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KwaZulu-Natal Provincial Government



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KwaZulu-Natal

DEPARTMENT OF EDUCATION
PROVINCE OF KWAZULU-NATAL
VOTE NO. 5

ANNUAL REPORT

2019/2020 FINANCIAL YEAR

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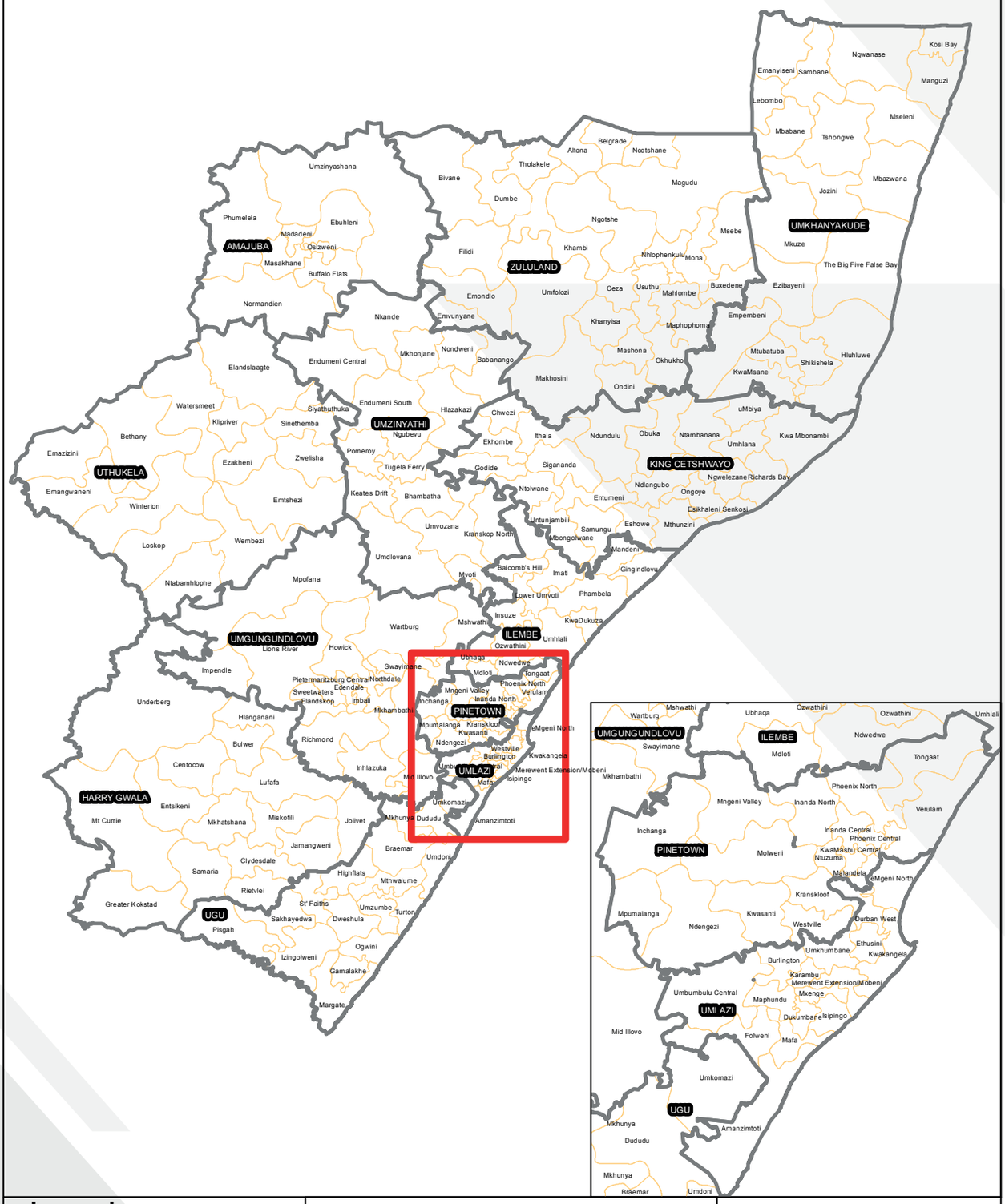
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PART A:
GENERAL INFORMATION

education
Department:
Education
PROVINCE OF KWAZULU-NATAL

KZN - DEPARTMENT OF EDUCATION: Districts and Circuits



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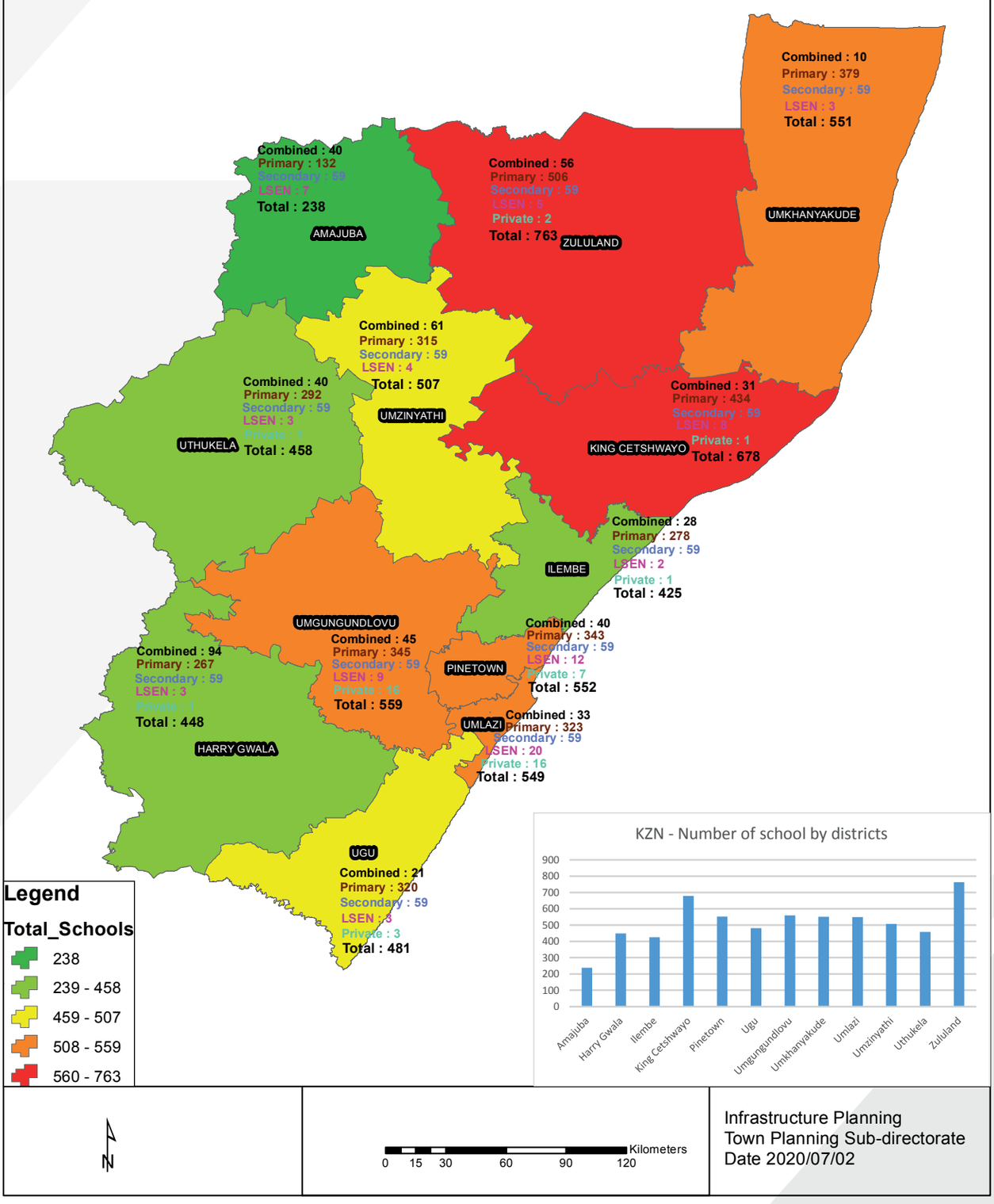
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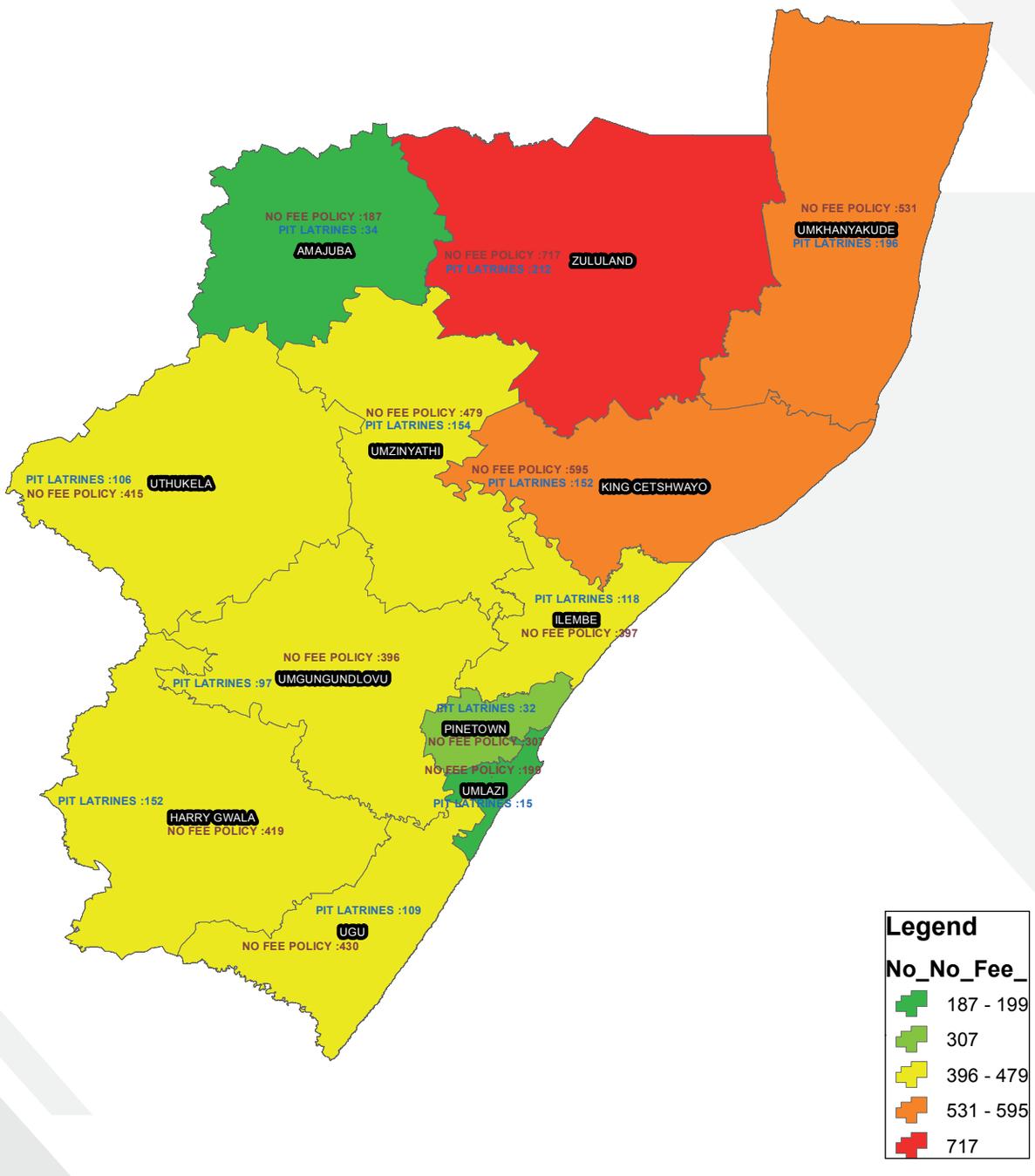
Infrastructure Planning
Town Planning Sub-directorate
Date 2020/07/02

KZN - NUMBER OF SCHOOLS BY DISTRICTS

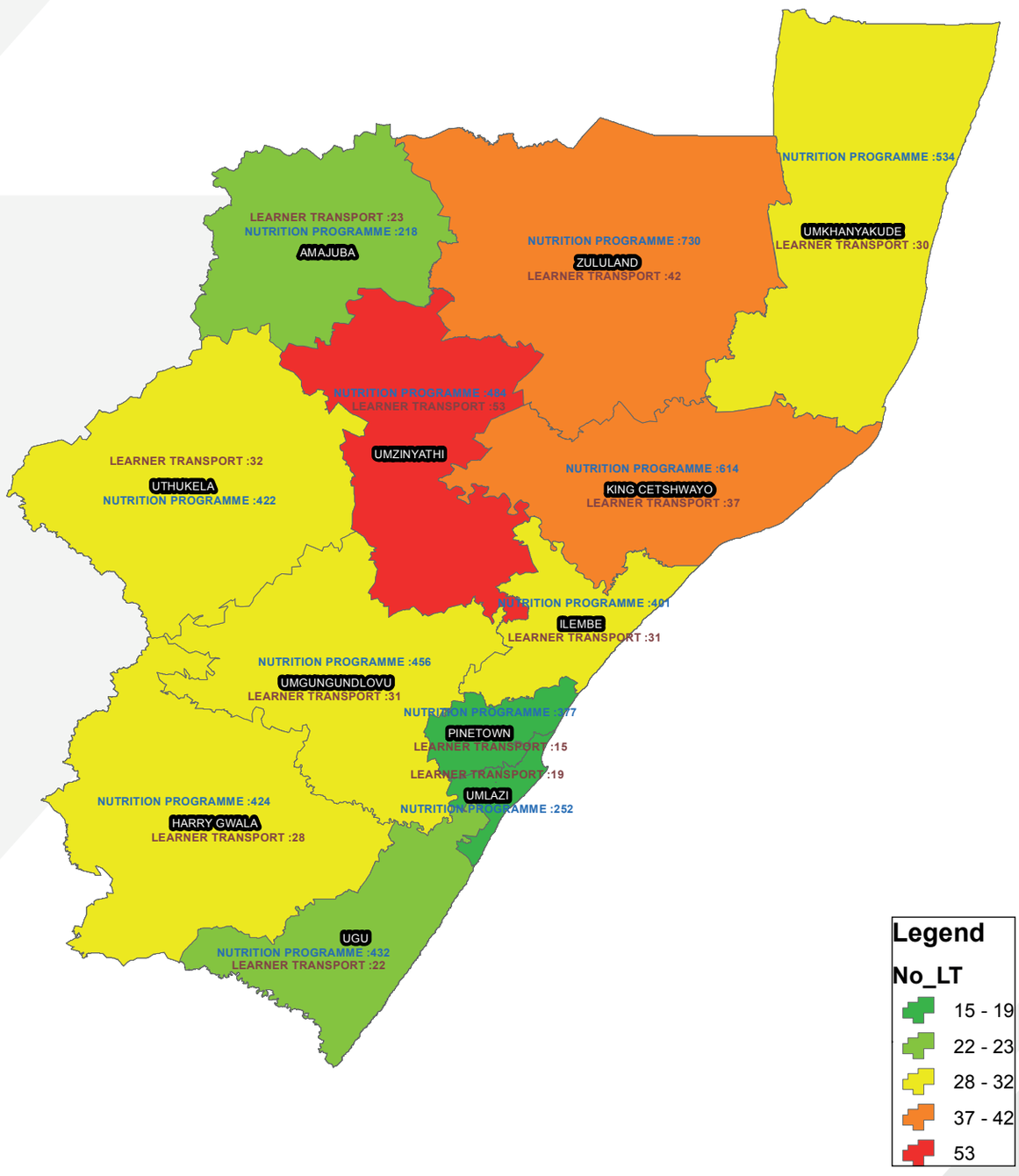


Infrastructure Planning
Town Planning Sub-directorate
Date 2020/07/02

NUMBER OF SCHOOLS WITH NO FEE POLICY AND PIT LATRINES



NUMBER OF SCHOOLS WITH LEARNER TRANSPORT AND NUTRITION PROGRAMME



ANNUAL REPORT
2019-2020

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2. LIST OF ABBREVIATIONS/ACRONYMS

AGSA	Auditor General of South Africa
AO	Accounting Officer
BBBEE	Broad Based Black Economic Empowerment
CFO	Chief Financial Officer
MEC	Member of Executive Council
HOD	Head of Department
PFMA	Public Finance Management Act
TR	Treasury Regulations
MTEF	Medium Term Expenditure Framework
SMME	Strategic Management Monitoring and Evaluation
SCM	Supply Chain Management
EU	European Union
SITA	State Information Technology Agency
SDIP	Service Delivery Improvement Plan
KZNDOE	KwaZulu Natal Department of Education
COVID-19	Corona Virus
COGTA	Cooperative Governance and Traditional Affairs
SGB	School Governing Bodies
NGO	Non-Governmental Organisations
ICT	Information and Communications Technology
LTSM	Learning and Teaching Support Material
NSC	National Senior Certificate
KZN	KwaZulu Natal
NDP	National Development Plan
CAPS	Curriculum Assessment Policy Statement
ECD	Early Childhood Development
FET	Further Education and Training

IIAL	Incremental Introduction of African Languages
SACE	South African Council for Education
C-DELTA	Commonwealth Digital Education Learnership Training in Action
PILO	Programme to Improve Learning Outcome
NRC	National Reading Coalition
LSPID	Learners with Severe to Profound Intellectual Disabilities
SIAS	Screening Identification Assessment and Support
SALS-HL	South African Sign Language Home Language
SLED	Sign Language Education and Development
TSS	Transformation of the Schooling System
QLTC	Quality Learning and Teaching Committees
PGDP	Provincial Growth and Development Plan
SNES	Special Needs Education Services
DBE	Department of Basic Education
SMT	School Management Teams
GET	General Education Training
DHET	Department of Higher Education and Training
HEI	Higher Education and Institutions
PTDI	Provincial Teacher Development Institution
DTDC	District Teacher Development Centres
CPTD	Continuing Professional Teacher Development
IQMS	Integrated Quality Management System
NAETSA	National Association for English Teachers South Africa
KZNELTA	KwaZulu Natal English Language Teachers Association
PLC	Provincial Learning Communities
PDFOL	Professional Development Framework for Digital Learning
PCTT	Provincial Core Training Team
LSM	Learner Management System

PL	Post Level
PGCE	Post Graduate Certificate in Education
MRTEQ	Minimum Requirements for Teacher Education Qualification
WIIM	Women In and Into Management
FPSP	Female Principals Support Programme
EIG	Education Infrastructure Grant
LSEN	Learner with Special Education Needs
FSS	Full Service School
NSNP	National School Nutrition Programme
SOE	State Owned Entity

3. FOREWORD BY MEMBER OF EXECUTIVE COUNCIL (MEC)



HON. MR KWAZIKWENKOSI INNOCENT MSHENGU, MPL

MEC: Education KwaZulu-Natal Provincial Government

The Year 2020 has been very unsettling as no country has been spared from the coronavirus (COVID-19) crisis leading to people all over the world having to make unprecedented changes to their lifestyles.

