

The expenditure is delineated as follows (in R'000):

	2023/24	2024/25	Increase/ (Decrease)
Compensation of Employees	11 002 847	11 481 691	478 844
Departmental Operations	635 312	822 944	187 632
Payments for Financial Assets (Losses)	935	4 775	3 840
Departmental Earmarked Funds	177 885	227 309	49 424
Subsidies to HEIs	44 631 942	47 475 587	2 843 645
NSFAS	45 947 387	46 980 428	1 033 041
Subsidies to Public Entities	322 823	334 593	11 770
Subsidies to TVET colleges	4 736 879	4 823 263	86 384
Subsidies to CET colleges	213 851	440 453	226 602

	2023/24	2024/25	Increase/ (Decrease)
Other Transfers	43 297	42 727	(570)
Total expenditure	**107 713 158**	**112 633 770**	**4 920 612**

Underspending on the Vote for the 2024/25 financial year excluding direct charges, amounted to **R139.722 million** (as compared to **R117.182 million** during 2023/24) and is delineated as follows (in R'000):

	2023/24	2024/25
Compensation of Employees	71 433	80 586
Departmental Operations	45 728	58 228
Payments for Financial Assets (Losses)	1	1
Departmental Earmarked Funds	1	11
Subsidies to HEIs	20	34
Other Transfers	(1)	862
Total Underspending	**117 182**	**139 722**

A decrease in the projected collection of skills development levies has also resulted in a decrease of **R6.977 million** in the Adjusted Estimates for 2024/25. Based on the actual collection of levies, the total expenditure on direct charges during the 2024/25 financial year amounted to **R24 137.414 million** (as compared with **R22 424.463 million** during 2023/24) and is delineated as follows (in R'000):

	2023/24	2024/25
Sector Education and Training Authorities (SETAs)	17 939 570	19 309 931
The National Skills Fund	4 484 893	4 827 483
Total expenditure	**22 424 463**	**24 137 414**

IMPORTANT POLICY DECISIONS AND STRATEGIC ISSUES

In response to the Government Priority of Inclusive Growth, Directors-General of the Department and the DBE agreed to working together with a view to change the title reference of '*Recognition of Prior Learning Implementation Framework for the PSET System*' (an intervention approved by the Minister on 18 March 2024) to that of the '*RPL Implementation Framework for the Entire Education and Training System*'. The DBE was accordingly included as part of the redrafting process for the new 'RPL Implementation Framework spanning the entire education and training system' and further consultation on the process is required. This change has been supported by the Inter-Departmental RPL Task Team and includes representation by departments such as DPSA, the Department of Co-operative Governance and Traditional Affairs, the National School of Goverment, the DBE, the Department of Science and Innovation (DSI), as well as the Department. The Department has since been working closely with the DBE and the RPL Implementation Framework for the entire Education and Training System is currently being redrafted and process will be concluded during the 2025/6 financial year.

The Lifelong Career Management Skills Framework has been developed with support received from the European Union and aims to improve citizen employability and readiness in adapting to an ever-changing World of Work and continuous learning.

The NOLS was also established as the PSET repository for Learning and Teaching Support Materials (LTSM) in support of e-Learning.

The Department plays an integral role in relation to South Africa's Presidency of G20 Summit activities which commenced from 1 December 2024 under the theme: Solidarity, Equality and Sustainability. The Department is directly responsible for the administration of the G20 Education Working Group (EdWG) activities which are poised to take place during the 2025/26 financial year in the North West (May 2025), KwaZulu-Natal (July 2025) and Mpumalanga (October 2025) provinces. The first EdWG meeting was convened virtually from 12 to 13 February 2025 where South Africa's priority areas were unanimously supported and accepted by G20 Member States.

The bilateral portfolio of the Department is continuously expanding following on a record number of international agreements concluded during the previous year. The strategic focus of bilateral cooperation is geared towards supporting the priorities of the PSET sector through leveraging opportunities in Europe, Asia and strategic partners across BRICS countries. Africa continues to be the focal point, building from the successful Programme designed to commemorate 2024 as the Year of Education across Africa. The Department has appointed an Education representative based in Paris to represent the Department at UNESCO and during bilateral engagements in France.

Important policy decisions and strategic issues that impacted the University Education Branch during the reporting period are outlined as follows:

- 54 Nurturing Emerging Scholars Programme (NESP) scholarships and internships were awarded to universities.
- 83 USDP scholarships were awarded to universities.
- 34 senior academics were provided with an opportunity to participate in the Future Professors Programme (FPP) with a view to capacitate them as professors.
- A Policy on the Recognition of Higher Education Institutional Types (2025) was also developed.
- The South African Research Chairs Initiative in Higher Education programme saw the year of Phase 1 implementation during the period under review. The close-out report has subsequently been routed to the Director-General for approval. The second phase implementation will be guided by the new administration's priorities for the sector.
- Consultations with various stakeholders regarding the Framework Guidelines for Fee Increases in South African Public Universities also continued during the period under review.

Following the strategic direction of transitioning to Occupational Programmes endorsed by the Department, a draft framework has since been developed for the funding of Occupational Programmes, which have specifically been tailored towards supporting trade and non-trade programmes at public TVET colleges. This intervention aims to ensure that funding mechanisms foster sustainability and relevance across the TVET sector. Occupational Programmes are the central driver of capacity for the country and the Department will, going forward, slowly phase-out NATED Report 191 programmes.

Programmes consisting of knowledge (theory), application (practical skills) and work experimental learning or simulated work experience components for non-traded programmes are developed and quality assured by the QCTO. The rationale behind this funding policy is guided by the following factors:

- The diversification of funding sources that aim to mitigate over-reliance on any single funding stream by leveraging contributions from the Fiscus, SETAs, the NSF and industry partners, among others.
- The policy which aims to ensure the sustainability and relevance of occupational programmes within the TVET sector, going forward.
- The cost-sharing model that reflects the recognition of shared benefits derived from these qualifications, fostering collaboration among primary stakeholders and aligning TVET training with industry needs.
- Collaborative funding responsibilities which foster collaboration between primary stakeholders and seek to strengthen the alignment of TVET training with industry needs.

A draft framework has been submitted for approval to the Minister and following on publication, will allow for broad public consultation. Subsequent to receipt of public comments during 2025/26, a review and analysis of the latter will be undertaken with a view to finalise an appropriate policy. This will be followed by consultation with National Treasury to obtain concurrence from the Minister of Finance.

It is anticipated that the final Norms and Standards for Funding of Occupational Programmes, which in turn will be incorporated as a section of the existing National Norms and Standards for Funding TVET colleges will be published by 31 March 2026.

During the previous financial year, the Minister issued a gazette in relation to the phase-out date for NATED Report 191 N1 to N3 programmes. The process for phasing out N2 has already taken place during April 2025 and N3 will be phased out at the end of 2025. This objective forms a crucial part of the Department's curriculum transformation agenda which envisages the offering of programmes and qualifications that are aligned with the priorities and needs of the economy and society at large.

The approval for the inclusion of occupational qualifications as a component of mainstream funding for TVET colleges has paved the way towards providing dynamic programmes which are responsive to constantly evolving skills needs of the industry and economy. At the advent of 2025, twenty-four TVET colleges at 52 campuses introduced occupational qualifications across several learning areas funded by the Department.

In addition, Maturity Model Evaluation and Assessments have been conducted at 50 TVET colleges and will in turn enable the development and finalisation of a maturity profile for the sector.

The Minister, following on consultation with the NSA, National Economic Development and Labour Council as well as other skills development stakeholders, approved the Skills Strategy in support of the Economic Reconstruction and Recovery Plan.

The NSA, in line with its mandate as contained in Section 5 of the *Skills Development Act, 97 of 1998*, has continued to provide, among other, advice to the Minister on regulations pertaining to the SETA Grant and NSA investigations.

The National Apprenticeship and Artisan Development Strategy, 2030 was approved and launched by the Minister early during the 2024/25 financial year as part of the official inauguration of the National Apprenticeship and Artisan Development Advisory Body. The National Artisan and Artisan Recognition of Prior Learning (ARPL) funding model was adjusted, implemented and maintained at R206 290 for contracted learners in terms of the Generic National Artisan Workplace Data and Apprenticeship-ARPL Grant Funding and Administration System's Policy. This Policy currently includes ARPL funding to an amount of R30 000 for employed and R55 000 for unemployed candidates. Artisan registration was facilitated and overseen at the National Artisan Development Support Centre in terms of the Skills Development Act, section 26(c).

In relation to the 2024 Medium-Term Expenditure Framework (MTEF), the CET sector committed to developing, finalising and initiating the following policies and interventions:

- Oversight of the Policy on National Norms and Standards pertaining to the funding of CET colleges.
- Ramping up partnership initiatives with institutions and bodies such as the Catholic Church, the DSI, Small Enterprise Development Agency and the DBE.
- Developing a strategy in response to skills needs required for self-employment not dependant on funding derived from the fiscus.
- Monitoring the achievement of enrolment planning targets.
- Monitoring the implementation of a sustainable funding model for the CET college sector.
- Increasing capacity-building for lecturers by way of ensuring the provision of quality programmes and increasing the success rate of CET colleges.
- Increasing the number of relevant short skills programmes provided by CET colleges.

- Enhancing capacity building interventions at governance structures.
- Implementing an advocacy strategy for the CET sector.
- Supporting CET colleges in relation to the implementation of the NSF Capacity Building project.

SIGNIFICANT EVENTS THAT HAVE TAKEN PLACE AND MAJOR PROJECTS UNDERTAKEN OR COMPLETED DURING THE YEAR UNDER REVIEW

Significant events undertaken or completed by the Planning, Policy and Strategy Branch during the period under review, comprise of the following activities and interventions:

- The Department, during August 2024, hosted the Annual Women-in-Management event at Irene on the outskirts of Pretoria, to discuss the Eight-Principle Action Plan for Women Empowerment and Gender Equality and to celebrate Women's Month.
- The Department, during the period 25 November 2024 to 10 December 2024, led the commemoration of the 16 Days of Activism for No Violence against Women and Children in the Department.
- The Department during February 2025, hosted a workshop to explore patriarchy and its effects on society and across the broader PSET System, and further undertook to educate officials on the relationship between substance misuse and mental health, GBV, disability and crime, among other. The Department during March 2025, also hosted Transformation Managers and Gender Officers of Universities for a Social Inclusion Workshop accordingly convened in East London.
- A total of seventeen social inclusion workshops facilitated by the Department with University and TVET college management, staff members, lecturers and students during the financial year, focussed in the main on deliberations pertaining to the importance of Social Inclusion policies, sexual harassment and GBV issues.
- Policy dialogues on lifelong career management skills and the development of the Framework were convened during June 2025 and September 2025, while a National Careers Week was hosted in September 2024.
- The RPL in Public Service project was initiated with the establishment of the Inter-Departmental Task Team on RPL across the Public Service. The project seeks the development of the *'RPL Implementation Framework for the Education and Training System'* (underpinned by a collaboration between the Department and the DBE), the implementation of the *'Framework on the Professionalisation of the Public Sector'* (managed under the auspices of National School of Government), an *'Implementation Framework on the Policy Guidelines and Procedure on RPL for the Public Service'* (overseen by the Department of Public Service and Administration), *'RPL for Elected Officials'* (presided over by Municipalities and the Department of Cooperative Governance), as well as *'RPL for Indigenous Knowledge Systems'* (driven by the Department of Science and Innovation).
- The NOLS project aims to concretise the enhancement and further development of the intervention as a PSET repository for electronic Learning and Teaching Support Materials (LTSM) at TVET and CET colleges. All LTSM on the NOLS platform are freely available as Open Educational Resources that can be adopted, adapted and repurposed for use across the PSET System. One of the NOLS sub-projects saw the launch of 15 modules for TVET college lecturer qualifications (the Advance Dip TVT) and the latter is currently being utilised by six universities.
- The Ministerial Project, *'Transforming MENtalities Initiative'*, is being implemented by the Human Science Research Council in conjunction with the DSI and Higher Health to promote positive redefinitions of masculinity norms and meaningful engagement of men and boys in the global pursuit of gender equality.
- The CDS Coordination and Shared Services Project located within the Department was established to provide leadership and coordination of career development services across all spheres of Government, as well as provide career information, advice and counselling shared services to individuals entering the PSET sector. The project during 2024, reached 7 236 helpline clients, 126 910 outreach clients (by way of EXPOs, indabas and career fairs, among other), 618 training clients, a total of 19 101 individuals via career information sessions, a total of 45 872 National Career Advisory Portal registered users, as well as 329 754 CareerHelp users. Local radio shows aired on Power FM, Southside FM, Radio Khwezi, Phala-Phala FM and Ligwalagwala FM also reached 3 025 000 listeners.
- The African Union declared 2024 as the Year of Education in Africa and the Department participated in the Inaugural

Africa Skills Week convened in Accra, Ghana during October 2024. The Department also commemorated Africa Day at an event hosted at Tshwane South TVET College with the theme: *'Educate an African fit for the 21st Century: Building Resilient Education Systems for Increased Access to Inclusive, Lifelong and Relevant Learning in Africa'* that saw the attendance and engagement of several African countries. During the period under review the Department successfully concluded a bilateral MoU with Angola, while facilitating Ministerial engagement with Nigeria as well as a technical bilateral discussion with Algeria.

- International Ministerial engagements were conducted with China by means of participation in the Forum on China-Africa Cooperation during September 2024 and a Ministerial Working Visit to China organised and convened during November 2024. Minister also participated in the G20 Education Ministerial Meeting organised as part of the Brazil, G20 Presidency during October 2024. South Africa in addition hosted the first G20 Education Working Group (EdWG) Meeting from 12 to 13 February 2025.
- The Minister presided over the launch of key LMI Programme reports on skills needs for the economy which was hosted on 16 April 2024 at CSIR Conference Centre in Pretoria. The purpose of the launch was aimed at ensuring that these LMI reports are broadly shared with the public in general. The event provided an ideal platform for networking and establishing a sustainable network among partner and stakeholder organisations. A workshop on the profiling of Not in Employment, Education and Training was convened on 8 May 2024 at Centurion, Pretoria. The purpose of this workshop was aimed at collectively interrogating the key project elements and objectives, as well as agree on a desired approach, while also identifying crucial interventions which the Department could implement in the interim and on a long-term basis. A workshop on the Organising Framework for Occupations (OFO) was convened in Johannesburg at the Garden Court Hotel on 1 July 2024. The purpose of the workshop was focussed on offering key stakeholders an opportunity to engage with each other and discuss the purpose and importance of the OFO in relation to skills planning and development. The expectation was to ensure that mechanisms and processes are set in place to address challenges regarding the effective implementation of the OFO, and in particular within the context of the CSL. Other events hosted during the period under review, include the following:

    - A webinar on consolidated Seta Employer Interviews that took place on 11 June 2024. The purpose of this Webinar was aimed at further discussion on the continuing work related to the SETA employer interviews. The workshop provided an opportunity to reflect on the completed report, entitled *'Employment, Skills and Covid-19'*, which analyses data from the 2023 round of employer interviews, and reach consensus on a way forward pertaining to 2024 interviews.
    - A webinar on the insights garnered from the PSET Monitor Report and related Fact Sheets that was convened on 9 September 2024.The meeting purpose aimed to offer a comprehensive overview on how these documents assess the performance of the PSET system in relation to the goals as set out in the NDP and White Paper on PSET.
    - A webinar on insights from the Fact Sheets that was also concluded on 30 October 2024. The purpose was aimed at facilitating a comprehensive overview on how these Facts Sheets assess the performance of the PSET system in relation to the goals set out in the NDP and White Paper on PSET.
    - A workshop Reflecting on the Critical Skills Methodology that was convened on 12 November 2024 at the Birchwood Hotel in Boksburg. The purpose of the workshop focussed on assessing the effectiveness of the current methodology, in conjunction with identifying areas for improvement, as well as discussing refinements to guide the development of the 2025 Critical Skills List. In addition, the event offered stakeholders and experts with an opportunity to provide valuable insights and feedback, while ensuring that the revised methodology remains robust, evidence-based and inclusive.

- The University of the Western Cape was contracted to undertake a Five-Year Research Programme on TVET colleges. The Programme comprised of more than 30 research projects and was concluded at the end of June 2024. All projects duly completed have since been uploaded onto the Departmental website which can be accessed via the following link: *https://www.dhet.gov.za/SitePages/TVET-Research-Programme.aspx.*

- A Research Project on the Funding and Management of Learnerships, Apprenticeships and Internships (LAI) was also completed during the period under review. The purpose of the study was geared towards finalising an analysis of key processes and systems being utilised by SETAs and the NSF in better managing and funding LAI. The study recommended creating an integrated database, as well as standardising policies such as minimum stipends and revising the Discretionary Grant Framework, while strengthening partnerships across the private sector. In addition, it emphasised improved learner support and awareness initiatives.
- The Human Resource Development Strategy of South Africa and the MSP were developed and completed as part of the LMI Programme. Other projects completed include:

    - Identification of skills needed for the hydrogen economy.
    - National list of occupations in high demand and the list for the two pilot occupations in high demand located in Mpumalanga and Western Cape.
    - Identification of skills gaps as well as PSET Monitor Report

- During the period under review, the Department also entered into a Memorandum of Agreement with MICT SETA and the latter will assist the Department with the development of systems related development activities.
- In excess of 100 litigation matters were processed and successfully contested, in turn saving the Department considerable expenditure in relation to contingent liabilities.
- During the period under review the Department also finalised the first draft of the *Skills Development Amendment Bill, 2024* alongside the review of the *Skills Development Act (Act No. 97 of 1988)*.
- For the reporting period the Nqgunqushe Campus administered under the auspices of the Ingwe TVET College and phase two of Mthashana TVET College were completed.

The following Student Housing projects were also completed:

Institution	Location/Campus	No of Beds	Date Completed
Sol Plaatje University	Kimberley	204	August 2024
Central University of Technology	Welkom	221	August 2024
	Bloemfontein	200	December 2024
Tshwane University of Technology	Soshanguve South	200	December 2024
	eMalahleni	178	December 2024
University of Johannesburg	Soweto Campus	500	October 2024
Stellenbosch University	Stellenbosch	400	January 2025
University of Zululand	Kwa-Dlangezwa	442	February 2025
Nelson Mandela University	North Campus (Gqeberha Summerstrand)	200	February 2025

During the year under review the Department conducted physical evaluations of creative research outputs completed by universities and conducted online output evaluations of university research activities. Send-off colloquiums were convened and a total of 135 lecturers completed and graduated for all the NESP, nGAP, USDP and FPP programmes during the 2024/25 reporting period. Several entrepreneurship awards were hosted and students winning in various categories were further funded to continue with their businesses. Two workshops were held during 2024 on the Fee Increases Framework which culminated in the completion of a draft fee framework and the launch of Phase 1 of the Comprehensive Student funding model. Draft proposals for the review of the Higher Education Act have also since been requested and an ombuds report was concluded as well.

The University Capacity Development Programme implementation continued at all 26 public universities during the 2024/25 financial year.

In an effort to strengthen governance at TVET colleges, a debriefing workshop for Strategic Planning and Council orientation was conducted during the 2024/25 year. A total of 300 copies of the TVET College Council Induction Manual and 1 000 copies of the CET Act were printed ahead of the Council Orientation Workshop and accordingly disseminated to participants.

With a view to improve examination processes, effective compliance measures were implemented during public TVET college national examination sessions at all 50 colleges, while certification backlogs were efficiently addressed. More external monitors have also been appointed in an effort to assist in the proper monitoring of all the examinations cycles, and among other:

- Acting appointments for Director, Deputy and Assistant Director levels were approved to strengthen the Chief Directorate: Examinations and Assessment with more qualified staff for improved service delivery in the Department, and
- An assessment on the state of readiness was conducted across six regions in preparation for scheduled examination sessions and a report for the approval of examination results was prepared and submitted to Umalusi during the period under review.

In an attempt to strengthen enrolment and registration processes at TVET colleges, oversight and monitoring activities were undertaken at each Centre as a means to prepare for the commencement of the 2025 academic year. The launch of an online applications process was also successfully implemented at all 50 TVET colleges and as a consequence, 48 colleges have since fully migrated from manual to online application procedures.

As a means to bolster and ensure effective governance at colleges, a forensic investigation at Buffalo City TVET College was concluded in 2024. Newly appointed council members were also subjected to vetting processes accordingly facilitated by the Directorate.

In addition, Centres of Specialisation were expanded from 43 venues during 2023 to 53 in 2024. The total financial investment has risen to R238 million since 2019, with resources directed towards the upgrade of infrastructure at these centres. The number of Trade Test centres at TVET colleges also increased to a total number of 37 centres.

These centres have trained more than 5 000 artisans of which 1 449 have since passed the requisite trade test. Each Centre focusses on areas of high growth and demand identified within the local economy, with primary focus on technology and renewable energy skills among other, and with the intention to attract greater private sector engagement, investment and support. Hairdressing was also included as the first funded occupational programme during 2024.

In an attempt to expand the implementation of the 4IR interventions, a mega launch of 4IR Centres of Excellence, mainly funded by the ETDP-SETA was hosted at the CSIR in Pretoria. The launch brought together relevant stakeholders and showcased progress and achievement within the ambit of 4IR as well as the impact of these centres since established at various TVET colleges under the auspices of designated SETAs.

Following on a structured approach supported by the Department regarding the establishment of occupational colleges by colleges, collaboration with the QCTO was subsequently attained and concretised, wherein 500 lecturing staff were trained in the theoretical components and eighteen QCTO occupational programmes duly rolled out at 24 TVET colleges during the 2025 academic year.

With a view to create an inclusive and enabling environment for students with disabilities at TVET colleges, the Department established a DSU at the Gert Sibande TVET College. DSUs are responsible for, among other, expanding student access and promoting success by providing holistic and integrated support services for disabled students from pre-entry to exit stages.

The establishment of partnerships with various stakeholders has proven to be a major enabling factor in placing students at workplaces for experiential learning opportunities and promoting entrepreneurship initiatives. In an effort to instill an entrepreneurial mindset and culture across the sector, all 50 TVET colleges have since implemented student-focused entrepreneurship development programmes. In this regard, colleges reported a total number of 47 421 students engaged in entrepreneurship programmes for the 2024 academic year.

During the year under review, the Department commenced with a process for the review of the SETA Grant Regulations of 3 December 2012. A government gazette was issued for public comment and the Department is currently engaging with NEDLAC and the NSA on the proposed changes and inputs received from the public. A new SSP framework was developed and approved for use by SETAs in the development of SETA SSPs. The development of the Skills Development Information System with the assistance of MICT SETA is underway, wherein the developers are supporting the Department in relation to the interpretation of the levy data provided by the South African Revenue Service to SETAs. The system development process is ongoing, as there are still other modules such as inter-SETA transfers requiring development so as to ensure full functionality of the system.

Significant progress, following on policy decisions taken and initiatives accordingly mandated during the 2024 MTEF process, has been apparent across the CET sector during the 2024/25 financial year. The Department was therefore able to measure the level of compliance with the implementation of the funding model for CET colleges through approved measuring tools, the latter that were completed by colleges and submitted to the Department for review and endorsement. The completed tools were analysed against the supporting evidence collected from colleges. Through this process, an interim progress update report as well as the final report was accordingly issued by 30 June 2024 and 31 December 2024 respectively and subsequently approved by the Department on 30 September 2024 and 31 March 2025. In addition, monitoring visits on the implementation of certain funding norms areas were undertaken at pre-selected centres. A monitoring report was developed thereafter and duly approved by the relevant Deputy Director-General of the Department.

In an effort to improve the capacity of colleges and regional offices in implementing the advocacy strategy, the Department, in collaboration with GCIS convened a two-day Advocacy and Marketing Workshop which was attended by CET College Deputy Principals: Corporate Services, officials responsible for marketing at colleges and regional offices responsible for Corporate Services functions. The Department also maximised on the roll-out of CET Month, through a launch by the Deputy Minister, as well as advocacy and community outreach events which were hosted by colleges throughout the country. Additional exposure was attained through the distribution of the College Times, a publication by the Department which showcases in the main, the strides made by public colleges to attract young people. The Department has also developed messages and artworks which were circulated widely through social media platforms to create awareness of CET colleges and their programme offerings. The Department also managed to secure partnerships with some of the SETAs, specifically to support initiatives focussed towards advocacy and promotion of the sector.

The following new programmes were offered by colleges during the 2024/25 financial year:

- The Applied Agriculture and Agricultural Technology Learnership;
- Candle Making as an Accredited Skills Programme;
- Nails and Beauty Technology as an Accredited Skills Programme;
- Tiling as an Accredited Skills Programme;
- Pine Gel Making as an Accredited Skills Programme;
- Early Childhood Development as an Accredited Skills Programme;
- Woodwork as an Accredited Skills Programme;
- The End-User Computer Learnership;
- The Human Settlements Learnership;
- The Mixed Farming Learnership; and
- The Plastering Learnership.

A total of 300 students participated in the new programmes introduced at CET colleges during the 2024/25 financial year.

The Department has continued strengthening the capacity of lecturers and during the year under review, 1 000 (3 370 cumulative) lecturers were trained across the following training categories:

- Computer and digital literacy;
- Examinations and assessments;
- Improved academic performance;
- Non-formal education;
- Pedagogy/Andragogy;
- Professional development;
- Skills programmes; and
- Student support.

The Minister appointed a Task Team on the development of a comprehensive implementation plan in response to the outcomes of the CET Skills Summit during 2022. The Task Team submitted its report during February 2024, making recommendations on several areas such as institutional identity and building, programme qualification mix, governance, management and administration, support systems and services as well as reviewing the CET Act as a concurrent activity. The report has been submitted for consideration by the Minister, while also being distributed widely and presented to College Management, councils and other interested stakeholders. Public comments were invited via the Government Gazette with a closing date during April 2025.

Relevant content has also been uploaded on the nine CET college digital platforms and work is progressing in editing and refining the images and videos uploaded on the platform. Lecturers and students are registered and provided with user numbers to access and properly use the platform. User orientation sessions have been convened with selected centres and orientation sessions will unfold at the remainder of the Community Learning centres that are ready to access and utilise the digital learning platforms.

The Minister during the period under review, appointed a Task Team to review the implementation of the NASCA qualification. The Task Team has developed a interim final report for submission to the Minister during June 2025. The Task Team has made recommendations on the design of the qualification, the curriculum, costing of qualification implementation, the training of lecturers and the marketing as well as advocacy processes for the qualification. The only remaining activity is related to broad-based consultations with stakeholders. Pending the endorsement of the recommendations by the Minister, sufficient funding will have to be sourced so as to facilitate implementation.

SPENDING TRENDS

The under-expenditure of **R139.722 million** (**R117.182 million** during 2023/24) apparent for Department's programmes, measured against the allocations following on Virement, is indicated as follows, in R'000:

	2023/24		2024/25	
	Under-expenditure	**Percentage**	**Under-expenditure**	**Percentage**
1. Administration	7 349	1.49%	63 859	9.67%
2. Planning, Policy and Strategy	35 167	2.36%	17 513	0.47%
3. University Education	3 809	0.00%	8 200	0.01%
4. Technical and Vocational Education and Training	33 683	0.27%	31 053	0.23%

	2023/24		2024/25	
	Under-expenditure	**Percentage**	**Under-expenditure**	**Percentage**
5. Skills Development	2 944	1.01%	6 994	2.05%
6. Community Education and Training	34 230	1.20%	12 103	0.38%
Total	**117 182**	**0.11%**	**139 722**	**0.12%**

The under-expenditure has not negatively impacted the Department's programmes or service delivery processes. Factors having contributed to the under-expenditure included unspent funds related to vacant posts across the Department, posts apparent on the staff establishment of the Department that were not filled timeously, as well as concomitant underspending on administrative items. Unspent funds in relation to payments for capital assets is mainly the result of austerity measures implemented regarding the procurement of capital assets.

Expenditure was monitored on an intermittent basis and the Minister received monthly reports on spending levels in line with the provisions of the PFMA. An exercise for the reprioritisation of activities within the objectives of the Department was also instituted, as and when required.

The Notes to the Appropriation Statement provide additional information regarding the under-expenditure of the Department.

Virement:

The virement applied within the Department is indicated as follows, in R'000:

Shifted from	Shifted to	Amount
		R'000
P1: Administration	P4: Technical and Vocational Education and Training	15 607
P2: Planning, Policy and Strategy	P6: Community Education and Training	211 100
P2: Planning, Policy and Strategy	P4: Technical and Vocational Education and Training	19 092
P3: University Education	P4: Technical and Vocational Education and Training	4 081

The requirement for a Virement to **Programme 4: Technical and Vocational Education and Training** was necessitated to fund a budget shortfall on Examination and Assessment operational expenditure, while the Virement to **Programme 6: Community Education and Training** was approved by National Treasury for internal reprioritisation of unspent Infrastructure Funds on Community Education and Training colleges towards transfers to Community Education and Training colleges for Learning and Teaching Support Materials. Savings on Compensation of Employees was the result of vacant posts on the Departmental Staff Establishment that could not be filled as planned and concomitant savings as a result thereof. Savings on Buildings and Infrastructure was also apparent due to the slower than planned implementation of the CET Infrastructure project.

Treasury approvals were received for the following requisite actions:

- The shifting of funds from Transfers and Subsidies: Departmental Agencies and Accounts: Sector Education and Training Authorities to Transfers and Subsidies: Community Education and Training colleges (Reference number 9/4/5/4/13 dated 10 February 2025);
- The shifting of funds from Transfers and Subsidies: Higher Education Institutions: Clinical Training Grant: various universities to Transfers and Subsidies: Higher Education Institutions: Other Grants and the Nelson Mandela University (Reference number 9/4/5/4/13 dated 27 February 2025);

- The shifting of funds from Buildings and Infrastructure to Transfers and Subsidies: CET colleges to Goods and Services (Reference number 9/4/5/4/13 dated 6 March 2025; and
- The shifting of funds from Transfers and Subsidies: University Capacity Development Grant: various universities to Transfers and Subsidies: Other Grants (Reference number 9/4/5/4/13 dated 20 March 2025).

The final Virement effected by the Department was approved by the Accounting Officer in terms of Section 43 of the Public Finance Management Act and thereafter, reported to the Minister and National Treasury, as required.

2. SERVICES RENDERED BY THE DEPARTMENT

2.1 Services Rendered:

The Department in the main, has been responsible for the development and support of a quality Higher and Vocational Education and Training sector, promoting access to higher and vocational education, as well as increasing access to skills development and training opportunities. Revenue collected was derived from services rendered in respect of TVET college examinations and certificates, the registration of private Higher Education Institutions, as well as trade tests, including boarding and rental fees charged by INDLELA. The total revenue collected by the Department for the period under review amounted to **R4.211 million** (**R3.800 million** during 2023/24). All revenue received has since been paid over to the National Revenue Fund and is accordingly not retained by the Department.