This virus has been declared a Public Health Emergency of International Concern. The protection of children and educational facilities is particularly important. KZNDOE has taken necessary precautions to prevent the potential spread of COVID-19 in school settings; however, we had put in place measures to avoid stigmatizing students and staff who may have been exposed to the virus.

The COVID-19 pandemic has exposed the consequences of inequalities in South Africa's education system and it could act as a catalyst to address some of the inequalities that prevail in education, especially in a province such as KwaZulu-Natal which is largely rural. This is because measures taken to prevent the spread of the coronavirus are unearthing a wide range of systemic problems right across the education landscape. Inadequate sanitation and water infrastructure, overcrowded classrooms and a shortage of teachers in specific phases and subjects are some of the challenges the education system is battling with.

The schools built under apartheid for black children in both urban and rural settings still have chronic infrastructure shortages. Pit latrines are the only form of sanitation in some schools and projects to eradicate these pit latrines are still under way.

The Department of Education in KwaZulu-Natal planned and implemented lessons that were aired on various radio stations, newspapers and on different digital platforms as a result of the academic break due to the COVID-19 national lockdown.

Through partnerships with various stakeholders necessary support was provided to matric learners during Level 5 Lockdown. Revision programmes were aired to assist learners to keep up with the curriculum, as well as ensuring that there is minimal disruption to this year's matric programme.

The COVID-19 pandemic has ushered in a new type of collaboration between the Department and various

stakeholders. To ensure the safe return of learners to schools there is a greater degree of co-operation between all stakeholders. We have worked closely with the Departments of Health, Social Development, Transport, and COGTA as well as with Teacher Unions, SGB Associations, Principals' Associations, NGO's and Faith Based Organisations to ensure that schools are prepared and monitored for the phased-in return of learners after the lockdown.

Despite the upheaval caused by COVID-19, we as a Department are optimistic that we shall overcome this scourge and normality will be restored in due course. Hence, we continue with the pursuance of our mandate of providing access to quality education to all our learners in the province.

As the Department of Education in the province of KwaZulu-Natal we are keenly aware of the fact that education is the biggest social investment that a community can make in creating a better future for its people. It is because of this reason that in the history of humanity all the nations that have succeeded in the past are nations that have put a higher premium on education.

In this regard, education is not only an instrument of social upliftment and enlightenment, but it is a revolutionary tool to change the lives of our communities for the better. In our quest to push the boundaries of knowledge production, it is of critical importance that we ensure that our education system does not exist for its own sake but takes into cognisance the historic evolution of our country. It is because of this reason that we have endeavoured to ensure that our teaching and learning is not an abstract experience that is removed from the challenges that are faced by our communities, but is relevant to the day to day realities of our people.

We must give our learners education that will enable them to see the world and learn to understand it and change it to suit the way of living. It must be education that is a potent instrument in the struggle for freedom and human progress.

We endeavour to make our schools, irrespective of locations, centres of excellence where we produce quality and well developed learners who can compete at international level and change the world. Even schools in rural and township areas must have state of the art infrastructure, with libraries, laboratories and cutting-edge ICT connections to respond to the demands of the Fourth Industrial Revolution (4IR).

Universal access to education is the ability of all people to have equal opportunities in education, regardless of their social class, gender, ethnicity background or any disability. We continue to work hard to eradicate illiteracy through providing modern school infrastructure, and to ensuring that all young people are able to learn in a conducive environment. To this end, the Department has built many schools and handed these over to the respective stakeholders.

In August 2019 we launched an e-Learning programme at Emadungeni Combined School in Harry Gwala District which aims at providing equitable and quality learning through the use of ICT in teaching for learners and teachers. The e-Learning Portal enables one individual to be connected to a number of schools and teach many learners in various corners of the province from one centre. The programme will reinforce what has been done to integrate ICT in Education. As a department and as a system we have taken a decision to embrace the 4th Industrial revolution.

Our innovative ICT integrated classroom project facilitates the teaching of all subjects with ICT and has the capacity to allow children in class to consult other classes live on a long distance, up to the level of linking with classes of other districts. It is envisaged that the e-Learning programme which was launched in Harry Gwala District will be integrated and rolled out to the rest of the province.

By using the power of technology we have decided to start working on bridging the divide between urban and rural schools by ensuring that better resourced schools are linked with poorly resourced schools in real time. In this regard, if school A that is located in a better resourced part of the province has a science laboratory, learners from school B that is located in a poorly resourced part of the province should be able to access the science laboratory without physically moving, through a video link or any other technological instrument. Our ultimate goal is to use technology to integrate our schooling system and to break the apartheid inspired barriers to learning.

Nonetheless, we are fully aware that before we maximally achieve this we need to get the basics right. We need to ensure that our schools open on time. We need to ensure that all our teachers are at school on time. We need to ensure that all our learners have access to Learning and Teaching Support Material (LTSM). We need to ensure that all our schools are the most sacred spaces in all our communities. Anyone who interferes with schooling should risk the collective ire of the whole community because schools are the social factories where future leaders are being produced. If our goal is to create a better future for our country, then we cannot allow a situation where our schools become the playground for criminals. For this to happen, our communities must come to the party to work in partnership with our educators and all stakeholders. We need to put our collective shoulder to the wheel.

We are confident that E-learning will improve the education environment and increase access to the digital world, which can be done by utilizing digital devices and internet-based learning content. It will also enhance teachers' competency.

The Department of Education in KwaZulu-Natal is committed to driving the government's equity, equality and empowerment agenda in terms of those living with disabilities. Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. We want to remove barriers and to create an inclusive and accessible education system for all. In an effort to removing some of the barriers to learning, we have provided buses and braille textbooks to Special Schools

The Department also has plans to integrate ICT in schools for learners with special needs to promote and deliver an inclusive education service. We are establishing focus schools to cater for learners with special needs. We are building a school for learners with autism. We don't want our learners to learn just by using imagination, we want to expand their scope in ICT and in innovation because they too have a right to enjoy the benefits of using ICT in the classroom and unleash their full potential.

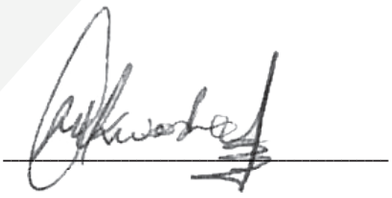
Learners with special needs will also be catered for in our ICT rollout package. They will be afforded the same opportunity that is afforded to able learners such as to access to initiatives like robotics and coding as well as rolling out innovative assistive devices.

KwaZulu-Natal has consistently been on an upward trajectory when it comes to the results. To this end, we have ensured that we continue improving all the programmes that are aimed at creating an enabling environment for our learners to continue to produce results that will take this province to another level.

As a province we acknowledge the accolades we received for the massive improvement of our 2019 National Senior Certificate (NSC) results and we are committed to improving the 2020 NSC results by 5%. We strongly believe that focus needs to be placed on all Grades in order to maintain quality NSC results going forward. A directive was issued to all officials of the Department to "Adopt-A-School" in order to strengthen support given to schools from Grade R to Grade 12.

As part of this programme, Deputy Director - Generals, Chief Directors, and Directors were requested to identify a minimum of five (5) schools for adoption in any of the twelve (12) education districts. Chief Education Specialists, Heads of Circuit Management Centres, Deputy Chief Education Specialists, Deputy Directors and Assistant Directors were also urged to adopt a minimum of three (3) schools.

As a province we are resolute that we can overcome the adversities brought about by the COVID-19 pandemic to complete the 2020 academic year.



HON. MR KWAZIKWENKOSI INNOCENT MSHENGU, MPL

MEC: Department of Education

Date: 30 November 2020

4. REPORT OF THE ACCOUNTING OFFICER



Dr. E .V. Nzama

OVERVIEW OF THE OPERATIONS OF THE DEPARTMENT:

The KZNDoE focused on the ten pillars as strategic drivers to take the Department to 2021. These pillars are:

Pillar 1: Transformation of the schooling system

1. Consolidation of small and viable schools

In 2019/20 the department focused on rationalisation or closure of small and non-viable schools with learner enrolment of less than 50 in primary schools. The main focus of the schools rationalisation process is to ensure that where possible schools that are operating below the minimum threshold of learner enrolment figure less than 135 in primary and 200 in secondary schools are closed or merged with nearby schools. This process seeks to improve the quality of education offered in such schools and to reduce the cost of providing education and to ensure return on investment that is associated with the provision and maintenance of school facilities.

Small and unviable schools are consolidated into boarding facilities. KZN has four hostels under the consolidation project namely; Msinga High in UMzinyathi District, Sukuma in UMgungundlovu District, Drakensview in Uthukela District and Mandla Mthethwa in UMkhanyakude District. Each learner is subsidised with R16 000 per annum for the following items: uniform, toiletries, catering services, security services, electricity & water and transportation to and from home during school holidays.

In Districts where there are no boarding schools, Grade 12's from small and non-viable schools will be migrated to the nearest viable and good performing schools but this initiative is dependent on availability of budget.

2. Revitalization and Expansion of Technical High Schools

The province has 54 Technical High Schools that offer a range of technical subjects. Eight (8) Technical Schools were provided with tools and machinery for civil technology, electrical technology and mechanical technology. The Department has been reskilling the teachers for these subjects so that they are able to cope with the changes in the curriculum.

3. Expansion of Agricultural High Schools

Currently there are four (4) Agricultural Schools in KZN, namely: James Nxumalo Agricultural High and Vryheid Landbou (Zululand District), Weston Agricultural College (uMgungundlovu District) and Shakaskraal High School (iLembe District).

The Department of Education over the years allocated funding through the equity budget to finance activities in Agricultural Education for the four (4) agricultural high schools in the province. We are working in collaboration with the Provincial Department of Agriculture to develop the practical skills required by teachers in teaching agricultural subjects.

Dabulamanzi Combined School in UMgungundlovu District has been identified for conversion to an agricultural school. Currently the project is at its initiation stage.

In addition to the four (4) Agricultural Schools, the subject Agricultural Sciences is offered in 570 schools in the province to cater for the learners who have an interest and passion for the subject.

4. Maritime Schools

KZNDOE has a mandate to achieve the objectives of the National Development Plan and Operation Phakisa for the Blue Economy which was launched by the President in October 2014. The Department of Education has since 2015 allocated funding through the equity budget to finance activities in Maritime Education for all schools offering Maritime Studies subjects in the province.

There are twenty one (21) schools that offer Maritime Economics as part of their curriculum in KZN in 2019/20. These schools are spread across eight (8) districts with a total of thirty three (33) teachers teaching the subject. We also started piloting the teaching of Nautical Science in four (4) schools since January 2014. In 2019, there were three schools that offered the subject in Grade 10 and 12.

Pillar 2: Curriculum and Assessment

Curriculum delivery is the core function of the Department of Education in which teachers use various teaching methodologies to impart knowledge and skills to learners. The Curriculum Assessment Policy Statement (CAPS) curriculum is based on a learner paced approach to teaching. This approach accommodates all learning styles. Learners are assessed formatively and summatively. The former type of assessment is used to identify skills and knowledge gaps so that fitting intervention strategies and remediation can be developed to support teachers, learners, schools and districts.

1. Curriculum delivery support – Interventions and programmes

In the 2019 academic year the province of KwaZulu Natal had planned interventions which focused on the improvement of the achievement of learning outcomes from Grade R to Grade 12. The interventions and programmes were responding to the knowledge and skills gaps which were noted during the internal and external assessments in 2018. Some of the intervention programmes were designed to respond to the weaknesses and strengths of the 2018 academic improvement plan. The interventions are divided into four categories. These are reading interventions, foundation phase support interventions (including Early Childhood Development (ECD) interventions), intermediate phase support interventions and FET phase (Grade 10, 11 and 12) support interventions. The drivers of intervention programmes were mainly Subject Advisers and other officials who specialise in various curriculum support programmes.

2. Reading promotion activities

KZNDOE planned reading activities with an understanding that the teaching of reading is a complex process which requires the attainment of many skills. All these required skills are designed to lead to the ultimate goal which is reading with meaning. In 2019 KwaZulu Natal made reading with meaning one of its priorities and there were planned activities which were rolled out in the 12 education districts. Noting that some of the studies showed that learners could not read with meaning, the province developed some strategies to improve this aspect of reading.

One of the activities was the development of reading material. Reading content was developed differently for each Grade. This is called Grade-specific reading content. The specialists in the province developed reading material which is relevant for each of the Grades to enable learners to identify with reading content and enjoy it. All the developed reading content was used to promote reading and the love thereof especially in primary schools.

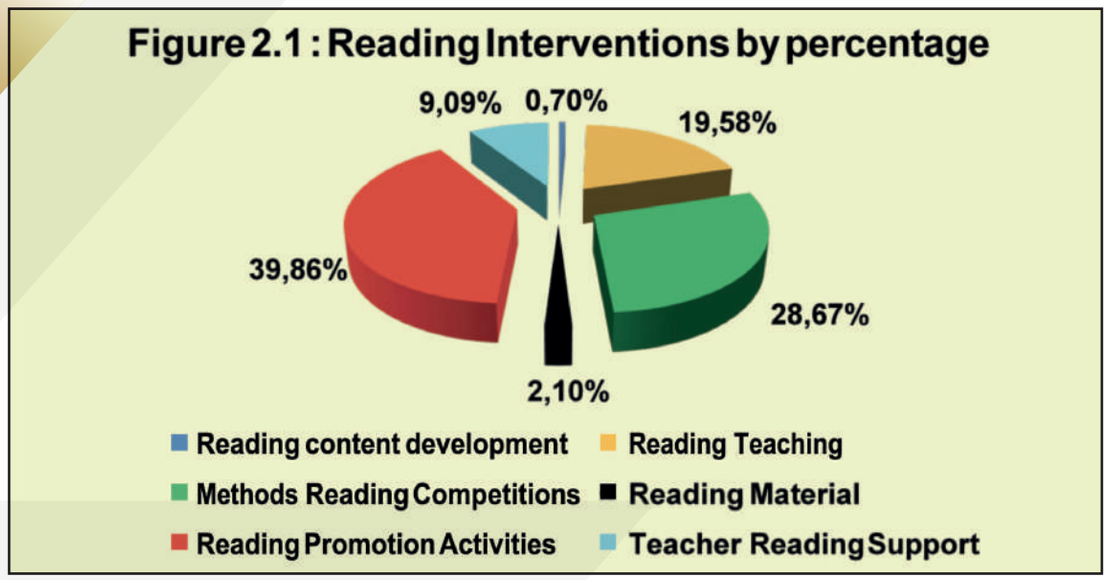
The province identified a lack of effective reading teaching methodologies as an issue of critical importance. The response was the training and support of teachers in reading teaching methods. One of the reading methods used to support teachers was the phonics method which is based on the relationship between individual letters and sounds. This method was viewed as important for teaching reading because it starts with small units and builds towards a bigger picture of reading. This method makes children aware of the sounds that letters or pairs of letters make (the phonics) and appreciate how the letters fit together to make a sound.

The whole-work approach was another method of teaching reading used by the province to capacitate teachers in teaching methodology. Some people call this the "look and say method". This method was seen as important for teachers because it helps learners to recognise sentences holistically rather than individual sounds.

Reading teaching aids such as flashcards are part of this method and teachers benefitted from the workshops which included the introduction of this method.

There were other reading teaching methods used by the foundation phase and intermediate phase specialists to support teachers in reading teaching methods. These are methods such as the language experience approach and the context approach. In assessing the effectiveness of the methods of teaching reading and the impact of teaching, assessments were used in schools. Over and above assessments, reading competitions were used in the province. These competitions came in the form of storytelling, spelling competitions et cetera. There were several reading promotion activities such as participation in the international reading days, "Read to Lead Campaign" and others. The province also distributed reading material to schools to supplement the material that is in workbooks and textbooks. Teachers were supported in the management of reading in the classroom.

The following pie chart shows the percentages of reading promotion activities for 2019 in KwaZulu Natal. The chart shows that most of the time was spent on the promotion of reading and reading competitions. Less time was spent on the development of reading content because most of this is ready made and supplied to schools as LTSM and workbooks. The other aspect that took most of the time in interventions was that of reading teaching methodology because this includes methods of teaching reading with meaning. The distribution of reading interventions as shown in the pie chart (Figure 2.1) indicates that interventions in the province covered most of the aspects of reading promotion.



3. Curriculum support for Foundation Phase

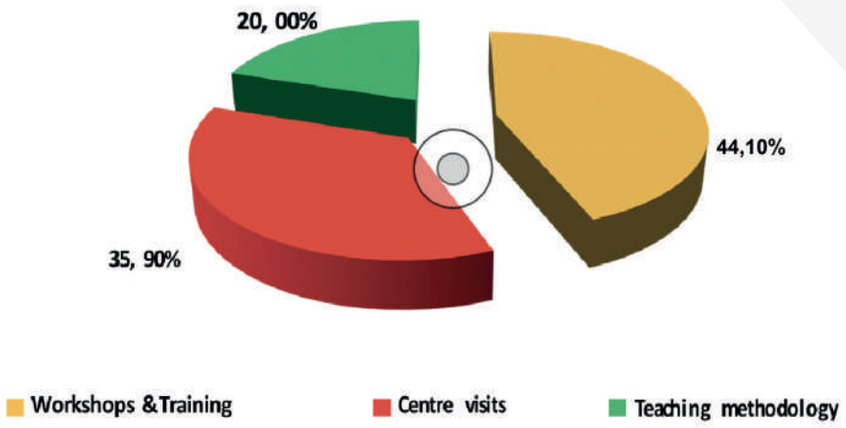
Curriculum support in the foundation phase focused mainly on Numeracy and Literacy programmes for teachers, school visits and learning and teaching support material. The Grade R component of the Department of Education was active in 2019. More support was given to Grade R centres and Grade R Practitioners. The province dealt with ECD Practitioners, learners and centres as guided by Education White Paper 5 on Early Childhood Education. The Chief Directorate for Curriculum Delivery provided support to Grade R Practitioners and centres with an understanding that it deals with the early years of learning which are the most critical for development.