2.2 The Tariff Policy:

National Technical Examinations:

Tariffs for services rendered in respect of National Technical Examinations, are indicated as follows:

	Examination fees (Fee Category)	Tariff in R
a)	Enrolment fees per subject/instructional offering	20.00
b)	Enrolment fees per instructional offering Report 191 (N4 to N6)	27.00
c)	Concessions, amanuenses and additional time-per-subject/instructional offerings	51.00
d)	Re-marking per subject/instructional offering	81.00
e)	Re-checking per subject/instructional offering	14.50
f)	Re-issue of changes to the amendment of statement results	19.00
g)	The National Senior Certificate (Technical), National Certificate (Vocational), National N3 and Subject Certificates	90.00
h)	Applications for re-issue of National Senior Certificates (Technical), The National Certificate (Vocational), National N3 Certificate and Subject Certificate	90.00
i)	Confirmation documents issued prior to the certificate (system-generated document)	15.00
j)	Letters to embassies (work/study abroad)	20.00
k)	Teacher certificates	30.00
l)	Statements for teacher qualifications	15.00
m)	The transfer of examination entries	25.00
n)	Exemption for, or recognition of subjects passed with other examining bodies	50.00
o)	Postage:	
	Africa;	117.00
	Overseas (diplomatic bag); and	140.00
	Overseas via the Post Office.	200.00

Examination fees (Fee Category)		Tariff in R
p)	Verification of qualifications prior to 1992 for Government organisations	15.00
q)	Verification of qualifications prior to 1992 for Non-Government organisations	35.00
r)	Late entry or amendment penalties	21.00
s)	Syllabi (only applicable to examining bodies which supplied syllabi to other examining bodies)	1.00

Private Technical and Vocational Education and Training (TVET) colleges:

The tariffs for services rendered in respect of private TVET colleges, are indicated as follows:

Fee Category		Tariff in R
a)	Application for registration	500.00
b)	Amendments	500.00

Private Higher Education Institutions:

The tariffs for services rendered in respect of the Registrar of Private Higher Education Institutions are indicated as follows:

Fee Category		Tariff in R
a)	Application for registration	500.00
b)	Amendments	500.00
c)	Conversions	500.00

Trade Test Tariffs:

The tariffs for services rendered in respect of Trade Test fees are indicated as follows:

Fee Category		Tariff in R
a)	Trade tests	500.00
b)	Artisan Recognition and Prior Learning	250.00
c)	Gap training (cost per day up to a maximum of 20 days)	125.00
d)	Accommodation (cost per day per person)	200.00

2.3 Free services:

None.

2.4 Inventories:

The inventories on hand at year-end amounted to **R221 767** (**R635 999** on 31 March 2024).

3. CAPACITY CONSTRAINTS

The Department has continued experiencing various capacity constraints. Many of these challenges are linked to delays in the filling of funded, vacant positions across the Department as well as the impact of reduced funding available to fill critical, vacant posts. The key delivery branches (comprising University Education, TVET, Skills Development and CET) have had difficulty in ensuring the delivery of all critical services. In addition, the limited administrative, base-line funding of the Department has placed a burden on the effective delivery of several services and the performance of critical tasks. In addition, several functions such as CDS and the NAMB programme also rely on NSF support. Key constraints apparent in the following areas, are accordingly provided as examples:

- The Branch: Corporate Services has been compelled to function against the backdrop of critical capacity constraints resulting from vacancies spanning from Senior Management to lower administration levels. There have been protracted delays regarding the appointment of Chief Directors, Directors, Deputy Directors, Cleaners, Security Officers, while employment contracts not timeously or adequately approved remain a negative contributing factor in relation to security operations as a result of sufficient incumbents not appointed to vacancies. These posts are critical and have been vacant for an extended period of time. These capacity constraints in turn have affected optimal performance and hindered the attainment of objectives outlined by the Departmental Operational Plan.
- Insufficient capacity within the Planning, Policy and Strategy Branch has subsequently resulted in a lack of administrative and professional support and a reliance on junior staff to perform duties pegged at higher levels. Serious capacity constraints have been experienced in the Directorate: Open Learning due to expanded workloads and the broader scope of open learning. Only one Director and the Deputy Chief Education Specialist have been appointed during the period under review, while a Deputy Director post has been loaned to the Directorate from the NQF Directorate. The Directorate continues to function without any administrative sub-support structure. Within the Directorate: National Qualifications Framework, the Director was transferred to the Gauteng Regional Office and the Deputy Director posts have been vacant since 2019. At the advent of the Directorate: Career Development Services functions, 57 posts were created within five units, each headed by a Deputy Director. Currently only two Deputy Directors have been appointed, with one subsequently having been redeployed to assist the DBE. At present, only 30 young professionals have been appointed on contract since 2010. This accounts for only 52,6% of the original staff compliment. In the Directorate: Social Inclusion and Equity, the post of the Deputy Director: Human Rights, Citizenship and Values that became vacant during July 2023 and the post of Senior Administrative Officer that was vacated in April 2023 have not yet been filled. During the 2024/25 financial year, the Chief Directorate: International Relations operated with only one Senior Manager instead of three senior managers as provided for on the funded structure, alongside vacancies apparent for the positions of Director: Africa and Middle East, the Assistant Director: Africa and Middle East Partnerships and the Personal Assistant to the Chief Director: International Relations. These vacancies compromise efforts to coordinate a sound international programme for the Department and limit the strategic impact of international engagements. The Higher Education and Training Management Information Systems (HETMIS) project has not been institutionalised in the Department, as a result, the plan for the Department to integrate systems used across the PSET sector could not be implemented. There is no capacity to maintain the systems developed under the HETMIS project (comprising of TVETMIS, Sector Education and Training Management Information System and CETMIS systems), and the affected branches have been compelled to collect the data manually, which in turn may impact the credibility of the data. The absence of appropriate systems hampers the Branch in its ability to use credible data in effectively monitoring institutional performance, which in turn further delays the reporting on performance information. Funds to recruit a Project Manager were sought through the Institutional Support Programme at the Sefako Makgatho Health Sciences University. However, the post will be readvertised as the recommended candidate declined the offer. Other vacancies apparent within the Chief Directorate are listed as follows:
    - The Directorate Policy, Research and Evaluation: During the 2024/25 financial year, two Assistant Director posts became vacant and were subsequently readvertised during February 2025.
    - The Directorate System Monitoring and LMI: The Directorate had two vacant Deputy Director positions for the year under review.
    - The Directorate Strategic Planning and Reporting: The Directorate Strategic Planning and Reporting has a

  vacant position of Director. The post was advertised and interviews accordingly conducted. There is also a vacant position of Senior Administration Clerk on the establishment and the post was subsequently advertised during 2023 and there have since been several delays in concluding the process.
  - The Directorate System Planning has not been compelled to operate without the envisaged capacity since the resignation of the Director. It should be noted that this post was funded through NSF as there was no operational budget allotted in terms of the Vote. This has placed pressure on the strategic planning and reporting processes of the Directorate.
- Ongoing staff shortages have invariably demoralised staff across the Chief Directorate: Legal and Legislative Services as they have been required to deal with a vastly increased workload as a result of the Department's inability to fill vacancies on time.
- Due to the shortage of senior staff in many Directorates across the University Branch, staff have been compelled to perform additional work in ensuring the successful provision and completion of required operational targets. The continued stress levels to which staff members are exposed in turn may also very well result in burn-out due to work overload. In addition, continued internet connectivity interruptions have on an ongoing basis hindered the efficient provision of requisite communication services. It has also become common for staff to decline the attendance of external meetings and work commitments with key stakeholders in favour of working to ensure that Branch targets are met. The limited participation in and/or attendance of Departmental events by officials, is directly linked to limited capacity throughout the Branch.
- The Chief Directorate National Examinations and Assessment continues to grapple with the filling of the following vacant posts:
  - The Directorate: Item Development and Marking: At present a total of 21 posts are still vacant in the Unit;
  - The Directorate: Examination Management and Monitoring: A total of eight posts remain vacant;
  - The Directorate: Resulting and Certification: In total eleven vacant posts have not yet been filled; and
  - The Chief Directorate has since requested several officials to act in vacancies until the latter posts are filled.
- The non-renewal of the TVETMIS Project Manager's contract has culminated in a system's collapse, as there was no skills transfer on the exit of the incumbent due of lack of available staff to take on the functions. Currently only two staff members service 50 TVET and 9 CET colleges, as well as oversee administrative functions of the Skills platform. This situation has resulted in data from 2022 to the present date not being submitted via the TVETMIS platform. Several systems such as the Survey Hub, TVETMIS, CETMIS and Skills Levy Portal have since ceased to operate.
- The TVET Monitoring and Evaluation Directorate has three posts at administrative level which remain vacant and continues to perform these functions without any interns and only one clerk. The Assistant Director: TVETMIS, Deputy Director: Monitoring and Evaluation and a Director post has become vacant either as a consequence of promotion and/or retirement. The data systems in the Department have subsequently collapsed following on the HETMIS project manager leaving the Department, making the transfer a suitably skilled incumbent as a interim solution to the Directorate, a critical requirement. The proposed appointment of a Project Manager at Director Level in managing the information system project on fulltime or part-time basis is being considered.
- The Chief Directorate Special Projects has the following identified vacancies:
  - The Director: Occupational Programmes Implementation;
  - The Deputy Director: Projects;
  - An Assistant Director: Project Coordination; and
  - A shared Personal Assistant.
- The Directorate: Curriculum Development and Support has been operating with a key vacant position of Deputy Director since April 2022. This has placed considerable strain on remaining officials which in turn poses functional risks in the event of any of the latter incumbents being out of office for extended periods of time. Curriculum support functions provided to colleges are continuously affected by the vacancy.
- The Directorate: Lecturer Development and Support continues to operate with a vacant position of Assistant Director which invariably places a strain on the Senior Admin Officers who are required to perform functions attached to the vacant post.
- The NSA Secretariat has confirmed a total of 18 approved funded positions on the Department's structure of which

only twelve have since been permanently filled. As a means to strengthening the capacity within the Secretariat, the previous Accounting Authority approved that additional staff be deployed as project support staff (via the fund manager) on a contract basis. The twelve permanently filled posts comprise the Executive Officer, one Director, three Deputy and three Assistant Directors, while the remainder of posts constitute Administration Officers and Clerks. It is critical that all NSA vacancies are filled urgently to ensure that the Secretariat is in a position to deliver on its mandate in rendering administrative and technical support to the Authority, while facilitating the attainment of its prescribed targets.

- The Chief Directorate: INDLELA/National Artisan Development presides over the core responsibility of coordinating national artisan development in terms of the National Development Plan, 2030 which aims to produce a total of 30 000 qualified artisans per year, by 2030. With a view to effectively realise its mandate the Chief Directorate consists of four directorates of which only one has been funded by way of Voted funding. The latter comprises the Assessment and ARPL Directorate responsible for ARPL and Trade Testing, as well as providing support services to the Chief Directorate. The other three Directorates are funded through the NSF in terms of a capacity support grant. Key capacity constraints within the institution are the result of delays and extended periods in filling vacancies within the Chief Directorate. This creates huge challenges for consistency in terms of recruitment and the retainment of suitably skilled staff.
- Continued SETA Coordination is critical as it presides over the activities of 21 SETAs and the QCTO. The post of the Chief Director has only recently been filled, while those of the Director and several Deputy Directors are in the process of being filled.
- The lack of an approved structure for CET colleges continues to impact the performance of the Branch. The Department advertised a number of vacant positions during October 2023, however these positions could not be filled, and the same positions were subsequently re-advertised during March 2025. The process of recruitment and selection is underway. Additional funding is required to implement the preliminary structure approved for CET colleges.

4. UTILISATION OF DONOR FUNDS

The Department did not receive in-cash donations from foreign donors during the 2024/25 financial year. The total for donations held in the Reconstruction and Development Programme (RDP) for 2024/25 amounts to **R126.465 million**. Expenditure of **R7.575 million** was also incurred against funds held in the RDP Fund. The balance of the funds available to the Department by way of the RDP fund, as at 31 March 2025, comprises a total of **R118.890 million**.

Donor funds were mainly utilised as follows:

The European Union:

The Teaching and Learning Development Sector Policy Support Programme:

- **The Teaching and Learning Capacity Improvement Programme is a sector budget support programme implemented by way of support provided by the European Union.** The focus of the Programme is aimed at strengthening teacher education at universities in four key areas, namely: Primary Teacher Education, Teacher Education for Early Childhood Care and Education, College Lecturer Education and TEfIT. Collectively, there are 53 projects forming part of the TLDCIP. National Treasury extended the Programme close-out date to November 2024, with no subsequent cost implications. Final tranche disbursements were made to three projects implemented by universities.
- **The TLDSRC, CET colleges project:** Funds were allocated to CET colleges for increasing teaching and learning capacity. During the 2024/25 financial year, a project manager was appointed for the project spanning a period of one year, from January to December 2023, and was subsequently extended to 31 December 2025. A further extension has been requested for the project manager as a no-cost project extension by National Treasury. A Ministerial Task Team has been appointed to review the qualification and the associated activities. The Task Team will submit its report to the Minister during June 2025.

- **TLDSRC, TVET Management Information Systems:** Funds were utilised to pay for the development of infographics related to the project outputs. All the project activities have been concluded and a close-out report was approved during the 2023/24 financial year.

A total amount of **R5.781 million** was expended in relation to this project during the 2024/25 financial year.

The Artisan Trade Test System:

- The Development of the National Automated Artisan Trade Test System by NAMB through SITA has experienced some technical delays on the completion of phases 1 and 2.

A total amount of **R0.488 million** was expended on this project during the 2024/25 financial year.

Education for Employability:

- The Education for Employability Project seeks the capacity expansion of 30 Community Centres across Mpumalanga, Gauteng and the Free State provinces (the Community Employability Services Project (CESP), and the development and implementation of the Lifelong Career Management Skills Framework which will include conducting local and international research on career management skills.

A total amount of **R1.306 million** was expended on this project during the 2024/25 financial year.

Technical Support is provided by the German Government through the GIZ:

- During the period under review, GIZ sponsored the training in terms of the CPD for Employment programme at all Centres of Specialisation the latter seeking to pilot different promotion and income generation interventions for young people. The estimated in-kind contribution for this project during the 2024/25 financial year comprised **R7.052 million**.
- GIZ also sponsored the continued training on the piloting of Wireman's licenses for 120 electricians and six facilitators at Centres of Specialisation. The estimated in-kind contribution for this project during the 2024/25 financial year comprised **R4.441 million.**
- The training of 171 senior lecturers and Heads of Division inclusive of 45.6% women in mentoring and coaching with more focus on gender equity, equality and social inclusion as well as 4IR and Just Energy Transition opportunities were also facilitated by GIZ. The project came to an end during the financial year. The estimated in-kind contribution for this project during the 2024/25 financial year comprised of **R0.159 million.**

Technical Support provided by United Nations Development Programme:

- The Department received a sponsorship from the United Nations Development Programme for advancing inclusive Just Energy Transition in South Africa for all TVET colleges in Limpopo, Mpumalanga, North West and Northern Cape provinces. During the period under review, the project was completed in Limpopo while the project still continues in the other provinces. The estimated in-kind contribution for this project during the 2024/25 financial year comprised **R43.665 million**.

In kind donation from the Embassy of the People's Republic of China in Pretoria:

- The Department received an in-kind donation in respect of flight tickets, hotel accommodation and ground transport from the Embassy of the People's Republic of China in Pretoria to support the Ministerial working visit to China during November 2024. The value of the sponsorship was not disclosed.

A sponsorship derived from the Education, Training and Development Practices Sector Education and Training Authority (ETDP-SETA):

- The Department received a sponsorship from ETDP-SETA to provide bursaries to 54 middle and senior managers in studying the PG Diploma TVET at the University of Pretoria. The middle and senior managers completed the PG Diploma TVET Education Leadership during December 2024, while lecturers and officials are still completing their studies. The estimated value of the in-kind contribution for this project during the 2024/25 financial year, is **R1.2 million**.

The Sponsorship from Higher Health:

- The Department received a sponsorship from Higher Health for the Women-in-Management week event. The estimated value of the in-kind contribution for this project during the 2024/25 financial year, is **R0.050 million**.

5. PUBLIC ENTITIES

Twenty-six Public Entities submitted their reports to the Minister of Higher Education and Training by the compliance due date of 31 March 2025, namely:

5.1 The Council on Higher Education (CHE):

The CHE is an independent statutory body, established in terms of the *Higher Education Act, 1997* to advise the Minister, monitor trends across the higher education system and assure as well as promote the quality of higher education. The CHE also has the mandate to audit higher education institutions, accredit programmes offered, develop a higher education qualifications framework and set sector standards.

An amount of **R84.871 million** was transferred to the CHE during the 2024/25 financial year.

The following outcomes were coordinated, managed and overseen by the CHE during 2024/25:

- Managing the development and implementation of the Higher Education Qualififcation Sub-Framework policies, qualification standards and data to meet the goals of the NQF, National Plan for PSET and the NDP. During the 2024/25 financial year, three qualification standards were developed and four revised. At the time of reporting, 98 percent of the public higher education institutions had submitted validated sets of data records in the database, and two data uploads were done on the SAQA National Learner Record Database.
- Developing and implementing a new Quality Assurance Framework for the effective and efficient Internal Quality Assurance and External Quality Assurance for the sector. 757 applications were tabled during Higher Education Quality Council meetings, which translates to a 99% achievement rate as measured against the set targets.
- Revitalising and strengthening the research, monitoring, evaluation, and advice capabilities of the CHE. Four research reports, one Monitor/Review, and one VitalStats report were produced, ending with three institutional profile updates. The CHE provided three advisory documents to the Minister.
- Setting the broad strategic direction, policy and tone for good governance, statutory compliance, and risk management of the organisation in supporting the discharge of core functions of the CHE. Eleven ICT policies, frameworks, guidelines and procedures, eighteen Human Resource policies, as well as fourteen financial management and supply chain policies were developed/reviewed to ensure good governance.

5.2 The National Student Financial Aid Scheme (NSFAS):

The NSFAS was established in terms of the *National Student Financial Aid Scheme Act, 1999*. It is responsible for administering loans and bursaries and allocating these funds to eligible students, developing criteria and conditions for the granting and disbursement of loans and bursaries to eligible students in consultation with the Minister, raising funds, recovering loans, maintaining and analysing a database, undertaking research aimed at the better utilisation of financial resources, as well as advising the Minister on matters related to student financial aid.

An amount of **R46 980.428 million** was transferred to NSFAS during 2024/25.

Other sources of revenue constitute donor funds, money repayable on study loans and interest derived on investments.

As at 31 December 2024, NSFAS had received a total of 2 322 060 applications for the 2024 academic year, including trimester 1, 2, and 3, as well as semester 1 and 2 applications. Of these, only 1 598 147 met the funding eligibility criteria. It is important to note that not all students approved for funding by NSFAS ultimately enrol at the institutions they selected when submitting their applications.

NSFAS received registration data from universities and TVET colleges for 909 375 students. The number includes 3 061 students across 26 universities and 50 TVET colleges in the DHET Disability Fund category.

The Minister during February 2024, introduced a scheme to provide financial support for the 'Missing Middle' through the introduction of the first phase of the Comprehensive Student Funding Model. The loan scheme aims to support students from families with a total household income of more than R350 000, but not exceeding R600 000 per annum. This loan has an incentive for students who finish within anticipated or exceptional time-frames, as they will have half of the loan converted to a bursary. The Minister also approved the 2025 Eligibility Criteria and Conditions for Financial Aid, alongside the 2025 NSFAS Eligibility Criteria and Conditions for the NSFAS Student Loan Scheme.

The new NSFAS Board was appointed during the period under review, with its functions effective from 1 February 2025, for a four-year term. The Board is tasked to ensure good governance to stabilise the entity and reinforce its integrity, accountability and efficiency in delivering student financial aid.

5.3 The South African Qualifications Authority (SAQA):

SAQA is a statutory body established in terms of the *South African Qualifications Act, 1995*. As from 1 April 2009, SAQA operated in terms of the *NQF Act, 2008*, which replaced the South African Qualifications Act. In terms of the new NQF Act, SAQA continues to focus on upholding the principles of the NQF, including ensuring access, quality, as well as redress and development for all learners through an integrated national framework of learning achievements.

The Department transferred an amount of **R93.242 million** to SAQA during the 2024/25 financial year.

During the 2024/25 financial year SAQA dealt with the following matters:

- **The Sale of SAQA House:** Following approvals from the erstwhile Minister of Higher Education and Training and notification to the Minister of Finance regarding the sale of SAQA's building and the acquisition or leasing of another building, SAQA sold its building on 1067 Arcadia Street, Hatfield, Pretoria. The SAQA Board therefore approved the leasing of a building in Hillcrest, Pretoria for five years and informed National Treasury according to the PFMA, section 54(2)(d).

- **The Pre-2009 Qualifications Project:** A Ministerial Determination was published during 2012 for all pre-2009 qualifications allocated to the Occupational Qualifications Sub-Framework (OQSF) to reach their registration end-date on 30 June 2015. Various extensions have since been approved. The Minister of Higher Education and Training determined during 2020 that all pre-2009 qualifications and related unit standards must reach their registration end date on 30 June 2023 with a last enrolment date on 30 June 2024.

Through the CEO Committee, the Department, SAQA and QCTO formed a Task Team to work on the challenges faced in the sector regarding the pre-2009 qualifications. The findings of the task team resulted in a Ministerial Directive on the Implementation and Transitional Arrangements for Pre-2009 Qualifications (Under *SAQA Act, 1995*) on 3 June 2024, to extend the last date of enrolment for 374 qualifications to 30 June 2026. The QCTO received more requests from SETAs to extend the last date of achievement for additional qualifications. The Minister issued Ministerial Guidelines on 14 December 2024, giving the responsibility to the Department, SAQA and the QCTO in managing the process, going forward and the latter are processing the extension for an additional 225 qualifications.

- **Performance Measured Against Pre-determined Objectives:** SAQA achieved 18 of its 21 planned targets for the 2024/25 financial year, bringing its overall performance to 86%. An overview of SAQA's performance against its predetermined objectives is indicated as follows:

Programme 1 focused on growing SAQA's national, regional and global standing; having well-informed national stakeholders and on implementing the Addis Convention. During the year under review, SAQA collaborated with two stakeholders, the Durban University of Technology and the African Continental Qualifications Framework on matters of mutual interest. The Entity also tracked and reported on the implementation of the Addis Convention plan. SAQA also undertook outreach initiatives towards simplifying the NQF and increasing its accessibility and the latter was managed through a series of public campaigns and engagements. In the main, SAQA had 2 388 677 views on its social media platforms. This is a proxy for public engagement and demonstrates SAQA's expanded reach.

Programme 2 focused on the registration of qualifications and part-qualifications, recognising professional bodies and registering professional designations. During the year under review, SAQA processed 255 and registered 224 qualifications within 70 working days. A total of 31 qualifications were registered within 73 working days. At the close of the financial year, 99 Professional Bodies were recognised and 352 professional designations registered on the National Learner Records Database (NLRD).

Programme 3 focused on the implementation of automation projects towards improved service delivery. SAQA successfully completed the implementation of an end-to-end electronic system for the evaluation of foreign qualifications. The system went into operation on 4 February 2025. The system allows for the efficient tracking and evaluation of foreign qualifications. In addition, SAQA secured and loaded legacy learner data achievements, ensured that Quality Councils load qualification achievement records timeously, maintained the Register of Misrepresented Qualifications and reported to the Minister, while publishing the registry of qualifications and related information for public consumption. At the end of the financial year there were 24 512 286 learners with achievements loaded on the NLRD.

Programme 4 focused on evaluating foreign qualifications and verifying South African qualifications. SAQA received 29 454 compliant applications for foreign evaluation and sent 29 315 compliant qualification applications for verification within 60 working days. In addition, SAQA verified a total of 47 016 national qualifications, found on the NLRD, within 25 working days.

Programme 5 focused on conducting research on the NQF, reviewing NQF policies, as well as monitoring the implementation of NQF policies. During the year under review, SAQA had conducted research on micro-credentials, critical skills, commenced with the review of a policy on Level Descriptors for the South African National Qualifications Framework, monitored the implementation of the RPL and CAT policies by the Quality Councils and published four articles on varying NQF related subject areas.

5.4 The National Skills Fund (NSF):

The NSF was established during 1999 in terms of section 27 of the *Skills Development Act, 1998 (Act No. 97 of 1998)*. The primary revenue sources for the NSF comprise 20% of the skills development levies contemplated in the *Skills Development Levies Act, 1999* as collected by the South African Revenue Service; interest earned on investments held at the Public Investment Corporation, as well as uncommitted surpluses from SETAs that have been transferred to the NSF in terms of SETA grant regulations. The money in the fund may be used for the primary objectives defined by the Skills Development Act namely, to fund projects identified in the NSDS as national priorities; to fund projects related to the achievement of the purposes of the Skills Development Act, as the Director-General may determine, and to administer the Fund within the prescribed limits. Regulations to prescribe the limit for the administration of the Fund at 10% of revenue, was published in Government Gazette No. 33740 dated 8 November 2010.

The Department transferred an amount of **R4 827.483 million** from direct charges to the NSF during 2024/25.

The NSF's funding focus and skills development portfolio is two-pronged:
a) a significant allocation of the NSF's annual and medium-term budget is directed towards education and training initiatives such as bursaries and scholarships, learnership and skills programmes, as well as workplace-based learning; and
b) improving the PSET System, with a focus on capacity building, investing in skills infrastructure, research and innovation. The interventions funded by NSF are aligned to the Medium-Term Strategic Framework, Priority 3: Education, skills and health. The Department has set five goals to realise Priority 3 and these are aimed at:

- Increasing access to PSET opportunities;
- Improving success and efficiency;
- Improving the quality of PSET provisioning;
- Improving equity; and
- Transforming and improving the responsiveness of the PSET System within the area of World of Work.

5.5 The Sector Education and Training Authorities (SETAs):

During 2024/25, there were 21 SETAs mandated by Chapter 3 of the *Skills Development Act, 1998* to provide skills development across various economic sectors. Their main objectives are focused towards implementing sector skills plans aimed at developing the appropriate skills, developing and registering learning programmes and distributing skills development levy funds. The SETAs meet the NSDS targets by means of a legislated service level agreement with the Department. All SETAs are expected to implement learning programmes in terms of their service level agreements. These annual agreements are guided by the NSDS five-year targets, which are calculated in annual terms.

In addressing their mandate, SETAs implemented the NSDS III goals and outcomes. As a result, SETAs developed their Strategic, Annual Performance and Sector Skills Plans within the framework of the NSDS and other key government strategies. This was intended to ensure that skills shortages are addressed through the disbursement of skills levies in a form of mandatory and discretionary grants, accordingly allocated to implement various learning programmes, such as learnerships, internships, bursaries, as well as work-integrated learning and graduate placements.

The Department transferred an amount of **R19 309.931 million** from direct charges to SETAs during the 2024/25 financial year.
The overall performance of the SETAs across all outcomes during the year under review has been satisfactory. SETAs continue to ensure that commitments to the National Skills Accord are realised. These are:

- Expanding the level of training, using existing facilities more robustly;
- Making internship and placement opportunities available within workplaces;

- Setting guidelines of ratios for trainees and artisans across all technical vocations in improving levels of training;
- Improving funding for training and the use of funds available for training and incentives for companies to train learners;
- Setting annual targets for training at state-owned enterprises;
- Improving SETA governance and financial management, as well as stakeholder involvement;
- Aligning training to the New Growth Path and improve SSP; and.
- Improving the role and performance of TVET colleges.

5.6 The Quality Council for Trades and Occupations (QCTO):

The QCTO was established in terms of the *Skills Development Act, 1998* and became operational during 2010. The primary functions of the QCTO are to design and develop occupational standards and qualifications and submit the latter to SAQA for registration on the NQF, establish and maintain occupational standards and qualifications, ensure the quality of occupational standards and qualifications and learning in and for the workplace, while promoting the objectives of the NQF, liaise with the NSA on the suitability and adequacy of occupational standards and qualifications, as well as the quality of learning in and for the workplace.

The Department transferred an amount of **R30.031** million to the QCTO during the 2024/25 financial year.

The major achievements of QCTO for the 2024/25 financial year are detailed as follows:

- A structured approach for the management of transitional arrangements for pre-2009 qualifications through the following mechanisms were put in place, so as to ensure that all pre-2009 qualifications expire during 2026. This was enabled by:
  - The Directive on the implementation and transitional arrangements for pre-2009 qualifications (under *SAQA Act, 1995 (Act 58 of 1995)* that was published by the Minister, in Government Gazette No 50742 on 3 June 2024.
  - The Guidelines on the implementation and transitional arrangements for pre-2009 qualifications *(under SAQA Act, 1995 (Act 58 of 1995)* that were published by the Minister of Higher Education Training, in Government Gazette No 51771 on 13 December 2024.
- Prioritised qualifications and skills programmes were processed that address skills requirements that are linked to the digital economy. Skills sets covered include basic digital skills, intermediate as well as advanced skills sets such as digital graphic design, digital marketing, artificial intelligence, virtual reality, big data, the Internet of Things, cybersecurity and digital entrepreneurship.
- Other prioritised skills that support energy efficiency, as well as water and sanitation requirements, were also processed.
- A total of 121 learnerships were processed and registered by the Department during this period.
- Regarding final Assessments conducted during this period on Occupational Qualifications, there has been a 19% increase in the number of External Integrated Summative Assessment results processed from the 2023/24 financial period, totalling 257 for the 2024/25 financial period. A great increase in the results for Skills Programmes processed by the QCTO has also been seen, rising from 47 for the 2023/24 financial year to 107 for this period and emphasising the need for shorter accredited programmes offered across the PSET sector.
- QCTO continues to see the rise of Occupational Qualification certificates printed, as during this period a total of 6 933 were printed (including several occupational trades). However, from the number of legacy trade certificates printed for the year under review, namely 20 448, it is clear that the transition from pre-2009 trade qualifications to occupational qualifications must still take place, as per the latest Ministerial gazettes.
- Occupational Qualifications, Parts and Skills Programs across all 50 TVET institutions were implemented during the year under review.

- The capabilities of TVET lecturers, academic staff, and principals were significantly enhanced.
- The accreditation of all OQSF qualifications to the QCTO, in collaboration with SETAs was consolidated and transitioned.
- The organisation's focus was shifted towards measuring and achieving impact in alignment with the NDP.
- The first phase towards developing the Management Information System which included Business Process re-engineering and Continuous Improvement commenced during the financial year.
- The QCTO's Master Systems Plan (ICT Strategy) 2025 to 2028 was also developed during this period.
- Stronger relationships with the media was fostered by providing proactive and timely responses to media enquiries, securing placements for advertorials and feature articles, as well as conducting interviews with mainstream media outlets.
- The QCTO also attained its eighth consecutive Clean Audit report from Office of AGSA.

6. OTHER ORGANISATIONS RECEIVING TRANSFER PAYMENTS FROM THE DEPARTMENT

6.1 Higher Education Institutions (HEIs):

Funds were transferred to support public HEIs and enable the latter in efficiently and effectively performing their core functions of lecturing and research. This is linked to the broader policy goals and objectives outlined in the National Plan for Higher Education, which are underpinned by the need to ensure the sustainability, affordability and responsiveness of the Higher Education system and enable it in contributing the social and economic development of South Africa.

A total amount of **R47 475.587 million** was transferred to HEIs during the 2024/25 financial year.

6.2 The Education and Training Development Practices Sector Education and Training Authority (ETDP-SETA):

An amount of **R20.133 million** from Voted funds was transferred to the ETDP-SETA for skills development within the TVET and CET college sectors.

6.3 TVET colleges:

Funds were transferred to support TVET colleges and enable the latter in performing their core functions. A total amount of **R4 823.263 million** (including **R387.710 million** for the infrastructure project) was transferred to all 50 TVET colleges.

6.4 CET colleges:

Transfers in supporting CET colleges enabling the latter to better perform their core functions comprised a total amount of **R440.453 million** for this purpose.

6.5 Other Transfers:

Commonwealth of Learning:

An amount of **R3.195 million** was transferred to the Commonwealth of Learning, inclusive of the membership fee for South Africa.

Higher Health:

An amount of **R28.440 million** was transferred to Higher Health in relation to the Higher Education HIV/ Aids programme.

The Public Service Sector Education and Training Authority:

An amount of **R126.449 million** was transferred to the Public Service Sector Education and Training Authority for Skills Development within the public sector.

The National Institute for Humanities and Social Sciences:

An amount of **R41.652 million** was transferred to the National Institute for Humanities and Social Sciences with a view to advancing and coordinating scholarships, research and ethical practices within the fields of the Humanities and the Social Sciences at- and through the existing public universities.

6.6 Conditional Grants to Provincial Education Departments:

None.

7. PUBLIC-PRIVATE PARTNERSHIPS (PPP)

None.

8. CORPORATE GOVERNANCE ARRANGEMENTS

8.1 The Department's Risk Assessment and Fraud Prevention Plan

8.1.1 Directorate: Risks, Ethics, Integrity and Fraud Prevention:

The Department has set in place appropriate governance structures accordingly aimed at ensuring requisite legislative compliance in concert with the effective, efficient, and economic utilisation of all resources at its disposal. Relevant governance documents in this regard include policies and procedures among others, in support of ensuring that the Department with probity, effectively and efficiently delivers its Mandate within the required Regulatory Framework.

Appropriate controls, Delegations of Authority and segregation of duties augment requisite implementation processes of the Department as outlined in- and directed by relevant policies and procedures. The Department communicates its governance documents to incumbents on a regular basis, while the Executive Management Committee meets on a regular basis to discuss critical areas of strategic, performance, administrative and financial-related importance and the Minister intermittently convenes meetings with the Executive Management Committee to discuss strategic policy interventions, as well as the status of broader Departmental performance.

The Department has implemented a number of control measures with a view to assist with the identification and prevention of irregular and fraudulent activities in the Department and although it may not always be able to prevent such activities aimed at defrauding the Department, the existing controls are geared towards expeditiously identifying cases and instituting relevant corrective actions in resolving such matters. Where appropriate, the Department has also endorsed additional controls to further curtail recurring, undesirable activities.

8.1.2 Risk Management:

In line with broadening the risk assessment scope to include ethical and fraud risks and subsequently the development of additional fraud and ethical risk registers, the Department has begun to explore the idea of integration.

The Department has developed, implemented and subsequently reviewed an appropriate Risk Management Policy and Implementation Strategy which will intermittently be monitored and continuously communicated to risk owners in the Department.

To further cultivate and bolster a risk culture and risk ownership across the Department through its Sub-Directorate: Risk Management, the Directorate continues to facilitate the determination of risk appetite and tolerance, while at the same time, regularly ensuring that risk assessments and the identification of new and emerging risks, take place throughout all branches of the Department.

As part of its efforts to ensure the realisation of government's vision of building a capable developmental state, the Department continues diversifying its approach to capacity building by utilising a variety of innovative consultative methodologies which among other, include the hosting of workshops, focus group discussions, Communities of Practice sessions, Master Classes, Surveys, as well as needs-based training aimed at all levels, and interviews with risk owners.

In line with an earlier Executive Directive for the Department to duly reconstitute its Risk Management Committee and appoint its independent chairperson which is done in terms of the Public Sector Risk Management Framework, 2010, the Risk Management Committee was duly reconstituted and an independent chairperson appointed during 2024.

8.1.3 Fraud and Corruption:

The Directorate plays a pivotal role in assisting the Department with the promotion and entrenchment of good governance through the creation of a culture of compliance as required by a compendium of relevant legislations and regulations governing financial matters in Government, while at the same time, ensuring accountability through the effective implementation of consequence management.

During the 2024/25 financial year, the Department committed to work with Corruption Watch, the Whistle-blower House, the Banking Association South Africa, and the South African Banking Risk Information Centre, while bolstering capacity pertaining to risk within the Department.

Following the reconstitution of the Ethics and Integrity Management Committee and the appointment of its chairperson during 2024, as well as the Department's review and approval of the Fraud Prevention Policy, the Department is also in the process of reviewing the Whistleblowing Policy, which seeks the establishment of an independent whistleblowing channel in line with the requirements of the *Protected Disclosures Act of 2000, (Act No. 26 of 2000)*.

Within the application parameters of the fore-mentioned policies a variety of mechanisms that include among other, documentary analysis and other forms of engagement with the relevant Accounting Officer, fraud risk assessments are conducted annually by the Sub-Directorate and identified fraud risks are incorporated as part of the Departmental Fraud Risk Register. Together with other preventative measures comprising of awareness campaigns, as well as continuous efforts aimed at expanding reporting channels for whistle-blowers in bringing fraudulent activities to light, the fore-mentioned Fraud Risk Register forms an integral element of the Departmental Fraud Prevention Plan.

In accordance with relevant legislation that include the *Protected Disclosures Act of 2000, (Act No. 26 of 2000)* and the *Prevention and Combating of Corrupt Activities Act of 2004, (Act No. 12 of 2004)*, the Sub-Directorate: Anti-Corruption and Fraud Prevention has concluded an analysis of the data obtained via these internal and external channels and the final report pertaining to the fore-mentioned analysis, was submitted to the Accounting Officer in obtaining a mandate.

8.1.4 Ethics and Integrity Management:

Members of the SMS, including other identified categories of employees in terms of the relevant PSR 2016 Chapter 2, Part 2 and the 2021 Directive as issued by the Minister of DPSA, are compelled to disclose their financial interests on an annual basis by way of the designated DPSA, e-Disclosure System.

The declaration or disclosure of financial interests on the e-Disclosure System, is not only a critical step in South Africa's quest to building a capable, ethical, and developmental State, it is also key in the Department's efforts to strengthen accountability and implement consequence management through the entire value chain of the PSET sector).

While the Department continues to enjoy 100% compliance with the declaration or disclosure of financial interests at SMS level, it is apparent that for the rest of government though, highly unacceptable levels of non-compliance among other categories of designated employees, remain an ongoing perennial challenge.

More specifically, other categories of designated employees include:

- Employees earning a salary level equivalent to or above level 13 through Occupation Specific Dispensation (OSD);
- Employees at salary level 11 and 12, including those earning equivalent levels through an OSD;
- Employees in supply chain management units, regardless of their salary level;
- Employees in finance units, regardless of their salary level;
- Ethics officers and any other officials with delegated authority managing the e-Disclosure system;
- Heads of Department (HOD); and
- Employees below salary level 9 who are Ethics Officers, Department Administration staff, or PSC officials.

In the interest of good governance, efforts to rid the Department off the culture of non-compliance and ultimately, obtain a clean audit, during 2024/25 dedicated focus has been directed towards ensuring accountability among all accounting officers in the value chain and throughout the PSET sector alongside the consistent implementation of consequence management measures.

Accounting Officers or college principals from all 50 public TVET and 9 CET colleges, were also requested to appear before the Ethics and Integrity Management Committee during the period under review, to account for the steps that they had taken against those employees who were found not to have complied with the requirements for the declaration of their financial interest on the e-Disclosure.

This was also extended to other related functions such as the Performance of Other Remunerative Work outside their employment and Conducting Business with the State in line with Regulation 13(c) of the PSR, 2016, which strictly prohibits any employee of the State from engaging in such a practice and in terms of the *Public Administration Management Act 11 of 2014 Section 8 (2)*, which states that an employee may not (a) conduct business with the State; or (b) be a director of a public or private company conducting business with the State. In addition, it also specifies that it is a criminal offense that carries a maximum sentence of five years imprisonment and/or a fine.

8.2 The Internal Audit Unit:

The objective of the Internal Audit Function is to provide independent, objective assurance and consulting services designed to add value and improve the Department's operations. It assists the Department in realising its objectives by bringing about a systemic, disciplined approach in evaluating and improving the effectiveness of risk management, control and governance processes.

The Internal Audit Function operates with skilled personnel and functions as required by way of applicable Treasury Regulations and the PFMA. The Internal Audit Unit functions are informed by a risk-based audit plan as approved by the Audit Committee. During the year under review, internal audit engagements were performed in accordance with the Audit Plan. Due to a lack of staff and specialised skills in executing the work identified in the Audit Plan, the Department continues to utilise consultants in providing co-sourcing functions in support of audits.

8.3 The Audit Committee:

The objective of the Audit Committee focussed towards assisting the Accounting Officer in fulfilling oversight responsibilities regarding financial reporting processes, the system of internal control and the management of risks, the audit process, as well as monitoring compliance with laws and regulations.

The main activities of the Committee comprise:

- Considering the effectiveness of the internal control systems;
- Understanding the scope of internal and external auditor reviews of internal control, regarding financial reporting and obtaining reports on significant findings and recommendations, together with management responses;
- Assessing whether Departmental assets have been properly safe-guarded and utilised;
- Reviewing the Department’s risk profile on an annual basis and ensuring that management is effectively overseeing associated risk;
- Reviewing the effectiveness of the system for monitoring compliance with laws and regulations; and
- Reviewing the adequacy, reliability and accuracy of the financial information provided to management and other users of such information and on an annual basis, reviewing the Annual Financial Statements, while recommending its approval by the Director-General of the Department.

The Audit Committee has been established and functions effectively as required in terms of the relevant Treasury Regulations and the PFMA. The Audit Committee convened and concluded four meetings successfully during the period under review.

8.4 Management Processes aimed at Minimising Conflict of Interest:

The Department has taken drastic steps to address repeat findings, including audit findings made against it by several government agencies that include those established in terms of Chapters 9 and 10 of the Constitution of the Republic of South Africa, namely the Office of the Public Protector, South Africa, the AGSA and the PSC.

As part of ensuring compliance with all the laws and regulations governing financial matters across government over the past few years, the behaviour of public servants from the PSET sector, and in particular, individuals and lecturers employed mainly at TVET and CET colleges and sectors, have not only proven to be a major contributing factor to non-compliance, but sectors in which most likely the majority of findings against the Department has been registered.

In the main, most of the findings made by other agencies, including audit findings issued by the AGSA against the Department, have tended to centre around critical areas such as disclosures or declarations of financial interests and first and foremost, on the e-Disclosure System. There are also other areas such as Performance of Remunerative Work Outside Employment and Remunerative Work Outside of the Public Service, as well as the challenge of non-compliance with the now illegal practice of Conducting Business with the State.

Against the backdrop of these and contemplation of its response to all challenges of non-compliance, the Department at the advent of the 2021/22 financial year, introduced a new approach to accountability and the implementation of consequence management within the Department and its structures.

This revised approach to accountability saw the Department implementing consequence management against identified employees across the PSET sector who failed to comply with the laws and regulations governing financial matters within government, in all the areas accordingly identified above, during 2021/22.

The Department's value proposition to the PSET sector is providing strategic leadership and policy direction. It is for this reason that while the main purpose with the new approach to accountability is to ultimately develop an Accountability Framework that would galvanise and energise an entire value chain to work in the manner that is aligned, it is also a synergised and seamless process in its responses to findings and audit findings.

Once developed, approved and implemented, it is envisaged that the Accountability Framework and the Consequence Management Strategy for the Department and the PSET sector, will transform and move the Department from its current perceived position of being moribund, slow, and sluggish in responding to findings and audit findings, into an agile, proactive, responsive and expeditious organisation when it comes to responding to these issues.

It is also envisaged that during the process for the development of both the Accountability Framework and the Consequence Management Strategy, these will be extended to other areas identified as fraught with risk conflicts of interest, especially committees respectively responsible for the evaluation of bids submitted in response to a public invitation for bids and the evaluation of all bids received, as well as submitting a report with recommendations regarding the award of bids to the relevant Bid Evaluation and the Bid Adjudication committees.

At the level of these committees, the focus must be directed towards both strategic and operational risk and most importantly, the mitigation of identified risk.

8.5 Implementation of a Code of Conduct:

The Department consistently facilitates workshops covering all facets of labour relations, including the Departmental Code of Conduct. The Directorate: Human Resources Management and Administration ensures that appointment packs include the Code of Conduct.

8.6 Safety, Health and Environmental Issues Facing the Department:

In alignment with Section 16.2 of the *Occupational Health and Safety Act, No. 85 of 1993*, the Director-General has appointed a designated Senior Manager to lead all Safety, Health, Environment, Risk, and Quality (SHERQ) programmes within the Department. The appointed Section 16.2 delegate has successfully established a functional Occupational Health and Safety (OHS) Committee, comprising representatives from each branch and regional office. Additionally, a SHERQ Audit Team has been appointed to conduct quarterly audits, monitor compliance and promote continuous improvement across the Department.

The Department during 2022, issued its inaugural Occupational Health and Safety Circular (No. 01 of 2022), directing college principals to establish functional OHS committees at all TVET colleges. To date, 27 of the 50 TVET colleges have complied, resulting in a compliance rate of 54%. However, CET colleges have yet to establish OHS committees and have been unable to do so, due to a range of challenges. The Section 16.2 Appointee, in collaboration with the CET Branch, is currently formulating a plan of action to address this challenge and ensure continued future compliance.

Between September and November 2024, the Department underwent a SHERQ compliance audit conducted by the Internal Audit team. This audit was based on a detailed Compliance Questionnaire, and the findings were thoroughly reviewed and deliberated thereafter. An Emergency Evacuation Plan and Procedures has been developed and formally approved by the Accounting Officer for implementation. Training for members of the OHS committees is currently underway.

Furthermore, a Health Identification Risk Assessment tool has been developed and is regularly updated. This tool serves as a key mechanism for monitoring risks and supporting continuous improvement in health and safety practices.

8.7 Other Governance Structures:

Bid Committees

- **Bid Specification Committee (BSC)**
  Members to the BSC are appointed by the Accounting Officer. The BSC quorates with 60% attendance and constitutes primary members with voting rights, supported by representatives from the chief directorates Legal and Legislative Services and with SCM officials attending in an advisory capacity. The main purpose of the BSC is to draft specifications or terms of reference for the acquisition of goods or services that are above the threshold of R1 million. The draft specification/terms of reference reflect among others, the scope of work, technical requirements, evaluation criteria and special conditions attached to procurement itinerary. The specifications/terms of reference drafted by the BSC promotes open market competition. Specifications/terms of reference are submitted to the Accounting Officer for approval via the Bid Adjudication Committee (referred to below) prior to advertisement on the National Treasury e-tender portal, the website of the Department, and as a further option, in the Government Tender Bulletin. In respect of bids for construction, advertisements are also published through the Construction Industry Development Board (CIDB) platform.

- **Bid Evaluation Committee (BEC)**
  The members to the BEC are appointed by the Accounting Officer and quorates with 60% attendance. The membership constitutes primary members with voting rights, and representatives from the chief directorates Legal and Legislative Services, and SCM in an advisory capacity. The BEC is responsible for the evaluation of bids received on or before the closing date and time in accordance with the published evaluation criteria. The BEC makes recommendations to the Bid Adjudication Committee (referred to below) on the appointment or not of service providers.

- **The Bid Adjudication Committee (BAC)**
  The BAC members are appointed by the Accounting Officer and the committee quorates with 60% attendance. The Chief Directorates SCM and Legal and Legislative Services provide legal advice to the BAC. The Accounting Officer may also appoint alternate members or advisors to ensure the continuity of scheduled meetings. Other members may also be co-opted, if deemed necessary.

  The responsibilities of the BAC include amongst others, the review of specifications/terms of reference of the BSC to consider requests or recommendations for advertising bids, deviations where applicable to the bidding process, the extension of contracts, the appointment of service providers and the cancellation of bids. The BAC makes final recommendations to the Accounting Officer for cancellations, deviations or the awarding of bids. The BAC also adjudicates and determines whether bid processes were fair, equitable, transparent, competitive and cost-effective, while ensuring that these processes comply with the Preferential Procurement Policy Framework Act (PPPFA) and its Regulations, Treasury Regulations and other relevant and applicable legislation. The BAC has scheduled meetings in accordance with the Procurement Plan for the relevant financial year.

The members of the committees sign a register of attendance, declaration of interest and undertaking of confidentiality at the advent of each meeting. Bid meetings comply with the general rules for committees and segregation of responsibility is upheld to ensure fairness, equitability and transparency of committee processes. All proceedings of the three committees are recorded for audit purposes.

- **The Information Technology Steering Committee (ITSC)**

The Department has initiated reviewing the functions and mandate of the ITSC to ensure its alignment with the principles of Corporate Governance across the ICT landscape. The ITSC, which convenes on a quarterly basis, is mandated to review, monitor, and prioritise ICT projects from a cross-functional perspective.

The primary function of the ITSC is to support the Office of the GITO by ensuring that operational ICT initiatives effectively contribute to the Department's strategic objectives in a cost-efficient manner. In addition, the ITSC provides strategic input and guidance on ICT policies and procedures, thereby supporting the ICT Strategy Committee in its decision-making processes.

9. ACTIVITIES/ACTIVITIES TO BE DISCONTINUED

None.

10. NEW/PROPOSED ACTIVITIES

None.

11. ASSET MANAGEMENT

The Department has managed all assets in line with the PFMA, minimum requirements and financial guidelines pronounced by National Treasury. All assets, including those newly acquired, are currently reflected on the Department's Asset Register, which complies with requisite minimum requirements. A monthly reconciliation is performed between the Asset Register and the Basic Accounting system to address any discrepancies, as the assets on the Asset Register are recorded according to component accounting, while the recording of payments for assets on the financial system is treated as a unit.

12. EVENTS SUBSEQUENT TO THE REPORTING DATE

None.

13. INFORMATION ON PRE-DETERMINED OBJECTIVES

The Department was responsible for the development and support of a quality Higher and Vocational Education sector and promoting access to higher and vocational education, as well as skills development training opportunities. The information on pre-determined objectives is incorporated in **Part B: Performance Information** of this Report.

14. STANDING COMMITTEE ON PUBLIC ACCOUNTS (SCOPA) RESOLUTIONS

None.

15. PRIOR MODIFICATIONS TO AUDIT REPORTS

None.

16. EXEMPTIONS AND DEVIATIONS RECEIVED FROM THE NATIONAL TREASURY

None.

17. INTERIM FINANCIAL STATEMENTS

Interim Financial Statements were compiled according to the guidelines issued by National Treasury and submitted to the latter Department during the 2024/25 financial year.

18. OTHER

None.

19. APPROVAL

The Annual Financial Statements, set out on pages 177 to 255, have been approved by the Accounting Officer.

Dr SNP Sishi
Director-General
Date: 30 May 2025

We are pleased to present our report for the financial year ended 31 March 2025, the report will be set out in three parts:

1.1 Purpose of the Audit Committee

The Audit Committee is established by the Department to provide independent oversight of the integrity of the organisation's financial reporting, the effectiveness of internal controls, the performance of the internal audit function, and compliance with applicable laws, regulations, and governance standards. The Committee serves as a safeguard for stakeholders by ensuring accountability, transparency, and sound risk management practices.

1.2 Strategic Focus

The Audit Committee's strategic focus remains on:

- Strengthening internal controls and governance processes of the department.
- Promoting a risk-based approach to internal auditing.
- Ensuring quality and timeliness of financial reporting.
- Supporting the organisation in achieving its objectives through sound assurance and advisory services. and;
- Enhancing organisational resilience by addressing emerging risks, including cybersecurity, fraud prevention, and compliance obligations.

1.3 Independence

The Audit Committee operates independently of management and external influence. Members exercise objective judgment, free of conflicts, to safeguard the integrity of oversight processes. Independence is maintained through transparent reporting lines, adherence to governance frameworks, and regular in-camera meetings without management present.

1.4 Conflict of Interest

The committee members declare their interests in the beginning of each meeting and would recuse themselves from discussions or decisions where actual or perceived conflicts arise. No material conflicts of interest were reported during the period under review.

1.5 Stakeholder Relationship

The Committee recognises its accountability to multiple stakeholders, including the Accounting Officer, the Executive authority and the public. Regular communication is maintained with key stakeholders through formal reporting, consultation, and assurance engagements to build trust and confidence in the governance framework.

1.6 Positioning of the Internal Audit Unit

The Internal Audit Unit is positioned as an independent and objective assurance provider, reporting functionally to the Audit Committee and administratively to the Accounting Officer. This positioning strengthens its authority, independence, and ability to provide unbiased insight into governance, risk management and control processes.

1.7 CAE's Role Beyond Internal Auditing

The Chief Audit Executive (CAE) contributes strategically beyond core audit responsibilities by:
- Advising management on governance best practices.
- Supporting risk management and compliance initiatives.
- Facilitating organisational learning through audit insights.
- Acting as a catalyst for continuous improvement in business processes.

We confirm that the CAE did not carry out any responsibilities that compromised his or internal audit's independence and objectivity.

1.8 Audit Committee Evaluation

An annual self-assessment and performance evaluation of the Audit Committee was conducted. The results indicate that the Committee is effective in fulfilling its oversight responsibilities, with noted strengths in independence, oversight of risk, and engagement with internal audit.

1.9 Effectiveness of Internal Controls

The Audit Committee reviewed the adequacy and functionality of internal controls across financial management, compliance, and operational processes. Control weaknesses identified in certain business units were assessed and although management implemented action plans to address these weaknesses, it was not always effective to prevent recurrence of similar findings.

1.10 Effectiveness and Activities of Internal Audit

The Audit Committee approved the Internal Audit Charter which sets out the roles and responsibilities of the Internal Audit Function. The Committee further give assurance that Internal Audit executed its approved annual audit plan, covering financial, performance, and compliance audits. Special reviews were also undertaken at management's request. Follow-ups on previous audit findings were performed.

1.11 Auditor General South Africa's Report

The Auditor-General's report was tabled and discussed, with attention to audit opinion, material findings, and areas requiring corrective action. Three branches have a qualified audit opinion on their performance information.
- Programme 4: Technical Vocational Education and Training
- Programme 5: Skills development
- Programme 6: Community Education and Training

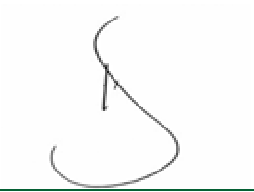
We have reviewed the Department's implementation plan regarding audit issues raised in the previous year and noted that although efforts were made to implement the actions therein, it was not effective to resolve the findings and prevent recurrence thereof.

The Audit Committee advised management to develop and implement a plan with actions to address the findings root causes raised in the AGSA report.

The Audit Committee accepts the conclusion of the AGSA on the Annual Financial Statements and Annual Performance Report and is of the opinion that the Audited Annual Financial Statements and Annual Performance Report be read together with the report of the AGSA.

Conclusion

The Audit Committee wishes to thank the Accounting Officer, Executive Management, Senior Management and all relevant staff members for their continued support during the year. Further, the Audit Committee appreciates the assistance and cooperation of management in the discharge of its responsibility.



Mr. Trevor Boltman
Chairperson of the Audit Committee
Department of Higher Education and Training
Date:

Report of the auditor-general to Parliament on vote no. 17: Department of Higher Education and Training

Report on the audit of the financial statements

Opinion

1. I have audited the financial statements of the Department of Higher Education and Training set out on pages 177 to 232, which comprise the appropriation statement, statement of financial position as at 31 March 2025, statement of financial performance and, statement of changes in net assets and the 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 Higher Education and Training as at 31 March 2025 and its financial performance and cash flows for the year then ended in accordance with the Modified Cash Standard (MCS) prescribed by National Treasury and the requirements of the Public Finance Management 1 of 1999 (PFMA).

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 responsibilities of the auditor-general 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.

Other matter

6. I draw attention to the matter below. My opinion is not modified in respect of this matter.

Unaudited supplementary schedules

7. The supplementary information set out on pages 234 to 255 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

8. 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 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.

9. 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.

Responsibilities of the auditor-general for the audit of the financial statements

10. 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.

11. 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

12. In accordance with the Public Audit Act 25 of 2004 (PAA) and the general notice issued in terms thereof, I must audit and report on the usefulness and reliability of the reported performance against predetermined objectives for the selected programmes presented in the annual performance report. The accounting officer is responsible for the preparation of the annual performance report.

13. I selected the following programmes presented in the annual performance report for the year ended 31 March 2025 for auditing. I selected programmes that measure the department's performance on its primary mandated functions and that are of significant national, community or public interest.

Programme	Page numbers	Purpose
Programme 2: Planning, Policy and Strategy	35 - 44	Provide strategic direction in the development, implementation, and monitoring of departmental policies and in the Human Resource Development Strategy for South Africa.
Programme 3: University Education	45 - 55	Develop and coordinate policy and regulatory frameworks for an effective and efficient university education system. Provide financial and other support to universities, the National Student Financial Aid Scheme and national higher education institute.
Programme 4: Technical and Vocational Education and Training	56 - 67	Plan, develop, implement, monitor, maintain, and evaluate national policy, programme assessment practices and systems for TVET colleges. Provide financial and other support to TVET colleges and regional offices.
Programme 5: Skills Development	68 - 72	Promote and monitor the National SkillsDevelopment Strategy. Develop skills development policies and regulatory frameworks for an effective skills development system.
Programme 6: Community Education and Training	73 - 79	Plan, develop, implement, monitor, maintain, and evaluate national policy, programme assessment practices, and systems for community education and training. Provide financial and other support to Community Education and Training colleges.

14. I evaluated the reported performance information for the selected programmes against the criteria developed from the performance management and reporting framework, as defined in the general notice. When an annual

performance report is prepared using these criteria, it provides useful and reliable information and insights to users on the department's planning and delivery on its mandate and objectives.

15. I performed procedures to test whether:
    - the indicators used for planning and reporting on performance can be linked directly to the department's mandate and the achievement of its planned objectives
    - all the indicators relevant for measuring the department's performance against its primary mandated and prioritised functions and planned objectives are included
    - the indicators are well defined to ensure that they are easy to understand and can be applied consistently, as well as verifiable so that I can confirm the methods and processes to be used for measuring achievements
    - the targets can be linked directly to the achievement of the indicators and are specific, time bound and measurable to ensure that it is easy to understand what should be delivered and by when, the required level of performance as well as how performance will be evaluated
    - the indicators and targets reported on in the annual performance report are the same as those committed to in the approved initial or revised planning documents
    - the reported performance information is presented in the annual performance report in the prescribed manner and is comparable and understandable
    - there is adequate supporting evidence for the achievements reported and for the reasons provided for any over- or underachievement of targets.

16. I performed the procedures for the purpose of reporting material findings only; and not to express an assurance opinion or conclusion.

17. The material findings on the reported performance information for the selected programmes are as follows:

Programme 2: Planning, Policy and Strategy

Number of TVETs campuses built

18. An achievement of the completion of three (3) TVET campuses was reported against a target of three for the 2024-25 financial year. However, the audit evidence did not support this achievement. I could not determine the actual achievement, but I estimated it to be materially less than reported. Consequently, it is likely that the achievement against the target was lower than reported.

Number of student housing projects for the provision of beds completed

19. An achievement of 2 471 beds was reported against a target of 5 000 beds. I could not determine if the reported achievement was correct, as adequate supporting evidence was not provided for auditing. Consequently, the achievement might be more or less than reported and was not reliable for determining if the target had been achieved.

Number of students participating in apprenticeships, internships and work integrated learning in construction

20. An achievement of 380 number of students participating in Apprenticeships, Internships and Work Integrated Learning in Construction was reported against a target of 1 000 students. However, some supporting evidence was not provided for auditing; or, where it was, I identified material differences between the actual and reported achievements. Consequently, the achievement might be more or less than reported and was not reliable for determining if the target had been achieved.

Programme 4: Technical and Vocational Education and Training

Various indicators

21. Based on the audit evidence, the actual achievements for these indicators did not agree to what was reported. I could not determine the actual achievements, but I estimated them to be materially more. The targets were still not achieved.

Indicator	Target	Reported achievement
Number of students enrolled at TVET colleges annually	620 000	564 089
Number of students enrolled in PLP to improve success	5 000	4 323
Number of TVET graduates placed in workplaces annually	21 000	12 763
Number of TVET lecturers holding appropriate qualifications supported to acquire professional qualifications annually	750	235
Percentage of TVET college lecturers with professional qualifications	90%	70,5%
Number of lecturers participating in project-based lecturer capacity building programmes in engineering (electrical, plumbing and mechanical)	300	204
Number of lecturers participating in digital literacy programmes	6 000	1 720

Number of learners in TVET colleges registered on engineering and trade related occupations per annum

22. An achievement of 34 324 was reported against a target of 33 000. However, the audit evidence did not support this achievement. I could not determine the actual achievement, but I estimated it to be materially more than reported. Consequently, it is likely that the achievement against the target was lower than reported.

Period it takes to issue certificates to qualifying candidates following publication of results (months)

23. An achievement of one month 15 days was reported against a target of 3 months. However, the audit evidence did not support this achievement. I could not determine the actual achievement, but I estimated it to be materially less than reported. Consequently, it is likely that the achievement against the target was lower than reported.

Number of days to release examination results to qualifying students

24. An achievement of 20,3 days was reported against a target of 40 days. However, the audit evidence did not support this achievement. I could not determine the actual achievement, but I estimated it to be materially less than reported. Consequently, it is likely that the achievement against the target was lower than reported.

Number of public TVET colleges with at least two protocols signed with industry to place TVET college students and lecturers for workplace experience annually

25. An achievement of 50 was reported against a target of 50. However, the audit evidence did not support this achievement. I could not determine the actual achievement, but I estimated it to be materially less than reported. Consequently, it is likely that the target was not achieved.

Programme 5: Skills Development

Various indicators

26. Based on the audit evidence, the actual achievements for these indicators did not agree to what was reported. I could not determine the actual achievements, but I estimated them to be materially less. The targets were still not achieved.

Indicator	Target	Reported achievement
Number of learners who completed learnerships annually	53 000	25 751
Number of learners who completed internships annually	11 000	7 655
Number of learners who completed skills programmes annually	128 000	54 912
Number of learners who registered in skills development programmes annually	150 000	60 822

Programme 6: Community Education and Training

Number of students enrolled at CET colleges annually

27. An achievement of 120 081 was reported against a target of 388 782. However, the audit evidence did not support this achievement. I could not determine the actual achievement, but I estimated it to be materially less than reported. Consequently, it is likely that the achievement against the target was lower than reported.

Other matters

28. I draw attention to the matters below.

Achievement of planned targets

29. The annual performance report includes information on reported achievements against planned targets and provides explanations for over- or under achievements. This information should be considered in the context of the material findings on the reported performance information.

30. The tables that follow provide information on the achievement of planned targets and lists the key service indicators that were not achieved as reported in the annual performance report. The reasons for any underachievement of targets are included in the annual performance report on pages 31 to 78.