The Grade R Specialists supported the Practitioners during their teaching and learning experiences. There was interaction between the Specialists and Practitioners at school level and in workshops. The support for the Grade R centres included visits where the Specialists monitored centre functionality, progress in curriculum delivery, the availability of resources and challenges experienced on daily basis. The support for schools extended to strategies of encouraging access to Grade R education because the majority of the children come from poor families. The question of access included health, safety and nutrition for the children.

The Grade R Specialists conducted workshops for Grade R Practitioners in the twelve districts. The workshops included methods of teaching children and the use of LTSM including workbooks. More time was spent by the Specialists in assisting Grade R Practitioners by equipping them with methods of teaching Grade R content. These are methods such as the integrative method, cooperative learning structures, differentiated instruction, goal setting approach, cross curriculum teaching and learner paced practical assessments.

In KwaZulu-Natal the Grade R Specialists introduced an observation book which is used by Practitioners to follow up on the child's behaviours with time and to record some good signs of participation and relations as well as indications of low esteem. Figure 3.1 below is a pie chart showing the percentages of Grade R support activities in 2019. It also shows that most of the Grade R interventions were on workshops and training as well as school visits.

Figure 3.1: Grade R Support and Interventions

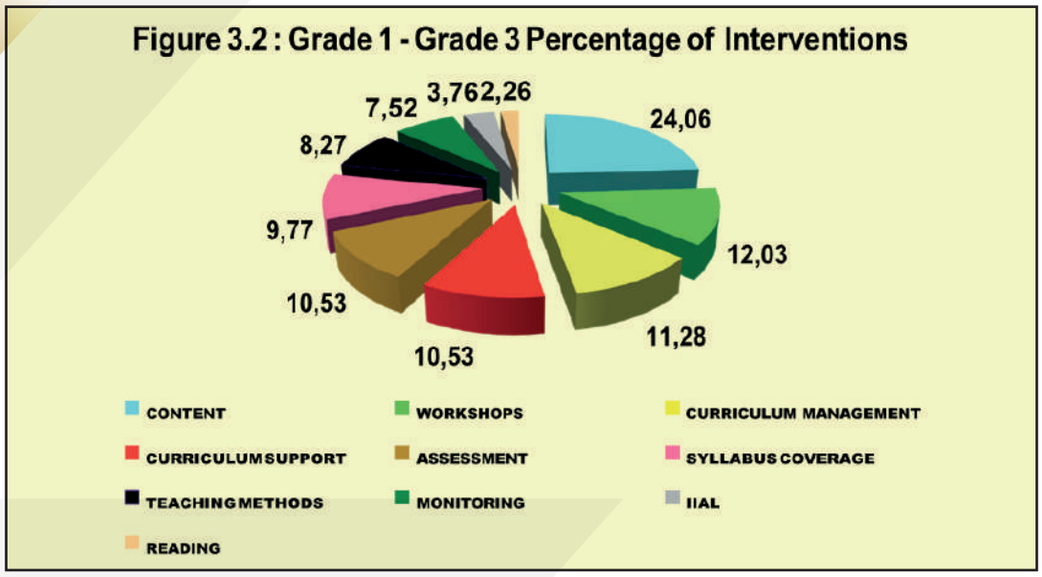


The foundation phase also includes Grades 1 up to Grade 3. From Grade 1 learners begin with formal schooling and they are formally introduced to two important skills i.e. Numeracy/Mathematics and Literacy/Language. The emphasis is on the mastery of language skills and mathematical skills. This is where the education system lays a foundation for upper phases and further learning. In the 2019 academic year KwaZulu-Natal Department of Education provided support to Grade 1- 3 learners in various ways.

There were workshops on teaching Life Skills, Numeracy and Literacy. The main purpose was to empower teachers to creatively adjust the learning content to the levels of understanding of the foundation phase learners. The other teacher support intervention in the province was on classroom management where teachers were assisted to use the best methods of managing the foundation phase classroom. It is a known fact that learners in the foundation phase are more playful and their disruptive behaviour must be managed. The workshops on classroom management included methods of dealing with behaviour that interferes with teaching and learning, behaviour that interferes with the rights of other learners to learn, behaviours that are psychologically and physically unsafe and behaviours that cause the breakage of school property e.g. windows. The main reason for empowering teachers on classroom management was to ensure that they are able to make the classroom a centrepiece for quality teaching and learning.

Teachers in the foundation phase were also given support in areas of subject management so that they cover the curriculum using a suitable pace and allow for assessment feedback and remediation. The issue of syllabus coverage was also part of teacher empowerment so that teachers understand the importance of effective coverage of curriculum and track it in terms of various forms of assessments. More and more work was done in the Incremental Introduction of African Languages (IIAL) which is one of the programmes of the Department of Basic Education.

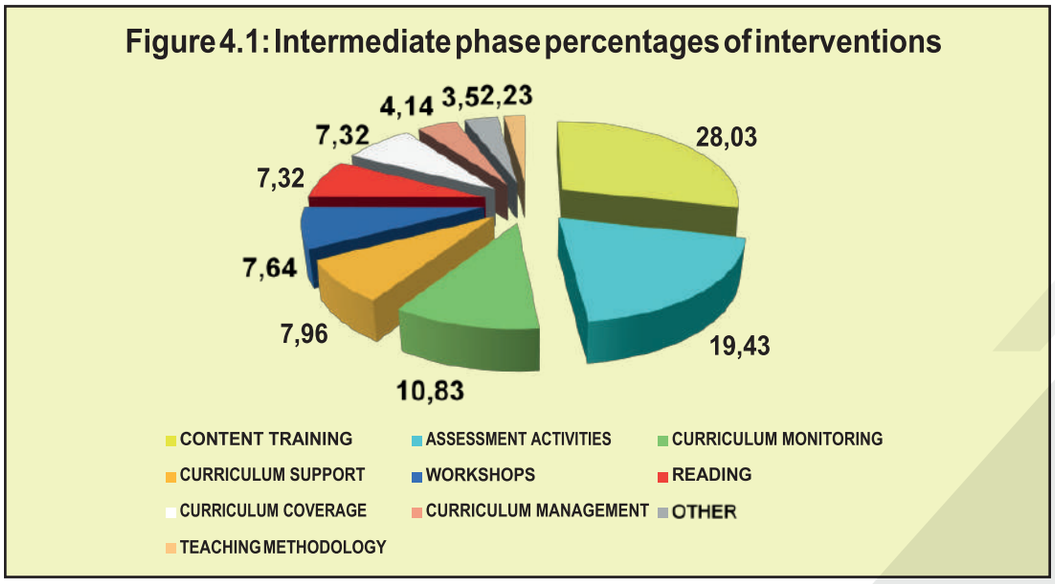
There were monitoring visits for primary schools in the province. These visits were unannounced because the Department of Education wanted to find the real facts about progress, challenges and improvements in each school. Some of these visits were conducted by transversal teams which consisted of people with a variety of subject knowledge and education support skills. Teachers in the foundation phase were also empowered in the assessment of learners with an intention to track their performance, generate reports and organise parents' engagement meetings. The subject specialists in the foundation phase were able to focus on reading as one of the priorities of the system. Teachers were assisted with methods of teaching reading and the methods of promoting it. The following pie chart shows the distribution of interventions and support in the foundation phase and it indicates that most of the interventions were on subject content.



4. Support for the intermediate phase

The intermediate phase support interventions included the content workshops where teachers were provided with more knowledge of the subjects that they are handling. These workshops focused on problematic areas of the curriculum and subjects which are more challenging. Content workshops covered 28.6% of the interventions in this phase. Assessment was one of the activities in the intermediate phase. It was used for quality assuring the work of teachers and to diagnose possible problems. Formative assessment was administered by teachers during their contact time with learners. Schools conducted assessments on a quarterly basis. Therefore each school had its summative assessment at the end of each quarter and report cards were issued to parents. The tradition of the province is that school principals organise sessions with parents to discuss the performance of their children. The Department conducted sampled School Based Assessment moderation sessions.

Curriculum support came in many ways depending on the issues identified by districts. Figure 4.1 below summarises the curriculum support activities of the province in the intermediate phase. It can be discerned that the province covered all required areas of support in intermediate phase.

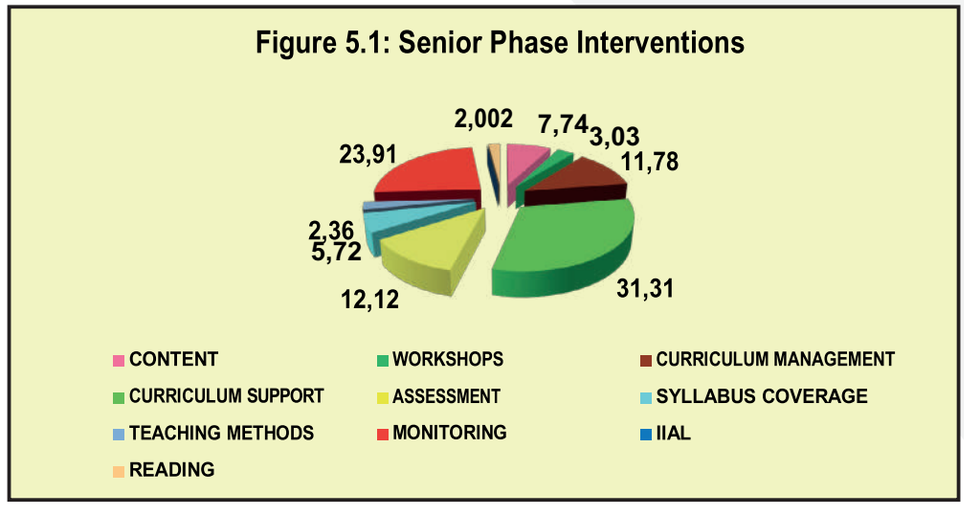


5. Support for the Senior Phase

The Senior Phase is the final preparation for specialisation at FET level. It is a phase where all learners must be supported to develop necessary skills needed to make suitable curriculum specialisations choices for Grades 10, 11 and 12. The Department of Education conducted oversight visits in schools to ensure that learning is taking place. Transversal teams visited schools to monitor curriculum coverage, availability of resources (human and physical) and the general management of curriculum delivery. Workshops were also conducted to support teachers on curriculum management at school level and to assist them in planning their work.

One of the subjects which posed a challenge at senior phase level is Mathematics. Content workshops were organised to tackle difficult aspects of Mathematics. There were other content workshops organised to ensure that teachers are able to plan adequately and engage in quality teaching and assessment. Workshops also assisted teachers to manage their teaching time and to put in enough effort to get the teaching task done on time. Workshops were mainly aimed at helping teachers with various strategies of curriculum delivery so that they could change teaching methods to accommodate learners who have different learning styles and multiple intelligences. Figure 5.1 below shows the percentages of interventions made in the senior phase of 2019.

Figure 5.1: Senior Phase Interventions



6. Support for the Further Education and Training (FET) phase

The province has provided all districts with support in schools. This included the tracking of learner performance from Grade 10 to Grade 12. Teacher orientation workshops were organised for the FET phase by the Department. These workshops were used to orientate teachers on the management of their subjects in each term, assessment requirements and the pacing of curriculum coverage. The orientation workshops also focused on matric results through a qualitative analysis of the diagnostic report and discussion of measures to improve the understanding of the identified aspects of the curriculum.

The tracking of learner performance was based of the requirements for the delivery of the CAPS curriculum. This part of the interventions was divided into two types. There were standardised tests which were set by the Department of Education. In Grade 12 standardised tests were conducted in Accounting, Agricultural Sciences, Business Studies, Economics, English First Additional Language, IsiZulu Home Language, Geography, History, Life Sciences, Mathematical Literacy, Technical Mathematics, Mathematics, Physical Sciences and Technical Sciences. In Grades 10 and 11 standardised assessments were written in Accounting, Mathematics, Mathematical Literacy, Life Sciences and Physical Sciences. Results were analysed for each term and the gaps were identified which led to the development of intervention programmes in each term.

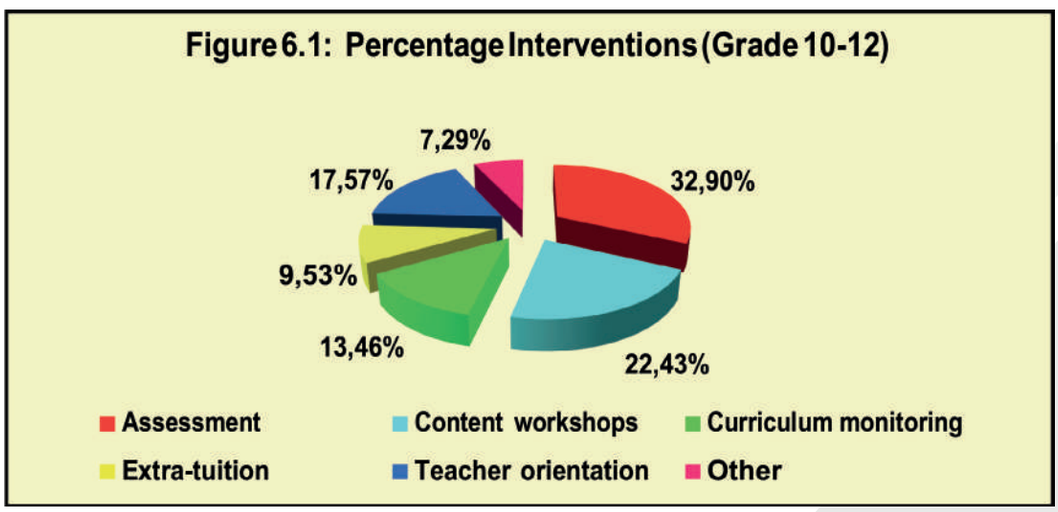
There were content workshops in Accounting, Business Studies, Agricultural Sciences, Economics, History, Geography, Mathematics, English First Additional Language, IsiZulu Home Language, Life Sciences, Mathematics, Mathematical Literacy, Mathematical Sciences, Physical Sciences, Technical Sciences, South African Sign Home Language, Civil Services, Woodworking, Digital Systems, Electronics, Power Systems, Automotive, Fitting and Machining as well as Welding and Metalworking. The workshops were organised at two levels. Some of the workshops were organised by head office i.e. those which supported teachers in the newly introduced subjects. Other workshops were organised by the education districts in an attempt to close the knowledge and skills gaps in all other subjects. There were more content workshops in Mathematics, Physical Sciences, Mathematical Literacy and Accounting as these subjects are more challenging than the rest.

The matric diagnostic reports were used to address areas in which learners did not perform well. The content referred to in the diagnostic reports was designed to assist Grades 10, 11 and 12 teachers and learners. For this reason the province developed material for the FET phase as a way of addressing the gaps identified by Examiners and Moderators. This material was distributed to schools. It was mainly used during the winter classes and other holiday classes where the Lead Teachers provided tuition.

The other type of provincial and district support was extra classes for extra tuition. The current curriculum is learner paced and the 2019 matric class was composed of progressed learners and other struggling learners who needed more time to master the skills taught to them. This made a strong case for extra classes in most of the education districts and schools. Each education district had extra classes during weekends and during holidays. The Department organised special camps for Mathematics as well as special camps for newly introduced subjects. These extra tuition programmes assisted schools to achieve quality curriculum coverage.

The subject specialists in education districts and head office conducted school monitoring visits. These visits were designed to monitor schools and identify good practices and areas which needed improvement. The importance of these visits was that good practice was taken from good schools to other struggling schools thus replicating the best practices in each district. The school visits also assisted struggling schools with time management, curriculum management, time tabling and subject management. Figure 6.1 shows that most of the interventions in the FET phase were on content knowledge (22.3%) and the tracking of learner attainment (32.9%). There were other interventions such as individual subject teacher support programmes, orientation of newly appointed subject teachers and individual school support for the introduction of new subjects.

Figure 6.1: Percentage Interventions (Grade 10-12)



7. National Senior Certificate Results

The KwaZulu-Natal NSC results improved from 76.20% in 2018 to 81.30% in 2019. A multitude of interventions including the Winter Classes that we had during winter holidays have been very impactful. They have assisted many learners who would not have been able to perform as best as they did without these interventions. The interventions included attempts to increase the number of quality passes in the National Senior Certificate examination.

In 2019 all districts in the province improved from their 2018 pass percentages.