Programme 2 - Planning, Policy and Strategy

Targets achieved: 31%
Budget spent: 99,5%

Key service indicators not achieved	Planned target	Reported achievement
Recognition of Prior Learning (RPL) Implementation Framework published	Recognition of Prior Learning (RPL) Implementation Framework published by 31 March 2025	Recognition of Prior Learning (RPL) Implementation Framework was developed and published for public comments
NQF Amendment Bill approved for introduction to Parliament	NQF Amendment Bill approved by the Minister by 31 March 2025 for introduction to Parliament	Target not achieved
Revised Higher Education Act approved	Revised Higher Education Act approved by Parliament by 31 December 2024	Funding for the Revised Higher Education Act has been secured. The procurement process for the service provider has been completed. The work will start in June 2025.
Number of Imbali Precinct projects completed in collaboration with DUT	One Imbali Precinct project completed in collaboration with DUT by 31 March 2025 (1 ICT infrastructure)	One Imbali Precinct project in collaboration with DUT was not completed as planned (1 ICT infrastructure).
Percentage completion of construction of the Tshwane University of Technology Giyani Campus initiated according to designs completed	10% of construction completed	0%
Percentage completion of construction of Ulundi Satellite Campus initiated according to designs completed	10% of construction completed	0%
Number of student housing projects for the provision of beds completed	5 000 beds	2 471
Number of Community Learning Centres built	4	0
Detailed designs on the construction of the two new universities approved for implementation	Detailed designs on the construction of the two new universities approved by the Director-General by 31 March 2025 for implementation	The concept designs were finalised
Number of students participating in Apprenticeships, Internships and Work Integrated Learning in construction	1 000	380
Number of reports aimed at supporting decision making in respect to enrolment planning, funding and policy making approved annually	1. List of occupations in high demand (national and two provincial pilots) published by 30 June 2024 2. Report on the identification of skills needs for the hydrogen economy approved by the Director-General by 30 June 2024 3. Technical Report (including methodology and the Critical Skills List) approved by the Director-General by 31 March 2025. 4. Report on Skills Supply and Demand approved by the Director-General by 31 March 2025.	List of occupations in high demand (national and two provincial pilots) were approved by the Director-General and published by 16 April 2024 Report on the identification of skills needs for the hydrogen economy was approved by the Director-General on 15 April 2024. Draft Technical Report (including methodology and the Critical Skills List) was approved by the Director-General Draft report on Skills Supply and Demand was approved by the Director-General

Programme 3 - University Education

Targets achieved: 58% Budget spent: 99,99%		
Key service indicators not achieved	**Planned target**	**Reported achievement**
Revised Draft Fee increase Regulation Framework submitted for approval	Fee increase Regulatory Framework submitted to the Minister for approval by 31 January 2025	The Framework Guidelines for fee increases was developed and submitted to the Minister in December 2024
Progress report on the number of eligible university students receiving loans through NSFAS approved by the Director-General by 31 March 2025.	Progress report on the number of eligible university students receiving loans through NSFAS approved by the Director-General by 31 March 2025.	A comprehensive report on the operation of NSFAS with details of the Comprehensive Student Loan was submitted
Number of students enrolled at public universities annually	1 131 000	1 071 715
Number of students completing a university qualification annually	237 000	220 758
Number of graduates in engineering annually	14 800	11 851
Number of graduates in natural and physical sciences annually	11 400	10 218
Number of graduates in human health science annually	10 660	8 873
Number of graduates in animal health science annually	1 050	778
Number of master's graduates (all masters) annually	15 400	13 819
Number of new Generations of Academics Programme (nGAP) posts filled at universities every year	58	21
Percentage of universities that meet standard of good governance	95%	85%

Programme 4 - Technical and Vocational Education and Training

Targets achieved: 41% Budget spent: 99,8%		
Key service indicators not achieved	**Planned target**	**Reported achievement**
Number of students enrolled at TVET colleges annually	620 000	564 089
Number of eligible TVET students receiving NSFAS bursaries annually	400 000	254 409
Number of TVET graduates placed in workplaces annually	21 000	12 763
Number of TVET college students completing N6 qualification annually	76 000	35 318
Number of TVET college students completing NC(V) Level 4 annually	14 099	7 613
Throughput rate of TVET (NC(V))	45%	37%
Number of students enrolled in PLP to improve success	5 000	4 323
Percentage of TVET college lecturers with professional qualifications	90%	70,5%
Number of TVET college lecturers holding appropriate qualifications supported to acquire professional qualifications annually	750	235
Percentage of TVET college lecturing staff appropriately placed in industry or exchange programmes	18%	2,3%

Targets achieved: 41%
Budget spent: 99,8%

Key service indicators not achieved	Planned target	Reported achievement
Number of lecturers participating in project-based lecturer capacity building programmes in engineering (electrical, plumbing and mechanical)	300	204
Number of lecturers participating in digital literacy programmes	6 000	1 718
Number of public TVET colleges with at least two protocols signed with industry to place TVET college students and lecturers for workplace experience annually	All 50 public TVET colleges with at least two protocols signed with industry to place TVET college students and lecturers for workplace experience.	Target Not Achieved 42 public TVET colleges have at least two protocols signed with industry to place TVET college students and lecturers for workplace experience

Programme 5 - Skills Development

Targets achieved: 27%
Budget spent: 98%

Key service indicators not achieved	Planned target	Reported achievement
Annual number of learners or students placed in WBL programmes	190 000	136 874
Number of learners registered in skills development programmes annually	150 000	60 822
Number of learners entering artisanal programmes annually	36 375	18 144
Number of artisans found competent annually	26 500	16 273
Number of learners who completed learnerships annually	53 000	25 751
Number of learners who completed internships annually	11 000	7 655
Number of learners who completed skills programmes annually	128 000	54 912
Percentage of allocated SETA Mandatory Grants paid on time to employers	100%	85%

Programme 6 - Community Education and Training

Targets achieved: 78%
Budget spent: 99,6%

Key service indicators not achieved	Planned target	Reported achievement
Number of students enrolled at CET colleges annually	388 782	120 081
Number of CET college students completing GETC: Level four annually	55 000	10 535

Material misstatements

31. I identified material misstatements in the annual performance report submitted for auditing. These material misstatements were in the reported performance information for programmes 2,4,5 and 6. Management did not correct all the misstatements, and I reported material findings in this regard.

Report on compliance with legislation

32. In accordance with the PAA and the general notice issued in terms thereof, I must audit and report on compliance with applicable legislation relating to financial matters, financial management and other related matters. The accounting officer is responsible for the department's compliance with legislation.

33. I performed procedures to test compliance with selected requirements in key legislation in accordance with the findings engagement methodology of the Auditor-General of South Africa (AGSA). This engagement is not an assurance engagement. Accordingly, I do not express an assurance opinion or conclusion.

34. Through an established AGSA process, I selected requirements in key legislation for compliance testing that are relevant to the financial and performance management of the department, clear to allow consistent measurement and evaluation, while also sufficiently detailed and readily available to report in an understandable manner. The selected legislative requirements are included in the annexure to this auditor's report.

35. I did not identify any material non-compliance with the selected legislative requirements.

Other information in the annual report

36. The accounting officer is responsible for the other 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 on in this auditor's report.

37. My opinion on the financial statements and my reports on the audit of the annual performance report and compliance with legislation do not cover the other information included in the annual report and I do not express an audit opinion or any form of assurance conclusion on it.

38. My responsibility is to read this other information and, in doing so, consider whether it is materially inconsistent with the financial statements and the selected programmes presented in the annual performance report or my knowledge obtained in the audit, or otherwise appears to be materially misstated.

39. I did not receive the other information prior to the date of this management's report. When I do receive and read this information, and if I conclude that there is a material misstatement therein, we are required to communicate the matter to those charged with governance and request that the other information be corrected. If the other information is not corrected, I may have to retract the auditor's report and re-issue an amended report as appropriate. However, if it is corrected this will not be necessary.

Internal control deficiencies

40. I considered internal control relevant to my audit of the financial statements, annual performance report and compliance with applicable legislation; however, my objective was not to express any form of assurance on it.

41. The matters reported below are limited to the significant internal control deficiencies that resulted in the material findings on the annual performance report included in this report.

42. The accounting officer did not ensure adequate controls are in place for performance reporting and monitoring to ensure that reported performance is supported by valid, complete, and accurate information.

43. The processes in place for the collection and review of performance information and underlying data were

not effective. The performance achievements were not always supported by valid and accurate information as inconsistencies were identified between the reported achievements in the annual performance report and the supporting information.

44. The action plan developed did not adequately address the significant deficiencies in the controls for performance information, resulting in repeat findings being identified during the audit.

45. The department did not have a proper records management system to maintain information that supported the reported performance in the annual performance report. This included information that related to the collection, collation, verification, storage and reporting of actual performance information, which resulted to the material misstatements reported in the annual performance report.

46. Management did not ensure that the reported achievements in the quarterly performance report are supported by reliable supporting information.

Auditor-General

Pretoria
30 July 2025

AUDITOR-GENERAL
SOUTH AFRICA

Auditing to build public confidence

Annexure to the auditor's report

The annexure includes the following:

- The auditor-general's responsibility for the audit
- The selected legislative requirements for compliance testing

Auditor-general's responsibility for the audit

Professional judgement and professional scepticism

As part of an audit in accordance with the ISAs, I exercise professional judgement and maintain professional scepticism throughout my audit of the financial statements and the procedures performed on reported performance information for selected [programmes/ objectives/ development priorities] and on the department's compliance with selected requirements in key legislation.

Financial statements

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
- conclude on the appropriateness of the 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 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.
- plan and perform the group audit to obtain sufficient appropriate audit evidence regarding the financial information of the entities or business units within the group as a basis for forming an opinion on the group financial statements. I am responsible for the direction, supervision and review of audit work performed for purposes of the group audit. I remain solely responsible for my audit opinion.

Communication with those charged with governance

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.

I also provide the accounting officer with a statement that I have complied with relevant ethical requirements regarding independence and 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.

Compliance with legislation – selected legislative requirements

The selected legislative requirements are as follows:

Legislation	Sections or regulations
PUBLIC FINANCE MANAGEMENT ACT 1 OF 1999	Section 1; 38(1)(b); 38(1)(c)(ii); 38(1)(d); Section 38(1)(h)(iii); 38(1)(j); 39(1)(a); 39(2)(a); Section 40(1)(a); 40(1)(b); 40(1)(c)(i); 43(1); 43(4); Section 44(1); 44(2); 45(b);
TREASURY REGULATIONS, 2005	Regulation 4.1.1; 4.1.3; 5.1.1; 5.2.1; 5.2.3(a); Regulation 5.2.3(d); 5.3.1; 6.3.1(a); 6.3.1(b); Regulation 6.3.1(c); 6.3.1(d); 6.4.1(b); Regulation 8.1.1; 8.2.1; 8.2.2; 8.2.3; 8.4.1; 9.1.1; Regulation 9.1.4; 10.1.1(a); 10.1.2; Regulation 12.5.1; 15.10.1.2(c); 16A3.2; Regulation 16A3.2(a); 16A6.1; 16A6.2(a); Regulation 16A6.2(b); 16A6.3(a); 16A6.3(b); Regulation 16A6.3(c); 16A6.3(e); 16A6.4; 16A6.5; Regulation 16A6.6; 16A7.1; 16A7.3; 16A7.6; Regulation 16A7.7; 16A8.3; 16A8.4; 16A9.1(b)(ii); Regulation 16A9.1(d); 16A9.1(e); 16A9.1(f); 16A9.2; Regulation 16A9.2(a)(ii); 16A9.2(a)(iii); 17.1.1; 18.2 Regulation 19.8.4
CONSTRUCTION INDUSTRY DEVELOPMENT BOARD ACT 38 OF 2000	Section 18 (1)
CONSTRUCTION INDUSTRY DEVELOPMENT BOARD REGULATIONS, 2004	Regulation 17; 25 (7a)
SECOND AMENDMENT NATIONAL TREASURY INSTRUCTION NO. 5 OF 2022-21	Paragraph 1
ERRATUM NATIONAL TREASURY INSTRUCTION NO. 5 OF 202/21	Paragraph 2
NATIONAL TREASURY INSTRUCTION NO 5 OF 2020-21	Paragraph 4.8; 4.9; 5.3
NATIONAL TREASURY INSTRUCTION NO. 1 OF 2021-22	Paragraph 4.1
NATIONAL TREASURY INSTRUCTION NO. 4 OF 2015-16	Paragraph 3.4
NATIONAL TREASURY SCM INSTRUCTION NO. 4A OF 2016-17	Paragraph 6
NATIONAL TREASURY INSTRUCTION NO 7 OF 2017-18	Paragraph 4.3
PFMA NATIONAL TREASURY SCM INSTRUCTION NO. 03 OF 2021-22	Paragraph 4.1; 4.2 (b); 4.3; 4.4; 4.4(a); 4.17; 7.2; paragraph 7.6
NATIONAL TREASURY SCM INSTRUCTION NO. 11 OF 2020-21	Paragraph 3.4(a); 3.4(b); 3.9
NATIONAL TREASURY SCM INSTRUCTION NO. 2 OF 2021-22	Paragraph 3.2.1; 3.2.4; 3.2.4(a); 3.3.1
PRACTICE NOTE 11 OF 2008-09	Paragraph 2.1; 3.1(b)
PRACTICE NOTE 5 OF 2009-10	Paragraph 3.3
PRACTICE NOTE 7 OF 2009-10	Paragraph 4.1.2
PREFERENTIAL PROCUREMENT POLICY FRAMEWORK ACT 5 OF 2000	Section 1; 2.1(a); 2.1(f)
PREFERENTIAL PROCUREMENT REGULATIONS, 2022	Regulation 4.1; 4.2; 4.3; 4.4; 5.1; 5.2; 5.3; 5.4
PREFERENTIAL PROCUREMENT REGULATIONS, 2017	Regulation 4.1; 4.2; 5.1; 5.3; 5.6; 5.7; 6.1; 6.2; 6.3; regulation 6.5; 6.6; 6.8; 7.1; 7.2; 7.3; 7.5; 7.6; 7.8; regulation 8.2; 8.5; 9.1; 10.1; 10.2; 11.1; 11.2;
PREVENTION AND COMBATING OF CORRUPT ACTIVITIES ACT 12 OF 2004	Section 34(1)
STATE INFORMATION TECHNOLOGY AGENCY ACT 88 OF 1998	Section 7(3)

Appropriation per programme										
		2024/25							2023/24	
		Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of final budget	Final Budget	Actual Expenditure
Voted funds and Direct charges		R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
	Programme									
1.	Administration	675 685	-	(15 607)	660 078	596 219	63 859	90.3%	492 288	484 939
2.	Planning Policy and Strategy	3 934 471	-	(230 192)	3 704 279	3 686 766	17 513	99.5%	1 493 034	1 457 867
3.	University Education	91 694 558	-	(5 327)	91 689 231	91 681 031	8 200	100.0%	90 095 614	90 091 805
4.	Technical and Vocational Education and Training	13 191 609	-	38 780	13 230 389	13 199 336	31 053	99.8%	12 604 223	12 570 540
5.	Skills Development	340 555	-	1 246	341 801	334 807	6 994	98.0%	292 727	289 783
6.	Community Education and Training	2 936 614	-	211 100	3 147 714	3 135 611	12 103	99.6%	2 852 454	2 818 224
	Programme sub total	**112 773 492**	**-**	**-**	**112 773 492**	**112 633 770**	**139 722**	**99.9%**	**107 830 340**	**107 713 158**
	Statutory Appropriation	**24 137 414**	**-**	**-**	**24 137 414**	**24 137 414**	**-**	**100.0%**	**22 424 463**	**22 424 463**
	Skills Levy and Sector Education and Training Authorities	19 309 931	-	-	19 309 931	19 309 931	-	100.0%	17 939 570	17 939 570
	National Skills Fund	4 827 483	-	-	4 827 483	4 827 483	-	100.0%	4 484 893	4 484 893
	TOTAL	**136 910 906**	**-**	**-**	**136 910 906**	**136 771 184**	**139 722**	**99.9%**	**130 254 803**	**130 137 621**
Reconciliation with Statement of Financial Performance										
Add:	Departmental receipts				876 177				16 663	
	Aid assistance				17 463				22 448	
Actual amounts per Statement of Financial Performance (Total Revenue)					**137 804 546**				**130 293 914**	
Add:	Aid assistance					7 574				13 955
Actual amounts per Statement of Financial Performance (Total expenditure)						**136 778 758**				**130 151 576**

DEPARTMENT OF HIGHER EDUCATION AND TRAINING
VOTE 17
APPROPRIATION STATEMENT
for the year ended 31 March 2025

Appropriation per economic classification									
	2024/25							2023/24	
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of final budget	Final Budget	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic Classification									
Current payments	**12 522 050**	**(10 500)**	**7 786**	**12 519 336**	**12 384 637**	**134 699**	**98.9%**	**11 787 490**	**11 704 521**
Compensation of employees	11 682 215	(89 271)	(30 667)	11 562 277	11 481 691	80 586	99.3%	11 074 280	11 002 847
Salaries and wages	9 719 227	(98 000)	(24 942)	9 596 285	9 537 135	59 150	99.4%	9 278 604	9 226 702
Social contributions	1 962 988	8 729	(5 725)	1 965 992	1 944 556	21 436	98.9%	1 795 676	1 776 145
Goods and services	839 835	78 771	38 453	957 059	902 946	54 113	94.3%	713 210	701 674
Administrative fees	10 443	1 616	-	12 059	12 021	38	99.7%	9 313	9 299
Advertising	7 202	(3 205)	-	3 997	1 256	2 741	31.4%	2 954	2 928
Minor assets	10 208	(8 892)	-	1 316	1 079	237	82.0%	995	874
Audit costs: External	15 667	(1 100)	-	14 567	14 009	558	96.2%	14 476	14 474
Bursaries: Employees	1 200	624	-	1 824	1 824	-	100.0%	1 014	1 014
Catering: Departmental activities	18 202	(653)	-	17 549	17 306	243	98.6%	8 952	8 851
Communication (G&S)	10 296	(3 470)	30	6 856	4 809	2 047	70.1%	5 614	5 297
Computer services	140 633	190	(400)	140 423	137 068	3 355	97.6%	122 180	122 160
Consultants: Business and advisory services	42 648	(988)	(877)	40 783	36 617	4 166	89.8%	31 051	31 000
Legal services	6 413	464	-	6 877	6 762	115	98.3%	6 480	6 478
Contractors	1 707	(428)	-	1 279	1 270	9	99.3%	71	62
Agency and support / outsourced services	4 515	(1 564)	-	2 951	2 477	474	83.9%	3 715	3 697
Entertainment	147	-	-	147	-	147	-	-	-
Fleet services (including government motor transport)	5 158	3 097	-	8 255	8 213	42	99.5%	5 473	5 457
Inventory: Clothing material and accessories	-	52	-	52	51	1	98.1%	5	4
Inventory: Fuel oil and gas	140	15	-	155	143	12	92.3%	66	66
Inventory: Materials and supplies	3 020	1 053	-	4 073	3 863	210	94.8%	1 963	1 950
Consumable supplies	10 136	(5 254)	-	4 882	4 130	752	84.6%	4 955	4 672
Consumable: Stationery printing and office supplies	86 896	(6 798)	780	80 878	78 665	2 213	97.3%	40 338	40 023
Operating leases	132 363	8 727	-	141 090	139 238	1 852	98.7%	87 710	87 066

Appropriation per economic classification									
	2024/25							2023/24	
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of final budget	Final Budget	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Property payments	33 857	(5 500)	-	28 357	28 120	237	99.2%	23 512	23 463
Transport provided: Departmental activity	2 872	2 262	170	5 304	4 582	722	86.4%	2 983	2 862
Travel and subsistence	122 084	69 473	8 750	200 307	174 989	25 318	87.4%	145 783	138 989
Training and development	52 199	(1 540)	-	50 659	46 589	4 070	92.0%	31 578	31 309
Operating payments	100 703	33 362	30 000	164 065	159 728	4 337	97.4%	150 673	148 498
Venues and facilities	20 807	(2 696)	-	18 111	17 970	141	99.2%	11 212	11 047
Rental and hiring	319	(76)	-	243	167	76	68.7%	144	134
Transfers and subsidies	**124 085 120**	**3 333**	**217 000**	**124 305 453**	**124 304 556**	**897**	**100.0%**	**118 393 053**	**118 393 034**
Departmental agencies and accounts	71 474 877	(2 309)	-	71 472 568	71 472 569	(1)	100.0%	68 714 123	68 714 123
Departmental agencies	71 474 877	(2 309)	-	71 472 568	71 472 569	(1)	100.0%	68 714 123	68 714 123
Higher education institutions	52 298 884	-	-	52 298 884	52 298 850	34	100.0%	49 368 841	49 368 821
Foreign governments and international organisations	3 820	-	-	3 820	3 195	625	83.6%	3 503	3 503
Non-profit institutions	291 236	2 309	217 000	510 545	510 545	-	100.0%	286 243	286 243
Households	16 303	3 333	-	19 636	19 397	239	98.8%	20 343	20 344
Social benefits	14 339	1 164	-	15 503	15 496	7	100.0%	17 780	17 780
Other transfers to households	1 964	2 169	-	4 133	3 901	232	94.4%	2 563	2 564
Payments for capital assets	**303 736**	**2 391**	**(224 786)**	**81 341**	**77 216**	**4 125**	**94.9%**	**73 324**	**39 131**
Buildings and other fixed structures	271 135	(274)	(224 786)	46 075	46 075	-	100.0%	50 928	19 147
Buildings	271 135	(274)	(224 786)	46 075	46 075	-	100.0%	50 928	19 147
Machinery and equipment	12 648	5 112	-	17 760	16 378	1 382	92.2%	19 005	16 649
Transport equipment	-	355	-	355	355	-	100.0%	-	-
Other machinery and equipment	12 648	4 757	-	17 405	16 023	1 382	92.1%	19 005	16 649
Software and other intangible assets	19 953	(2 447)	-	17 506	14 763	2 743	84.3%	3 391	3 335
Payment for financial assets	**-**	**4 776**	**-**	**4 776**	**4 775**	**1**	**100.0%**	**936**	**935**
Total	**136 910 906**	**-**	**-**	**136 910 906**	**136 771 184**	**139 722**	**99.9%**	**130 254 803**	**130 137 621**

DEPARTMENT OF HIGHER EDUCATION AND TRAINING

VOTE 17

APPROPRIATION STATEMENT Detail per programme 1 – Administration

for the year ended 31 March 2025

Programme 1: Administration									
	2024/25							2023/24	
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of final budget	Final Budget	Actual Expenditure
Details per sub-programme	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
1. Department Management	104 701	(1 759)	-	102 942	71 950	30 992	69.9%	30 998	29 024
2. Corporate Management Services	287 927	(2 195)	(11 478)	274 254	247 704	26 550	90.3%	245 515	241 535
3. Office of the Chief Financial Officer	118 846	(1 709)	(3 929)	113 208	107 677	5 531	95.1%	99 096	98 271
4. Internal Audit	14 356	(1 710)	(200)	12 446	11 671	775	93.8%	11 185	10 616
5. Office Accommodation	149 855	7 373	-	157 228	157 217	11	100.0%	105 494	105 493
Total	**675 685**	**-**	**(15 607)**	**660 078**	**596 219**	**63 859**	**90.3%**	**492 288**	**484 939**

	2024/25							2023/24	
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of final budget	Final Budget	Actual Expenditure
Programme 1 per economic classification	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
Economic Classification									
Current payments	**648 083**	**(1 999)**	**(15 607)**	**630 477**	**570 444**	**60 033**	**90.5%**	**481 362**	475 759
Compensation of employees	324 159	(5 464)	(15 607)	303 088	266 284	36 804	87.9%	237 809	233 902
Salaries and wages	272 096	(3 748)	(13 200)	255 148	228 832	26 316	89.7%	203 795	200 769
Social contributions	52 063	(1 716)	(2 407)	47 940	37 452	10 488	78.1%	34 014	33 133
Goods and services	323 924	3 465	-	327 389	304 160	23 229	92.9%	243 553	241 857
Administrative fees	10 397	1 409	-	11 806	11 788	18	99.8%	9 269	9 266
Advertising	6 532	(3 968)	-	2 564	654	1 910	25.5%	1 647	1 645
Minor assets	6 119	(5 696)	-	423	311	112	73.5%	215	162
Audit costs: External	15 667	(1 100)	-	14 567	14 009	558	96.2%	13 925	13 923
Bursaries: Employees	1 200	624	-	1 824	1 824	-	100.0%	1 014	1 014
Catering: Departmental activities	888	1 036	-	1 924	1 828	96	95.0%	215	204
Communication (G&S)	3 277	(324)	-	2 953	2 025	928	68.6%	2 044	2 009
Computer services	34 528	14 771	-	49 299	47 218	2 081	95.8%	47 445	47 431
Consultants: Business and advisory services	29 810	(14 883)	-	14 927	11 609	3 318	77.8%	24 776	24 745

APPROPRIATION STATEMENT Detail per programme 1 – Administration
for the year ended 31 March 2025

	2024/25							2023/24	
	Adjusted Budget	**Shifting of Funds**	**Virement**	**Final Budget**	**Actual Expenditure**	**Variance**	**Expenditure as % of final budget**	**Final Budget**	**Actual Expenditure**
Programme 1 per economic classification	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
Legal services	140	(96)	-	44	44	-	100.0%	35	35
Contractors	1 391	(164)	-	1 227	1 222	5	99.6%	28	26
Agency and support / outsourced services	3 090	(329)	-	2 761	2 464	297	89.2%	3 484	3 483
Entertainment	147	-	-	147	-	147	-	-	-
Fleet services (including government motor transport)	4 140	779	-	4 919	4 881	38	99.2%	2 638	2 636
Inventory: Materials and supplies	-	-	-	-	-	-	-	13	8
Consumable supplies	2 107	(520)	-	1 587	1 283	304	80.8%	1 793	1 731
Consumable: Stationery printing and office supplies	6 888	(2 458)	-	4 430	3 235	1 195	73.0%	4 571	4 534
Operating leases	125 038	10 758	-	135 796	135 000	796	99.4%	85 481	85 354
Property payments	31 593	(3 596)	-	27 997	27 870	127	99.5%	23 378	23 375
Transport provided: Departmental activity	723	1 957	-	2 680	2 103	577	78.5%	937	929
Travel and subsistence	29 699	6 830	-	36 529	29 343	7 186	80.3%	15 073	14 080
Training and development	5 267	(102)	-	5 165	3 753	1 412	72.7%	2 941	2 838
Operating payments	3 689	(709)	-	2 980	867	2 113	29.1%	1 705	1 506
Venues and facilities	1 574	(783)	-	791	783	8	99.0%	925	922
Rental and hiring	20	29	-	49	46	3	93.9%	1	1
Transfers and subsidies	**1 456**	**29**	**-**	**1 485**	**1 480**	**5**	**99.7%**	**839**	**840**
Departmental agencies and accounts	-	-	-	-	-	-	-	39	39
Departmental agencies	-	-	-	-	-	-	-	39	39
Households	1 456	29	-	1 485	1 480	5	99.7%	800	801
Social benefits	1 456	29	-	1 485	1 480	5	99.7%	800	801
Payments for capital assets	**26 146**	**(58)**	**-**	**26 088**	**22 268**	**3 820**	**85.4%**	**9 843**	**8 097**
Machinery and equipment	6 781	1 937	-	8 718	7 640	1 078	87.6%	7 030	5 308
Other machinery and equipment	6 781	1 937	-	8 718	7 640	1 078	87.6%	7 030	5 308
Software and other intangible assets	19 365	(1 995)	-	17 370	14 628	2 742	84.2%	2 813	2 789
Payment for financial assets	**-**	**2 028**	**-**	**2 028**	**2 027**	**1**	**100.0%**	**244**	**243**
Total	**675 685**	**-**	**(15 607)**	**660 078**	**596 219**	**63 859**	**90.3%**	**492 288**	**484 939**

DEPARTMENT OF HIGHER EDUCATION AND TRAINING
VOTE 17
APPROPRIATION STATEMENT Detail per programme 2 – Planning, Policy and Strategy
for the year ended 31 March 2025

Programme 2: Planning Policy and Strategy	2024/25							2023/24	
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of final budget	Final Budget	Actual Expenditure
Details per sub-programme	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
1. Programme Management: Planning Policy and Strategy	4 918	(475)	(337)	4 106	2 823	1 283	68.8%	3 198	2 980
2. Human Resource Development Council of South Africa	11 785	(317)	(200)	11 268	10 121	1 147	89.8%	10 039	9 694
3. Policy Planning Monitoring and Evaluation	3 679 264	2 928	(227 504)	3 454 688	3 449 107	5 581	99.8%	1 240 551	1 207 594
4. International Relations	20 823	155	-	20 978	18 417	2 561	87.8%	19 658	19 246
5. Legal and Legislative Services	23 692	(181)	(551)	22 960	20 326	2 634	88.5%	18 035	17 733
6. Social Inclusion and Quality	193 989	(2 110)	(1 600)	190 279	185 972	4 307	97.7%	201 553	200 620
Total	**3 934 471**	**-**	**(230 192)**	**3 704 279**	**3 686 766**	**17 513**	**99.5%**	**1 493 034**	**1 457 867**

	2024/25							2023/24	
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of final budget	Final Budget	Actual Expenditure
Programme 2 per economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic Classification									
Current payments	**171 887**	**(42)**	**(5 406)**	**166 439**	**149 678**	**16 761**	**89.9%**	**149 137**	**145 983**
Compensation of employees	126 457	(42)	(4 906)	121 509	115 301	6 208	94.9%	124 607	122 951
Salaries and wages	112 028	(93)	(3 588)	108 347	103 614	4 733	95.6%	113 726	112 522
Social contributions	14 429	51	(1 318)	13 162	11 687	1 475	88.8%	10 881	10 429
Goods and services	45 430	-	(500)	44 930	34 377	10 553	76.5%	24 530	23 032
Administrative fees	12	87	-	99	97	2	98.0%	7	7
Advertising	306	782	-	1 088	259	829	23.8%	916	911
Minor assets	438	(276)	-	162	135	27	83.3%	55	45
Catering: Departmental activities	681	(156)	-	525	516	9	98.3%	50	31
Communication (G&S)	1 264	(341)	-	923	516	407	55.9%	782	631
Computer services	18 737	(14 689)	-	4 048	2 776	1 272	68.6%	1 888	1 883
Consultants: Business and advisory services	3 241	11 711	(250)	14 702	14 242	460	96.9%	2 287	2 285
Legal services	6 273	560	-	6 833	6 718	115	98.3%	6 445	6 443

	2024/25							2023/24	
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of final budget	Final Budget	Actual Expenditure
Programme 2 per economic classification	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
Contractors	-	-	-	-	-	-	-	18	18
Agency and support / outsourced services	700	(700)	-	-	-	-	-	214	214
Fleet services (including government motor transport)	-	-	-	-	-	-	-	2	1
Inventory: Materials and supplies	-	-	-	-	-	-	-	5	2
Consumable supplies	350	208	-	558	415	143	74.4%	960	931
Consumable: Stationery printing and office supplies	1 689	(429)	-	1 260	732	528	58.1%	1 041	957
Operating leases	372	(178)	-	194	129	65	66.5%	224	182
Transport provided: Departmental activity	-	290	-	290	230	60	79.3%	1	1
Travel and subsistence	9 210	4 237	(250)	13 197	7 085	6 112	53.7%	6 913	5 920
Training and development	361	(281)	-	80	45	35	56.3%	123	98
Operating payments	1 506	(804)	-	702	280	422	39.9%	430	341
Venues and facilities	286	(36)	-	250	194	56	77.6%	2 169	2 131
Rental and hiring	4	15	-	19	8	11	42.1%	-	-
Transfers and subsidies	**3 489 490**	**42**	**-**	**3 489 532**	**3 488 876**	**656**	**100.0%**	**1 290 304**	**1 290 304**
Departmental agencies and accounts	93 242	-	-	93 242	93 242	-	100.0%	89 246	89 246
Departmental agencies	93 242	-	-	93 242	93 242	-	100.0%	89 246	89 246
Higher education institutions	3 363 988	-	-	3 363 988	3 363 957	31	100.0%	1 164 681	1 164 681
Foreign governments and international organisations	3 820	-	-	3 820	3 195	625	83.6%	3 503	3 503
Non-profit institutions	28 440	-	-	28 440	28 440	-	100.0%	32 530	32 530
Households	-	42	-	42	42	-	100.0%	344	344
Social benefits	-	42	-	42	42	-	100.0%	344	344
Payments for capital assets	**273 094**	**-**	**(224 786)**	**48 308**	**48 212**	**96**	**99.8%**	**53 593**	**21 580**
Buildings and other fixed structures	271 135	(274)	(224 786)	46 075	46 075	-	100.0%	50 928	19 147
Buildings	271 135	(274)	(224 786)	46 075	46 075	-	100.0%	50 928	19 147
Machinery and equipment	1 524	573	-	2 097	2 002	95	95.5%	2 259	2 059
Other machinery and equipment	1 524	573	-	2 097	2 002	95	95.5%	2 259	2 059
Software and other intangible assets	435	(299)	-	136	135	1	99.3%	406	374
Total	**3 934 471**	**-**	**(230 192)**	**3 704 279**	**3 686 766**	**17 513**	**99.5%**	**1 493 034**	**1 457 867**