TABLE 7.1: OVERALL PERFORMANCE OF KWAZULU NATAL

DISTRICT	2018	2019
UGU	79,60%	86,30%
AMAJUBA	81,70%	85,20%
PINETOWN	77,40%	83,00%
UMGUNGUNDLOVU	77,50%	82,80%
UMLAZI	76,76%	82,60%
ILEMBE	71,10%	80,90%
UMKHANYAKUDE	78,10%	80,60%
KING CETSHWAYO	73,90%	79,30%
UTHUKELA	76,13%	79,20%
ZULULAND	73,80%	79,10%
UMZINYATHI	73,10%	77,40%
HARRY GWALA	71,90%	77,30%
PROVINCE	76,20%	81,30%

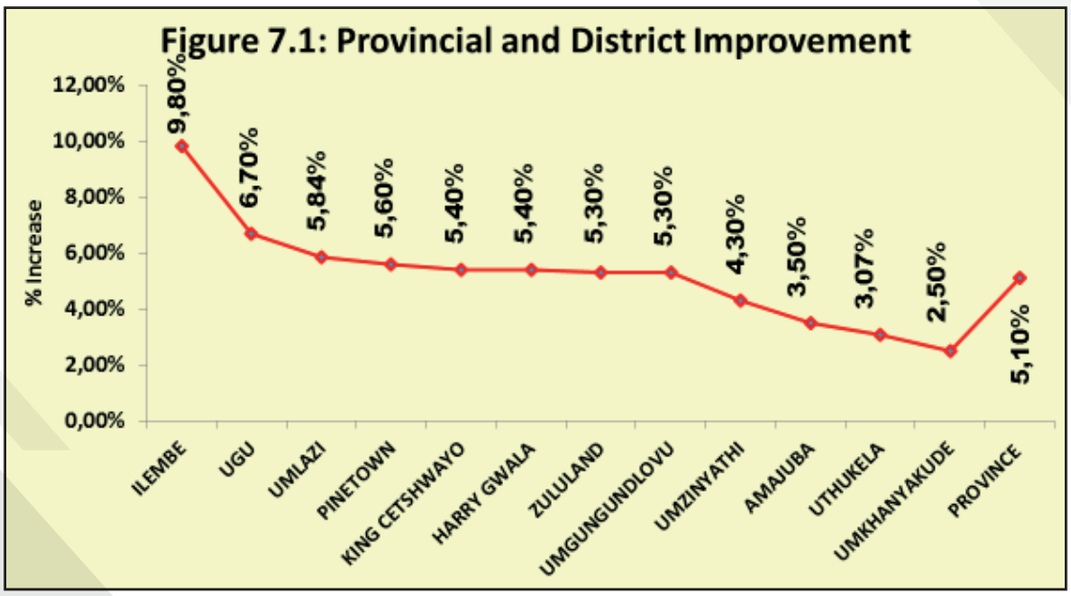


Table 7.2: Bachelor Passes

DISTRICT	2018 BACHELORS	2019 BACHELORS	INCREASE
AMAJUBA	2031	2406	375
HARRY GWALA	1334	1636	302
ILEMBE	1750	2177	427
KING CETSHWAYO	4217	4975	758
PINETOWN	5559	5929	370
UGU	2539	2809	270
UMGUNGUNDLOVU	3748	4045	297
UMKHANYAKUDE	3483	4150	667
UMLAZI	6789	7452	663
UMZINYATHI	1581	2056	475
UTHUKELA	2262	2497	235
ZULULAND	3280	4021	741
PROVINCE	**38573**	**44153**	**5580**

Table 7.3: Diploma Passes

DISTRICT	2018 DIPLOMAS	2019 DIPLOMAS	INCREASE/DECREASE
AMAJUBA	1716	1181	**-535**
HARRY GWALA	1314	1504	**190**
ILEMBE	1681	1857	**176**
KING CETSHWAYO	3577	3793	**216**
PINETOWN	3782	3794	**12**
UGU	2079	2296	**217**
UMGUNGUNDLOVU	2572	2528	**-44**
UMKHANYAKUDE	3243	3397	**154**
UMLAZI	4509	4629	**120**
UMZINYATHI	1717	1831	**114**
UTHUKELA	2101	2079	**-22**
ZULULAND	2935	3147	**212**
PROVINCE	**31226**	**32664**	**1438**

8. Internal Assessments/Examinations

Assessment in the education system is divided into two main parts. The first part is formative assessment and the second one is summative assessment. Formative assessment refers to the tasks, tests, projects, assignments, exercises etc. used by teachers to evaluate the mastery of knowledge and skills taught to learners. Quarterly formative assessment is administered in all schools as a way of evaluating the success of teaching and learning and identifying the skills and knowledge gaps. When formative assessment results are analysed, teachers and subject specialists design intervention programmes to address content and skills gaps.

9. Improving the foundations for learning, namely reading, writing and counting

9.1 Media centres/classroom/digital and mobile libraries

Thirty-four (34) schools were supplied with shelf-ready school library material to be used by educators in teaching and learning activities in the form of reference works, fiction works, non-fiction works, charts and audio visual material. Twenty-two thousand seven hundred and eighty seven (22 787) learners, six hundred and fifty nine (659) educators from forty-nine (49) schools were visited by the mobile library bus service. Six hundred (600) educators from twelve (12) Districts were trained on Library Management, Administration and Utilisation. The collaboration with KZN Department of Arts and Culture led to a successful launch of the Ethembeni Library for the Blind. Several NGO partnerships assisted with school supplies and training of educators.

9.2 Teacher-librarians and library assistants

The Department has partnered with the University of KwaZulu-Natal (Pietermaritzburg Campus) in ensuring that teacher-librarians obtain a qualification in school librarianship.

Six hundred (600) educators from twelve (12) districts were trained on Library Management, Administration and Utilisation. Sixty-eight (68) Library Assistants and Mobile Library Drivers were trained on Processing Centre Guidelines. Six hundred (600) principals attended a Capacity Building Programme on Library Management and Administration and Utilisation.

Twenty-five (25) School Library Advisors were trained on ICT including eBooks, Moodle and SA-SAMS.

Thirty-seven (37) teachers enrolled at UKZN for a South African Council for Educators (SACE) accredited Postgraduate Diploma in Library and Information Studies (2nd year students). All trained teachers were supported and monitored during the year. Twenty seven (27) teachers trained with SchoolNet on Common Wealth Digital Education and Training in Action (C-DELTA).

9.3 Reading Promotion

The province developed the KZN Reading Strategy to:

- Strengthen teaching of reading in the Pre- and In-service teacher training;
- Provide resources for implementing the Reading Strategy;
- Advance the "Read to Lead" Campaign;
- Link Reading to Teacher Development;
- Involve Community and Faith-Based Organisations in the reading programme;
- Promote the role of youth groups in reading;
- Support reading programme for learners with barrier;
- Support classroom based reading activities; and
- Establish Reading Clubs and Reading Promotion Committees (Provincial, District and School-based).

Five hundred and sixty-two (562) Reading Clubs were established in the province in 2019/20. Reading Competitions were held at all levels.

The KZN Provincial Reading Indaba was held on 12 February 2020. Twenty three (23) teams of learners from secondary and primary schools competed in the Reader's Cup Competition on story-telling, quiz, IsiZulu and English book reviews.

The following organisations supported schools on library development and /or reading promotion activities: Biblionef SA, Africa Ignite, Bread line, AVBOB, Standard Bank, Partners for Possibilities, Illovo SA in partnership with Programme to Improve Learning Outcomes (PILO) (Love to Read project), Room to Read, PRASA, Avon Peaking Power, Spoornet and PRASA. The National Reading Coalition (NRC) provided 6 schools with packs of readers in the piloting circuits – Mandeni Circuit and Molweni Circuit.

10. Inclusive Education

Over recent years the Department has stepped up efforts to promote inclusivity in our schools. Despite our commitment to cater for learners with special needs, there are severe constraints within the system for teachers to provide individual learner attention for learners to acquire knowledge and skills to progress through the system. Learners with special education needs are still marginalized within the Education System. This is evident in the lack of facilities and equipment to support special needs education at schools.

10.1 Learners with Severe to Profound Intellectual Disabilities (LSPID)

The Constitutional Principles for learners with severe to profound intellectual disabilities include; Access, Efficiency, Redress, Equity, Quality and Inclusivity hence the government adopted a wide response to accord LSPID their Constitutional rights. To promote the quality of life for Learners with Severe to Profound Intellectual Disability (LSPID), the department ensures that the child gains access to quality funded education by providing LSPID Grant and hiring Transversal teams. Transversal teams consist of occupational therapists, physiotherapists, psychologists, social workers, speech therapists, senior educational specialists and project managers which provide therapeutic interventions and outreach services. DOE provide the learning programs to LSPID with following subjects; communication and language, spatial and conceptual development and life skills as well as tool kits.

The Department employed an additional transversal team, 3 psychologists and 3 social workers in the 2019/20 financial year. In addition to this the Department replaced 2 therapists who left due to attrition.

There are six Transversal Itinerant Outreach Teams, with each team supporting two (2) districts. Each team provides therapeutic and psychosocial support to LSPID from sixty two (62) Special Care Centres and seventeen (17) Special Schools. Each team is comprised of a senior educational specialist, a physiotherapist, an occupational therapist, a social worker/educational psychologist and a grant manager that supervises the 6 teams.

10.2 Policy on Screening Identification Assessment and Support (SIAS)

The Policy on Screening, Identification, Assessment and Support (SIAS) policy 2014, has provided a framework for the standardization of the procedures to identify, assess and place learners in their appropriate institutions. The special funding for the implementation of the Draft policy for the provision of quality education and support for learners/children with severe to profound disability September 2017, has provided relief with provision of human resources, tools of trade and assistive devices.

Communities are aware of facilities and opportunities available for learners/children with disabilities. Special Schools in rural areas struggle to get connectivity with networks thus compromising the education of learners. Newly built or transformed schools must consider the location, environmental and geographical factors including accessibility, to ensure sustainability of the institution.

10.3 South African Sign Language Home Language (SASL-HL)

The introduction and implementation of South African Sign Language-Home Language (SASL-HL) in schools that cater to the needs of Deaf learners commenced in 2015 and draws its mandate from Education White Paper 6 on Inclusive Education which provides the framework for the establishment of an inclusive education and training system that addresses barriers to learning and the National Curriculum Statements Grades R-12 which is a learner-centered, skills-based framework with the key objective of transformation and responding to learner diversity.

In addition to SASL-HL being implemented in 8 Schools for the Deaf and 5 general Special Schools with units for deaf learners, the Department increased units for deaf learners in Special Schools in 2019/20 in UMzinyathi, ILembe and Harry Gwala where there was no provision for Deaf learners. This is economically viable and also addresses the issue of broadening access for deaf learners. The Department developed educators in SASL and also fostered collaboration with NGOs and Parent Support Groups to augment support to learners in 2019/20 financial year.

Fifty two (52) Foundation Phase deaf / hearing teachers and deaf teaching assistants were trained in SASL CAPS over 5 days. This phase was depleted of trained teachers as the cohort that was trained in 2015 had migrated to Intermediate and Senior phases. Sign Language Education and Development (SLED) conducted training.

The year 2019 marked the year of the 2nd NSC examination in South African Sign Language and the province once again recorded a 100 % pass in the subject. Learners from Kwathintwa School for the Deaf in Pinetown District were placed first and third nationally.

10.4 Braille

In this financial year the Department centralised procurement of master copies and LTSM to support Blind education. We provided Braille textbooks for all Braille users. Braille textbooks were procured for approximately 160 titles.

Braille Resource Centres are operational at the following Special Schools:

- Arthur Blaxall School for the Blind – Umgungundlovu District
- Open Air Special School – Umlazi District
- Ethembeni Special School – Pinetown District

The Centres are equipped with Braille printers, embossing machines which can represent pictures from text books with raised features, and voice synthesizers which can convert text to voice. The services of the Braille Resource Centres may be accessed by District, Municipal, Community structures and NGOs. Braille technicians are available to facilitate the service.

Thirty (30) educators from schools for visually impaired learners were trained in Braille Level 1 and Blind-SA trained 25 teachers in Braille Level 2. The training comprised 5-day contact sessions and teachers were required to submit a portfolio of evidence for the final assessment. Successful teachers will receive NQF L4 and L5 accreditation, respectively.

10.5 Autism

KwaZulu-Natal has more than fifty percent (50%) of Special Schools that cater for the needs of Autistic learners. There are one thousand eight hundred and seventy one (1871) Autistic learners enrolled in Special Schools. There are 52 units in Special Schools that cater for the needs of autistic learners. The Department trained educators and District officials on teaching and managing autistic learners. Teachers are able to identify symptoms and intervene with appropriate therapy and specialized strategies to facilitate access to learning.

The Department of Education is currently establishing a school for autism with boarding facilities at Ballito in the ILembe district. In addition the Department has identified more Special Schools that will open autism units to increase access in all communities. Furthermore we have started the process of establishing sensory rooms in the existing autism units which will be followed by training on how to use the sensory rooms effectively to support learners.

We have strengthened monitoring to ensure that the subsidy allocated to autistic learners is utilized for the intended purpose.

11. Transformation of the Schooling System

The Transformation of the Schooling System (TSS) is implemented with the focus on community involvement in all schools, through the resuscitation of the Quality Learning and Teaching Committees (QLTC) in an attempt to intensify parental involvement as part of curriculum management and delivery strategy.

11.1 Recapitalization of the Technical High Schools

The Province has 54 Technical High Schools that offer a range of Technical subjects. The curriculum for these subjects have recently been reconfigured and strengthened into 9 specialisations. This strengthening necessitates that the resource for practical lessons be upgraded, and new resources be provided for the schools.

In 2019/ 20, eight Technical Schools were provided with Tools and Machinery for the following Technical specialisations:

- Civil technology
- Electrical Technology
- Mechanical Technology

The provision of tools and machinery was done incrementally for the rest of the schools as funds became available.

For the past 3 years the Department has been reskilling the teachers for these subjects so that they are able to cope with the changes.

11.2 Revitalization of the Agricultural High Schools

KZNDOE has a mandate to achieve the objectives of the National Development Plan (NDP) and KZN Provincial Growth and Development Plan (PGDP). The National Curriculum Statement (CAPS) provides for the creation of Agricultural Focus Schools at Grades 10 – 12. The following subjects are taught in the Agricultural Focus Schools:

- Agricultural Sciences
- Agricultural Management Practices
- Agricultural Technology

The Department of Education over the years allocated funding through the equity budget to finance activities in Agricultural Education for all 4 agricultural high schools in the province.

We are working in collaboration with the Provincial Department of Agriculture to develop the practical skills required by teachers in teaching these subjects.

In addition to the four schools, the subject Agricultural Sciences is offered in 570 schools in the province to cater for the learners who have an interest and passion in the subject.

The Department is transforming the schooling system through delivery of quality agricultural education. Revitalization of the four agricultural high schools, which is supported by the Department, is based on their individual needs to improve agricultural education delivery.

11.3 Expanding Maritime Education

KZNDOE has a mandate to achieve the objectives of the National Development Plan and Operation Phakisa for the Blue Economy which was launched by the President in October 2014. The Department of Education has since 2015 allocated funding through the equity budget to finance activities in Maritime Education for all schools offering Maritime Studies subjects in the province.

There are twenty one (21) schools that offer Maritime Economics as part of their curriculum in KZN in 2019/20. These schools are spread across eight (8) districts with a total of thirty three (33) teachers teaching the subject.

There are three (3) schools offering Nautical Science in Grade 10 and 12.

12. Career Guidance

Through Special Needs Education Services (SNES) the Department supports curriculum at selected schools to assist learners make subject choices that will lead to employment or business opportunities in scarce skills areas by organizing Grade 9 Subject selection Seminars. In 2019-20 over 32 000 learners benefitted from these programmes.

13. Learner Teacher Support Material (LTSM)

One of the most important aspects of access to learning is the provision of learning and LTSM. This is Grade relevant materials which are used in the classroom. The provision of LTSM is important because it significantly increases learner participation and achievement by supporting learning and teaching with stationery and books. The supply of LTSM also contributes to the success of learners as its writers are guided by topics from the Curriculum ad Assessment Policy Statements (CAPS). KwaZulu Natal Department of Education provided LTSM in various forms such as learner stationery packs, non-learner pack stationery, stationery (paper boxes), core material packs and textbook packs. The Department of Education prepared for the provision of 2019 LTSM as early as August 2018.

All districts and schools received stationery for early Childhood Development on time and this included learner stationery packs, stationery non-learner packs, stationery (paper boxes), core material packs and

textbook packs. The quantities of stationery for ECD centres match with the number of Grade R learners in each district. Pinetown, Umlazi, Zululand and King Cetshwayo received the largest quantities of stationery because they had the largest numbers. Amajuba, Harry Gwala, UMzinyathi and ILembe received the smallest quantities as they had lower enrolments as shown in Table 13.1 below. The table lists the quantities of LTSM for Early Childhood Development in 12 education districts of KwaZulu Natal and this includes the provision of stationery.

TABLE 13.1: DISTRIBUTION OF EARLY CHILDHOOD DEVELOPMENT STATIONERY

District	Learner packs	Non learner packs	Paper (boxes)	Core material packs	Textbook packs
Amajuba	9794	285	855	300	343
Harry Gwala	10603	395	1185	263	501
ILembe	13649	418	1253	316	593
King Cetshwayo	19393	590	1772	425	823
Pinetown	23024	604	1808	476	810
UGu	14034	436	1308	299	583
UMgungundlovu	15612	500	1504	405	559
UMkhanyakude	17580	520	1560	371	796
Umlazi	21024	554	1662	478	798
UMzinyathi	12700	426	1278	265	642
UThukela	17405	480	1439	431	727
Zululand	21909	700	2093	528	1039
Total	**196727**	**5908**	**17717**	**4557**	**8214**

Stationery was also provided for Grade 1 up to Grade 12. The provision of stationery for these Grades was divided into foundation phase, intermediate phase, senior phase and further education and training (FET) phase. Table 13.2 below shows the quantities supplied per education district for the General Education and Training (GET) band. This quantities distributed speak to the distribution of learners from areas of highest concentration of learners to areas of lower concentration of learners in KwaZulu Natal. Quantities of stationery are highest in King Cetshwayo, Pinetown, Umlazi and Zululand. They are lower in Amajuba, Harry Gwala, iLembe and UMzinyathi.

TABLE 13.2: DISTRIBUTION OF STATIONERY FOR GENERAL EDUCATION AND TRAINING (GET) BAND

DISTRICT	PRIMARY SCHOOL STATIONERY CLASSROOM PACKS	LEARNER STATIONERY PACKS FOR FOUNDATION PHASE	LEARNER STATIONERY PACKS FOR INTERMEDIATE PHASE	LEARNER STATIONERY PACKS FOR SENIOR PHASE
Amajuba	162	10888	10706	12393
Harry Gwala	477	30542	27370	22217
ILembe	390	27327	25326	24527
King Cetshwayo	542	36617	34916	33862
Pinetown	555	42656	40390	36529
UGu	356	22424	22009	20161
UMgungundlovu	346	21630	20418	25951
UMkhanyakude	270	18561	16718	20337
Umlazi	723	55588	52824	48883
UMzinyathi	381	23605	22485	19019
UThukela	574	40679	37996	36863
Zululand	334	22771	19436	18072
Total	**5110**	**353288**	**330594**	**318814**

The stationery required in the FET band was based on specialisations offered by learners. Districts with the highest numbers in secondary schools had the largest quantities of stationery. These are districts such as Umlazi, King Cetshwayo, Zululand and Pinetown. The provision of stationary in all schools (including primary schools) is monitored during the delivery stages as well as during the school opening functionality visits. Table 13.3 below shows the distribution of the 2019 academic year FET band stationery in the twelve districts.