DEPARTMENT OF HIGHER EDUCATION AND TRAINING

VOTE 17

APPROPRIATION STATEMENT Detail per programme 3 – University Education

for the year ended 31 March 2025

Programme 3: University Education									
	2024/25							2023/24	
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of final budget	Final Budget	Actual Expenditure
Details per sub-programme	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
1. Programme Management: University Education	4 143	(500)	-	3 643	3 230	413	88.7%	3 413	3 123
2. University Planning and Institutional Funding	18 093	(1 196)	(1 400)	15 497	13 054	2 443	84.2%	12 529	11 590
3. Institutional Governance and Management Support	47 129 053	1 998	(1 454)	47 129 597	47 129 188	409	100.0%	46 087 227	46 085 919
4. Higher Education Policy Development and Research	10 712	(1 036)	(1 357)	8 319	6 642	1 677	79.8%	6 340	5 943
5. Teaching Learning and Research Development	33 214	734	(1 116)	32 832	29 577	3 255	90.1%	26 899	26 044
6. University Subsidies	44 499 343	-	-	44 499 343	44 499 340	3	100.0%	43 959 206	43 959 186
Total	**91 694 558**	**-**	**(5 327)**	**91 689 231**	**91 681 031**	**8 200**	**100.0%**	**90 095 614**	**90 091 805**

	2024/25							2023/24	
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of final budget	Final Budget	Actual Expenditure
Programme 3 per economic classification	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
Economic Classification									
Current payments	**87 387**	**(296)**	**(5 327)**	**81 764**	**73 841**	**7 923**	**90.3%**	**63 720**	**59 954**
Compensation of employees	75 591	(500)	(5 000)	70 091	62 826	7 265	89.6%	56 327	54 740
Salaries and wages	63 769	(339)	(4 000)	59 430	54 055	5 375	91.0%	49 562	48 273
Social contributions	11 822	(161)	(1 000)	10 661	8 771	1 890	82.3%	6 765	6 467
Goods and services	11 796	204	(327)	11 673	11 015	658	94.4%	7 393	5 214
Administrative fees	-	26	-	26	25	1	96.2%	21	13
Advertising	164	9	-	173	172	1	99.4%	172	154
Minor assets	95	(42)	-	53	39	14	73.6%	40	9
Catering: Departmental activities	105	(105)	-	-	-	-	-	70	61
Communication (G&S)	627	(336)	-	291	199	92	68.4%	404	320
Computer services	1 205	(1 205)	-	-	-	-	-	-	-
Consultants: Business and advisory services	3 367	1 994	(327)	5 034	5 027	7	99.9%	541	541
Contractors	-	2	-	2	2	-	100.0%	-	-

APPROPRIATION STATEMENT Detail per programme 3 – University Education
for the year ended 31 March 2025

	2024/25							2023/24	
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of final budget	Final Budget	Actual Expenditure
Programme 3 per economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Fleet services (including government motor transport)	-	-	-	-	-	-	-	8	-
Consumable supplies	50	11	-	61	45	16	73.8%	144	119
Consumable: Stationery printing and office supplies	813	(618)	-	195	159	36	81.5%	184	95
Operating leases	313	(155)	-	158	121	37	76.6%	175	75
Transport provided: Departmental activity	200	(36)	-	164	163	1	99.4%	191	159
Travel and subsistence	3 639	1 179	-	4 818	4 415	403	91.6%	4 266	2 930
Training and development	25	(25)	-	-	-	-	-	-	-
Operating payments	534	(218)	-	316	269	47	85.1%	770	451
Venues and facilities	643	(261)	-	382	379	3	99.2%	402	287
Rental and hiring	16	(16)	-	-	-	-	-	5	-
Transfers and subsidies	**91 606 690**	**-**	**-**	**91 606 690**	**91 606 456**	**234**	**100.0%**	**90 031 276**	**90 031 255**
Departmental agencies and accounts	47 065 299	-	-	47 065 299	47 065 299	-	100.0%	46 030 292	46 030 291
Departmental agencies	47 065 299	-	-	47 065 299	47 065 299	-	100.0%	46 030 292	46 030 291
Higher education institutions	44 499 343	-	-	44 499 343	44 499 340	3	100.0%	43 959 206	43 959 186
Non-profit institutions	41 652	-	-	41 652	41 652	-	100.0%	39 862	39 862
Households	396	-	-	396	165	231	41.7%	1 916	1 916
Social benefits	125	-	-	125	124	1	99.2%	404	403
Other transfers to households	271	-	-	271	41	230	15.1%	1 512	1 513
Payments for capital assets	**481**	**285**	**-**	**766**	**723**	**43**	**94.4%**	**618**	**596**
Machinery and equipment	481	285	-	766	723	43	94.4%	618	596
Other machinery and equipment	481	285	-	766	723	43	94.4%	618	596
Payment for financial assets	**-**	**11**	**-**	**11**	**11**	**-**	**100.0%**	**-**	**-**
Total	**91 694 558**	**-**	**(5 327)**	**91 689 231**	**91 681 031**	**8 200**	**100.0%**	**90 095 614**	**90 091 805**

DEPARTMENT OF HIGHER EDUCATION AND TRAINING
VOTE 17
APPROPRIATION STATEMENT Detail per programme 4 – Technical and Vocational Education and Training
for the year ended 31 March 2025

Programme 4: Technical and Vocational Education and Training										
		2024/25							2023/24	
		Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of final budget	Final Budget	Actual Expenditure
Details per sub-programme		R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
1.	Programme Management: Technical and Vocational Education and Training	4 660	5 433	-	10 093	9 992	101	99.0%	4 783	4 542
2.	Technical and Vocational Education and Training System Planning and Institutional Support	12 155 411	(64 786)	-	12 090 625	12 085 463	5 162	100.0%	11 597 432	11 580 803
3.	Programmes and Qualifications	24 532	1 223	-	25 755	24 417	1 338	94.8%	26 380	24 718
4.	National Examinations and Assessment	752 467	84 032	38 780	875 279	871 785	3 494	99.6%	753 381	750 770
5.	Technical and Vocational Education and Training Financial Planning	17 328	(304)	-	17 024	15 042	1 982	88.4%	15 131	14 025
6.	Regional Offices	237 211	(25 598)	-	211 613	192 637	18 976	91.0%	207 116	195 682
	Total	**13 191 609**	**-**	**38 780**	**13 230 389**	**13 199 336**	**31 053**	**99.8%**	**12 604 223**	**12 570 540**

	2024/25							2023/24	
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of final budget	Final Budget	Actual Expenditure
Programme 4 per economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic Classification									
Current payments	**8 723 608**	**(5 510)**	**38 780**	**8 756 878**	**8 725 929**	**30 949**	**99.6%**	**8 319 016**	**8 285 607**
Compensation of employees	8 294 603	(67 042)	-	8 227 561	8 208 239	19 322	99.8%	7 902 313	7 872 213
Salaries and wages	6 970 020	(65 573)	-	6 904 447	6 889 375	15 072	99.8%	6 664 504	6 642 368
Social contributions	1 324 583	(1 469)	-	1 323 114	1 318 864	4 250	99.7%	1 237 809	1 229 845
Goods and services	429 005	61 532	38 780	529 317	517 690	11 627	97.8%	416 703	413 394
Administrative fees	25	46	-	71	69	2	97.2%	9	7
Advertising	171	(20)	-	151	150	1	99.3%	198	197
Minor assets	2 152	(1 601)	-	551	482	69	87.5%	516	499
Audit costs: External	-	-	-	-	-	-	-	551	551
Catering: Departmental activities	16 144	(1 557)	-	14 587	14 548	39	99.7%	8 434	8 377
Communication (G&S)	3 538	(2 145)	-	1 393	1 232	161	88.4%	1 294	1 269
Computer services	83 319	3 654	-	86 973	86 972	1	100.0%	72 847	72 846

DEPARTMENT OF HIGHER EDUCATION AND TRAINING
VOTE 17
APPROPRIATION STATEMENT Detail per programme 4 – Technical and Vocational Education and Training
for the year ended 31 March 2025

	2024/25							2023/24	
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of final budget	Final Budget	Actual Expenditure
Programme 4 per economic classification	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
Consultants: Business and advisory services	1 414	3 273	-	4 687	4 684	3	99.9%	-	-
Contractors	73	(53)	-	20	16	4	80.0%	6	-
Agency and support / outsourced services	697	(535)	-	162	-	162	-	17	-
Fleet services (including government motor transport)	391	1 511	-	1 902	1 898	4	99.8%	1 982	1 979
Inventory: Materials and supplies	-	-	-	-	-	-	-	14	12
Consumable supplies	5 552	(4 466)	-	1 086	1 040	46	95.8%	728	660
Consumable: Stationery printing and office supplies	76 191	(2 407)	780	74 564	74 297	267	99.6%	33 359	33 315
Operating leases	5 657	(2 261)	-	3 396	2 866	530	84.4%	1 100	987
Property payments	1 691	(1 537)	-	154	120	34	77.9%	66	33
Transport provided: Departmental activity	1 686	101	-	1 787	1 784	3	99.8%	1 538	1 519
Travel and subsistence	73 220	41 156	8 000	122 376	115 505	6 871	94.4%	111 849	109 726
Training and development	46 523	(1 129)	-	45 394	42 790	2 604	94.3%	28 364	28 224
Operating payments	92 953	32 016	30 000	154 969	154 155	814	99.5%	146 570	145 936
Venues and facilities	17 504	(2 410)	-	15 094	15 082	12	99.9%	7 234	7 230
Rental and hiring	104	(104)	-	-	-	-	-	27	27
Transfers and subsidies	**4 465 563**	**2 407**	**-**	**4 467 970**	**4 467 966**	**4**	**100.0%**	**4 278 866**	**4 278 866**
Departmental agencies and accounts	19 143	-	-	19 143	19 143	-	100.0%	18 368	18 368
Departmental agencies	19 143	-	-	19 143	19 143	-	100.0%	18 368	18 368
Higher education institutions	4 435 553	-	-	4 435 553	4 435 553	-	100.0%	4 244 954	4 244 954
Households	10 867	2 407	-	13 274	13 270	4	100.0%	15 544	15 544
Social benefits	10 486	1 516	-	12 002	11 999	3	100.0%	15 042	15 042
Other transfers to households	381	891	-	1 272	1 271	1	99.9%	502	502
Payments for capital assets	**2 438**	**1 771**	**-**	**4 209**	**4 110**	**99**	**97.6%**	**6 032**	**5 758**
Machinery and equipment	2 308	1 901	-	4 209	4 110	99	97.6%	6 032	5 758
Transport equipment	-	355	-	355	355	-	100.0%	-	-
Other machinery and equipment	2 308	1 546	-	3 854	3 755	99	97.4%	6 032	5 758
Software and other intangible assets	130	(130)	-	-	-	-	-	-	-
Payment for financial assets	**-**	**1 332**	**-**	**1 332**	**1 331**	**1**	**99.9%**	**309**	**309**
Total	**13 191 609**	**-**	**38 780**	**13 230 389**	**13 199 336**	**31 053**	**99.8%**	**12 604 223**	**12 570 540**

DEPARTMENT OF HIGHER EDUCATION AND TRAINING

VOTE 17

APPROPRIATION STATEMENT Detail per programme 5 – Skills Development

for the year ended 31 March 2025

Programme 5: Skills Development										
		2024/25							2023/24	
		Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of final budget	Final Budget	Actual Expenditure
Details per sub-programme		R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
1.	Programme Management: Skills Development	6 841	2 896	1 246	10 983	9 389	1 594	85.5%	5 578	5 327
2.	National Artisan Development	121 302	1 407	-	122 709	120 835	1 874	98.5%	90 829	89 257
3.	Sector Education and Training Authority Coordination	166 351	(2 844)	-	163 507	160 980	2 527	98.5%	153 560	152 618
4.	National Skills Authority Secretariat	16 030	(1 459)	-	14 571	13 572	999	93.1%	13 519	13 340
5.	Quality Development and Promotion	30 031	-	-	30 031	30 031	-	100.0%	29 241	29 241
	Total	**340 555**	**-**	**1 246**	**341 801**	**334 807**	**6 994**	**98.0%**	**292 727**	**289 783**

	2024/25							2023/24	
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of final budget	Final Budget	Actual Expenditure
Programme 5 per economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic Classification									
Current payments	**182 924**	**(647)**	**1 246**	**183 523**	**176 533**	**6 990**	**96.2%**	**139 773**	**136 921**
Compensation of employees	162 451	(14 859)	46	147 638	146 676	962	99.3%	126 484	125 791
Salaries and wages	139 520	(13 492)	46	126 074	125 631	443	99.6%	106 981	106 519
Social contributions	22 931	(1 367)	-	21 564	21 045	519	97.6%	19 503	19 272
Goods and services	20 473	14 212	1 200	35 885	29 857	6 028	83.2%	13 289	11 130
Administrative fees	9	18	-	27	14	13	51.9%	7	6
Advertising	10	(10)	-	-	-	-	-	-	-
Minor assets	1 235	(1 136)	-	99	94	5	94.9%	105	102
Catering: Departmental activities	162	14	-	176	90	86	51.1%	139	137
Communication (G&S)	1 309	(271)	30	1 068	685	383	64.1%	882	873
Computer services	1 940	(1 940)	-	-	-	-	-	-	-
Consultants: Business and advisory services	916	1	-	917	806	111	87.9%	543	525
Contractors	243	(213)	-	30	30	-	100.0%	-	-
Agency and support / outsourced services	28	-	-	28	13	15	46.4%	-	-

APPROPRIATION STATEMENT Detail per programme 5 – Skills Development

for the year ended 31 March 2025

	2024/25							2023/24	
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of final budget	Final Budget	Actual Expenditure
Programme 5 per economic classification	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
Fleet services (including government motor transport)	627	807	-	1 434	1 434	-	100.0%	843	841
Inventory: Clothing material and accessories	-	52	-	52	51	1	98.1%	5	4
Inventory: Fuel oil and gas	140	15	-	155	143	12	92.3%	66	66
Inventory: Materials and supplies	3 020	1 051	-	4 071	3 862	209	94.9%	1 929	1 928
Consumable supplies	2 006	(521)	-	1 485	1 261	224	84.9%	1 222	1 149
Consumable: Stationery printing and office supplies	1 122	(724)	-	398	218	180	54.8%	1 072	1 016
Operating leases	740	637	-	1 377	1 026	351	74.5%	596	367
Property payments	571	(369)	-	202	128	74	63.4%	66	55
Transport provided: Departmental activity	263	(70)	170	363	293	70	80.7%	277	229
Travel and subsistence	4 143	12 992	1 000	18 135	14 772	3 363	81.5%	4 381	3 565
Training and development	23	(3)	-	20	1	19	5.0%	-	-
Operating payments	1 771	3 112	-	4 883	4 034	849	82.6%	1 045	161
Venues and facilities	20	770	-	790	789	1	99.9%	-	-
Rental and hiring	175	-	-	175	113	62	64.6%	111	106
Transfers and subsidies	**156 664**	**225**	**-**	**156 889**	**156 890**	**(1)**	**100.0%**	**151 428**	**151 429**
Departmental agencies and accounts	156 480	-	-	156 480	156 481	(1)	100.0%	150 747	150 748
Departmental agencies	156 480	-	-	156 480	156 481	(1)	100.0%	150 747	150 748
Households	184	225	-	409	409	-	100.0%	681	681
Social benefits	184	225	-	409	409	-	100.0%	681	681
Payments for capital assets	**967**	**351**	**-**	**1 318**	**1 313**	**5**	**99.6%**	**1 526**	**1 433**
Machinery and equipment	967	351	-	1 318	1 313	5	99.6%	1 526	1 433
Other machinery and equipment	967	351	-	1 318	1 313	5	99.6%	1 526	1 433
Payment for financial assets	**-**	**71**	**-**	**71**	**71**	**-**	**100.0%**	**-**	**-**
Total	**340 555**	**-**	**1 246**	**341 801**	**334 807**	**6 994**	**98.0%**	**292 727**	**289 783**

DEPARTMENT OF HIGHER EDUCATION AND TRAINING
VOTE 17
APPROPRIATION STATEMENT Detail per programme 6 – Community Education and Training
for the year ended 31 March 2025

Programme 6: Community Education and Training

Details per sub-programme	2024/25							2023/24	
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of final budget	Final Budget	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
1. Programme Management: Community Education and Training	3 717	273	(200)	3 790	3 021	769	79.7%	4 047	3 711
2. Community Education and Training System Planning Institutional Development and Support	2 681 794	668	(3 900)	2 678 562	2 670 271	8 291	99.7%	2 609 606	2 576 685
3. Community Education and Training Colleges Financial Planning and Management	232 714	337	217 000	450 051	449 348	703	99.8%	222 649	222 255
4. Education Training and Development Assessment	18 389	(1 278)	(1 800)	15 311	12 971	2 340	84.7%	16 152	15 573
Total	**2 936 614**	**-**	**211 100**	**3 147 714**	**3 135 611**	**12 103**	**99.6%**	**2 852 454**	**2 818 224**

Programme 6 per economic classification	2024/25							2023/24	
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of final budget	Final Budget	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic Classification									
Current payments	**2 708 161**	**(2 006)**	**(5 900)**	**2 700 255**	**2 688 212**	**12 043**	**99.6%**	**2 634 482**	**2 600 297**
Compensation of employees	2 698 954	(1 364)	(5 200)	2 692 390	2 682 365	10 025	99.6%	2 626 740	2 593 250
Salaries and wages	2 161 794	(14 755)	(4 200)	2 142 839	2 135 628	7 211	99.7%	2 140 036	2 116 251
Social contributions	537 160	13 391	(1 000)	549 551	546 737	2 814	99.5%	486 704	476 999
Goods and services	9 207	(642)	(700)	7 865	5 847	2 018	74.3%	7 742	7 047
Administrative fees	-	30	-	30	28	2	93.3%	-	-
Advertising	19	2	-	21	21	-	100.0%	21	21
Minor assets	169	(141)	-	28	18	10	64.3%	64	57
Catering: Departmental activities	222	115	-	337	324	13	96.1%	44	41
Communication (G&S)	281	(53)	-	228	152	76	66.7%	208	195
Computer services	904	(401)	(400)	103	102	1	99.0%	-	-
Consultants: Business and advisory services	3 900	(3 084)	(300)	516	249	267	48.3%	2 904	2 904
Contractors	-	-	-	-	-	-	-	19	18

APPROPRIATION STATEMENT Detail per programme 6 – Community Education and Training

for the year ended 31 March 2025

Programme 6 per economic classification	2024/25							2023/24	
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of final budget	Final Budget	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Inventory: Materials and supplies	-	2	-	2	1	1	50.0%	2	-
Consumable supplies	71	34	-	105	86	19	81.9%	108	82
Consumable: Stationery printing and office supplies	193	(162)	-	31	24	7	77.4%	111	106
Operating leases	243	(74)	-	169	96	73	56.8%	134	101
Property payments	2	2	-	4	2	2	50.0%	2	-
Transport provided: Departmental activity	-	20	-	20	9	11	45.0%	39	25
Travel and subsistence	2 173	3 079	-	5 252	3 869	1 383	73.7%	3 301	2 768
Training and development	-	-	-	-	-	-	-	150	149
Operating payments	250	(35)	-	215	123	92	57.2%	153	103
Venues and facilities	780	24	-	804	743	61	92.4%	482	477
Transfers and subsidies	**227 843**	**630**	**217 000**	**445 473**	**445 474**	**(1)**	**100.0%**	**215 877**	**215 877**
Departmental agencies and accounts	3 299	(2 309)	-	990	990	-	100.0%	968	968
Departmental agencies	3 299	(2 309)	-	990	990	-	100.0%	968	968
Non-profit institutions	221 144	2 309	217 000	440 453	440 453	-	100.0%	213 851	213 851
Households	3 400	630	-	4 030	4 031	(1)	100.0%	1 058	1 058
Social benefits	2 088	(648)	-	1 440	1 442	(2)	100.1%	509	509
Other transfers to households	1 312	1 278	-	2 590	2 589	1	100.0%	549	549
Payments for capital assets	**610**	**42**	**-**	**652**	**590**	**62**	**90.5%**	**1 712**	**1 667**
Machinery and equipment	587	65	-	652	590	62	90.5%	1 540	1 495
Other machinery and equipment	587	65	-	652	590	62	90.5%	1 540	1 495
Software and other intangible assets	23	(23)	-	-	-	-	-	172	172
Payment for financial assets	**-**	**1 334**	**-**	**1 334**	**1 335**	**(1)**	**100.1%**	**383**	**383**
Total	**2 936 614**	**-**	**211 100**	**3 147 714**	**3 135 611**	**12 103**	**99.6%**	**2 852 454**	**2 818 224**

DEPARTMENT OF HIGHER EDUCATION AND TRAINING
VOTE 17
APPROPRIATION STATEMENT Detail – Direct Charges against the National Revenue Fund
for the year ended 31 March 2025

Direct charges

	2024/25							2023/24	
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of final budget	Final Budget	Actual Expenditure
Details per sub-programme	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
1. Skills Levy and Sector Education and Training Authorities	19 309 931	-	-	19 309 931	19 309 931	-	100.0%	17 939 570	17 939 570
2. National Skills Fund	4 827 483	-	-	4 827 483	4 827 483	-	100.0%	4 484 893	4 484 893
Total	**24 137 414**	**-**	**-**	**24 137 414**	**24 137 414**	**-**	**100.0%**	**22 424 463**	**22 424 463**

	2024/25							2023/24	
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of final budget	Final Budget	Actual Expenditure
Statutory appropriation per economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic Classification									
Transfers and subsidies	**24 137 414**	**-**	**-**	**24 137 414**	**24 137 414**	**-**	**100.0%**	**22 424 463**	**22 424 463**
Departmental agencies and accounts	24 137 414	-	-	24 137 414	24 137 414	-	100.0%	22 424 463	22 424 463
Departmental agencies	24 137 414	-	-	24 137 414	24 137 414	-	100.0%	22 424 463	22 424 463
Total	**24 137 414**	**-**	**-**	**24 137 414**	**24 137 414**	**-**	**100.0%**	**22 424 463**	**22 424 463**

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 and Annexure 1 (A-H) to the Annual Financial Statements.

2 Detail of specifically and exclusively appropriated amounts voted (after Virement):

Detail of these transactions can be viewed in note 1 (Annual Appropriation) to the Annual Financial Statements.

3 Detail on payments for financial assets

Detail of these transactions per programme can be viewed in the note to Payments for financial assets to the Annual Financial Statements.

4 Explanations of material variances from Amounts Voted (after virement):

4.1 Per programme:

	Final Budget	Actual Expenditure	Variance	Variance as a % of Final Budget
	R'000	R'000	R'000	%
ADMINISTRATION	660 078	596 219	63 859	9.7%

The under-spending is due mainly to prolonged recruitment processes arising from the implementation of a directive from the Department of Public Service and Administration on control measures for fiscal sustainability which resulted in recruitment processes not finalised by 31 March 2025 and the concomitant saving on administrative expenditure. Savings in management derives from the additional funding received for the new Ministries in the Department for a full year, whilst operations in these Ministries only commenced in June/July 2024. The low-spending on payments for machinery and equipment is due to delays in the procurement processes and software not procured as planned.

PLANNING, POLICY AND STRATEGY	3 704 279	3 686 766	17 513	0.5%

The under-spending is due mainly to attrition posts that became vacant during the year that could not be filled as projected and the concommitant saving on administrative expenditure and Legal Fees not claimed as projected. Savings were realised on travelling and subsistence due to controlled international travel, austerity measures implemented and virtual meetings were performed as opposed to physical meetings. Savings was realised on the transfer to the Commonwealth of Learning due to a favourable Rand/Euro exchange rate.

UNIVERSITY EDUCATION	91 689 231	91 681 031	8 200	0.0%

The under-spending is due mainly to attrition posts that became vacant during the year that could not be filled as projected and the concomitant saving on administrative expenditure. Cost containment measures implemented also contributed to savings.

TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING	13 230 389	13 199 336	31 053	0.2%

The under-spending is due mainly to prolonged recruitment processes arising from the implementation of a directive from the Department of Public Service and Administration on control measures for fiscal sustainability which resulted in recruitment processes not finalised by 31 March 2025 and the concomitant saving on administrative expenditure and travelling and subsistence due to virtual meetings held.

SKILLS DEVELOPMENT	341 801	334 807	6 994	2.0%

The under-spending is due mainly to attrition posts that became vacant during the year that could not be filled as projected and the concomitant saving on administrative expenditure as well as delays with the procurement of tools and equipment and trade test material. Savings were realised on travel and subsistence due to austerity measures implemented and virtual meetings were performed as opposed to physical meetings.

	Final Budget	Actual Expenditure	Variance	Variance as a % of Final Budget
	R'000	R'000	R'000	%
COMMUNITY EDUCATION AND TRAINING	3 147 714	3 135 611	12 103	0.4%

The under-spending is due mainly to outstanding back log payments with regards to REQV for CET lecturers not dealt with as planned and attrition posts that became vacant during the year that could not be filled as projected and the delay in appointment of service provider to conduct audit of CET Learning Centres. Cost containment measures implemented also contributed to savings.

4.2 Per economic classification:

	Final Budget	Actual Expenditure	Variance	Variance as a % of Final Budget
Current expenditure				
Compensation of employees	11 562 277	11 481 691	80 586	0.7%
Goods and services	957 059	902 946	54 113	5.7%
Transfers and subsidies				
Departmental agencies and accounts	71 472 568	71 472 569	(1)	0.0%
Higher education institutions	52 298 884	52 298 850	34	0.0%
Foreign governments and international organisations	3 820	3 195	625	16.4%
Non-profit institutions	510 545	510 545	-	0.0%
Households	19 636	19 397	239	1.2%
Payments for capital assets				
Buildings and other fixed structures	46 075	46 075	-	0.0%
Machinery and equipment	17 760	16 378	1 382	7.8%
Software and other intangible assets	17 506	14 763	2 743	15.7%
Payments for financial assets	4 776	4 775	1	0.0%

Compensation of Employees: The under-spending is due mainly to: 1) posts on the staff establishment that were not filled as projected due mainly to prolonged recruitment processes arising from the implementation of a directive from the Department of Public Service and Administration on control measures for fiscal sustainability which resulted in recruitment processes not finalised by 31 March 2025; 2) attrition posts that became vacant during the year that could not be filled as projected; 3) outstanding back log payments with regards to REQV not dealt with as planned and due to CET claims not submitted as planned; and 4) savings due to additional funding received for the new Ministries in the Department for a full year, whilst these Ministries were only appointed in June/July 2024. **Goods and Services:** The under-spending is due mainly to the change to virtual meeting platforms opposed to physical meetings which is also coupled with monitoring and evaluation processes that was converted to desk-top analysis where possible, delays with the procurement of tools and equipment and trade test material, legal fees not claimed as projected and delays in the appointment of a service provider to conduct an audit of the CET Learning Centres. Savings was realised on travel and subsistence due to controlled international travel, austerity measures implemented and due to the new Ministries who commenced working in the Department in June/July 2024. **Payments for capital assets:** The under-spending is due mainly to austerity measures implemented in the procurement of capital assets and computer software not procured as planned. **Foreign governments and international organisations:** The under-expenditure is due to a saving realised on the transfer to the Commonwealth of Learning due to a favourable Rand/Euro exchange rate.

4.4 Per Statutory Appropriation

	Final Budget	Actual Expenditure	Variance	Variance as a % of Final Budget
SKILLS LEVY AND SECTOR EDUCATION AND TRAINING AUTHORITIES	19 309 931	19 309 931	-	0.0%
NATIONAL SKILLS FUND	4 827 483	4 827 483	-	0.0%

DEPARTMENT OF HIGHER EDUCATION AND TRAINING

VOTE 17

STATEMENT OF FINANCIAL PERFORMANCE

for the year ended 31 March 2025

	Note	2024/25 R'000	2023/24 R'000
REVENUE			
Annual appropriation	1	112 773 492	107 830 340
Statutory appropriation	2	24 137 414	22 424 463
Departmental revenue	3	876 177	16 663
Aid assistance	4	17 463	22 448
TOTAL REVENUE		**137 804 546**	**130 293 914**
EXPENDITURE			
Current expenditure			
Compensation of employees	5	11 481 691	11 002 847
Goods and services	6	902 946	701 674
Aid assistance	4	5 509	4 903
Total current expenditure		**12 390 146**	**11 709 424**
Transfers and subsidies			
Transfers and subsidies	8	124 304 556	118 393 034
Aid assistance	4	2 063	8 932
Total transfers and subsidies		**124 306 619**	**118 401 966**
Expenditure for capital assets			
Tangible assets	9	62 455	35 916
Intangible assets	9	14 763	3 335
Total expenditure for capital assets		**77 218**	**39 251**
Payments for financial assets	7	4 775	935
TOTAL EXPENDITURE		**136 778 758**	**130 151 576**
SURPLUS/(DEFICIT) FOR THE YEAR		**1 025 788**	**142 338**
Reconciliation of Net Surplus/(Deficit) for the year			
Voted Funds		139 722	117 182
Annual appropriation		139 722	117 182
Departmental revenue and NRF Receipts	16	876 177	16 663
Aid assistance	4	9 889	8 493
SURPLUS/(DEFICIT) FOR THE YEAR		**1 025 788**	**142 338**

STATEMENT OF FINANCIAL POSITION

as at 31 March 2025

	Note	2024/25 R'000	2023/24 R'000
ASSETS			
Current Assets		**603 699**	**759 038**
Cash and cash equivalents	10	178 417	14 891
Prepayments and advances	11	47 024	53 715
Receivables	12	352 175	687 119
Loans	13	150	161
Aid assistance receivable	4	25 933	3 152
Non-Current Assets		**8 635**	**12 874**
Receivables	12	8 635	12 874
TOTAL ASSETS		**612 334**	**771 912**
LIABILITIES			
Current Liabilities		**601 772**	**762 247**
Voted funds to be surrendered to the Revenue Fund	14	139 722	117 182
Departmental revenue to be surrendered to the Revenue Fund	16	1 300	2 270
Bank overdraft	17	-	529 778
Payables	18	450 217	113 017
Aid assistance repayable	4	10 533	-
TOTAL LIABILITIES		**601 772**	**762 247**
NET ASSETS		**10 562**	**9 665**
Represented by:			
Capitalisation reserve		150	161
Recoverable revenue		10 412	9 504
TOTAL		**10 562**	**9 665**

STATEMENT OF CHANGES IN NET ASSETS

for the year ended 31 March 2025

	Note	2024/25 R'000	2023/24 R'000
NET ASSETS			
Capitalisation Reserves			
Opening balance		161	319
Transfers:			
Other movements		(11)	(158)
Closing balance		**150**	**161**
Recoverable revenue			
Opening balance		9 504	8 276
Transfers		**908**	**1 228**
Irrecoverable amounts written off	7.1	(2 823)	(673)
Debts revised		(362)	(296)
Debts recovered (included in departmental receipts)		(1 907)	(5 998)
Debts raised		6 000	8 195
Closing balance		**10 412**	**9 504**
TOTAL		**10 562**	**9 665**

CASH FLOW STATEMENT

for the year ended 31 March 2025

	Note	2024/25 R'000	2023/24 R'000
CASH FLOWS FROM OPERATING ACTIVITIES			
Receipts		**137 804 546**	**130 005 418**
Annual appropriated funds received	1.1	112 773 492	107 830 340
Statutory appropriated funds received	2	24 137 414	22 135 967
Departmental revenue received	3	872 239	15 233
Interest received	3.2	3 938	1 430
Aid assistance received	4	17 463	22 448
Net (increase)/ decrease in working capital		678 835	(411 574)
Surrendered to Revenue Fund		(994 329)	(219 728)
Surrendered to RDP Fund/Donor		(22 137)	(6 208)
Current payments		(12 390 146)	(11 709 424)
Payments for financial assets		(4 775)	(935)
Transfers and subsidies paid		(124 306 619)	(118 401 966)
Net cash flow available from operating activities	19	**765 375**	**(744 417)**
CASH FLOWS FROM INVESTING ACTIVITIES			
Payments for capital assets	9	(77 218)	(39 251)
(Increase)/ decrease in loans		11	158
(Increase)/decrease in non-current receivables	12	4 239	(4 330)
Net cash flows from investing activities		**(72 968)**	**(43 423)**
CASH FLOWS FROM FINANCING ACTIVITIES			
Increase/ (decrease) in net assets		897	1 070
Net cash flows from financing activities		**897**	**1 070**
Net increase/ (decrease) in cash and cash equivalents		693 304	(786 770)
Cash and cash equivalents at beginning of period		(514 887)	271 883
Cash and cash equivalents at end of period	20	**178 417**	**(514 887)**

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. Basis of preparation

The financial statements have been prepared in accordance with the Modified Cash Standard.