TABLE 13.3: DISTRIBUTION OF STATIONERY FOR FURTHER EDUCATION AND TRAINING (GET) BAND

DISTRICT	STATIONERY: SECONDARY SCHOOL CLASSROOM PACKS	STATIONERY: LEARNER PACKS FOR FET PHASE	STATIONERY: LEARNER PACKS FOR COMMERCIAL
SUBJECTS			
Amajuba	133	12202	2996
Harry Gwala	206	14790	4352
ILembe	224	21770	6063
King Cetshwayo	352	35452	10434
Pinetown	339	35901	10565
UGu	206	19371	5697
UMgungundlovu	278	26471	7790
UMkhanyakude	229	24098	6719
Umlazi	457	48067	14142
UMzinyathi	201	18054	5315
UThukela	374	37657	10663
Zululand	193	19339	4945
Total	**3192**	**313172**	**89681**

Pillar 3. Teacher Provisioning, Development and Support

Teacher development embraces digital technology to build capacity of educators. In 2019/20 a total of one thousand one hundred and eighteen (1118) educators attended video conferencing sessions which focused on Mathematics, Mathematics literacy, Physical Science, Geography, Accounting, Life sciences, Economics, English FAL, Agricultural Sciences, Business Studies, Tourism, IsiZulu and Technical Science.

Two hundred and sixty two (262) educators were trained according to the training programme prescribed by Department of Basic Education (DBE), 2019 PAT projects and also topics which were identified by teachers and subject advisors which they felt needed reinforcement to enable them to implement CAPS (with specialization) in Grade 12. Educators also attended technical subjects' teachers' workshop for all 9 specializations.

A total of two thousand six hundred and eighty one (2681) School Management Teams (SMTs) were capacitated on instructional leadership, curriculum management and strategies on management and governance.

In March 2019 all districts conducted content and methodology workshops for educators teaching technical mathematics in the FET Phase. Districts also conducted SACE endorsed training on School Library Development and Reading programmes.

Projected Teacher supply and demand

The Department is moving away from the conventional academic subjects done at school level. We are gradually shifting towards the Three Streams Model viz. technical vocational, academic and technical occupational subjects. Technical vocational concentrates on skills and theories, academic stream focuses more on degree qualifications and lastly technical occupational stream focuses more on the practical aspect than theory in order to cater for learners with barriers to learning and also focuses more on the differentiated CAPS curriculum.

Currently the policy is still at its drafting stage; hence the actual numbers cannot be projected. On-going consultations between the Higher Education Institutions (HEIs) and DBE are taking place with a view to restructure their programmes such that they meet the new demand for teachers. The report from HEIs indicated that changing the curriculum at an HEI takes a period of three years. To start changing the curriculum at an HEI level would require a final policy position from DBE which is not yet the case.

Teacher supply

The Department of Higher Education and Training (DHET) has produced an enrolment plan for the period 2015 to 2020.The projected total demand is 130 309 whereas the projected total supply is 169 797. The projected "balance" between supply and demand in KwaZulu-Natal, the province with the highest demand in South Africa, is surprisingly healthy. One contributory factor is that it is the province in which the largest proportion of UNISA initial education students reside. Nonetheless, the need for teachers for the technical and vocational subjects requires a collaborative strategy from HEIs and DBE in order to meet the demands of the Three Streams Model.

Provincial Teacher Development Institute (PTDI) and District Teacher Development Centres (DTDCs)

Notwithstanding the halting of the renovation and refurbishment project at ex-Dokkies now known as Provincial Training and Development Institute (PTDI), a variety of activities are conducted by the various sections of KZNDOE mainly to support curriculum delivery. It is a venue for various curriculum focussed meetings targeting subject advisors, subject committees, curriculum development programmes, special

interventions and curriculum transformation programmes. Despite the limitations imposed by cost cutting measures implemented by Treasury, the department continues to benefit from the PTDI in respect of the capacity building workshops being conducted and the meetings that are held there-in. Both the workshops and meetings mainly support curriculum delivery.

District Teacher Development Centres (DTDCs), formerly known as Education Resource Centres are local delivery sites used by KZNDoE and other private providers to provide capacity building programmes to teachers and out- of- school youth. Online resources to enhance teaching and learning and SETA accredited computer skills programmes are accessible to teachers. Content and methodology sessions for teachers in targeted subjects are broadcasted at UNISA supported centres in the province. Centre managers were trained on the use of the Open View High Definition decoders that are installed at the DTDCs which are linked to the Mindset Learn Channel 134.

Continuing Professional Teacher development (CPTD) Management System

Through the CPTD Management System educators continue to access professional development activities/programmes that have been endorsed by the South African Council for Educators (SACE). SACE endorsed programmes are intended to assist educators to address content and skills related shortfalls and gaps identified through processes such as the Integrated Quality Management System (IQMS), National Senior Certificate (NSC) examinations and common assessments, amongst others. One thousand one hundred and thirty nine (1139) SMTs from schools in seven districts were trained on institutionalization of the CPTD Management System, including uploading of school-initiated programmes to enable educators to earn professional development. Educators were empowered through three CPTD seminars conducted in collaboration with SACE in UMkhanyakude, UGu and Harry Gwala districts. The support provided to teachers resulted in twenty three thousand and sixty two (23 062) educators reporting their participation in professional development activities to SACE during the 2019/2020 financial year.

Provincial English Language Association

The Department of Basic Education (DBE) launched a National Association for English Teachers of South Africa (NAETSA) in February 2019. NAETSA is a national organization which aims to be the co-ordinating structure for all English language teachers at all levels of the South African Educational landscape. In pursuit of high quality teacher professional development opportunities for English teachers, the province established the KwaZulu-Natal English Language Teachers Association (KZNELTA). The association will create a platform for English language teachers to explore and interrogate their own professional development needs and go on to ensure that these get actualized through seminars, conferences, meetings, journals and other publications, amongst others.

With the support of British Council, the Head of Department launched the KZNELTA on 20 September 2019 at Glenwood High School in the presence of 91 attendees from DBE, British Council, UKZN, SACE, Unions, Officials and English teachers from all 12 districts. Office bearers have begun networking with English Associations from other provinces through a Hornby Trust Teacher Network workshop at the Regency Hotel in Pretoria from 21-24 October 2019 and also through an exchange programme held in Boston from 3-19 January 2020. The association is led by five teachers from Pinetown, Ugu, Umlazi, Umgungundlovu, and King Cetshwayo districts. The province is represented in NAETSA by one teacher.

Provincial Learning Communities (PLC's) and subject Committees

Subject Committees are strong vehicles to promote discussion and inputs by teachers and specialists on curriculum policy and development whilst PLCs are weighted towards teacher professional development. Subject Committees are the instruments for driving the implementation of the curriculum, analysing processes, identifying challenges, presenting recommendations and establishing effective PLCs. Professional Learning Communities (PLCs) provide the setting and necessary support to groups of classroom teachers and school managers to participate collectively in determining their own developmental trajectories, and to develop and disseminate activities that drive their professional development.

Since the initial orientation of Departmental Heads on PLCs in 2016, establishment and strengthening of these critical structures has continued. Sharing good practice through PLCs has contributed to the steady improvement of the National Senior Certificate results. Teachers have also earned professional development (PD) points for participating in PLCs within the school and those within the community. Participation in PLCs has empowered teachers to take control of their own development and assisted them to integrate their own professional knowledge with the latest research-based knowledge about content and practice through engagement. Materials development has commenced for the rollout of training on PLCs to the next cohort of Departmental Heads during the 2020/2021 financial year.

Diagnostic self-assessment

The self-evaluation tool is available on the Siyavula website and allows Grade 8 - 12 Mathematics and Grade 10 - 12 Physical Sciences educators to evaluate their own content expertise by completing Mathematics and Physical Sciences questions at their convenience using their own devices or those available in the ICT centres in the DTDCs. Teachers who take the tests qualify for five (5) SACE points after completing an assessment. All answers are immediately marked, feedback is automatically generated and questions can be repeated multiple times. Upon completion of the evaluation a diagnostic report is immediately available for participants to review their assessment. During the 2019/2020 financial year one hundred and forty five (145) teachers participated in the programme.

Professional Development Framework for Digital Learning (PDFDL)

The purpose of the Professional Development Framework for Digital Learning is to provide guidelines for professional development, specifically in order to ensure competent educators who "use ICTs to enhance teaching and learning" and leaders and support staff that is able to facilitate the development of educator digital learning competencies. The primary target audience of the Framework is teacher trainers, school leaders and teachers, e-learning specialists and curriculum subject specialists.

Whilst three hundred and forty three (343) Subject Advisors had been orientated on the Professional Development Framework for Digital Learning in 2018, a Provincial Core Training Team (PCTT) consisting of 90 Subject Advisors and Information Technology Officers combined, was trained by DBE in July 2019. A Dry Run for seventy five (75) Subject Advisors, Information Technology Officers and ICT Co-ordinators from all districts was conducted on 14 January 2020. Sixty eight (68) Subject Advisors from Amajuba and UMkhanyakude were trained in February 2020 and March 200 respectively.

Moodle Solution

DBE Moodle is a Learning Management System (LMS) which provides capabilities to aggregate, design digital lessons, manage learner performance, improve manipulative IT skills for officials and teachers. The training is in line with one of DBE's action points for 2019 namely, "Strengthen the use of the Moodle Platform," particularly regarding uploading the database of training provided by the province for educators onto the

national database and strengthening content based diagnostic assessments through pre- and post-tests. Two hundred and twenty nine (229) Subject Advisors, Information Technology Officers, ICT Coordinators, Centre Managers and Moodle Solution Co-ordinators combined, in five workshops conducted in January 2020.

VVOB Partnership Initiatives

Two groups of officials participated in an Action Research trajectory through the KZNDoE-VVOB partnership. Through face-to-face reflection workshops, interspersed with action phases of between 2 to 3 months and individual and group coaching support they engaged in on-going reflection on their own practices, explored how their practices can promote equity and learning for all, implemented data driven action, documented their action research, evaluated the impact of their action research process and engaged in inter-sectoral collaboration.

Induction of Newly appointed School-based Educators

Induction of newly appointed Post Level (PL) 1 educators and SMTs is a national priority programme and is aimed at developing effective, efficient and committed teachers and managers who will provide quality teaching and learning as well as effective leadership and management in schools. Its main focus is to induct them on their core duties and responsibilities. During 2019/2020 financial year one thousand one hundred and eighty six (1186) newly appointed Post Level 1 educators were eventually inducted.

As part of further strengthening Leadership and Management at school level, five hundred and seventy (570) newly appointed SMTs were inducted to enable them to effectively discharge their new roles and responsibilities.

Challenges of Meeting Teacher Supply over the next 5 years

The Department of Higher Education and Training (DHET) produced an enrolment plan for the period 2015 to 2020. The projected total demand is 130 309 whereas the projected total supply is 169 797. The projected "balance" between supply and demand in KwaZulu-Natal, the province with the highest demand in South Africa, is surprisingly healthy. One contributory factor is that it is the province in which the largest proportion of UNISA initial education students reside. However, the need for teachers for the technical and vocational subjects requires a collaborative strategy from HEIs and DBE in order to meet the demands of the Three Streams Model. The projection presented below assumes that the DHET plan (2016- 2019) will be followed by a 6% per annum increase in Bachelor of Education graduates and an 8% per annum increase in Post Graduate Diploma Certificate in Education (PGCE) graduates. There is a proposal in the new MRTEQ that PGCE qualification will be phased out.

		Bed		PGCE		Total	
	Enrolments	**Graduates**	**Rate***	**Enrolments**	**Graduates**	**Rate***	
2016	98 427	11 932	12,1%	16 608	7 471	45,0%	19 403
2017	105 010	12 531	11,9%	18 433	8 214	44,6%	20 745
2018	109 609	13 204	12,0%	19 989	8 827	44,2%	22 031
2019	113 890	13 909	12,2%	21 881	9 602	43,9%	23 511

The Department Interventions

Funza Lushaka District based Recruitment Campaign

The Department of Education has continued to use the Funza Lushaka Recruitment Campaign as a strategy to recruit young, motivated high flyers to take up teaching as a career in order to close the gap between the demand and supply of teachers, particularly for scarce skill subjects necessitated by the Three Streams Model. This strategy has assisted in ensuring that teachers especially in rural areas are available. The province had an allocation of four hundred and seventy eight (478) bursary slots for deserving applicants from quintile 1-3 schools who met all the requirements. For 2019 the key priority subjects for KZN at Senior/ FET level were Mathematics, Physical Science, Technical Mathematics, Technical Science, Engineering Graphic and Design, Information Technology, Braille, SASL, and Neurodevelopmental Needs. In Foundation Phase, IsiZulu and IsiXhosa plus Braille, SASL and Neurodevelopmental Needs were the priorities. Promissory letters have been issued to three hundred and two (302) learners who met the admission requirements. Once consolidation has been finalised from all the universities, the number of students who eventually registered and used the promissory letters will be determined.

National Teaching Awards (NTA) as an incentives to reward Excellence

National Teaching Awards (NTA) is part of the Teacher Appreciation Support Programme. Through this programme, excelling, creative and dedicated teachers were acknowledged, recognized and rewarded for their extra-ordinary efforts and achievements under very difficult conditions in providing service to our children, schools and communities at large. One hundred and fifty two (152) officials and stakeholders participated in decentralized adjudication workshops and teachers from all twelve (12) districts participated at district, cluster and provincial levels. A successful provincial function held on 29 November 2019 was attended by five hundred (500) teachers, officials and stakeholders. The provincial winners participated at national level in the 10 NTA categories as well as Kader Asmal Award.

Pillar 4: Development of Strong Leadership and Management

The strategies aimed at strengthening Leadership and Management in the Education System are linked to the core business of education viz teaching and learning. These strategies include:

- Curriculum Management Intervention Programme for Underperforming Schools in 2018 NSC Examinations:

- The annual capacity building programme targets schools with Grade 12 that performed between 0-10percent in the NSC examination. One hundred and four (104) educators from twelve (12) schools attended the intervention programme. The workshop was an in-house programme targeting the entire staff, that is educators as well as SMT members and it took place during a weekend from Friday to Sunday. The schools came from six (6) districts of the province.

Jika Imfundo Campaign (PILO)

Another significant stride made by the Department in strengthening the area of school leadership and management is the successful roll out of Curriculum Management and Leadership workshops targeting Principals, Deputy Principals and Departmental Heads. In this regard five thousand two hundred and thirty (5 230) School Management Teams (SMTs) have been trained on two Modules titled "Let's learn from what learners are learning" and "Let's respond to information about what learners are learning."

Women In and Into Management (WIIM)

Women In and Into Management is a capacity building programme that targets female Principals, Deputy Principals and Departmental Heads. During 2019 female managers were capacitated on Strategic Planning.

Female Principals Support Programme (FPSP)

Through the Female Principals Support Programme three hundred and sixty four (364) principals were supported through workshops and meetings to perform their duties of providing effective and efficient management.

South African Standards for Principalship

The South African Standards for Principalship defines the role of school principals and the key aspects of professionalism, image and competencies required to ensure schools are effectively managed. The programme also serves to address professional leadership and management development needs. During the 2019/20 financial year, two thousand eight hundred and forty five (2 845) principals from five (5) districts were capacitated.

Pillar 5: Infrastructure Planning and Delivery Management

The infrastructure budget in 2019/20 financial year was R2 546 million. This budget resulted mainly in the focussing on the completion of projects that were on site and introducing a minimum number of new projects with a special focus of increasing classrooms in overcrowded schools, providing water and sanitation, implementation of the schools safety strategy, provision of ECD classrooms, repairing storm damaged schools and providing electricity to schools in need of electrification to mention a few. The Education Integrated Grant (EIG) was at 100.4 per cent of the Adjusted Budget. This includes additional funding of R100 million. The over-expenditure is attributed to the high demand on interventions to address the provision of mobile classrooms to address overcrowding and provision of conducive interim teaching and learning spaces; the implementation of the school safety strategy to address security risks at schools

and various major school infrastructure projects that went on construction during the financial year. These major school infrastructure projects included the construction of the Solomon Mahlangu Primary School in Pinetown District; Collingwood Primary School in Umlazi District; YWCA Special School in Amajuba District; Pholela Secondary School in Harry Gwala District; Mgai Primary School in Ugu District to mention a few.

The following schools had to be fast tracked to ensure that they alleviate budget pressure in the subsequent financial year; construction of the Pholela Special School in Harry Gwala; Bhevu Secondary School in Uthukela District; La Mercy MST Academy in Pinetown District to mention but a few. The province experienced various devastating storms that damaged school infrastructure. The most notable storms are the ones experienced on the 1st April 2019 (damage to 175 schools) and various storms experienced from October 2019 to January 2020 (damage to 147 schools). Subsequently, considerable budget was required for the provision of mobile classrooms. Ninety three (93) of the 147 schools damaged by the storms experienced between October 2019 and January 2020 required 326 mobile classrooms. This necessitated the request for additional budget. An additional budget of R100 million was provided that was used for the provision of mobile classrooms and the implementation of the school safety strategy. The Department continued with the implementation of other critical programmes like the implementation of the Focus Schools, Water and Sanitation Programme; Electrification, Eradication of Asbestos and construction of ECD centres.

New and Replacement Schools

New and replacement schools are predominantly constructed with brick and mortar while other alternative construction methods that are cost effective are being explored. The nature of the infrastructure stock is such that many upgrades and additions' projects eventually become replacement schools as the poorly built community schools do not pass the test of structural soundness and are recommended to be demolished. In the 2019/20 financial year are five (5) new schools were completed as follows:

- La Mercy MST Academy in Pinetown District;
- Holinyoka Primary School School in King Cetshwayo Distric;
- Mahlabeni Primary School in UMkhanyakude District;
- Kwambonambi Secondary School in King Cetshwayo District; and
- Ntshongo Junior Primary School in Harry Gwala District,

These schools provide in addition to classrooms and administration block, specialized facilities that include among others, science laboratories, libraries, computer laboratories, multi-purpose rooms, media centres and team teaching rooms, and in the instances of new primary schools ECD classrooms are provided.

Early Childhood Development:

In the 2019/2020 financial year a total of 13 ECD centres were completed. These are:

- Nqobane Primary School in Pinetown District with 2 ECD Classrooms;
- Incophelelo Primary School in Umlazi Distrct with 1 ECD Classroom;
- Holinyoka Primary School in Zululand District with 3 ECD Classrooms;
- Mahlabeni Primary School in Umkhanyakude District with 5 ECD Classrooms;

- Peace Town Primary School in Thukela District with 1 ECD Classroom; and
- Notshongo Junior Primary School in Harry Gwala District with 1 ECD Classroom.