2. Going concern

The financial statements have been prepared on a going concern basis.

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.

4. Rounding

Unless otherwise stated financial figures have been rounded to the nearest one thousand Rand (R'000).

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.

6. Comparative information

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.

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.

7. Revenue

7.1 Appropriated funds

Appropriated funds comprises of departmental allocations as well as direct charges against the revenue fund (i.e. statutory appropriation).

Appropriated funds are recognised in the statement of financial performance on the date the appropriation becomes effective. Adjustments made in terms of the adjustments budget process are recognised in the statement of financial performance on the date the adjustments become effective.

Appropriated funds are measured at the amounts receivable.

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.

7.2 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.

Departmental revenue is measured at the cash amount received.

In-kind donations received are recorded in the notes to the financial statements on the date of receipt and are measured at fair value.

Any amount owing to the relevant revenue fund at the reporting date is recognised as a payable in the statement of financial position.

7.3 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 loss and disposal policy as well as any relevant legislative requirements.

8. Expenditure

8.1 Compensation of employees

8.1.1 Salaries and wages

Salaries and wages are recognised in the statement of financial performance on the date of payment.

8.1.2 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.

8.2 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.

Donations made in-kind are recorded in the notes to the Financial Statements on the date of transfer and are measured at cost or fair value.

8.3 Accruals and payables not recognised

Accruals and payables not recognised are recorded in the notes to the Financial Statements at cost or fair value at the reporting date.

8.4 Leases

8.4.1 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. Operating lease payments received are recognised as departmental revenue.

The operating lease commitments are recorded in the notes to the Financial Statements.

8.4.2 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.

At commencement of the finance lease term, finance lease assets acquired are recorded and measured at:

- the fair value of the leased asset; or if lower,
- the present value of the minimum lease payments.

Finance lease assets acquired prior to 1 April 2024, are recorded and measured at the present value of the minimum lease payments.

9. Aid Assistance

9.1 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 notes to the Financial Statements on the date of receipt and is measured at fair value.

CARA Funds are recognised when receivable and measured at the amounts receivable.

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.

9.2 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.

10. 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.

11. 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.

Prepayments and advances expensed before 1 April 2024 are recorded until the goods, services or capital assets are received or the funds are utilised in accordance with the contractual agreement.

12. 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 loss and disposal policy as well as any relevant legislative requirements.

13. Financial assets

13.1 Financial assets

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, the Department 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.

13.2 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.

14. Payables

Payables recognised in the Statement of Financial Position are recognised at cost.

15. Capital Assets

15.1 Immovable capital assets

Immovable capital 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 asset register is provided in the notes to the Financial Statements.

15.2 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 forms part of the cost of the existing asset when ready for use.

15.3 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 forms part of the cost of the existing asset when ready for use.

15.4 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 record 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.

16. Provisions and Contingents

16.1 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.

16.2 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.

16.3 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.

16.4 Capital commitments

Capital commitments are recorded at cost in the notes to the Financial Statements.

17. Unauthorised expenditure

Unauthorised expenditure is measured at the amount of the confirmed unauthorised expenditure.

Unauthorised expenditure is recognised in the Statement of Changes in Net Assets until such time as the expenditure is either:

- approved by Parliament with funding and the related funds are received; or
- approved by Parliament without funding and is written-off against the appropriation in the Statement of Financial Performance; or
- transferred to receivables for recovery.

Unauthorised expenditure recorded in the notes to the Financial Statements comprise of:

- unauthorised expenditure that was under assessment in the previous financial year;
- unauthorised expenditure relating to previous financial year and identified in the current year; and
- unauthorised expenditure incurred in the current year.

18. Fruitless and wasteful expenditure

Fruitless and wasteful expenditure receivables are recognised in the Statement of Financial Position when recoverable. The receivable is measured at the amount that is expected to be recovered and are de-recognised when settled or subsequently written-off as irrecoverable.

Fruitless and wasteful expenditure is recorded in the notes to the Financial Statements when and at amounts confirmed, and comprises of:

- fruitless and wasteful expenditure that was under assessment in the previous financial year;
- fruitless and wasteful expenditure relating to the previous financial year and identified in the current year; and
- fruitless and wasteful expenditure incurred in the current year.

19. Irregular expenditure

Losses emanating from irregular expenditure are recognised as a receivable in the Statement of Financial Position when recoverable. The receivable is measured at the amount that is expected to be recovered and is de-recognised when settled or subsequently written-off as irrecoverable.

Irregular expenditure is recorded in the notes to the financial statements when and at amounts confirmed and comprises of:

- irregular expenditure that was under assessment in the previous financial year;
- irregular expenditure relating to the previous financial year and identified in the current year; and
- irregular expenditure incurred in the current year.

20. Changes in accounting policies, estimates and errors

Changes in accounting policies are applied in accordance with Modified Cash Standard requirements.

Changes in accounting estimates are applied prospectively in accordance with Modified Cash Standard requirements.

Correction of errors is applied retrospectively in the period in which the error has occurred in accordance with Modified Cash Standard 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.

21. 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.

22. Principal-Agent-arrangements

The Department is party to a principal-agent arrangement for the Technical and Vocational Education and Training College infrastructure project. In terms of the arrangement the Department is the agent. The Department has been appointed by the National Skills Fund to project manage the Technical and Vocational Education and Training College infrastructure development funded by the National Skills Fund and relevant Sector Education and Training Authorities. The beneficiaries of the project will be the respective Technical and Vocational Education and Training Colleges who will receive the new or improved Technical and Vocational Education and Training College campus sites once the construction has been completed. All related revenues, expenditures, assets and liabilities have been recognised or recorded in terms of the relevant policies listed herein. Any unspent funds will be returned to the National Skills Fund. Principal-Agent arrangements have been accounted for in the notes to the Financial Statements where appropriate. Additional disclosures have been provided in the notes to the Financial Statements where appropriate.

23. Departures from Modified Cash Standard requirements

Management has concluded that the Financial Statements present fairly the Department's primary and secondary information. The Department complied with the Modified Cash Standard requirements.

24. Capitalisation reserve

The capitalisation reserve comprises of financial assets and/or liabilities originating in a prior reporting period but which are recognised in the Statement of Financial Position for the first time in the current reporting period. Amounts are recognised in the capitalization reserves when identified in the current period and are transferred to the National Revenue Fund when the underlying asset is disposed and the related funds are received.

25. 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 Revenue Fund when recovered or are transferred to the Statement of Financial Performance when written-off.

26. Related party transactions

Related party transactions within the Minister's portfolio are recorded in the notes to the Financial Statements when the transaction is not at arm's length.

The full compensation of key management personnel is recorded in the notes to the Financial Statements.

27. Inventories

At the date of acquisition, inventories are recognised at cost price 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.

28. Employee benefits

The value of each major class of employee benefit obligation (accruals, payables not recognised and provisions) is recorded in the Employee benefits note.

Accruals and payables not recognised for employee benefits are measured at cost or fair value at the reporting date.

The provision for employee benefits is measured as the best estimate of the funds required to settle the present obligation at the reporting date.

29. Transfer of functions

Transfer of functions are accounted for by the acquirer by recognising or recording assets acquired and liabilities assumed at their carrying amounts at the date of transfer.

Transfer of functions are accounted for by the transferor by derecognising or removing assets and liabilities at their carrying amounts at the date of transfer.

30. Mergers

Mergers are accounted for by the combined department by recognising or recording assets acquired and liabilities assumed at their carrying amounts at the date of the merger.

Mergers are accounted for by the combining departments by derecognising or removing assets and liabilities at their carrying amounts at the date of the merger.

1. Annual Appropriation

1.1 Annual Appropriation

Programmes	2024/25			2023/24	
	Final Appropriation	Actual Funds Received	Funds not requested/not received	Final Appropriation	Appropriation Received
	R'000	R'000	R'000	R'000	R'000
Administration	660 078	660 078	-	492 288	492 288
Planning, Policy and Strategy	3 704 279	3 704 279	-	1 493 034	1 493 034
University Education	91 689 231	91 689 231	-	90 095 614	90 095 614
Technical and Vocational Education and Training	13 230 389	13 230 389	-	12 604 223	12 604 223
Skills Development	341 801	341 801	-	292 727	292 727
Community Education and Training	3 147 714	3 147 714	-	2 852 454	2 852 454
Total	**112 773 492**	**112 773 492**	**-**	**107 830 340**	**107 830 340**

The Department had no specifically and exclusively appropriated amounts voted for.

	Note	2024/25	2023/24
		R'000	R'000

2. Statutory Appropriation

	Note	2024/25 R'000	2023/24 R'000
Skills levy and sector education and training authorities		19 309 931	17 939 570
National Skills Fund		4 827 483	4 484 893
Total		**24 137 414**	**22 424 463**
Actual Statutory Appropriation received		**24 137 414**	**22 135 967**
Statutory Appropriation not requested / not received		**-**	**288 496**

The amount requested in 2023/24 was less than the actual amount received. This amount was received in the 2024/25 financial year.

3. Departmental Revenue

	Note	2024/25 R'000	2023/24 R'000
Sales of goods and services other than capital assets	3.1	12 225	11 164
Interest, dividends and rent on land	3.2	3 938	1 430
Transactions in financial assets and liabilities	3.3	860 014	4 069
Total revenue collected		**876 177**	**16 663**
Departmental revenue collected		**876 177**	**16 663**

The main reason for the large increase in revenue is due to interest paid back by the Independent Development Trust for the advance paid to them in respect of the CET College infrastructure project and the funds received from the Public Investment Corporation in respect of the University Loan and Redemption fund.

	Note	2024/25 R'000	2023/24 R'000
3.1 Sales of goods and services other than capital assets	3		
Sales of goods and services produced by the department		**12 225**	**11 160**
Sales by market establishment		465	489
Administrative fees		1 805	1 911
Other sales		9 955	8 760
Sales of scrap, waste and other used current goods		-	4
Total		**12 225**	**11 164**

	Note	2024/25 R'000	2023/24 R'000
3.2 Interest, dividends and rent on land	3		
Interest		3 938	1 430
Total		**3 938**	**1 430**

The large increase is due to interest paid back by the Independent Development Trust for the advance paid to them in respect of the CET college infrastructure project.

	Note	2024/25 R'000	2023/24 R'000
3.3 Transactions in financial assets and liabilities	3		
Loans and advances		855 279	-
Other receipts including recoverable revenue		4 735	4 069
Total		**860 014**	**4 069**

The large increase is due to the funds received from the Public Investment Corporation in respect of the University Loan and Redemption fund.

	Note	2024/25 R'000	2023/24 R'000
3.4 Gifts, donations and sponsorships received in-kind *(not included in the main note)* (Treasury Regulation 21.2.4)	Annex 1F		
Sponsorships		1 250	76 976
Total		**1 250**	**76 976**

In kind donations from the Sector Education and Training Authorities were towards TVET colleges.

4. Aid Assistance

	Note	2024/25 R'000	2023/24 R'000
Opening Balance		(3 152)	(5 437)
Transferred from statement of financial performance		9 889	8 493
Paid during the year		(22 137)	(6 208)
Closing Balance		**(15 400)**	**(3 152)**

	Note	2024/25 R'000	2023/24 R'000
4.1 Analysis of balance by source	4		
Aid assistance from RDP		(15 400)	(3 152)
Closing Balance		**(15 400)**	**(3 152)**

	Note	2024/25 R'000	2023/24 R'000
4.2 Analysis of balance	4		
Aid assistance receivable		(25 933)	(3 152)
Aid assistance repayable		10 533	-
Closing balance		**(15 400)**	**(3 152)**
Aid assistance not requested/not received		**(15 400)**	**(3 152)**

	Note	2024/25 R'000	2023/24 R'000
4.3 Aid assistance expenditure per economic classification	4		
Current		5 509	4 903
Capital		2	120
Transfers and subsidies		2 063	8 932
Total aid assistance expenditure		**7 574**	**13 955**
4.4 Reconciliation of closing balance	4		
Revenue		17 463	22 448
Expenditure		7 574	13 955
Closing balance		**9 889**	**8 493**
4.5 Aid assistance received in-kind *(not included in the main note)* *(Treasury Regulation 21.2.4)*	4		
German Government through GIZ		11 652	6 231
United Nations Development Programme		43 665	-
Total		**55 317**	**6 231**

5. Compensation of employees

5.1 Salaries and wages

	2024/25 R'000	2023/24 R'000
Basic salary	7 858 690	7 626 384
Performance award	11 880	18 034
Service based	7 521	6 198
Compensative/circumstantial	410 020	388 652
Periodic payments	7	26
Other non-pensionable allowances	1 249 017	1 187 408
Total	**9 537 135**	**9 226 702**

Other non-pensionable allowances include payments made in respect of housing allowances, service bonus and payments made to Community Education and Training lecturers paid through stipends and claims. Compensation/Circumstantial other includes claims/payments for examiners and moderators and overtime claims.

5.2 Social contributions

	2024/25 R'000	2023/24 R'000
Employer contributions		
Pension	1 014 263	982 439
Medical	926 293	789 682
UIF	-	1
Bargaining council	2 503	2 529
Official unions and associations	1 346	1 311
Insurance	151	183
Total	**1 944 556**	**1 776 145**
Total compensation of employees	**11 481 691**	**11 002 847**
Average number of employees	29 050	29 648

The large increase in employer contributions is mainly due to implementation of the standardisation of the salaries for CET lectures.

	Note	2024/25 R'000	2023/24 R'000
6. Goods and services			
Administrative fees		12 021	9 299
Advertising		1 256	2 928
Minor assets	6.1	1 079	874
Bursaries (employees)		1 824	1 014
Catering		17 306	8 851
Communication		4 809	5 297
Computer services	6.2	137 068	122 160
Consultants: Business and advisory services		36 617	31 000
Legal services		6 762	6 478
Contractors		1 270	62
Agency and support / outsourced services		2 477	3 697
Audit cost – external	6.3	14 009	14 474
Fleet services		8 213	5 457
Inventory	6.4	4 057	2 020
Consumables	6.5	82 795	44 695
Operating leases		139 238	87 066
Property payments	6.6	28 120	23 463
Rental and hiring		167	134
Transport provided as part of the departmental activities		4 582	2 862
Travel and subsistence	6.7	174 989	138 989
Venues and facilities		17 970	11 047
Training and development		46 589	31 309
Other operating expenditure	6.8	159 728	148 498
Total		**902 946**	**701 674**

The large increase in goods and services items such as Catering, Computer Services, Consumables, Operating Leases, Travel and Subsistence and Other Operating Expenditure is as a result of the CET examination function that was now fully transferred from the provincial departments to national government, the appointment of Ministry in the department and increased operational activities. The large increase in Training and development is due to an increase in claims from TVET colleges in respect of Skills Development.

	Note	2024/25 R'000	2023/24 R'000
6.1 Minor assets	6		
Tangible assets		**1 079**	**874**
Machinery and equipment		1 079	874
Total		**1 079**	**874**
Intangible capital assets		**-**	**-**
Software		-	-
Total		**1 079**	**874**

	Note	2024/25 R'000	2023/24 R'000
6.2 Computer Services	6		
SITA computer services		119 249	102 566
External computer service providers		17 819	19 594
Total		**137 068**	**122 160**

		Note	2024/25 R'000	2023/24 R'000
6.3	**Audit cost –external**	6		
	Regularity audits		12 938	10 434
	Performance audits		-	1 300
	Investigations		-	728
	Computer audits		1 071	2 012
	Total		**14 009**	**14 474**

		Note	2024/25 R'000	2023/24 R'000
6.4	**Inventory**	6		
	Clothing material and accessories		51	4
	Fuel, oil and gas		143	66
	Materials and supplies		3 863	1 950
	Total		**4 057**	**2 020**

		Note	2024/25 R'000	2023/24 R'000
6.5	**Consumables**	6		
	Consumable supplies		4 130	4 672
	Uniform and clothing		797	275
	Household supplies		1 475	1 882
	Building material and supplies		177	613
	Communication accessories		53	1 015
	IT consumables		1 297	606
	Other consumables		331	281
	Stationery, printing and office supplies		78 665	40 023
	Total		**82 795**	**44 695**

The increase is as a result of increased operational activities and the full transfer of CET examinations from the provincial departments of education to the national department during the financial year.

		Note	2024/25 R'000	2023/24 R'000
6.6	**Property payments**	6		
	Municipal services		26 529	20 998
	Property management fees		35	30
	Property maintenance and repairs		13	-
	Other		1 543	2 435
	Total		**28 120**	**23 463**

The increase is due to the non-finalisation of securing alternative office accommodation as per request by the Department of Public Works. The month-to-month rental agreement is very costly.

		Note	2024/25 R'000	2023/24 R'000
6.7	**Travel and subsistence**	6		
	Local		164 851	136 946
	Foreign		10 138	2 043
	Total		**174 989**	**138 989**

The large increase is as a result of increased operational activities and the appointment of Ministry in the Department.

		Note	2024/25 R'000	2023/24 R'000
6.8	**Other operating expenditure**	6		
	Professional bodies, membership and subscription fees		46	48
	Resettlement costs		359	1 093
	Other		159 323	147 357
	Total		**159 728**	**148 498**

The increase is as a result of the full transfer of CET examinations from the provincial departments of education to the national department during the financial year.

6.9 Remuneration of members of a commission or committee *(Included in Consultants: Business and advisory services)*

(Treasury Regulation 20.2.4)

Name of Commission / Committee	2024/25 R'000	2023/24 R'000
Audit Committee	327	344
Ministerial Task Team on Gender Based Violence	-	5
National Skills Authority Board	806	525
Risk Committee	272	-
Total	**1 405**	**874**

7. Payments for financial assets

	Note	2024/25 R'000	2023/24 R'000
Debts written off	7.1	4 775	935
Total		**4 775**	**935**

7.1 Debts written off

Note: 7

	2024/25 R'000	2023/24 R'000
Nature of debts written off		
Recoverable revenue written off		
Claims recoverable: Department of Science and Innovation	140	-
VAT Clearing account	80	-
Total	**220**	**-**
Other debt written off		
Other	118	261
Salary Overpayment Debt	4 043	674
Salary Tax Debt	394	-
Total	**4 555**	**935**
Total debt written off	**4 775**	**935**

The salary overpayment debts are mainly in respect of deceased and prescribed debts for the 2016 to 2022 period.

	Note	2024/25 R'000	2023/24 R'000

8. Transfers and subsidies

	Note	2024/25 R'000	2023/24 R'000
Departmental agencies and accounts	Annex 1A	71 472 569	68 714 123
Higher education institutions	Annex 1B	52 298 850	49 368 821
Foreign governments and international organisations	Annex 1C	3 195	3 503
Non-profit institutions	Annex 1D	510 545	286 243
Households	Annex 1E	19 397	20 344
Total		**124 304 556**	**118 393 034**

8.1 Gifts, donations and sponsorships made in kind
(not included in the main note)

	Note	2024/25 R'000	2023/24 R'000
Gifts	Annex 1H	111	12
Total		**111**	**12**

9. Expenditure for capital assets

	Note	2024/25 R'000	2023/24 R'000
Tangible Capital Assets		**62 455**	**35 916**
Buildings and other fixed structures	34	46 075	19 147
Machinery and equipment	32	16 380	16 769
Intangible Capital Assets		**14 763**	**3 335**
Software	33	14 763	3 335
Total		**77 218**	**39 251**

9.1 Analysis of funds utilised to acquire capital assets – 2024/25

	Voted funds R'000	Aid assistance R'000	Total R'000
Tangible Capital Assets	**62 453**	**2**	**62 455**
Buildings and other fixed structures	46 075	-	**46 075**
Machinery and equipment	16 378	2	**16 380**
Intangible Capital Assets	**14 763**	**-**	**14 763**
Software	14 763	-	**14 763**
Total	**77 216**	**2**	**77 218**

9.2 Analysis of funds utilised to acquire capital assets – 2023/24

	Voted funds	Aid assistance	Total
	R'000	R'000	R'000
Tangible Capital Assets	**35 796**	**120**	**35 916**
Buildings and other fixed structures	19 147	-	19 147
Machinery and equipment	16 649	120	16 769
Intangible Capital Assets	**3 335**	**-**	**3 335**
Software	3 335	-	3 335
Total	**39 131**	**120**	**39 251**

9.3 Finance lease expenditure included in Expenditure for capital assets

	Note	2024/25	2023/24
		R'000	R'000
Tangible capital assets		**3 444**	**3 477**
Machinery and equipment		3 444	3 477
Total		**3 444**	**3 477**

10. Cash and Cash Equivalents

		2024/25	2023/24
Consolidated Paymaster-General Account		178 356	-
Disbursements		(15)	-
Cash on hand		45	45
Cash with Commercial Banks (Local)		31	14 846
Total		**178 417**	**14 891**

There are no amounts included in cash and cash equivalents of undrawn borrowings, facilities that may be available for future operating activities and to settle capital commitments. The large increase is due to an increase in funds received as advance payments for the National Skills Fund projects.

11. Prepayments and advances

	Note	2024/25	2023/24
Travel and subsistence		424	136
Prepayments	11.2	34 014	47 375
Advances paid	11.1	12 586	6 204
Total		**47 024**	**53 715**

		2024/25	2023/24
Analysis of total Prepayments and Advances			
Current prepayments and advances		47 024	53 715
Total		**47 024**	**53 715**

The reason for the decrease is mainly due to claims received from IDT in respect of the CET infrastructure project during the financial year.

11.1 Advances paid (not expensed)

	Note	Balance as at 1 April 2024	Less: Amount expensed in current year	Add: Current year advances	Balance as at 31 March 2025
11.1 Advances paid (not expensed)	11	**R'000**	**R'000**	**R'000**	**R'000**
National departments		3 274	(7 812)	14 198	9 660
Public entities		2 926	(8 750)	8 750	2 926
Other institutions		4	(22)	18	-
Total		**6 204**	**(16 584)**	**22 966**	**12 586**

The advance payments to public entities are in respect of the advance payment to the National Student Financial Aid Scheme for TRC student related funds that are cleared when qualifying students are registered at institutions and confirmed with the Department of Justice and Constitutional Development.

	Note	Balance as at 1 April 2023	Less: Amount expensed in current year	Add: Current year advances	Balance as at 31 March 2024
Advances paid (not expensed)	11	**R'000**	**R'000**	**R'000**	**R'000**
National departments		5 194	(11 946)	10 026	3 274
Public entities		2 926	-	-	2 926
Other Institutions		-	-	4	4
Total		**8 120**	**(11 946)**	**10 030**	**6 204**

The advance payments to the public entities are in respect of the advance payment to the National Student Financial Aid Scheme for the TRC student related funds that are cleared when qualifying students are registered at institutions and confirmed with the Department of Justice and Constitutional Development.

11.2 Prepayments (Not expensed)

	Note	Balance as at 1 April 2024	Less: Amount expensed in current year	Add: Current Year prepayments	Balance as at 31 March 2025
11.2 Prepayments (Not expensed)	11	**R'000**	**R'000**	**R'000**	**R'000**
Goods and services		47 375	(58 589)	45 228	34 014
Total		**47 375**	**(58 589)**	**45 228**	**34 014**

The prepayments are mainly in respect of payments made to service providers for which the final invoice for services rendered was not received at year-end.

	Note	Balance as at 1 April 2023	Less: Amount expensed in current year	Add: Current Year prepayments	Balance as at 31 March 2024
Prepayments (Not expensed)	11	**R'000**	**R'000**	**R'000**	**R'000**
Goods and services		17 050	(19 961)	50 286	47 375
Total		**17 050**	**(19 961)**	**50 286**	**47 375**

The prepayments are mainly in respect of payments made to service providers for which the final invoice for services rendered was not received at year-end.

	Note	2024/25 Current R'000	2024/25 Non-current R'000	2024/25 Total R'000	2023/24 Current R'000	2023/24 Non-current R'000	2023/24 Total R'000
12. Receivables							
Claims recoverable	12.1 Annex 3	272 199	-	272 199	314 227	-	314 227
Recoverable expenditure	12.2	29 466	-	29 466	32 032	-	32 032
Staff debt	12.3	2 303	666	2 969	10 343	2 296	12 639
Other receivables	12.4	48 207	7 969	56 176	330 517	10 578	341 095
Total		**352 175**	**8 635**	**360 810**	**687 119**	**12 874**	**699 993**

The reason for the large decrease in other receivables is due to the amount requested for statutory appropriation in 2023/24 which was less than the actual amount paid. Claims receivable also includes claims for March 2025 in respect of services rendered on behalf of the NSF, claims in respect of the NSF Growth project, the NSF and the NSF infrastructure project. Claims in respect of March 2025 were issued during the 2025/26 financial year.

	Note	2024/25 R'000	2023/24 R'000
12.1 Claims recoverable	12		
National departments		72	168
Provincial departments		126	631
Public entities		267 428	305 309
Private enterprises		4 500	8 119
Higher education institutions		73	-
Total		**272 199**	**314 227**

Claims recoverable includes claims relating to March 2025 for services rendered on behalf of the National Skills Fund, claims in respect of NSF Growth Projects and the NSF Infrastructure Projects. Claims in respect of March 2025 were issued during the 2025/26 financial year.

	Note	2024/25 R'000	2023/24 R'000
12.2 Recoverable expenditure (disallowance accounts)	12		
Salaries		29 123	31 643
No Shows		48	96
Miscellaneous		295	293
Total		**29 466**	**32 032**
12.3 Staff debt	12		
Motor accidents		1 466	1 004
Other		1 482	2 650
Salary GEHS Refund		-	8 836
Salary overpayment debt		-	39
Salary tax debt		21	110
Total		**2 969**	**12 639**

	Note	2024/25 R'000	2023/24 R'000
12.4 Other receivables	12		
Fruitless and wasteful expenditure		7 633	7 843
Statutory appropriation not requested		-	288 496
Tax Debt		-	80
Other debtors		48 543	44 676
Total		**56 176**	**341 095**

The reason for the large decrease in other receivables is due to the amount requested for statutory appropriation in 2023/24 which was less than the actual amount paid. The amount was due by National Treasury.

12.5 Impairment of receivables

	2024/25 R'000	2023/24 R'000
Estimate of impairment of receivables	41 958	56 883
Total	**41 958**	**56 883**

Items older than three years were impaired. The majority of debt cases are in respect of salary over-payments for deceased cases.

13. Loans

	2024/25 R'000	2023/24 R'000
Higher education institutions	150	161
Total	**150**	**161**
Analysis of balance		
Opening balance	161	319
Repayments	(11)	(158)
Closing balance	**150**	**161**
Cape Peninsula University of Technology	4	4
Durban University of Technology	59	59
Nelson Mandela University	(2)	9
Tshwane University of Technology	56	56
Vaal University of Technology	8	8
University of Johannesburg	25	25
	150	**161**
Current portion of loans	**150**	**161**

13.1 Impairment of loans

	2024/25 R'000	2023/24 R'000
Estimate of impairment of loans	150	-
Total	**150**	**-**

The initial loan amounts taken onto the books of the Department were based on amortisation tables. To date, all loans are fully paid and will be cleared in the 2025/26 financial year after consultation with National Treasury.

	Note	2024/25 R'000	2023/24 R'000

14. Voted funds to be surrendered to the Revenue Fund

	Note	2024/25 R'000	2023/24 R'000
Opening balance		117 182	462 916
Transfer from Statement of Financial Performance		139 722	117 182
Paid during the year		(117 182)	(462 916)
Closing balance		**139 722**	**117 182**

15. Statutory appropriation to be surrendered to the Revenue Fund

	Note	2024/25 R'000	2023/24 R'000
Opening balance		-	-
Statutory appropriation not requested	2	-	(288 496)
Unrequested funds due by National Treasury (NRF)		-	288 496
Closing balance		**-**	**-**

The amount requested in 2023/24 was less than the actual amount received. This amount was moved to receivables and was due by National Treasury.

16. Departmental revenue and NRF receipts to be surrendered to the Revenue Fund

	Note	2024/25 R'000	2023/24 R'000
Opening balance		2 270	30 915
Transfer from Statement of Financial Performance		876 177	16 663
Paid during the year		(877 147)	(45 308)
Closing balance		**1 300**	**2 270**

17. Bank overdraft

	Note	2024/25 R'000	2023/24 R'000
Consolidated Paymaster-General Account		-	529 778
Total		**-**	**529 778**

The reason for the decrease in the bank overdraft is due to an increase in advances recieved from the National Skills Fund in respect of various projects, as well as funds requested in the previous financial year for statutory appropriation less than the acctual amounts received that were reimbursed in the 2024/25 financial year.

18. Payables – current

	Note	2024/25 R'000	2023/24 R'000
Amounts owing to other entities			
Advances received	18.1	425 129	95 660
Clearing accounts	18.2	1 470	1 470
Other payables	18.3	23 618	15 887
Total		**450 217**	**113 017**

The increase is mainly due to an increase in advances received in respect of the National Skills Fund projects.

18.1 Advances received

	Note	2024/25 R'000	2023/24 R'000
	18		
Public entities	Annex 6B	425 129	95 660
Total		**425 129**	**95 660**

The increase is mainly due to an increase in advances received in respect of the National Skills Fund projects.

	Note	2024/25 R'000	2023/24 R'000
18.2 Clearing accounts	18		
SETA contributions for the Heritage Expo		1 470	1 470
Total		**1 470**	**1 470**

	Note	2024/25 R'000	2023/24 R'000
18.3 Other payables	18		
Other payables		15 383	13 167
Salary Income Tax		4 765	2 482
Salary: Medical Aid		-	219
Salary: Money Back		30	19
Salary: Pension Fund		1 120	-
Salary: GEHS Refund		2 320	-
Total		**23 618**	**15 887**

19. Net cash flow available from operating activities

	2024/25 R'000	2023/24 R'000
Net surplus/(deficit) as per Statement of Financial Performance	1 025 788	142 338
Add back non cash/cash movements not deemed operating activities	(260 413)	(886 755)
(Increase)/decrease in receivables – current	334 944	(372 269)
(Increase)/decrease in prepayments and advances	6 691	(28 434)
Increase/(decrease) in payables – current	337 200	(10 871)
Expenditure on capital assets	77 218	39 251
Surrenders to Revenue Fund	(994 329)	(219 728)
Surrenders to RDP Fund/Donor	(22 137)	(6 208)
Statutory Appropriation not requested	-	(288 496)
Net cash flow generated by operating activities	**765 375**	**(744 417)**

20. Reconciliation of cash and cash equivalents for cash flow purposes

	2024/25 R'000	2023/24 R'000
Consolidated Paymaster-General account	178 356	(529 778)
Disbursements	(15)	-
Cash on hand	45	45
Cash with commercial banks (local)	31	14 846
Total	**178 417**	**(514 887)**

The reason for the increase is mainly due to the amount for Statutory Appropriation in the 2023/24 financial year which was less than the actual amount received.

21. Contingent liabilities and contingent assets

21.1 Contingent liabilities

	Note	2024/25 R'000	2023/24 R'000
Liable to			
Claims against the Department	Annex 2A	5 175 629	5 174 498
Total		**5 175 629**	**5 174 498**

There are uncertainties relating to cases reflected as dormant in annexure 3B, as these cases may not realise. The total amount of these cases is R5.123 billion.

22. Capital commitments

	Note	2024/25 R'000	2023/24 R'000
Buildings and other fixed structures		400 000	371 135
Machinery and equipment		5 713	5 727
Total		**405 713**	**376 862**

Commitments are mainly due in respect of new or replacements of Infrastructure Assets for the Community Education and Training Sector and Computer and Office Equipment.

23. Accruals and payables not recognised

23.1 Accruals

	30 days	30+ days	Total	Total
Listed by economic classification				
Goods and services	18 837	2 341	**21 178**	16 372
Capital assets	72	218	**290**	169
Other	-	8 398	**8 398**	13 573
Total	**18 909**	**10 957**	**29 866**	**30 114**

Listed by programme level		
Programme 1: Administration	5 336	10 056
Programme 2: Planning, Policy and Strategy	651	285
Programme 3: University Education	35	48
Programme 4: Technical and Vocational Education and Training	20 611	17 870
Programme 5: Skills Development	63	655
Programme 6: Community Education and Training	3 170	1 200
Total	**29 866**	**30 114**

Reasons for material accruals:
Claims in respect of the travel account, Community Education and Training lectures as well as examiners and moderators were not received before closure of the financial year. Other accruals include claims from Community Education and Training lectures, as well as examiners and moderators.

23.2 Payables not recognised

	30 days	30+ days	Total	Total
Listed by economic classification				
Goods and services	5 195	196	**5 391**	6 519
Other	-	1 840	**1 840**	181
Total	**5 195**	**2 036**	**7 231**	**6 700**

Listed by programme level		
Programme 1: Administration	1 042	965
Programme 2: Planning, Policy and Strategy	6	20
Programme 3: University Education	1	23
Programme 4: Technical and Vocational Education and Training	6 179	5 532
Programme 5: Skills Development	1	53
Programme 6: Community Education and Training	2	107
Total	**7 231**	**6 700**

24. Employee benefits

	Note	2024/25 R'000	2023/24 R'000
Leave entitlement		201 847	185 366
Service bonus (Thirteenth cheque)		341 565	331 272
Capped leave commitments		55 611	60 860
Other		18 481	8 879
Total		**617 504**	**586 377**

The reason for the large increase in employee benefits is due to the CET pay progression that was processed in April 2025. At this stage the department is not able to reliably measure the long-term portion of the long service awards.

Negative leave balances

		2024/25 R'000	2023/24 R'000
Differences in the reporting cycle for leave		7	61

Negative balances - Differences in reporting cycle for leave: 2023/24: R0.61 million; 2024/25: R0.007 million. The negative leave balance is due to pro-rata leave granted for the year by the end of March 2025.

25. Lease commitments

25.1 Operating leases

2024/25	Buildings and other fixed structures R'000	Machinery and equipment R'000	Total R'000
Not later than 1 year	7 216	2 680	9 896
Later than 1 year and not later than 5 years	20 764	1 294	22 058
Total lease commitments	**27 980**	**3 974**	**31 954**

The lease agreement with the Department of Public Works includes the office accommodation for the following leases that are currently on a month-to-month basis: 1) Ndinaye House; 2) 123 Francis Baard Street; 3) FNB Building; and 4) Braam Fischer Towers. The Department cannot as yet include these lease amounts as these agreements have not yet been concluded. The lease agreements for machinery and equipment are mainly in respect of photocopy machines which are for a period of three years, and motor vehicles contracts which are mainly for one year.

2023/24	Buildings and other fixed structures R'000	Machinery and equipment R'000	Total R'000
Not later than 1 year	7 082	2 842	9 924
Later than 1 year and not later than 5 years	16 177	2 133	18 310
Total lease commitments	**23 259**	**4 975**	**28 234**

The lease agreement with the Department of Public Works includes the office accommodation for Ndinaye House and 123 Francis Baard Street. The Department cannot as yet include the lease amount for Ndinaye House and 123 Francis Baard Street as these agreements have not yet been concluded. The lease agreement for machinery and equipment is mainly in respect of photocopy machines and these contracts are for a period of three to five years and motor vehicles contracts which are mainly for one year.

25.2 Finance Leases

2024/25	Machinery and equipment R'000	Total R'000
Not later than 1 year	630	630
Later than 1 year and not later than 5 years	116	116
Total lease commitments	**746**	**746**

The lease agreement is in respect of data and cell phone contracts for Departmental use and these contracts are for a period of 24 months.

2023/24	Machinery and equipment R'000	Total R'000
Not later than 1 year	1 943	1 943
Later than 1 year and not later than 5 years	121	121
Total lease commitments	**2 064**	**2 064**

The lease agreement is in respect of data and cell phone contracts for Departmental use and these contracts are for a period of 24 months.

	Note	2024/25 R'000	2023/24 R'000

26. Accrued departmental revenue

Interest, dividends and rent on land		36	1 349
Transactions in financial assets and liabilities		73 622	-
Total		**73 658**	**1 349**

The amount is in respect of interest earned for March 2025 not yet paid over by the Independent Development Trust for the CET Infrastructure project and in respect of funds not released from the Public Investment Corporation in respect of the University Loan and Redemption fund.

26.1 Analysis of accrued departmental revenue

Opening balance		1 349	-
Less: Amounts received		(1 349)	-
Add: Amounts recorded		73 658	1 349
Closing balance		**73 658**	**1 349**

27. Unauthorised, Irregular and Fruitless and Wasteful expenditure

Unauthorised expenditure		-	-
Irregular expenditure		59	-
Fruitless and wasteful expenditure		-	-
Total		**59**	**-**

Information on any criminal or disciplinary steps taken as a result of unauthorised expenditure, irregular expenditure and fruitless and wasteful expenditure is included in the annual report under the PFMA Compliance Report.

	Note	2024/25 R'000	2023/24 R'000

28. Related party transactions

In kind goods and services received			
Computer Services: National Skills Fund		(1 126)	(3 214)
Total		(1 126)	(3 214)

List related party relationships

Ministerial Portfolio	*Departmental Schedule*	*Public Entity*
Higher Education and Training	3A	Council on Higher Education and Training National Student Financial Aid Scheme South African Qualification Authority Quality Council for Trades and Occupations National Skills Fund **Sector Education and Training Authorities (SETAs):** Agriculture SETA Banking SETA Chemical Industries Education and Training Authority Construction SETA Culture, Arts, Tourism, Hospitality and Sports SETA Education, Training and Development Practices SETA Energy and Water SETA Fibre, Processing and Manufacturing SETA Financial and Accounting Services SETA Food and Beverages SETA Health and Welfare SETA Insurance SETA Local Government SETA Manufacturing, Engineering and Related Services SETA Media, Information and Communication Technologies SETA Mining Qualifications Authority Public Services SETA Safety and Security SETA Services SETA Transport Education and Training Authority Wholesale and Retail SETA **Technical and Vocational Education and Training Colleges** Buffalo City College; East Cape Midlands College; Ikhala College; Ingwe College; King Hintsa College, King Sabata College; Lovedale College; Port Elizabeth College; Flavius Mareka College; Gold Fields College; Maluti College; Motheo College; Central Johannesburg College; Ekurhuleni East College; Ekurhuleni West College; Sedibeng College; South West College; Tshwane North College; Tshwane South College; Western College; Coastal College; Elangeni College; Esayidi College; Majuba College; Mnambithi College; Mthashana College; Thekwini College; Umfolozi College; Umgungundlovu College; Capricorn College; Lephalale College; Letaba College; Mopani College; Sekhukhune College; Vhembe College; Waterberg College; Ehlanzeni College; Gert Sibande College; Nkangala College; Rural College; Urban College; Orbit College; Taletso College; Vuselela College; Boland College; Cape Town College; False Bay College; Northlink College; South Cape College; West Coast College **Community Education and Training Colleges** Eastern Cape Community Education and Training College; Free State Community Education and Training College; Gauteng Community Education and Training College; KwaZulu Natal Community Education and Training College; Limpopo Community Education and Training College; Mpumalanga Community Education and Training College; Northern Cape Community Education and Training College; North West Community Education and Training College; Western Cape Community Education and Training College **Government Departments and other entities in the same sphere of government** All government departments and public entities in the same sphere of government are related parties to the Department of Higher Education and Training **Department of Science and Innovation** **Schedule 3A entities under ownership control of the Department of Science and Innovation** Human Sciences Research Council National Research Foundation South African National Space Agency Technology Innovation Agency **Schedule 3B entities under ownership control of the Department of Science and Innovation** Council for Scientific and Industrial Research

During the 2024/25 financial year, the Chief Director: Indlela continued with the appointment as acting Chief Executive Officer of the National Skills Fund as from 13 August 2021 until 30 June 2024. The services were offered free of charge. The department did not have any transactions with these entities that is required to be disclosed in terms of the Reporting Framework. The total amount paid to TVET Lecturers and support staff during the 2024/25 financial year amounts to R7.566 million.

29. Key Management Personnel

	Note	2024/25 R'000	2023/24 R'000
Political office bearers		5 020	-
Officials:			
Level 15 to 16		15 761	13 306
Level 14		43 302	39 452
Family members of key management personnel		1 910	1 234
Total		**65 993**	**53 992**

Minister: 2024/25: R1.924 million from July 2024 to date. Two Deputy Ministers: 2024/25: R3.096 million from July 2024 to date.

30. Provisions

	2024/25 R'000	2023/24 R'000
CET claims	949	1 565
Limpopo CET examination	-	6 764
Tshwane North CET examination	-	1 251
Total	**949**	**9 580**

30.1 Reconciliation of movement in provisions - 2024/25

	Provision 1 R'000	Provision 2 R'000	Provision 3 R'000	Provision 4 R'000	Total provisions R'000
Opening balance	1 565	6 764	1 251	-	**9 580**
Increase in provision	949	-	-	-	**949**
Settlement of provision	(1 565)	(6 764)	(1 251)	-	**(9 580)**
Closing balance	**949**	**-**	**-**	**-**	**949**

Provision 1 is in respect of Community Education and Training centres in the previous financial year for which necessary appointment documents and required evidence was not received. The amount included is based on claims received. There is uncertainty whether the claims will be processed and by when these claims will be processed.

30.2 Reconciliation of movement in provisions - 2023/24

	Provision 1 R'000	Provision 2 R'000	Provision 3 R'000	Provision 4 R'000	Total provisions R'000
Opening balance	1 925	-	-	-	1 925
Increase in provision	1 565	6 764	1 251	-	9 580
Settlement of provision	(1 925)	-	-	-	(1 925)
Closing balance	**1 565**	**6 764**	**1 251**	**-**	**9 580**

Provision 1 is in respect of Community Education and Training centres in the previous financial year for which necessary appointment documents and required evidence was not received. The amount included is based on claims received. There is uncertainty whether the claims will be processed and by when these claims will be processed.

Provision 2 is in respect of examination and assessment related claims received in March 2024 in respect of the 2023/24 financial year for which supporting evidence is not attached. The amount included is based on claims received. There is uncertainty whether these claims will be processed and by when these claims will be processed.

Provision 3 is in respect of examination and assessment related claims received in February 2024 in respect of the 2023/24 financial year for which supporting evidence is not attached. The amount included is based on claims received. There is uncertainty whether these claims will be processed and by when these claims will be processed.

31. Non-adjusting events after reporting date

	Note	2024/25	2023/24
		R'000	R'000
None.		-	-

32. Movable Tangible Capital Assets

MOVEMENT IN MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2025

	Opening balance	Value adjustments	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	**100 646**	**-**	**15 753**	**(6 451)**	**109 948**
Transport assets	6 379	-	355	(1 535)	5 199
Computer equipment	71 551	-	12 138	(4 571)	79 118
Furniture and office equipment	12 764	-	470	(292)	12 942
Other machinery and equipment	9 952	-	2 790	(53)	12 689
FINANCE LEASE ASSETS	**3 674**	**-**	**-**	**-**	**3 674**
Finance lease assets	3 674	-	-	-	3 674
TOTAL MOVABLE TANGIBLE CAPITAL ASSETS	**104 320**	**-**	**15 753**	**(6 451)**	**113 622**

Included in the opening balance for 2023/24 is an amount of R3.7 million as a result of a change in accounting policy made in terms of the MCS requirements, whereby assets under finance leases are recorded by a department at the commencement of the lease term rather than at the end of the lease term. The change in accounting policy is applied retrospectively.

Movable Tangible Capital Assets under investigations	Number	Value
Included in the above total of movable tangible capital assets per the asset register are assets under investigation		R'000
Machinery and equipment	9	117

An amount of R0.117 million which was previously recorded under NSF and moved to voted funds during the 2024/25 financial year was not recorded in the asset register because the assets could not be physically verified. These assets were purchased in 2017, therefore there is a high possibility that they might have been disposed by the NSF and the relevant supporting documentation was not submitted to the Department at the time of finalising the 2024/25 Annual Financial Statements.

32.1 Movement for 2023/24

MOVEMENT IN MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2024

	Opening balance	Prior period error	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	**90 812**	**-**	**14 402**	**(4 568)**	**100 646**
Transport assets	6 379	-	-	-	6 379
Computer equipment	64 105	-	11 545	(4 099)	71 551
Furniture and office equipment	11 995	-	1 143	(374)	12 764
Other machinery and equipment	8 333	-	1 714	(95)	9 952
FINANCE LEASE ASSETS	**3 674**	**-**	**-**	**-**	**3 674**
Finance lease assets	3 674	-	-	-	3 674
TOTAL MOVABLE TANGIBLE CAPITAL ASSETS	**94 486**	**-**	**14 402**	**(4 568)**	**104 320**

32.2 Minor assets

MOVEMENT IN MINOR ASSETS PER THE ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2025

	Intangible assets	Machinery and equipment	Finance lease assets	Total
	R'000	R'000	R'000	R'000
Opening balance	1 595	14 280	8	**15 883**
Additions	-	1 066	116	**1 182**
Disposals	(3)	(463)	-	**(466)**
TOTAL MINOR ASSETS	**1 592**	**14 883**	**124**	**16 599**

	Intangible assets	Machinery and equipment	Finance lease assets	Total
Number of R1 minor assets	2	19 549	-	**19 551**
Number of minor assets at cost	743	7 504	60	**8 307**
TOTAL NUMBER OF MINOR ASSETS	**745**	**27 053**	**60**	**27 858**

Minor Capital Assets under investigation	Number	Value
Included in the above total of movable tangible capital assets per the asset register are assets under investigation		R'000
Machinery and equipment	2	7

An amount of R0.007 million which was previously recorded under NSF and moved to voted funds during the 2024/25 financial year was not recorded in the asset register because the assets could not be physically verified. These assets were purchased in 2017, therefore there is a high possibility that they might have been disposed by the NSF and the relevant supporting documentation was not submitted to the Department at the time of finalising the 2024/25 Annual Financial Statements.

Minor assets

MOVEMENT IN MINOR ASSETS PER THE ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2024

	Intangible assets	Machinery and equipment	Finance lease assets	Total
	R'000	R'000	R'000	R'000
Opening balance	1 595	13 686	8	**15 289**
Additions	-	930	-	**930**
Disposals	-	(336)	-	**(336)**
TOTAL MINOR ASSETS	**1 595**	**14 280**	**8**	**15 883**

	Intangible assets	Machinery and equipment	Total
Number of R1 minor assets	2	19 654	19 656
Number of minor assets at cost	744	7 312	8 056
TOTAL NUMBER OF MINOR ASSETS	**746**	**26 966**	**27 712**

33. Intangible Capital Assets

MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2025

	Opening balance	Value adjustments	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
COMPUTER SOFTWARE	12 079	-	14 666	-	26 745
PATENTS, LICENCES, COPYRIGHT, BRAND	5 308	-	97	-	5 405
TOTAL INTANGIBLE CAPITAL ASSETS	**17 387**	**-**	**14 763**	**-**	**32 150**

Movement for 2023/24

33.1 MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2024

	Opening balance	Prior period error	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
COMPUTER SOFTWARE	12 041	-	38	-	12 079
PATENTS, LICENCES, COPYRIGHT, BRAND	2 011	-	3 297	-	5 308
TOTAL INTANGIBLE CAPITAL ASSETS	**14 052**	**-**	**3 335**	**-**	**17 387**

34. Immovable tangible capital assets: Capital Work-in-progress

CAPITAL WORK-IN-PROGRESS AS AT 31 MARCH 2025

		Opening balance 1 April 2024	Current Year Work-in-progress	Ready for use (Assets to the AR) /Contracts terminated	Closing balance 31 March 2025
		R'000	R'000	R'000	R'000
Buildings and other fixed structures	Annex 5	19 147	46 075	-	65 222
TOTAL INTANGIBLE CAPITAL ASSETS		**19 147**	**46 075**	**-**	**65 222**

The immovable capital assets is in respect of the CET Infrastructure project.

CAPITAL WORK-IN-PROGRESS AS AT 31 MARCH 2024

	Opening balance 1 April 2023	Current Year Work-in-progress	Ready for use (Assets to the AR) /Contracts terminated	Closing balance 31 March 2024
	R'000	R'000	R'000	R'000
Buildings and other fixed structures	-	19 147	-	19 147
TOTAL INTANGIBLE CAPITAL ASSETS	**-**	**19 147**	**-**	**19 147**

The immovable capital assets is in respect of the CET Infrastructure project.

	Note	2024/25	2023/24
		R'000	R'000

35. Principal-agent arrangements

35.1 Department acting as the agent

35.1.1 Revenue received for agency activities

National Skills Fund	-	-
	-	**-**

The Department has been appointed by the National Skills Fund to manage the project of the TVET College Infrastructure Development project funded by the NSF and relevant SETAs. The beneficiaries of the project will be the respective TVET Colleges who will receive the new or improved TVET College sites once the construction has been completed. Any unspent funds will be returned to the NSF.

The Department entered into a memorandum of agreement with the Independent Development Trust to act as an agent for the construction of new infrastructure assets for the Community Education and Training sector. The beneficiaries of the projects will be respective CET Colleges who will receive the new CET College sites once construction has been completed.

35.1.2 Reconciliation of funds and disbursements – 2024/25

Category of revenue/ expenditure per arrangement	Total funds received	Expenditure incurred against funds	Amount remitted to the principal	Variance between amounts received and amounts remitted	Explanation of the variance
	R'000	R'000	R'000	R'000	
National Skills Fund	25 698	14 018	-	11 680	Amounts are claimed back from the NSF as claims recoverable.
Total	**25 698**	**14 018**	**-**	**11 680**	

Reconciliation of funds and disbursements – 2023/24

Category of revenue/ expenditure per arrangement	Total funds received	Expenditure incurred against funds	Amount remitted to the principal	Variance between amounts received and amounts remitted	Explanation of the variance
	R'000	R'000	R'000	R'000	
National Skills Fund	47 654	47 451	-	203	Amounts are claimed back from the NSF as claims recoverable.
Total	**47 654**	**47 451**	**-**	**203**	

35.1.3 Reconciliation of carrying amount of receivables and payables – 2024/25

Receivable

Name of entity	Opening balance	Revenue principal is entitled to	Less: Write-off/ settlements/ waivers	Cash received on behalf of principal	Closing balance
	R'000	R'000	R'000	R'000	R'000
National Skills Fund	(48 113)	25 698	-	14 018	(36 433)
Total	**(48 113)**	**25 698**	**-**	**14 018**	**(36 433)**

The Department has been appointed by the National Skills Fund to project manage the infrastructure spend for the TVET Colleges across 16 sites country wide. Currently, active sites are Thabazimbi Campus for Waterberg TVET College, Nkandla A Campus and Bhambanana Campus for Umfolozi TVET College, Nongoma Campus for Mthashana TVET College, Balfour Campus for Gert Sibande TVET College, Msinga Campus for Umgungundlovu TVET College, Aliwal North Campus for IKhala TVET College, Mzimkhulu Campus for Esayidi TVET College, Graaff-Reinet Campus for East Cape Midlands TVET College, Ngqunqgushe Campus for Ingwe TVET College, Sterkspruit Campus for Ikhala TVET College, Kwagqikazi Campus for Mthashana TVET College, Greytown Campus for Umgungundlovu TVET College. The following amounts have been incurred to date at the campuses:

	R'000
Thabazimbi	183 035
Nkandla A	265 205
Bhambanana	170 790
Nongoma	131 455
Balfour	169 476
Msinga	149 694
Aliwal North	219 036
Umzimkhulu	115 782
Ikhala	3 578
Graaff-Reinet	77 137
Ngqungqushe	171 015
Sterkspruit	221 323
Kwagqikazi	108 710
Greytown	77 716
Greytown Campus	1 585
Project management costs	259 880
Municipal services	3 398

35.1.4 Reconciliation of carrying amount of receivables and payables – 2023/24

Receivable

Name of entity	Opening balance	Revenue principal is entitled to	Less: Write-off/ settlements/ waivers	Cash received on behalf of principal	Closing balance
	R'000	R'000	R'000	R'000	R'000
National Skills Fund	(48 316)	47 654	-	47 451	(48 113)
Total	**(48 316)**	**47 654**	**-**	**47 451**	**(48 113)**

The Department has been appointed by the National Skills Fund to project manage the infrastructure spend for the TVET Colleges across 16 sites country wide. Currently, active sites are Thabazimbi Campus for Waterberg TVET College, Nkandla A Campus and Bhambanana Campus for Umfolozi TVET College, Nongoma Campus for Mthashana TVET College, Balfour Campus for Gert Sibande TVET College, Msinga Campus for Umgungundlovu TVET College, Aliwal North Campus for IKhala TVET College, Mzimkhulu Campus for Esayidi TVET College, Graaff-Reinet Campus for East Cape Midlands TVET College, Ngqunqgushe Campus for Ingwe TVET College, Sterkspruit Campus for Ikhala TVET College, Kwagqikazi Campus for Mthashana TVET College, Greytown Campus for Umgungundlovu TVET College. The following amounts have been incurred to date at the campuses:

	R'000
Thabazimbi	183 035
Nkandla A	265 205
Bhambanana	170 790
Nongoma	131 455
Balfour	164 017
Msinga	149 693
Aliwal North	219 036
Umzimkhulu	115 782
Ikhala	3 578
Graaff-Reinet	77 137
Ngqungqushe	171 015
Sterkspruit	212 908
Kwagqikazi	108 710
Greytown	77 716
Greytown Campus	1 585
Project management costs	259 880
Municipal services	3 398

Name of Entity	Opening balance	Expenses incurred on behalf of the principal	Cash paid on behalf of the principal	Closing balance
	R'000	R'000	R'000	R'000
National Skills Fund	(22 430)	60 596	86 482	(48 316)
	(22 430)	**60 596**	**86 482**	**(48 316)**

36. Changes in accounting policies

	Note	Opening balance before the change 1 April 2022	Adjustments to opening balance	Restated opening balance after the change 1 April 2022	Adjustments for 2023/24	Restated closing Balance 31 March 2024
Finance lease assets		R'000	R'000	R'000	R'000	R'000
Finance lease assets	32	-	-	-	3 674	3 674
Minor assets	32	-	-	-	8	8

Included in the closing balance for 2023/24 is a change in accounting policy made in terms of the Modified Cash Standard requirements whereby assets under finance leases are recorded by a department at the commencement of the lease term rather than at the end of the lease term. The change in accounting policy is applied retrospectively.

37. Prior period errors

	Note	2023/24		
		Amount before error	Prior period error	Restated amount
		R'000	R'000	R'000
Accrued Revenue	26	-	1 349	1 349

Subsequent interest declared by the Independent Development Trust on the CET Infrastructure Project for the 2023/24 financial year and surrendered to the Department in the 2024/25 financial year.

38. Broad Based Black Economic Empowerment Performance

Information on compliance with the B-BBEE Act is included in the annual report under the section titled B-BBEE Compliance Performance Information.

UNAUDITED SUPPLEMENTARY ANNEXURES

ANNEXURE 1A
STATEMENT OF TRANSFERS TO DEPARTMENTAL AGENCIES AND ACCOUNTS

DEPARTMENTAL AGENCY/ACCOUNT	TRANSFER ALLOCATION				TRANSFER		2023/24	
	Adjusted budget	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available funds transferred	Final Budget	Actual Transfer
	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Education Training and Development Practices SETA	22 442	-	(2 309)	20 133	20 133	100.0%	19 267	19 267
Council on Higher Education	84 871	-	-	84 871	84 871	100.0%	82 887	82 887
National Student Financial Aid Scheme	46 980 428	-		46 980 428	46 980 428	100.0%	45 947 387	45 947 387
South African Qualifications Authority	93 242	-	-	93 242	93 242	100.0%	89 234	89 234
Direct Charge: Sector Education and Training Authorities	19 594 633	-	-	19 594 633	19 309 931	98.5%	18 170 367	17 939 570
Direct Charge: National Skills Fund	4 898 659	-	-	4 898 659	4 827 483	98.5%	4 542 592	4 484 893
Claims against the State	-	-	-	-	1		183	183
Quality Council for Trades and Occupations	30 031	-	-	30 031	30 031	100.0%	29 241	29 241
Public Services SETA	126 449	-	-	126 449	126 449		121 461	121 461
Total	**71 830 755**	**-**	**(2 309)**	**71 828 446**	**71 472 569**		**69 002 619**	**68 714 123**

The difference between the amount included in the appropriation statement and the adjusted appropriation in this annexure is the difference between actual funds received for direct charges and the provision to the adjusted estimates to the amount of R355.878 million. Treasury approval (Ref. number 9/4/5/4/13 dated 10 February 2025) was received for the shifting of funds from Transfers and Subsidies: Departmental Agencies and Account to Transfers and Subsidies: Non-Profit Institutions: CET Colleges for the further training and development of CET Colleges lecturers and support staff.

ANNEXURE 1B
STATEMENT OF TRANSFERS TO HIGHER EDUCATION INSTITUTIONS

HIGHER EDUCATION INSTITUTION NAME	TRANSFER ALLOCATION				TRANSFER			2023/24	
	Adjusted budget	Roll Overs	Adjustments	Total Available	Actual Transfer	Amount not transferred	% of Available funds transferred	Final Budget	Actual Transfer
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Universities:									
Cape Peninsula University of Technology	1 585 753	-	(85)	1 585 668	1 585 668	-	100%	1 526 720	1 526 712
Central University of Technology, Free State	841 508	-	(10 333)	831 175	831 175	-	100%	846 755	846 755
Durban University of Technology	1 388 135	-	(2 403)	1 385 732	1 385 732	-	100%	1 409 893	1 409 893
Mangosuthu University of Technology	546 241	-	(753)	545 488	545 488	-	100%	527 637	527 637
Nelson Mandela University	1 684 127	-	59 487	1 743 614	1 743 612	2	100%	1 577 943	1 577 949
North West University	2 479 151	-	(1 705)	2 477 446	2 477 446	-	100%	2 502 182	2 502 182
Rhodes University	619 624	-	(1 835)	617 789	617 789	-	100%	618 443	618 443
Sefako Makgatho Health Science University	929 210	-	(446)	928 764	928 763	1	100%	944 015	944 015
Sol Plaatje University	389 444	-	(88)	389 356	389 356	-	100%	376 257	376 257
Tshwane University of Technology	2 871 966	-	(2 193)	2 869 773	2 869 773	-	100%	2 677 877	2 677 878
University of Cape Town	1 860 040	-	(173)	1 859 867	1 859 867	-	100%	1 859 165	1 859 165
University of Fort Hare	876 954	-	(17 375)	859 579	859 579	-	100%	837 319	837 319
University of Free State	1 908 652	-	(22 479)	1 886 173	1 886 173	-	100%	1 924 681	1 924 681
University of Johannesburg	2 749 724	-	(30 145)	2 719 579	2 719 579	-	100%	2 724 978	2 724 977
University of KwaZulu-Natal	2 705 368	-	(253)	2 705 115	2 705 115	-	100%	2 693 165	2 693 165
University of Mpumalanga	494 707	-	(126)	494 581	494 581	-	100%	468 423	468 423
University of Limpopo	1 412 759	-	(920)	1 411 839	1 411 838	1	100%	1 415 824	1 415 824
University of Pretoria	3 233 497	-	25 238	3 258 735	3 258 735	-	100%	3 288 142	3 288 142
University of South Africa	5 347 592	-	(1 961)	5 345 631	5 345 631	-	100%	5 245 116	5 245 116
University of Stellenbosch	2 157 634	-	13 675	2 171 309	2 171 308	1	100%	2 180 749	2 180 749
University of Venda	1 004 194	-	(10 816)	993 378	993 378	-	100%	1 044 718	1 044 718

HIGHER EDUCATION INSTITUTION NAME	TRANSFER ALLOCATION				TRANSFER			2023/24	
	Adjusted budget	Roll Overs	Adjustments	Total Available	Actual Transfer	Amount not transferred	% of Available funds transferred	Final Budget	Actual Transfer
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
University of Western Cape	1 478 192	-	(705)	1 477 487	1 477 488	(1)	100%	1 456 700	1 456 700
University of Witwatersrand	2 722 590	-	(800)	2 721 790	2 721 790	-	100%	2 735 114	2 735 114
University of Zululand	1 002 479	-	(5 060)	997 419	997 419	-	100%	936 676	936 676
Vaal University of Technology	868 034	-	13 983	882 017	882 018	(1)	100%	847 730	847 712
Walter Sisulu University of Technology and Science	1 341 768	-	(1 729)	1 340 039	1 340 039	-	100%	1 292 984	1 292 984
University Infrastructure Project	1 976 626	-	-	1 976 626	1 976 595	31	100%	-	-
Student Housing Infrastructure: Universities	158 168	-	-	158 168	158 168	-	100%	-	-
University of Mpumalanga and Sol Plaatje: Capital	841 484	-	-	841 484	841 484	-	100%	672 756	672 756
Sub Total	**47 475 621**	**-**	**-**	**47 475 621**	**47 475 587**	**34**	**100%**	**44 631 962**	**44 631 942**
Technical and Vocational Education and Training Colleges: Subsidies									
Buffalo City College	76 496	-	-	76 496	76 496	-	100%	64 403	64 403
East Cape Midlands	67 869	-	-	67 869	67 869	-	100%	63 045	63 045
Ikhala College	112 993	-	-	112 993	112 993	-	100%	110 461	110 461
Ingwe College	63 877	-	-	63 877	63 877	-	100%	63 636	63 637
King Hintsa College	30 974	-	-	30 974	30 974	-	100%	29 643	29 643
King Sabata College	71 648	-	-	71 648	71 648	-	100%	67 479	67 480
Lovedale College	42 789	-	-	42 789	42 789	-	100%	47 751	47 751
Port Elizabeth College	47 786	-	-	47 786	47 786	-	100%	47 471	47 470
Flavius Mareka College	23 077	-	-	23 077	23 077	-	100%	22 086	22 086
Gold Fields College	40 153	-	-	40 153	40 153	-	100%	38 427	38 428
Maluti College	71 885	-	-	71 885	71 885	-	100%	67 661	67 661
Motheo College	84 371	-	-	84 371	84 371	-	100%	83 973	83 974

HIGHER EDUCATION INSTITUTION NAME	TRANSFER ALLOCATION				TRANSFER			2023/24	
	Adjusted budget	Roll Overs	Adjustments	Total Available	Actual Transfer	Amount not transferred	% of Available funds transferred	Final Budget	Actual Transfer
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Central Johannesburg College	72 219	-	-	72 219	72 219	-	100%	69 116	69 116
Ekurhuleni East College	136 369	-	-	136 369	136 369	-	100%	130 635	130 636
Ekurhuleni West College	163 589	-	-	163 589	163 589	-	100%	150 947	150 947
Sedibeng College	105 702	-	-	105 702	105 702	-	100%	124 610	124 609
South West College	222 125	-	-	222 125	222 125	-	100%	231 387	231 386
Tshwane North College	54 146	-	-	54 146	54 146	-	100%	119 130	119 130
Tshwane South College	75 168	-	-	75 168	75 168	-	100%	70 647	70 648
Western College	87 437	-	-	87 437	87 437	-	100%	77 338	77 338
Coastal College	144 085	-	-	144 085	144 085	-	100%	170 244	170 243
Elangeni College	97 377	-	-	97 377	97 377	-	100%	93 193	93 193
Esayidi College	100 524	-	-	100 524	100 524	-	100%	122 668	122 667
Majuba College	220 963	-	-	220 963	220 963	-	100%	206 692	206 692
Mnambithi College	53 406	-	-	53 406	53 406	-	100%	49 943	49 943
Mtshashana College	117 059	-	-	117 059	117 059	-	100%	102 794	102 794
Thekwini College	64 698	-	-	64 698	64 698	-	100%	51 999	52 000
Umfolozi College	144 281	-	-	144 281	144 281	-	100%	144 251	144 251
Umgungundlovu College	102 639	-	-	102 639	102 639	-	100%	110 530	110 530
Capricorn College	149 566	-	-	149 566	149 566	-	100%	141 345	141 345
Lephalale College	18 552	-	-	18 552	18 552	-	100%	10 674	10 674
Letaba College	57 314	-	-	57 314	57 314	-	100%	36 508	36 508
Mopani College	74 535	-	-	74 535	74 535	-	100%	71 332	71 332
Sekhukhune College	65 804	-	-	65 804	65 804	-	100%	24 955	24 954
Vhembe College	89 084	-	-	89 084	89 084	-	100%	85 257	85 256
Waterberg College	71 855	-	-	71 855	71 855	-	100%	67 233	67 233

HIGHER EDUCATION INSTITUTION NAME	TRANSFER ALLOCATION				TRANSFER			2023/24	
	Adjusted budget	Roll Overs	Adjustments	Total Available	Actual Transfer	Amount not transferred	% of Available funds transferred	Final Budget	Actual Transfer
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Ehlanzeni College	129 137	-	-	129 137	129 137	-	100%	107 542	107 542
Gert Sibande College	123 274	-	-	123 274	123 274	-	100%	116 459	116 458
Nkangala College	149 052	-	-	149 052	149 052	-	100%	142 954	142 955
Rural College	37 749	-	-	37 749	37 749	-	100%	34 899	34 899
Urban College	101 497	-	-	101 497	101 497	-	100%	69 340	69 340
Orbit College	78 178	-	-	78 178	78 178	-	100%	71 834	71 834
Taletso College	93 500	-	-	93 500	93 500	-	100%	83 884	83 884
Vuselela College	73 828	-	-	73 828	73 828	-	100%	69 772	69 771
Boland College	77 058	-	-	77 058	77 058	-	100%	48 547	48 547
Cape Town College	79 122	-	-	79 122	79 122	-	100%	74 525	74 525
False Bay College	58 751	-	-	58 751	58 751	-	100%	55 337	55 337
Northlink College	99 765	-	-	99 765	99 765	-	100%	93 939	93 940
South Cape College	29 190	-	-	29 190	29 190	-	100%	27 936	27 936
West Coast College	83 037	-	-	83 037	83 037	-	100%	78 522	78 522
Student Housing Infrastructure: TVET Colleges	141 832	-	-	141 832	141 832	-	100%	-	-
TVET Infrastructure and Efficiency Grant	245 878	-	-	245 878	245 878	-	100%	491 925	491 925
Sub Total	**4 823 263**	**-**	**-**	**4 823 263**	**4 823 263**	**-**		**4 736 879**	**4 736 879**
				-		**-**			
Total	**52 298 884**	**-**	**-**	**52 298 884**	**52 298 850**	**34**		**49 368 841**	**49 368 821**

Treasury approval (Ref. number 9/4/5/4/13 dated 27 February 2025) was received for the shifting of funds from Transfers and Subsidies: Clinical Training Grant: Various Universities to Transfers and Subsidies: Other Grants: Nelson Mandela University. Treasury approval (Ref. number 9/4/5/4/13 dated 20 March 2025) was obtained for the shifting of funds from Transfers and Subsidies: University Capacity Development Grant: Various Universities to Transfers and Subsidies: Other Grants.