ECD centres comprise of Grade R classrooms. The development of these centres is guided by the norms and standards for school infrastructure. They are thus provided with age relevant infrastructure applicable to the ECD learners. ECD centres are constructed on existing schools that had no/insufficient ECD facilities. Furthermore, these centres are catered for in all New and Replacement Schools and Upgrades and Additions' projects.

Education for Learners with Special Education Needs (LSEN) and Full Service Schools (FSS)

In line with Government's focus on inclusive education, the Department constructs schools that specifically caters for Learners with Special Education Needs (LSEN) and Full Service Schools (FSS). Specialised equipment is provided to enhance learning for such learners. The schools are specially designed and are provided with specially trained educators. The schools are constructed in line with the norms and standards that govern the development of educational infrastructure.

One (1) new LSEN school (Velukani Special School in Harry Gwala District) was completed in the 2019/20 financial year. This school was provided with student hostels, classrooms (ordinary and specialised), administration block, ablution blocks, science laboratories and a library.

Upgrades and Additions

The Upgradesand Additions programme seeks to Upgrade existing school infrastructure to be compliant with the regulations relating to the Minimum Norms and Standards for Public School Infrastructure. The drivers for the prioritization of these projects are overcrowding, lack of ancillary facilities (e.g. admin blocks, storerooms, media centres, specialist classrooms, etc.) and the dilapidation of existing infrastructure.

Schools included in the Upgrades and Additions programme are provided with all the facilities that are required in terms of its projected enrolment as per the departmental norm. This programme has the most number of projects considering the fact that it covers sub-programmes such as Early Childhood Development Centres (ECDs), Fencing, National School Nutrition Programme (NSNP) Kitchens, Electricity and Water and Sanitation under Upgrades and Additions programme. Some of the Upgrades and Additions' Projects included the following:

- Nqobane Primary School in Pinetown District;
- Phumelela Secondary School in Umzinyathi District;
- Incophelelo Primary School in Umlazi District;
- Mbuyiselo High School in Ilembe District;
- DNC Combined School in Amajuba District; and
- Velangaye High School in King Cetshwayo District

Emergency Response / Storm Damaged Schools

Recently the province has been affected by adverse weather conditions that damaged several schools. Roofing of some schools were blown away while in other instances the entire school was destroyed. Collingwood Primary School in Umlazi district is one such school that was devastated by the storms. The

extent of the damage was so severe that the school is now being constructed as a new school (replacement).

The rehabilitation of the storm damaged schools is being implemented within the Repairs and Renovations Programme. Considering the severity of the damages and the financial implications of the rehabilitation works to the damaged schools, several Departments offered funding for the rehabilitation of the storm damaged schools. These include National COGTA, National Treasury and KZN Provincial Treasury. The Department completed 124 schools under storm damage during the 2019/20 financial year. Some of the completed storm damaged schools include:

- Mandawe Primary School King in Cetshwayo District;
- Anjuman Islamic Primary School in Umlazi District;
- Bongudunga Secondary School in Umgungundlovu District;
- Kwamdombolo Primary School in Zululand District;
- Bahlebonke Primary School in Umlazi District;
- Ekudonseni Primary School in King Cetshwayo District;
- Enkoneni Primary School in Ugu District; and
- Imizikayifani Primary School in King Cetshwayo District.

Sports Fields and Chess Boards

The steep topography of the mountainous terrain covering most parts of the province complicates the nature and amount of earthworks required to prepare sports fields. As a result the cost for the construction of the sport fields escalates due to the amount of the cut and fill required.

The provision of sport fields is a requirement as per the Minimum Norms and Standards for Schools Infrastructure. Many existing schools do not have proper sporting facilities; however all new schools and replacement schools delivered are provided with some form of sports facilities. These could include combination courts (combi-courts) which can be used for different sporting disciplines that include netball, volleyball, basketball and tennis.

Under the New schools and Upgrades & Addition programme, two (2) sports fields were completed in the 2019/20 financial year. These include:

- Mahlabeni Primary Primary School in UMkhanyakude District; and
- Phumelela Secondary School in Umzinyathi District

Sanitation

The Department is currently on a drive to address sanitation deficiency in schools. Schools within the province either have Pit Latrines or Chemical Toilets or have insufficient and inappropriate ablution facilities. There are 1377 schools that were identified to have pit latrines. The President of the Republic made a pronunciation that pit latrines should be eradicated before the end of the 2021/22 financial year. This was further confirmed by the Department of Basic Education. Some of the schools where the implementation of the eradication of pit latrines was completed in the 2019/20 financial year are:

- Igugulabanguni Primary School in Umlazi District;
- Bonginceba Primary School in Harry Gwala District;
- Ombimbini Primary School in Zululand District;
- Safari Primary School in Umkhanyakude District;
- Nqabayembube High School in Zululand District;
- Vezukukhanya Primary School in Zululand District;
- Ndabenhle Primary School in Ilembe District;
- Phakade Primary School in Ilembe District;
- Holwane Primary School in Umzinyathi District; and
- Nokubusa Primary School in Ilembe District.

Water

One of the critical resources required for a conducive environment for teaching and learning, is the provision of water. The schools where the provision of water were addressed within this programme contributed to the completion of 150 such projects in the 2019/20 financial year. These include:

- Gezahlale Primary School in King Cetshwayo;
- Sawpits Primary School in Amajuba District;
- Greenock Primary School in Amajuba District;
- Malambule Secondary School in Amajuba District;
- Ngongomisa Primary School in uMlazi District;
- Mtimande Primary School in Amajuba District;
- Nyoni Primary School in Pinetown District;
- Sankontshe Primary School in Pinetown District;
- Gelykwater Primary School in Amajuba District; and
- Khomo Primary School in King Cetshwayo District.

Power Supply/ Electrification

One of the critical programmes being implemented by the department is the electrification of schools. The limitations in the joint capacity of ESKOM-Public Works to deliver on this programme has led to the department underperforming in this area over the past few years. A decision was taken in the 2019/20 financial year for the allocation of this programme to three (3) Implementing Agents to mitigate the underperformance. The performance of this programme improved as a result of this intervention.

Some of the schools where the implementation of the electrification programme was completed in the 2019/20 financial year are:

- Mdolomba Junior Secondary School in Umkhanyakude District;
- Ekhombe Primary School in King Cetshwayo District;
- Kwabamba High School in Umkhanyakude District;
- Nsetheni Primary School in Uthukela District;
- Amandla High School in Umkhanyakude District;
- Emthunzini Primary School in Zululand District;
- Diyane Primary School in Umkhanyakude District;
- Dibananye Primary School in Umkhanyakude District;
- Bhekindoda Primary School Umkhanyakude District;
- Cranham Primary School uMgungundlovu District; and
- Nansindlela Primary School uMgungundlovu District.

Pillar 6: Planning and Resourcing

The Department of Basic education requires KZNDOE to have the spread of quintiles adhering to particular percentages. Percentages are supposedly an expression of the poverty of communities surrounding the schools where learners reside. However, there are 10.4% (approximately 737) more schools benefitting from Quintile 1 -3 range. This means that the Department had to adjust the quintile rankings of schools. In order to accommodate more schools, the Department had to reduce the national per learner target amounts in order to be within the provincial total allocated budget of R2, 046 billion. The Department was expected to raise approximately R684 million to be in line with the national target amounts.

There is pressure from the National Department of Basic Education for the department to increase the funding to Public Ordinary schools, especially Quintiles 1, 2 & 3 and more pressure is placed on schools to meet the rising costs of domestic accounts. The cost of the required funding to meet the National benchmark can only be entertained with the reduction in the Compensation of Employees budget, to the 80 per cent benchmark, in order for the department to increase its operational budget. To this end the department continued with the turnaround strategies implemented in respect of the redeployment of surplus teachers.

Incremental Introduction of African Languages (IIAL) in the Province

From 2017 to date out of 279 targeted schools in Grades 1-3, 259 are implementing the IIAL. Twenty (20) schools that were not implementing due to the shortage of human resources have now been provided with staff and IIAL materials.

Sanitary Towels Programme

In order to advance the constitutional commitment to equality and address the sanitary dignity of indigent female learners, the Department together with the Department of Women, Youth and Persons with

Disabilities makes provision for effective and appropriate measures. Sanitary Towels are supplied to all deserving learners. This progressive and forward-looking decision was informed by the fact that some girl learners tended to miss classes during their cycles. This initiative has resulted in a decline in absenteeism and an improvement in learner attainment.

Learner Transport

The Department has put systems in place to monitor the learner transport programme in the province. A Memorandum of Agreement was concluded with the Department of Transport, which is managing the programme on behalf of KZNDOE. The Department is timeously paying for the contracts that it currently manages.

There are serious weaknesses and threats experienced within the programme. In the 2019/20 financial year, there were 62 070 learners benefiting from the learner transport programme. The budget that had been allocated during this financial year was R218 206 000. This budget was not enough to allow government to meet its contractual obligations in terms of the payment of service providers for the whole of the financial year. There was a shortfall of R130 000 000, which meant that the budget for the financial year was R348 206 000.

National School Nutrition Programme

The National School Nutrition Programme (NSNP) aims to provide nutritious meals to learners comprising starch, protein and vegetable/fruit with a view to mitigate short term hunger, contribute in the improvement of concentration, influence the learning process positively and ultimately improve levels of performance at all levels.

The Department provided meals on time to 82% of targeted learners in quintiles 1 to 5 including special schools in approximately 5 288 schools.

We have good systems in place for the delivery of food items on time, a good system for daily monitoring of feeding in all feeding schools, Volunteer Food Handlers are paid by the Department and there is stability in their payment and all schools have been provided with cooking equipment and utensils as well as gas stoves.

As the National School Nutrition Programme's (NSNP) contribution to poverty alleviation 300 women co-operatives have been established to provide meals to schools. There are approximately 10 113 women food handlers employed in the programme to prepare meals for the learners earning a fixed stipend of R900 per month at a ratio of 1:200 learners.

Pillar 7: Information and Communication Technology (ICT)

The Department has a limited functioning IT System that complements the holistic workings of the Department i.e. its service delivery mandates; however there are technological advancements in school laboratories and libraries with the introduction of e-Learning. KZNDOE has a paper-based and manual IT system and lacks adequate ICT Support Personnel, funding and broadband connectivity for schools.

To date, out of approximately 6000 schools in KwaZulu-Natal, only 28% are equipped with ICT facilities for teaching and learning and 22% are connected to the Internet. Inadequate funding, lack of human resource capacity, low levels of school e-readiness, and suitable teacher knowledge and skills to effectively apply e-pedagogies in the classroom contribute to the inadequate progress of ICT provisioning and utilization in schools.

Despite the challenges the Department has embarked on a number of activities that are harnessing the use of ICT. These include:

- Linking all schools, circuit offices, regional and district offices with the Head Office,
- Improving the management of administrative matters i.e. the employment of educators,
- Improving efficiencies on improving turn-around times on critical administration matter i.e. processing of submissions and leave requests.

Human Resources APP for Qualified Educators seeking employment.

The Department has successfully completed the development of an unemployed, qualified educator APP. The APP will allow unemployed graduates to register online, by completing their personal details which include their qualifications, areas of specialization, year of completion, and district of choice. The APP will allow graduates to upload their academic records and qualification certificates as well.

The system will generate reports on all graduates within certain area of specialization. This will allow Human Resource Services (HRS) to better manage the recruitment and selection process for schools based posts.

The APP has the following features:

- Pre-defined users reports;
- Promotes transparency during the selection process;
- Date of Completion and subject combinations serves as one of the predefined selection criteria;
- Graduates can update their own information using the APP;
- Graduate information will be available across all districts but to only HR Practitioners with right assigned to view and request information.

Cloud Hosting

Dube Trade Port which is a state-owned entity was requested to conduct a feasibility study on providing Cloud services for SA-SAMS generated data. The solution architecture has been presented at the IT Steering Committee and further engagements are underway in relation to the services offered by Dube Trade Port. The matter will be discussed with the Office of the Premier and Legal Services to ensure all due processes are followed in sourcing the services offered by Dube Trade Port.

Broadband Connectivity

Broadband Infraco which is a State Owned Entity (SOE) was requested to conduct a feasibility study around providing broadband connectivity to KZN Public Schools. It's assessment revealed that schools have to be provided with reliable broadband speed regardless of its geographic area. The cost for each school will amount to R 9000 per month. The department is currently engaging external stakeholders for the funding of the connectivity projects since there is no fund within the department earmarked for connecting KZN Schools.

Pillar 8: Social Cohesion and Integration of Schools

KZN is culturally diverse and we continuously works towards social cohesion. Schools mirror non-racialism in urban areas. There is a realization of the need for youth empowerment, equality, non-sexism and non-racism.

The co-curricular programmes have been extended to all learners irrespective of gender, race and disabilities. Programmes offered in Co-Curricular Services are meant for all schools. These is evident in sports (athletics, Winter Games and Summer Games), in Choral music programme, in various Youth Development programmes (Moot Court competition, Heritage Education Outreach Programme and Youth Citizen in Action programme), to mention a few. The programmes encourage mass participation, inclusion and integration. All racial groups irrespective of gender, disabilities, age and economic status do take part in the programme. The Schools' Choral Eisteddfod is one of the department's strategic programmes aimed at promoting unity in diversity, national reconciliation, social cohesion and a national identity among South African school going youth.

As a form of support to the country's programme of action to overcome the historical exclusion of some sectors of society, Co-Curricular developed a plan to ensure inclusivity. Our projects are capable of promoting social cohesion by way of bringing socially and culturally diverse people that were separated by the segregation policies in the past. Co-curricular programmes are all inclusive; be it schools' league, moot court, choral music, language festival and indigenous music and dance. Districts also allow all forms of traditional music and dance to cater for various African cultures, like Xhosa, Bhaca, and Mpondo at Sisonke, Sotho at Umzinyathi and Thonga at UMkhanyakude.

The Department of Education signed a Memorandum of Agreement with the Department of Sport, Recreation, Arts and Culture to promote a healthy working relationship in the delivery of social cohesion programmes in KwaZulu Natal. Furthermore, in collaboration with the Department of National Arts and Culture a number of schools had their national flags installed. The Department has promoted the singing of National Anthem in all schools on designated days once a week. The National anthem is prescribed in choral competitions to ensure it is sung correctly. The preamble to the Constitution is recited in schools once a week. A book consisting national symbols was distributed to all schools.

The Co-Curricular programmes have opened up talent opportunities and dealt robustly with poverty alleviation. Through Co-curricular programmes learners have acquired bursaries from various donors each year. The programmes also offer opportunities to small and big businesses and is also supported by various sponsors like Motsepe Foundation, Dreamfields and Transnet.

Some of the attributes of the co-curricular programmes are aimed at the combating crime in communities, fight against social ills and teenage pregnancy. Co-curricular programmes have provided a conducive environment to deal with the issues of drug and alcohol abuse, racism, xenophobia, HIV and AIDS awareness, crime and teenage pregnancy.

Pillar 9: School Functionality and Community Involvement

As a department we are not operating in isolation. We rely on the support and robust engagement with various primary and secondary stakeholders. The Department is working hard to develop a culture of building relationships within itself, amongst government departments, particularly those in the social cluster, and across institutions with which it works.

The prevalence of inequality, racism, sexism, lack of safety due to social ills have all placed a great strain on the schooling in KZN. Some communities do not take full ownership of their schools. Community feuds affect school life. Community involvement is critical to ensuring school functionality.

In order to establish lasting functionality and active community involvement the Department vigorously supported schools to strive and achieve and maintain the elements of well-governed and well managed schools with active community participation.

The Quality Learning and Teaching Campaign is geared to mobilize stakeholders to play a role and take responsibility for the attainment of quality learning and teaching in schools. The QLTC has been repositioned to respond directly to education challenges.

Through the Quality Learning and Teaching Campaign the Department and its partners aim to make education a societal issue. Working together, as school communities, districts, and provincial departments as well as other relevant stakeholders.

QLTC existing structures have been activated at all levels of the education system in order to ensure that all role players in the system carry out their responsibilities with dedication, motivation, commitment, and to the best of their abilities.

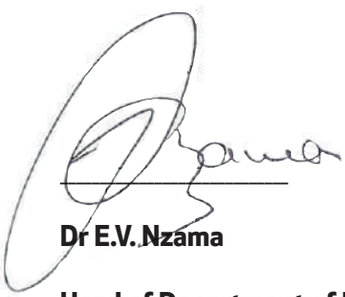
Pillar 10: Early Childhood Development

The Early Childhood Development programme caters for the birth to 4 year olds in the community based sites and the Grade R classes. This is an integrated service by the Departments of Education, Social Development, Health and other stakeholders. The Department of Education is responsible for the education standards and the training of ECD practitioners in the National Curriculum Framework.

Currently KZNDoE provides 95% access to Grade R in public ordinary schools. While we have surpassed the Grade R access targets, the Grade R landscape in the province is characterized by ineffective curriculum implementation, severe backlogs in the provision of Grade R infrastructure and a lack of digital equipment and trained teachers. Only 1 300 out of the 6 498 posts are fully funded.

Presently the Department does not have capacity to absorb the migration of 0-4 year olds into our schooling system. In order to prepare ourselves for the migration which will take place in approximately 4 years, the Department is carrying out an audit of the number of crèches we have in the province and the number of children that are accommodated at these institutions.

To improve the quality of ECD the Department up-scaled the provision for the training of practitioners, payment of stipends for practitioners in community-based centres with Grade R classes and the provision of core material. Training of Grade R practitioners towards an NQF Level 6 qualification was provided by the Department in the 2019/20 financial year. Further to this three hundred and two (302) ECD practitioners have been registered to study towards a Diploma in Grade R teaching at North West University; one hundred and seven (107) have been enrolled to study towards a Diploma in Grade R teaching at the Embury Institute for Teacher Education; fifty seven (57) have been enrolled to study towards the Bachelor of Education (B.Ed.) Foundation Phase degree at the same institution; and three (3) have been enrolled for a Higher Certificate in Grade R teaching.



Dr E.V. Nzama

Head of Department of Education

Date: 30 November 2020

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

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

- All information and amounts disclosed throughout the annual report are consistent.
- The annual report is complete, accurate and is free from any omissions.
- The annual report has been prepared in accordance with the guidelines on the annual report as issued by National Treasury.
- The Annual Financial Statements (Part E) have been prepared in accordance with the modified cash standard and the relevant frameworks and guidelines issued by the National Treasury.

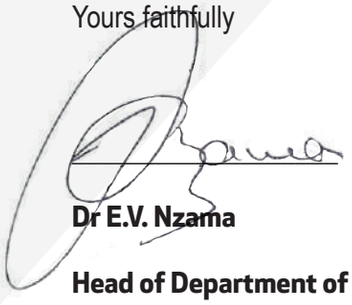
The Accounting Officer is responsible for the preparation of the annual financial statements and for the judgements made in this information.

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

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

In my opinion, the annual report fairly reflects the operations, the performance information, the human resources information and the financial affairs of the department for the financial year ended 31 March 2016.

Yours faithfully



Dr E.V. Nzama

Head of Department of Education

Date: 30 November 2020

6. STRATEGIC OVERVIEW

STRATEGIC OUTCOME ORIENTED GOALS

During the previous strategic cycle the strategic goals were reviewed to be aligned to the strategic planning recommendations during that particular cycle. The goals sought to bring together the operations of the Department and also to promote team work in a pragmatic and systematic manner. The goals focused on the core areas of the Department comprising the financials, the training and development leading to learning and growth, internal processes leading to improved learner performance and stakeholders' satisfaction. The development of the goals was underpinned by strong theoretical frameworks and alignment to public sector frameworks. This means the goals and objectives were developed in a manner which had clear causal links amongst goals. Therefore, key to the understanding of the goals was the manner in which the causal chain operates. The causal chain also informed the strategy mapping of the goals and the objectives embedded within the goals.

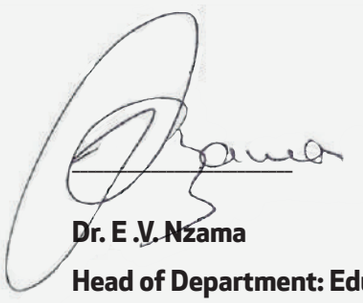
The list of four goals and twelve corresponding objectives for the Department for the past strategic cycle are as follows:

STRATEGIC GOAL 1	**BROADEN ACCESS, STRENGTHEN GOOD CORPORATE GOVERNANCE, MANAGEMENT AND PROMOTE AN EFFICIENT, EFFECTIVE & RESULTS-DRIVEN ADMINISTRATION**
Strategic Objective 1.1	To increase access, equitably allocate and monitor financial, infrastructural, human and other resources for efficient service delivery.
Strategic Objective 1.2	To enforce accountability and consequence management in order to decisively deal with issues of fraud, corruption and maladministration.

STRATEGIC GOAL 2	**DEVELOP HUMAN CAPACITY AND ACHIEVE EXCELLENT LEVELS OF PERFORMANCE**
Strategic Objective 2.1	To promote excellence in work performance through continuous programs of training, coaching, mentorship and incentivizing.
Strategic Objective 2.2	To improve employee health and wellness to yield organizational functionality and esprit de corps

STRATEGIC GOAL 3	**DEVELOP OFFICES AND SCHOOLS INTO CENTRES OF EXCELLENCE AND IMPROVE LEARNER PERFORMANCE IN ALL GradeS**
Strategic Objective 3.1	To increase learner attainment in all subjects and all Grades
Strategic Objective 3.2	To strengthen leadership, management in public schools and enhance retention from Grade R-12.
Strategic Objective 3.3	To administer efficient and effective assessment and examination services.
Strategic Objective 3.4	To implement teaching, management and governance support programs including diverse curricula and skills oriented programs at all schools

STRATEGIC GOAL 4	**DEVELOP SCHOOLS INTO CENTRES OF COMMUNITY FOCUS, CARE AND SUPPORT IN PROMOTING NATIONAL IDENTITY AND SOCIAL COHESION**
Strategic Objective 4.1	To strengthen relations and build partnerships with all education stakeholders
Strategic Objective 4.2	To promote youth development, arts, culture and sports, preserve heritage and implement nation building programs and projects which foster patriotism and social cohesion in all institutions.
Strategic Objective 4.3	To implement Batho Pele programs and transformation of service delivery in all institutions
Strategic Objective 4.4	To provide educational and material support to child-headed households in mitigation of the challenges relating to unemployment and poverty.



Dr. E .V. Nzama

Head of Department: Education

Date: 30 November 2020

6.1 VISION

To be an innovative hub for quality teaching and learning that produces learners developed to exploit opportunities for lifelong success.

6.2 MISSION STATEMENT

To facilitate quality teaching and learning in a conducive classroom environment every day.

6.3 Values

The Department of Education in KwaZulu-Natal is inspired by the life, achievements and teachings of President Oliver Reginald Kaizana Tambo. The essence of his life, achievements and teachings is unity, an understanding that no person is an island and no person can achieve alone, that we must at all times remain part of a collective and articulate the wishes and concerns of a collective. It is for these teachings that the Department seeks to nurture and inculcate values that bind the Education family and create an ethos of respect, discipline and hard work at all levels. Therefore, the Department of Education in KwaZulu-Natal adheres to the following values:

i) Teamwork

- Striving to be together with one's team at all times and promote 'Team Education',
- Striving to bring everyone together to support, embrace and excel in whatever we do,
- Being part of a collective in everything we do and learning to support one another than to let one another down,
- Establishing and maintaining shared goals,
- Working together towards improving service delivery.
- Focusing the Department on improving cooperation through shared common goals.

ii) Altruism

- Displaying unselfish concern for the welfare of others.
- Doing work for a greater course without the expectation of reward.
- Selflessness and dedication to the national course in the delivery of service and putting people first

iii) Empathy

- Discharging our duties with kindness and generosity.
- Being mindful of the circumstances of others, their needs, special requirements.
- Sharing another's concerns, emotions and feelings.
- Doing the right thing the first time around
- Vicarious identification with other employees' concerns, emotions and feelings through demonstrations of compassion, consideration and care.

iv) Professionalism

- Producing the highest standard of work and demonstrating the highest standard of conduct in our professions.
- Being at the most acceptable behaviour all the times under all conditions.
- Showing emotional maturity.
- Respect for self and others;
- Uplifting the Department to higher performance with high degree of commitment and responsibility.

v) Integrity

- Consistency of actions and conduct with the highest ethical and moral conduct.
- Abiding by the unwritten rules and doing the right thing even when no one is watching.
- Displaying honesty, intolerance to fraud, corruption, nepotism and maladministration
- Straightforward communication, saying what needs to be said without withholding information.
- Treating all (employees, stakeholder and others) in a manner that is fair and just
- The backbone to efficiency and upholding responsibility in a corrupt free environment

vi) Openness and Transparency

- Taking conscious steps to share information that is relevant to a particular level uniformly.
- Treating all (employees, stakeholders and others) in a manner that is fair and just.

vii) Excellence

- Maintaining high standards of performance and professionalism by aiming for quality and avoiding mediocrity in everything we do.
- Performing above minimum requirements the first time around without delays and avoiding repeats.

viii) Ubuntu

- Ubuntu refers to respect, patience, tolerance, humility and caring; all of which should be embedded within every employee in performing everyday duties.
- Being open and available to others,
- Affirming others without feeling threatened
- Belonging to a greater whole
- Recognising that we are all bound together in ways that are invisible to the eye;
- Recognising that we achieve our individual selves by sharing ourselves with others, and caring for those around us.

7. LEGISLATIVE MANDATES

CONSTITUTIONAL MANDATES

CONSTITUTION OF THE REPUBLIC OF SOUTH AFRICA ACT NO.: 108 OF 1996

In terms of the Constitution, education other than higher education is a concurrent function shared by the national and provincial spheres of government. The MEC has overall responsibility for providing basic education and progressively providing further education and training. In the execution of his mandate, the Executive Authority operates within the framework of the Constitution and a number of other legislative prescripts and policies in the public service in general and the education sector specifically.

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

UPDATES TO THE RELEVANT LEGISLATIVE AND POLICY MANDATES

LEGISLATIVE MANDATES:

Since 1994, a number of policies and legislation have been implemented which creates a framework for transformation in education and training. The fundamental policy framework of the Ministry of Education is stated in the Ministry's first White Paper: Education and Training in a Democratic South Africa: First Steps to Develop a New System, February 1995. This document adopted as its point of departure the 1994 education policy framework of the African National Congress. After extensive consultation, negotiations and revision, it was approved by Cabinet and has served as a fundamental reference for subsequent policy and legislative development.

The Department is informed by key legislation and policies and summary of the key legislation is reflected hereunder. The development in case law also provides direction to the Department on how to apply legislation and policy and dictates amendments thereto.

NATIONAL EDUCATION POLICY ACT NO. 27 OF 1996

The National Education Policy Act (NEPA) provides a framework for intergovernmental relations with regard to the provision of education. It establishes the roles of the Minister of Education in relation to those of the MECs of Education in provinces. NEPA promotes a spirit of cooperative governance. It was designed to inscribe into law the policies, as well as the legislative and monitoring responsibilities of the Minister of Education, as well as to formalize the relations between national and provincial authorities. NEPA laid the foundation for the establishment of the Council of Education Ministers (CEM), as well as the Heads of Education Departments Committee (HEDCOM), as inter-governmental forums that will collaborate in the development of a new education system. As such, it provides for the formulation of national policy in general, and further education and training policies for, inter alia, curriculum, assessment and language, as well as for quality assurance. NEPA embodies the principle of cooperative governance, elaborated upon in Schedule Three of the Constitution.

THE SOUTH AFRICAN SCHOOLS ACT (ACT NO. 84 OF 1996)

The South African Schools Act (SASA) provides access, quality and democratic governance in the schooling system. SASA provides a framework for all learners to exercise their right of access to quality education

without discrimination, and provides for compulsory education for children aged 7 to 15 (or 6 to 14). It provides for two types of schools, namely independent schools and public schools. The provision in the Act for democratic school governance, via school governing bodies, is now in place in public schools countrywide. The school funding norms, outlined in SASA, prioritized redress and target poverty with regard to the allocation of funds for the public schooling system.

SASA has been amended by the Education Laws Amendment Act No. 24 of 2005, so as to authorize the declaration of schools in poverty-stricken areas as "no fee schools" and by the Education Laws Amendment Act No. 31 of 2007 to provide among others for the functions and responsibilities of school principals, and matters pertaining to the control of substance abuse and other matters related thereto.

Significant amendments were made to SASA by the Basic Education Laws Amendment Act 2011(BELA). BELA bought about changes to inter alia to the definition section of the Act, provided for the non-discrimination in respect of official languages, the responsibility of the Principal in assisting the governing body with the management of school funds, the obligation on the Departments to ensure that provision is made for the training and development of governing bodies and the prerequisite for the governing bodies obtaining the consent of the MEC before entering into agreements relating to the immovable property of the school.

A further amendment is contemplated in the form of the Basic Education Laws Amendment Bill, 2014. Should the Act be promulgated during the period concerned then the Department would actively sensitize officials on the amendments.

SASA serves as an enabling act for the publication of various Provincial Notices which includes but not limited to the following notices:

Composition and Election of Governing Bodies of Public Schools for Learners with Special Education Needs No. 118 published in Provincial Gazette No. 1895

Notice relating to the Election of Members of Governing Bodies for Public Ordinary Schools No. 119 published in Provincial Gazette No.1895.

Code of Conduct for Members of School Governing Bodies of Public Schools No. 1 of 2018 published in the Provincial Gazette No. 1914.

EMPLOYMENT OF EDUCATORS ACT NO. 76 OF 1998

The Employment of Educators Act provides for the employment of educators. The Act provides for the determination of salaries and other conditions of service for educators and also provides for educators' professional, moral and ethical responsibilities. The act is subject to the Labour Relations Act, collective agreements concluded by the Education Relations Council and the Personnel Administrative Measures (PAM).

GENERAL AND FURTHER EDUCATION AND TRAINING QUALITY ASSURANCE ACT, (ACT 58 OF 2001)

The General and Further Education and Training Quality Assurance (GENFETQA) Act provides for the establishment of uMalusi, which is charged with a provision of quality assurance in general and further education and training, the issuing of certificates at the various exit points, control over norms and standards of curricula and assessment, as well as conducting of the actual assessment.

SOUTH AFRICAN COUNCIL FOR EDUCATORS ACT NO. 31 OF 2000

The South African Council for Educators Act provides for the governance of the professional teaching corps under a single professional council. The SACE Act further aims to enhance the status of the teaching profession, and to promote the development of educators and their professional conduct. It makes provision for a Legal Affairs and Ethics Department which has to ensure that educators do not breach the Code of Professional Ethics for educators; protect the dignity of the profession and revised the Code of Educators on a continuous basis.

ACT PUBLIC FINANCE MANAGEMENT NO. 1 OF 1999 AS AMENDED (PFMA)

PFMA regulates financial management in the national government, provincial governments and departments within those governments. It further ensures that all revenue, expenditure, assets and liabilities of those governments are managed efficiently and effectively; and provides the responsibilities of persons entrusted with financial management in those governments.

THE ANNUAL DIVISION OF REVENUE ACT

These Acts provide for the equitable division of revenue raised nationally amongst the national, provincial and local spheres of government; for the reporting requirements for allocations pursuant to such division; for the withholding and delaying of payments; and for the liability for costs incurred in litigation in violation of the principles of co-operative governance and international relations.

PUBLIC SERVICE ACT, 1947 AS AMENDED (PROCLAMATION 103 OF 1994)(PSA)

PSA provides for the organisation and administration of the public service of the Republic, as well as the regulation of the regulation of conditions of employment, terms of office, disciple, retirement and discharge of members of the public service.

PROMOTION OF ADMINISTRATIVE JUSTICE ACT, 2000 (ACT 3 OF 2000)

The Promotion of Administrative Justice Act (PAJA), 2000 (Act 3 of 2000) is legislation that emanated from Section 33 of the Constitution. PAJA Applies to administrative acts performed by the State administration that has an effect on the members of the public. It seeks to protect the public from unlawful, unreasonable and procedurally unfair administrative decisions. It ensures that people who are affected by administrative actions are aware of the reason a decision is taken, given an opportunity to provide representations why the decision should not be taken and the right to have to have the administrator consider the representations. In terms of PAJA the public must be informed of the right to review. PAJA seeks to promote the principles of openness, transparency and accountability.

During the period concerned PAJA awareness will be actively promoted to ensure that it is applied especially in the area of Admissions, Withdrawal of functions of governing bodies, Dissolution of governing bodies, Closure of schools and in certain areas of misconduct.

PROMOTION OF ACCESS TO INFORMATION ACT, 2000 (Act No. 2 of 2000) (PAIA)

Promotion of Access to Information (PAIA) is legislation that emanated from section 32 of the Constitution.

It provides that every person has a right of access to a record or information held by the state or information held by the state or another person that is required for the exercise or protection of any rights. It seeks to promote a culture of transparency and accountability in the public sector. A compulsory Section 32 report is completed annually and forwarded to the Human Rights commission.

PAIA requests will be attended to in accordance with the Act.

PROTECTION OF PERSONAL INFORMATION ACT, 2013 (Act No. 4 OF 2013) (POPIA)

POPIA applies to the processing of personal information which is entered into a record by a responsible party who is domiciled in South Africa or makes use of makes use of automated or non-automated means in South Africa.

The purpose of POPI is to-

- Give effect to the constitutional right of privacy by safeguarding Private information;
- Balance the right of privacy against other rights;
- Regulate the manner in which private information must be processed;
- Provide persons with rights and remedies if POPI is contravened;
- Establish an information regulator to ensure that the rights protected by POPI are respected and those rights are protected and enforced.

POLICY MANDATES:

THE EDUCATION WHITE PAPER 5 ON EARLY CHILDHOOD DEVELOPMENT (2000)

White Paper 5 provides for the expansion and full participation of 5-year-olds in pre-primary school reception Grade education by 2010, as well as for an improvement in the quality of programmes, curricula and teacher development for 0 to 4-year-olds and 6 to 9-year-olds.

EDUCATION WHITE PAPER 6 ON INCLUSIVE EDUCATION (2001)

White Paper 6 describes the intent of the Department of Education to implement inclusive education at all levels in the system by 2020. Such an inclusive system will facilitate the inclusion of vulnerable learners and reduce the barriers to learning, via targeted support structures and mechanisms, which will improve the retention of learners in the education system, particularly those learners who are prone to dropping out.

EDUCATION WHITE PAPER 7 ON E-LEARNING

The Education White Paper 7 on e-Learning provides a framework for the roll out of information and Communication Technology (ICT) infrastructure in schools as well as curriculum delivery through ICTs.

NATIONAL CURRICULUM STATEMENTS (GRADES 10 TO 12)

The National Curriculum Statements embody the vision for general education to move away from rote-learning model, to a learner-centered outcomes-based approach. In line with training strategies, the reformulation is intended to allow greater mobility between different levels and between institutional sites, as well learning pathways. Its assessment, qualifications, competency and skills-based framework as to promote the integration of knowledge and skills through encourage the development of curriculum models that are aligned to the NQF in theory and practice. The NCS was declared policy in November 2003 to roll out curriculum transformation to schools in the Further Education and Training Band (Grades 10-12). The first year of implementation was 2006 in Grade 10, with Grades 11 implemented in 2007 and the first Grade 12 NCS results released at the end of 2008 academic year.