ANNEXURE 1C
STATEMENT OF TRANSFERS TO FOREIGN GOVERNMENTS AND INTERNATIONAL ORGANISATIONS

FOREIGN GOVERNMENT / INTERNATIONAL ORGANISATION	TRANSFER ALLOCATION				EXPENDITURE		2023/24	
	Adjusted Budget	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available funds transferred	Final Budget	Actual Transfer
	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers								
Commonwealth of Learning	3 820	-	-	3 820	3 195	83.6%	3 503	3 503
Total	**3 820**	**-**	**-**	**3 820**	**3 195**		**3 503**	**3 503**

ANNEXURE 1D
STATEMENT OF TRANSFERS TO NON-PROFIT INSTITUTIONS

NON-PROFIT INSTITUTIONS	TRANSFER ALLOCATION				EXPENDITURE		2023/24	
	Adjusted Budget	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available funds transferred	Final Budget	Actual Transfer
	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers								
Higher Health	28 440	-	-	28 440	28 440	100.0%	32 530	32 530
Community Education and Training Centres: Subsidies	221 144	-	219 309	440 453	440 453	100.0%	213 851	213 851
National Institute for the Humanities and Social Sciences	41 652	-	-	41 652	41 652	100.0%	39 862	39 862
Total	**291 236**	**-**	**219 309**	**510 545**	**510 545**		**286 243**	**286 243**

Treasury approval (Ref. number 9/4/5/4/13 dated 10 February 2025) was received to increase the transfer payment to Non Profit Institutions: CET Colleges with R2.3 million for the further training and development of CET lecturers. Treasury approval (Ref. number 9/4/5/4/13 dated 6 March 2025) was obtained to increase the transfer payment to Non Profit Institutions: CET Colleges with R217 million for teaching and learning support materials.

ANNEXURE 1E
STATEMENT OF TRANSFERS TO HOUSEHOLDS

HOUSEHOLDS	TRANSFER ALLOCATION				EXPENDITURE		2023/24	
	Adjusted Budget	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available funds transferred	Final Budget	Actual Transfer
	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers								
Employee Social Benefits	14 339	-	1 164	15 503	15 496	100.0%	17 780	17 780
Claims against the State	1 693	-	2 169	3 862	3 860	99.9%	1 489	1 489
Bursaries	271	-	-	271	41	15.1%	1 074	1 075
Total	**16 303**	**-**	**3 333**	**19 636**	**19 397**		**20 343**	**20 344**

Funds were shifted in the final virement document to Households as approved by the Director-General on 31 March 2025.

ANNEXURE 1F
STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS RECEIVED

NAME OF ORGANISATION	NATURE OF GIFT, DONATION OR SPONSORSHIP	2024/25	2023/24
		R'000	R'000
Received in kind			
Sponsorships			
ETDP and MERSETA	4IR centres of excellence	-	61 800
ETDP SETA	Bursaries to Professionally unqualified Lectures Advance diploma TVT	1 200	4 800
ETDP SETA	Bursaries to middle and senior managers to study PG Diploma TVET	-	2 376
Higher Health	Women in Management week	50	-
TETA	Experiential training interventions for elementary staff	-	8 000
TOTAL SPONSORSHIPS RECEIVED		**1 250**	**76 976**

ANNEXURE 1G
STATEMENT OF AID ASSISTANCE RECEIVED

NAME OF DONOR	PURPOSE	OPENING BALANCE	REVENUE	EXPENDI-TURE	PAID BACK ON/BY 31 MAR	CLOSING BALANCE
		R'000	R'000	R'000	R'000	R'000
Aid assistance received in cash in the PMG account						
EU Budget Support	Teaching and Learning Development Sector Policy Support Programme	(19 317)	3 377	4 021	5 972	(25 933)
EU Budget Support	Artisan Trade Test System	544	8 126	488	544	7 638
USAID	Development of an updated solar energy resource map and data base and the African soil micro-organism as a critical resource for Agriculture and Biotechnology	-	1 760	1 760	-	-
EU Budget Support	Education for Employability	15 621	4 200	1 305	15 621	2 895
Total: PMG account		**(3 152)**	**17 463**	**7 574**	**22 137**	**(15 400)**
Aid assistance received in cash in the RDP account						
EU Budget Support	Career Guidance Services Project (EU1)	2 004	-	-	-	2 004
EU Budget Support	Career Guidance Services Project (EU2)	5 665	-	-	-	5 665
EU Budget Support	Open Learning System for Post-School Education and Training	18 188	-	-	-	18 188
EU Budget Support	Teaching and Learning Development Sector Policy Support Programme	9 222	1 168	4 021	5 972	12 341
USAID	Development of an updated solar energy resource map and data base and the African soil micro-organism as a critical resource for Agriculture and Biotechnology	271	1 760	1 760	-	271
EU Budget Support	Artisan Trade Test System	40 994	5 040	488	544	46 090
EU Budget Support	Education for Employability	50 121	-	1 305	15 621	64 437
Total: RDP account		**126 465**	**7 968**	**7 574**	**22 137**	**148 996**

		2024/25	2023/24
		R'000	R'000
Sponsorships			
German Government through GIZ	Training of TVET Lectures staff in digital skills	-	6 231
German Government through GIZ	Program to pilot different types of employment promotion and income generation interventions.	7 052	-
German Government through GIZ	Piloting wireman's licences for electricians and facilitators at centres of specialisations.	4 441	-
German Government through GIZ	Mentoring and coaching on gender equity, equality, and social inclusion as well as 4IR and Just Energy transition opportunities	159	-
United Nations Development Program	Just Energy transition in South Africa for all TVET colleges	43 665	-
Total		**55 317**	**6 231**

ANNEXURE 1H
STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS MADE

NATURE OF GIFT, DONATION OR SPONSORSHIP	2024/25	2023/24
	R'000	R'000
Made in kind		
Gifts		
Farewell gift for the Internal Audit Director who retired	-	1
Gift for the Director-General of the European and International Coorporate	-	1
Gift presented to the special envoy of the President of the Russian Federation	-	2
Gift to Hungary and Russia delegates	-	2
Gift to Russian delegates	-	1
Gift for the Vice-Chancellor and President of the University of Sussex	-	1
Gift to Russian delegates	-	2
Gift for the visiting delegates from Moscow State Institute of International Relations	-	2
Farewell gift for the Human Resource Deputy Director who retired	1	-
Farewell gift for the Financial services Deputy Director who retired	1	-
Farewell gift for the Director Development Support in the office of the Chief Financial Officer	1	-
Gift presented to employees of the Department for participating in the Comrades marathon race	1	-
Farewell gift for the TVET monitoring and evaluation Director and Deputy Director	2	-
An act of grace payment for the burial of an employee in Ministry	95	-
Gift presented to the G20 Ministerial and Global Education delegates	2	-
Gift for the Minister of Education of the Peoples Republic of China	2	-
Farewell gift to the Director: Supply Chain Management	1	-
Flowers for memorial service of late official in Financial Services Directorate	1	-
Gift presented to Japanese Minister of Education	2	-
Gifts presented by the International Scholarships Directorate to stakeholders, partners and colleagues.	2	-
Total Gifts, Donations and Sponsorships made in kind	**111**	**12**

ANNEXURE 2A
STATEMENT OF CONTINGENT LIABILITIES AS AT 31 MARCH 2025

NATURE OF LIABILITY	Opening balance 1 April 2024	Liabilities incurred during the year	Liabilities paid/ cancelled/ reduced during the year	Liabilities recoverable (Provide details hereunder)	Closing balance 31 March 2025	Status
	R'000	R'000	R'000	R'000	R'000	
Claims against the department						
Johann Raath vs Minister of Higher Education and Training	1 846	-	-	-	1 846	
Vital vs Vista University	4 000	-	-	-	4 000	DORMANT
Business Unity SA vs Minister of Higher Education and Training (Case JR1040/16)	337	-	-	-	337	
LM Mapeka (Pilane) vs Department of Higher Education and Training	973	-	-	-	973	DORMANT
Moses Sithole and others vs Mzukisi Dondole and others	200	-	-	-	200	DORMANT
Mxolisi Collin Mashabela vs Minister of Higher Education and Training and others	986	-	-	-	986	DORMANT
Dr Thokozani S Simelane vs Centre for Education Policy Development	778	-	-	-	778	
Zakhele AT Zitha vs Minister of Higher Education and Training	35 438	-	-	-	35 438	DORMANT
Thiba Takalani vs Minister of Higher Education and Training	5 194	-	-	-	5 194	
P P Gedze vs Nenga River Lodge and others	3 587	-	-	-	3 587	
True Harvest (Pty) Ltd vs Minister of Higher Education and Training	50	-	-	-	50	DORMANT
Kamva Trading cc vs MEC for Basic Education and others	339	-	-	-	339	
William Resinga Tshabalala vs Minister of Higher Education and Training	55	-	-	-	55	
Motsumi Makgale Makhene vs Department of Higher Education and Training	35	-	-	-	35	
Phumzile Fezile Zondi vs Department of Higher Education and Training	42	-	-	-	42	
PM Venter (NO) vs ELRC and Lutaakume	170	-	-	-	170	
South African Democratic Teachers Union vs Minister of Higher Education and Training and others	34	-	-	-	34	
Josephine Naicker vs Minister of Higher Education and Training	25	-	-	-	25	
Godfrey Mdluli vs Ekurhuleni East TVET College and Minister of Higher Education and Training	5 092	-	-	-	5 092	
Nomsa Cecilia Motaung vs Department of Higher Education and Training	50	-	-	-	50	DORMANT
NL Matanda vs MEC for Education (Eastern Cape) and others	50	-	-	-	50	DORMANT
Mr DJ Smith vs Minister of Higher Education and Training and MEC for North West Department of Education and Sport Development	150	-	-	-	150	
Mphaphudi Lorence Mashao vs Department of Higher Education and Training and the Minister of the Department of Higher Education and Training	178	-	-	-	178	
Vishnu Chatturgoon vs Department of Higher Education and Training	70	-	-	-	70	
True Harvest TVET College vs Minister of Higher Education and Training and others	80 439	-	-	-	80 439	DORMANT
Nkhensani Salphina Hlungwani vs Department of Higher Education and Training	179	-	-	-	179	DORMANT
Norman William Ngatsheni Mkhabela vs Department of Higher Education and Training	157	-	-	-	157	DORMANT

NATURE OF LIABILITY	Opening balance 1 April 2024	Liabilities incurred during the year	Liabilities paid/ cancelled/ reduced during the year	Liabilities recoverable (Provide details hereunder)	Closing balance 31 March 2025	Status
	R'000	R'000	R'000	R'000	R'000	
Thabo Francis Lekalakala vs Department of Higher Education and Training	150	-	-	-	150	DORMANT
Vincent Bandile Maimane vs Department of Higher Education and Training	204	-	-	-	204	DORMANT
Derrick Modise Swaratlhe vs Department of Higher Education and Training	139	-	-	-	139	DORMANT
Vuyelwa Runeli vs Minister of Higher Education and Training	121	-	-	-	121	
Nombulelo Ntlabathi vs Minister and Director-General of Higher Education and Training	121	-	-	-	121	
M R Modiba vs Letaba TVET College	150	-	-	-	150	
S G Mkhize vs Department of Higher Education and Training	208	-	-	-	208	
Abel Risinga Mnisi vs Department of Higher Education and Ehlazeni college	667	-	-	-	667	
Eric Mnyamezeli Shabalala vs Department of Higher Education and Training and others	250	-	-	-	250	
EDUSA and International House JHB vs Minister of Home Affairs, Higher Education and Training and five others	45	-	-	-	45	
Nomambhelu Gloria Sigamla vs Minister of Higher Education and Training	3 700	-	-	-	3 700	
The centre for the fine art, animation and design vs Council on Higher Education and Training and others	300	-	-	-	300	
ABM College SA vs Minister of Higher Education and Training and others	55	-	-	-	55	
Pule Jonas Malebye vs Minister of Higher Education and Training and others	150	-	-	-	150	
Elangeni TVET College vs Minister of Higher Education and Training and others	125	-	-	-	125	
EN Masinye vs Minister of Higher Education and Training and others	145	-	-	-	145	
Indira Govender vs Department of Higher Education and Training	1 504	-	-	-	1 504	
Bolekwa Maseti vs Department of Higher Education and Training	280	-	-	-	280	
Collins Luckyboy Maduane vs Minister of Higher Education and Training and others	206	-	-	-	206	
Siphiwe Nqayi vs Minister of Higher Education and Training	320	-	-	-	320	
Makhaphela KS vs Department of Higher Education and Training and others	230	-	-	-	230	
TG Ngoma vs Department of Higher Education and Training and others	380	-	-	-	380	
Thobeka Ntombenhle Mkhize vs the University of KZN and the Minister of Higher Education, Science and Technology	4 160	-	-	-	4 160	
SADTU vs Minister of Higher Education and Training and others	250	-	-	-	250	
MB Khakhu vs Department of Higher Education and Training	240	-	-	-	240	
Nolulama Pongolo vs Petros Vuyani Sodo and others	15	-	-	-	15	
Faith Mhlungu-Mpanza vs Department of Higher Education and Training	300	-	-	-	300	
Stephen Mosia vs Department of Higher Education and Training and others	255	-	-	-	255	
Pawusa on behalf of Phahlane vs Northern Cape Urban TVET College and others	189	-	-	-	189	
Ikhala TVET College vs Arbitrator W Blunder N.O and others	80	-	-	-	80	
Ngwenya S vs Department of Higher Education and Training	105	-	-	-	105	
Govender I vs Department of Higher Education and Training	432	-	-	-	432	

NATURE OF LIABILITY	Opening balance 1 April 2024	Liabilities incurred during the year	Liabilities paid/ cancelled/ reduced during the year	Liabilities recoverable (Provide details hereunder)	Closing balance 31 March 2025	Status
	R'000	R'000	R'000	R'000	R'000	
Mlambo V vs Department of Higher Education and Training	199	-	199	-	-	
De Kock S vs Department of Higher Education and Training	237	-	-	-	237	
Capsicum Culinary Studio (PTY) LTD vs the Director-General of Higher Education and Training	80	-	-	-	80	DORMANT
Citurro E Van Staden vs West Coast TVET College and Minister for Higher Education, Science and Technology	480	-	-	-	480	
Thandolwethu MyBoy Ngxola vs the Administrator for NSFAS and Minister for Higher Education, Science and Technology	5 000 753	-	-	-	5 000 753	DORMANT
Thusa Sechaba Development Projects (PTY) LTD vs Minister for Higher Education and Training/Waterberg TVET College vs Selaelo Elizabeth Lekoloane	180	-	-	-	180	
NAPTOSA obo A SEWSANCARAN vs Department of Higher Education and Training	200	-	-	-	200	
PSA obo Nonyameko Xotyeni vs Department of Higher Education and Training	350	-	-	-	350	
South African ABET Educators Union obo MI Pitso vs the Minister for Higher Education and Training	237	-	-	-	237	
Dr Adams Gavin vs Department of Higher Education and Training, Teresa Erasmus and others	175	-	-	-	175	
Stephen Mothobi Lecheko vs Department of Higher Education and Training	190	-	-	-	190	
Virginia Kgabaeng vs Taletso TVET College (Mafikeng)	140	-	-	-	140	
Mbongiseni Thamsanqa Dladla vs Department of Higher Education and Training, its Director-General and Coastal KZN College	100	-	-	-	100	
Xolani Ndubela vs Department of Higher Education and Training	145	-	-	-	145	
Blue Turtle Technologies vs Services SETA and Minister of Higher Education and Training	232	-	-	-	232	
Nomawonga Bridget Mzima vs Minister of Higher Education and other	170	-	-	-	170	
Athini Sirunu vs Minister of Higher Education and other	220	-	-	-	220	
Philemon Nchoe vs Westcol college	250	-	-	-	250	
Economic Freedom Fighters Student Command vs Minister of Higher Education and Training	450	-	-	-	450	
Black Lawyers Association Students Chapter vs Minister of Higher Education and Training	450	-	-	-	450	
Saheed Lawal Adewale vs Department of Higher Education and Training	180	-	-	-	180	
Lundi Ndyoko vs. Department of Higher Education and Training	15	-	15	-	-	
John Kotjane vs. Department of Higher Education and Training	320	-	-	-	320	
Mokete Mabaso vs Minister of Higher Education and Training	185	-	-	-	185	
Jabulani Goodwill Khanyi vs Department of Higher Education and Training	230	-	-	-	230	
Mr GF Qonde vs Minister of Higher Education and Training	140	-	-	-	140	
Phumzile Songo vs Minister of Higher Education and Training	300	-	-	-	300	
PSA obo CM Pilane vs Minister of Higher Education and Training	180	-	-	-	180	
Zinhle Dagracia Nzuza vs Minister of Higher Education and Training	55	-	-	-	55	

NATURE OF LIABILITY	Opening balance 1 April 2024	Liabilities incurred during the year	Liabilities paid/ cancelled/ reduced during the year	Liabilities recoverable (Provide details hereunder)	Closing balance 31 March 2025	Status
	R'000	R'000	R'000	R'000	R'000	
Dr. Neville Jada vs Langa Malindi (Vicarious Liability - Department of Higher Education and Training) (Ikhala TVET College)	260	-	-	-	260	
KS Moodley vs Durban University of Technology vs Minister of Higher Education and Training and other	4 567	-	-	-	4 567	
Matsobane Solly Mabusela (Tshwane North College) vs Department of Higher Education and Training	200	-	-	-	200	
Pulane Elisa Thibakhoana (Goldfields TVET College) vs Department of Higher Education and Training	751	-	-	-	751	
Andile Faltein vs Department of Higher Education and Training	200	-	-	-	200	
Ms Telethu Njengele (Ikhala TVET College) Khayalethu Tabo vs Department of Higher Education and Training	260	-	-	-	260	
Department of Higher Education and Training vs Jan Mpadimeng	550	-	-	-	550	
Minister of Higher Education and Training vs Public Protector	300	-	-	-	300	
SADTU vs Department of Higher Education and Training and others	270	-	-	-	270	
M Steward Mothata vs University of South Africa and others (UNISA)	300	-	-	-	300	
Sizwe Marcus Mahlangu (BUDA) vs Department of Higher Education and Training and others	350	-	-	-	350	
NUPSAW obo Mafereka Fehlonyaka vs Department of Higher Education and Training and others	150	-	-	-	150	
Obungani Projects and Trading Ptd vs Minister of Higher Education and Training	2 667	-	-	-	2 667	
University of South Africa vs Minister of Higher Education and Training	900	-	-	-	900	
Johannes Lodewikus Retief vs Department of Higher Education and Training	-	175	-	-	175	
The South African Professional and Firearm trainers council vs Minister, SAQA and QCTO	-	600	-	-	600	
Solidarity obo Brown PGS vs Department of Higher Education and Training	-	150	-	-	150	
Jacob Mutambanesango and another vs Minister of Higher Education and Training and Ekurheleni East TVET College	-	420	-	-	420	
TOTAL	**5 174 498**	**1 345**	**214**	**-**	**5 175 629**	

ANNEXURE 3
CLAIMS RECOVERABLE

GOVERNMENT ENTITY	Confirmed balance outstanding		Unconfirmed balance outstanding		Total		Cash in transit at year end 2024/25*	
	31/03/2025	31/03/2024	31/03/2025	31/03/2024	31/03/2025	31/03/2024	Receipt date up to six (6) working days after year end	Amount
	R'000	R'000	R'000	R'000	R'000	R'000		R'000
DEPARTMENTS								
Department of Justice	-	-	72	5	72	5	-	-
Gauteng Community Safety	-	-	47	-	47	-	-	-
Department of Science and Technology	-	-	-	140	-	140	-	-
Northern Cape department of Education	-	-	79	-	79	-	-	-
Eastern Cape Department of Education	-	-	-	478	-	478	-	-
KZN Department of Health	-	-	-	153	-	153	-	-
Department of Correctional Services	-	-	-	23	-	23	-	-
Subtotal	**-**	**-**	**198**	**799**	**198**	**799**		**-**
OTHER GOVERNMENT ENTITIES								
National Skills Fund	-	-	267 428	305 309	267 428	305 309		
Subtotal	**-**	**-**	**267 428**	**305 309**	**267 428**	**305 309**		
Total	**-**	**-**	**267 626**	**306 108**	**267 626**	**306 108**		

ANNEXURE 4
INVENTORIES

INVENTORIES FOR THE YEAR ENDED 31 MARCH 2025	*Note*	Inventory: materials and supplies	TOTAL
		R'000	R'000
Opening balance		636	636
Add: Additions/Purchases - Cash		1 745	1 745
(Less): Issues		(1 519)	(1 519)
Add/(Less): Received current, not paid (Paid current year, received prior year)		7	7
Closing balance		**869**	**869**

INVENTORIES FOR THE YEAR ENDED 31 MARCH 2024	*Note*	Inventory: materials and supplies	TOTAL
		R'000	R'000
Opening balance		642	642
Add: Additions/Purchases - Cash		2 470	2 470
(Less): Disposals		(3)	(3)
(Less): Issues		(2 473)	(2 473)
Closing balance		**636**	**636**

ANNEXURE 5

MOVEMENT IN CAPITAL WORK-IN-PROGRESS FOR THE YEAR ENDED 31 MARCH 2025

	Opening balance	Current Year Capital WIP	Ready for use (Asset register) / Contract terminated	Closing balance
	R'000	R'000	R'000	R'000
BUILDINGS AND OTHER FIXED STRUCTURES	19 147	46 075	-	65 222
Other fixed structures	19 147	46 075	-	65 222
TOTAL	**19 147**	**46 075**	**-**	**65 222**

The Department entered into a memorandum of agreement with the Independent Development Trust to act as an agent for the construction of new infrastructure assets for the Community Education and Training sector. The beneficiaries of the projects will be respective CET Colleges who will receive the new CET College sites once construction has been completed.

MOVEMENT IN CAPITAL WORK-IN-PROGRESS FOR THE YEAR ENDED 31 MARCH 2024

	Opening balance	Current Year Capital WIP	Ready for use (Asset register) / Contract terminated	Closing balance
	R'000	R'000	R'000	R'000
BUILDINGS AND OTHER FIXED STRUCTURES	-	19 147	-	19 147
Other fixed structures	-	19 147	-	19 147
TOTAL	**-**	**19 147**	**-**	**19 147**

The Department entered into a memorandum of agreement with the Independent Development Trust to act as an agent for the construction of new infrastructure assets for the Community Education and Training sector. The beneficiaries of the projects will be respective CET Colleges who will receive the new CET College sites once construction has been completed.

ANNEXURE 6A
INTER-ENTITY ADVANCES PAID (note 11)

ENTITY	Confirmed balance outstanding		Unconfirmed balance outstanding		Total	
	31/03/2025	31/03/2024	31/03/2025	31/03/2024	31/03/2025	31/03/2024
	R'000	R'000	R'000	R'000	R'000	R'000
NATIONAL DEPARTMENTS						
Department of International Relations and Cooperation	-	-	6 052	3 089	6 052	3 089
Government Communications and Information System	-	-	3 608	185	3 608	185
Subtotal	**-**	**-**	**9 660**	**3 274**	**9 660**	**3 274**
PUBLIC ENTITIES						
National Student Financial Aid Scheme: TRC Victims Funds	-	-	2 926	2 926	2 926	2 926
Subtotal	**-**	**-**	**2 926**	**2 926**	**2 926**	**2 926**
OTHER INSTITUTIONS						
University of Pretoria: International Scholarship Grant	-	-	7 581	13 149	7 581	13 149
Tshwane University of Technology: International Scholarship Grant	-	-	6 373	3 088	6 373	3 088
Other Institutions (Rennies/SAQA/SITA/IDT)	-	-	20 060	31 138	20 060	31 138
City of Tshwane	-	-	-	4	-	4
Subtotal	**-**	**-**	**34 014**	**47 379**	**34 014**	**47 379**
TOTAL	**-**	**-**	**46 600**	**53 579**	**46 600**	**53 579**

ANNEXURE 6B
INTER-ENTITY ADVANCES RECEIVED (note 18)

ENTITY	Confirmed balance outstanding		Unconfirmed balance outstanding		Total	
	31/03/2025	31/03/2024	31/03/2025	31/03/2024	31/03/2025	31/03/2024
	R'000	R'000	R'000	R'000	R'000	R'000
PUBLIC ENTITIES						
Current						
National Skills Fund International Scholarship Grant	-	-	390 712	48 060	390 712	48 060
National Skills Fund Fees Must Fall Grant	-	-	23 901	23 901	23 901	23 901
National Skills Fund: HETMIS	-	-	2 226	2 233	2 226	2 233
National Skills Fund: Occupational Team Conveners	-	-	4 996	4 996	4 996	4 996
National Skills Fund: Recapitalisation and Security Upgrade	-	-	733	3 841	733	3 841
National Skills Fund: SAIVCET	-	-	2 561	2 561	2 561	2 561
National Skills Fund: Artisan Development	-	-	-	10 068	-	10 068
Subtotal	**-**	**-**	**425 129**	**95 660**	**425 129**	**95 660**
TOTAL	**-**	**-**	**425 129**	**95 660**	**425 129**	**95 660**
Current	-	-	425 129	95 660	425 129	95 660
Non-current	-	-	-	-	-	-

ANNEXURE 7
ANALYSIS OF PREPAYMENTS AND ADVANCES (NOTE 12)

Name of Entity	Sector of the entity	Description of goods, services, and/or capital assets paid for	Classification categories	Contract reference number	Total contract value	Contract commencement date	Contract end date	Frequency of the prepayment or advance	Balance outstanding as at 31 March 2024	Total amount prepaid / advanced in the current year	Less: goods, services or capital assets received in the current year	Add / (Less): Other	Balance outstanding as at 31 March 2025	Reason for prepayment or advance and for it remaining outstanding at year end (more details can be provided in the narrative blocks where necessary)
									R'000	R'000	R'000	R'000	R'000	
Prepayments														
Other Institutions	Private	CET Infrastructure and Travel agency	Goods and services	N/A	N/A	N/A	N/A	N/A	47 375	45 228	(58 589)	-	34 014	Supporting invoices not provided at year-end
TOTAL PREPAYMENTS									**47 375**	**45 228**	**(58 589)**	**-**	**34 014**	
Advances														
Department of International Relations and Cooperation	Public	Stipends to international scholarships	National departments	N/A	N/A	N/A	N/A	N/A	3 089	9 031	(6 068)	-	6 052	Supporting invoices not provided at year-end
Government Communications and Information System	Public	Communication: advertisements	National departments	N/A	N/A	N/A	N/A	N/A	185	5 167	(1 744)		3 608	Supporting invoices not provided at year-end
National Student Financial Aid Scheme: TRC Victims Funds	Public	Transfers paid to NSFAS	Public entities	N/A	N/A	N/A	N/A	N/A	2 926	8 750	(8 750)	-	2 926	Supporting invoices not provided at year-end
City of Tshwane	Public	Licence disc renewal	Other institutions	N/A	N/A	N/A	N/A	N/A	4	18	(22)	-	-	Supporting invoices not provided at year-end
TOTAL ADVANCES									**6 204**	**22 966**	**(16 584)**	**-**	**12 586**	
TOTAL PREPAYMENTS AND ADVANCES									**53 579**	**68 194**	**(75 173)**	**-**	**46 600**	

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