DATES TO INSTITUTIONAL POLICIES AND STRATEGIES

Other than the legislation and policies pertaining to its core function, the Department is obliged to comply with all the legislation and policies in the public service. In addition to the National Education Legislation Mandates and Education White Papers (EWP) 1-7, the following mandates have been included:

- **Public Service Act No 104 of 1994 ;**
- **Public Service Regulations, 2016 ;**
- **Labor Relations Act No 66 of 1995;**
- **Basic Conditions of Employment Act No. 75 of 1997;**
- **Skills Development Act No.97 of 1998;**
- **National Qualifications Framework Act 67 of 2008**
- **Employment Equity Act No 55 of 1998;**
- **Public Finance Management Act No 1of 1999;**
- **Preferential Procurement Framework Act No 5 of 2000;**
- **Treasury Regulations;**
- **Children Act 38 of 2005;**
- **Promotion of Administrative Justice Act No 3 of 2000;**
- **Promotion of Access to Information Act No 2 of 2000;**
- **Protection of Personal Information Act No 4 of 2013;**
- **Protected Disclosures Act No 4 of 2000;**
- **Occupational Health and Safety Act No. 85 of 1993;**
- **Language in Education Policy, 1997**
- **Norms and Standards for Educators, Government Gazette, Vol. 415, No. 20844, 2000**
- **National Policy on Whole School Evaluation (July 2001)**
- **National Curriculum Statement: Grade R-9 (Gazette 23406, Vol. 443-May 2002)**
- **National Policy on Religion and Education, 2003**
- **Policy Document on Adult Basic Education and Training (12 December 2003)**
- **National Education Information Policy (Government Notice 1950 of 2004)**
- **National policy regarding Further Education and Training Programmes: Approval of the amendment to the programme and promotion requirements for the National Senior Certificate: \A Qualification at Level 4**
- **Intergovernmental Relations Framework Act No. 13 of 2005**

- **Addendum to FET Policy document, National curriculum Statement on National Framework regulating learner with Special Needs (11 December 2006)**
- **National Policy on HIV/AIDS for Learners and Educators in Public Schools and Students and Educators in Further Education and Training Institutions, 1998 on the National Qualification Framework (NQF) [Gazette 29851 of April 2007].**
- **National Policy on the conduct, administration and management of assessment for the National Certificate (vocational), 2007**
- **National Education Policy Act: Requirements for Administration of Surveys, (2 April 2007)**
- **National Policy Framework for Teacher Education and Development in South Africa (26 April 2007)**
- **Regulation pertaining to conduct, administration and management of assessment for the National Senior Certificate**
- **(Gazette 31337, Volume 518 of 29 August 2008)**
- **National Planning on an Equitable Provision of an Enabling School Physical Teaching and Learning Environment (21 November 2008)**
- **Construction Industry Development Board (Act 38 of 2000)**
- **Updates to Relevant Court Rulings**

1. **GOVERNING BODY JUMA MUSJID PRIMARY SCHOOL AND OTHERS vs. MEC FOR EDUCATION KWAZULU-NATAL AND OTHER 2011 (8) BCLR (761) CONSTITUTIONAL COURT**

   This is an application for leave to appeal against a decision of the KwaZulu-Natal High Court. The order of the High Court authorized the eviction, of a Public school conducted on private property. This dispute was between the Juma Musjid Trust which owned the property, the MEC for Education, KwaZulu-Natal as well as the School Governing Body. The case dealt with the right to education in terms of section 29 of the Constitution and the Constitutional obligation of the state to respect, promote, protect and fulfill that right.

2. **KWAZULU-NATAL JOINT LIAISON COMMITTEE vs. MEC FOR EDUCATION, KWAZULU-NATAL 2013 (4) SA 262 CONSTITUTIONAL COURT**

   This case involves the enforcement of payment by the state of subsidy to Independent schools. The court found that once the Department has made an undertaking to pay subsidy to Independent schools, it is bound to honour that undertaking and is not entitled to reduce, retroactively, subsidies regardless of budgetary adjustments. While affordability was considered as a major issue, the court found that the set dates are of great significance and create a legal obligation to honour those dates. It was further found that responsibility and rationality demand that the Government prepare its budget to meet payment deadlines and it cannot reach back and diminish accrued rights in order to manage its own shortfalls.

a) **HEAD OF DEPARTMENT, DEPARTMENT OF EDUCATION, FREE STATE PROVINCE vs. HARMONY HIGH SCHOOL AND ANOTHER (2013) ZACC 25;**

b) **HEAD OF DEPARTMENT, MPUMALANGA DEPARTMENT OF HEAD OF DEPARTMENT, DEPARTMENT OF EDUCATION, FREE STATE PROVINCE vs. WELKOM HIGH SCHOOL AND ANOTHER;**

c) **EDUCATION AND ANOTHER vs. HOëRSKOOL ERMELO AND ANOTHER (2009) ZACC 32; 2010 (2) SA 415 (CC); 2010 (3) BCLR 177 (CC);**

d) **MEC FOR EDUCATION vs. GAUTENG PROVINCE AND OTHERS vs. GOVERNING BODY OF RIVONIA PRIMARY SCHOOL AND OTHER (CCT 135/12) (2013) ZACC 34.**

* The abovementioned cases dealt with the powers of Schools Governing Bodies to determine and adopt Policies in to a number of issues (e.g. Admission policy, Code of Conduct, etc.). Even though the SGB's have been given that power, such power is not unfettered. The Head of Department cannot interfere by simply setting aside a policy developed by the school developed by the School Governing Body. When the Head of Department or the MEC wants to intervene, he or she must act reasonably and in a procedurally fair manner and must be empowered or authorized by the relevant legislation.

* The Welkom High School and Harmony High School dealt with the Code of Conduct for Learners. It provided that learners who fell pregnant could not proceed with attending school until they had given birth. They could be admitted back to school a few months after giving birth. This policy was adopted by the Governing Body after it had gone through a consultative process within the school community. This policy was glaringly discriminatory and could not stand the constitutional scrutiny. The Head of Department attempted to intervene by setting aside this policy but the court ordered that as much as the policies were discriminatory, the Head of Department must act rationally and in a fair and procedural manner to set aside the policy development by the Governing Body.

* Hoërskool Ermelo and Rivonia Primary school cases dealt with the admission of Learners to Public school, powers and obligations of the School governing Bodies and the Head of Department in relation to admission to Public school.

3. **BEAUVELLON SECONDARY SCHOOL AND ITS GOVERNING BODY AND 16 OTHER SCHOOL vs. THE MEC OF WESTERN CAPE DEPARTMENT OF EDUCATION – CASE NO 865/13 – SUPREME COURT OF APPEAL OF SOUTH AFRICA**

This case dealt with the closure of public schools in terms of section 33 of the South African Schools Act, 1996. It was argued on appeal that the decision to close the schools was not an administrative decision that is reviewable under the Promotion of Administrative Justice Act, 2000 (PAJA) but an executive decision that is not reviewable under PAJA The Court decided that when the MEC is performing functions in terms of Section 33, such functions is reviewable under the provisions of the Promotion of Administrative Justice Act2000.

The court also held that the reason for the closure was sufficient and that the new reasons that emerged during the consultative process was sufficient. Further it was held that there was nothing under Section 33(2) that required that the union that represented the interest of the educators be consulted before closure.

4. **SOUTH AFRICAN POLICE SERVICE VS SOLIDARITY O.B.O BARNARD – 2014(10) BC 1195 CC**

The constitutional court in this case held that an applicant's merit cannot be disregarded in pursuit of Employment Equity especially where service delivery is paramount.
The court emphasized throughout its four concurring judgments that targets should not be pursued so rigidly that they amount to quotas and although the appointment of a candidate from a designated group should be preferred deviations are permitted where for example a candidate from a non-designated group has special skills or where operational requirements require it.

The court also observed that the decision maker should be able to explain how he or she balanced the concerns of both representivity and service delivery with regard to the specific facts of each case.

5. **SOLIDARITEIT HELPENDE HANDE NPC AND DANEL VENTER VS MINISTER OF BASIC EDUCATION / DIRECTOR GENERAL – Case number 58189/2015. JUDGMENT DELIVERED ON 8 NOVEMBER 2017**

This case relates to the Department's bursary scheme requiring applicants to specialize in indigenous African languages and to teach in rural areas. The applicants contended that this criteria constituted unfair discrimination against white students on the basis of race in violation of Section 9 of the Constitution.
The court ruled that the *"Applicants have failed to establish that the selection criteria for the bursary scheme as a measure by the Department to respond to specific challenges unfairly discriminates against white students".* The Department however proved that the selection criteria was based on legitimate government policy to promote indigenous African Languages in the schooling system.

6. **ORGANISASIE VIR GODSDIENSTE-ONDERRIG EN DEMOKRASIE VS LAERSKOOL RANDHART AND 8 OTHERS- 29847/2014 (2017) ZAGP 160**

The Gauteng High Court ruled in favour of the Organisasie in the matter concerning religion in public schools. The High court found that public schools as state institutions cannot promote a single religion to the exclusion of others.
The schools defence was based on Section 16 of the South African schools Act which allows schools to determine a schools character or ethos according to the school community. The court held that there was nothing in the Constitution which gave public schools and SGB's the right to adopt an ethos from one religion to the exclusion of others.
The Court held that public schools may not adopt one religion to the exclusion of all others.

7. **MOODLEY V KENMONT SCHOOL AND OTHERS. CASE NUMBER: CCT281/18 ... 14 MAY 2019. JUDGMENT DATE: 9 OCTOBER 2019**

In this case the Constitutional Court ruled Section 58A (4) of SASA was meant to protect the right to basic education and was therefore "understandable". However, the court maintained that Section 58A (4) did not outlaw the granting of orders summoning money, including costs orders against public schools.

Public schools cannot be empowered to sue and be sued but be immune from adverse costs orders. In addition, deciding to sue or oppose litigation is an exercise of the governance function vested in a school governing body and that governance function is confirmed by statute. The school was ordered to pay the costs of the litigant.

8. **CENTRE FOR CHILD LAW AND OTHERS VS MINISTER OF BASIC EDUCATION [2020] 1 All SA 711 (ECG)**

The judgment in this matter was handed down in December 2019 in the Eastern Cape Division of the High Court. The application related to learners who were precluded from unconditionally continuing to attend public schools unless their parents or guardians provided documentary proof in the form of Identity Documents, Passports, Birth Certificates or Permits. The right to basic education without qualification in terms of Section 29 of the Constitution was relied upon.

The High Court inter alia made the following order:

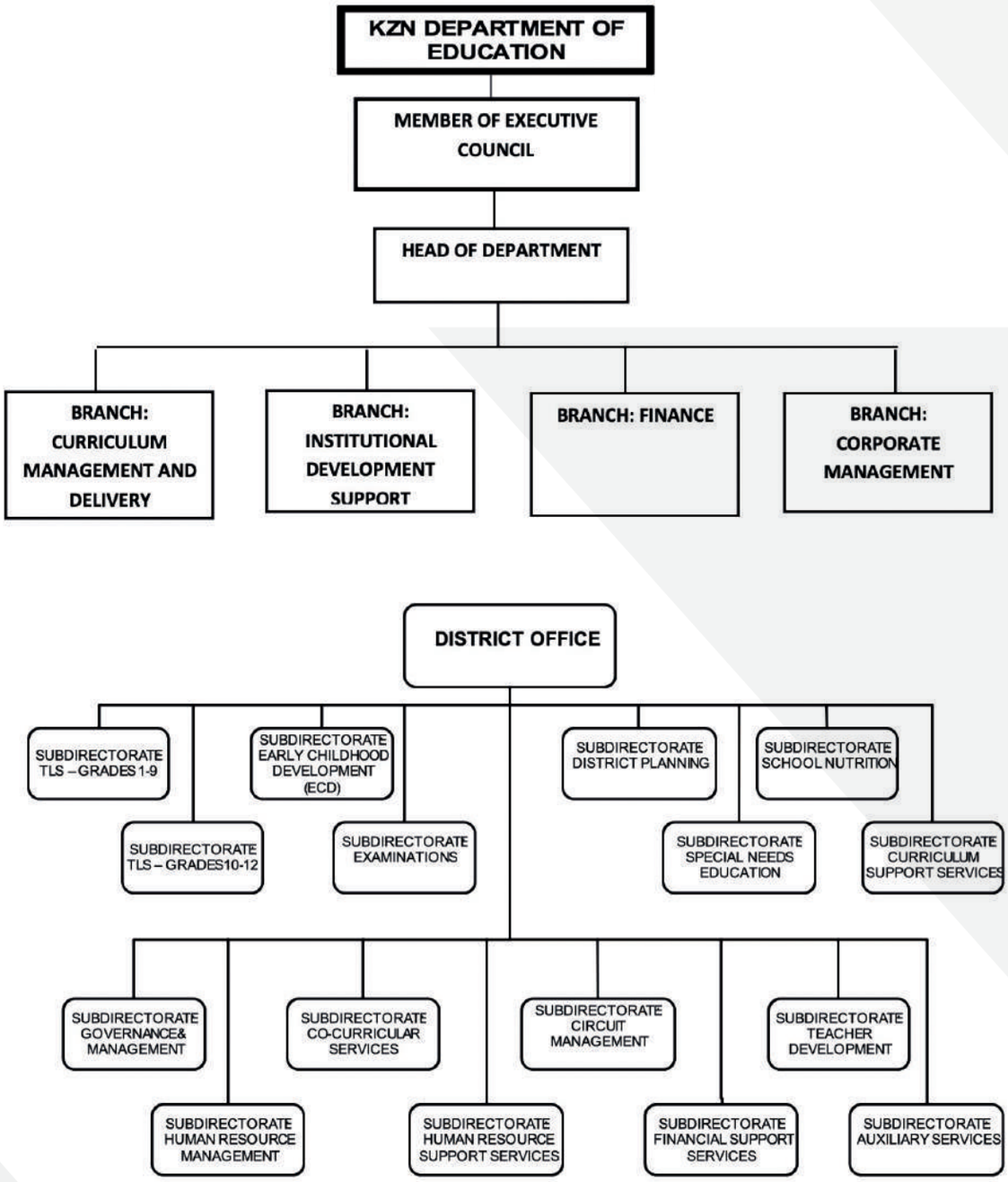
- Clause 15 and 21 of the Admission Policy for Ordinary Public Schools, 1998 was declared to be inconsistent with the Constitution of the RSA and declared invalid.
- The Department of Education- Eastern Capes' Circular No. 6 of 2016 was declared invalid and set aside. This circular related to the payment of Norms and Standards, School Nutrition funding and post provisioning base on Learners with valid identity numbers.
- The 1st to 3rd Respondents were directed to admit all learners in school who are not in possession of an official birth certificate and where the parent was not in a position to provide the birth certificate then the principal of a school must accept alternative proof in the form of an affidavit or deposed to by a parent or any person taking care of the child.
- The 1st to the 3rd Respondents were interdicted and restrained from removing children including illegal foreign children from schools who are not in possession of identification documents.

  This decision has implication for all Provinces and informs the amendment of the National Admission Policy.

9. **ROSINA MANKONE KOMAPE & THREE OTHERS VS MINISTER OF BASIC EDUCATION/ MEC FOR LIMPOPO DEPARTMENT OF EDUCATION & OTHERS – [2020] 1 ALL SA 651 (SCA)**

This case relates to the tragic death of a 5 year old learner Michael Komape who fell into a pit latrine toilet at his school in Limpopo and died as a result thereof . The school had made numerous requests to the Department for the toilet to be fixed and the school was eventually placed on a list of schools scheduled to receive Sanitation and Infrastructure support. There was however no work done and the death of the child occurred few months later. The learner's parents and siblings instituted a claim against the minister and others for delictual damages. The Limpopo High Court refused to grant a substantial part of their claim and this was taken on appeal to the Supreme Court of Appeal (SCA). The Respondent did admit that negligence on their part led to the death of Michael. There was an attempt to settle the matter however settlement could not be reached. The Supreme Court of Appeal found in favour of the Applicants. It found that there was sufficient evidence to prove that all the family members had suffered emotional shock and trauma which resulted in psychiatric injury. The judge was critical of the Department and expressed the view that this a matter which should have been settled. Criticism was also levied at the Department for the delay in failing to act expeditiously in providing proper sanitation. The Applicants also claimed for Constitutional damages and the court ruled that there was no room for an award of constitutional damages.

8. ORGANISATIONAL STRUCTURE



The KwaZulu-Natal Department of Education is presently functioning within the parameters of an organisational structure that provides for a two tier system being Head Office and Districts within their magisterial demarcations and boundaries. Essentially the approved organisational structure makes provision for the discharging of the Department's strategic goals and objectives through a system of decentralization as is depicted in the aforementioned organograms, with Head Office being vested with executive decision-making, policy formulation, monitoring and evaluation as well as providing strategic leadership and direction. The functional arrangement of the four branches encapsulates the mandates of the national education policy framework geared towards the provision of quality teaching and learning in line with the department's vision and mission. In the main, Head Office plays a pivotal role in steering the districts as delivery points by way of ensuring that national and provincial education prerogatives are operationalised at institutional level. District Offices are responsible for the implementation of the core programmes as expressed in the department's strategic objectives and provincial performance measures for education. The twelve District Offices not only form a critical link between the institutions and Head Office but are fundamental to the realisation of the department's delivery imperatives, as they serve as agents responsible for the implementation of the teaching and learning programmes. In order to achieve synergistic linkage between policy and delivery, the district offices are in most respects a replication of the structural formation of components within Head Office. The reporting relationship and authority within the various tiers of operation are governed by the formulation of delegations of authority that reflect the organisational chain of command pertaining to the strategic as well as the day-to-day functional processes. It is imperative that the communication and reporting protocols from both head office and districts are maintained at optimal levels to ensure continuous interaction and liaison on matters of concern.

PART B:
PERFORMANCE INFORMATION

1. AUDITOR GENERAL'S REPORT: PREDETERMINED OBJECTIVES

Refer to page 182 to page 184 of the Report of the Auditor-General, published in Part E: Financial Information.

2. OVERVIEW OF DEPARTMENTAL PERFORMANCE

2.1 Service Delivery Environment

KwaZulu-Natal Department of Education (KZNDOE) has twelve (12) education districts made up of 5 957 public ordinary schools and seventy four (74) public special schools. The Department's operational districts are well aligned with local government municipalities. This places the Department in a better position to contribute positively to the recently launched district development model. It also means that government in its entirety including the education system is integrally poised to respond directly and closer to the specific needs of communities. In operational terms, the Department's Districts are better placed to ensure that the educational needs are treated in conjunction with other economic and social programs at local level. The district development model should force our various districts to move away from operating in silos and instead pool resources and programmes which will have a multiplier effect, such as in roll out of ICT and the provision of libraries which will come from collaboration by both the department and the local municipality.

Currently KZNDoE provides 95% access to Grade R in public ordinary schools. While we have surpassed the Grade R access targets, the Grade R landscape in the province is characterized by ineffective curriculum implementation, severe backlogs in the provision of Grade R infrastructure and a lack of digital equipment and trained teachers. Only 1 300 out of the 6 498 posts are fully funded.

Presently the Department does not have capacity to absorb the migration of 0-4 year olds into our schooling system. In order to prepare ourselves for the migration which will take place in approximately 4 years, the Department needs to amongst others carry out an audit of the number of crèches we have in the province and the number of children that are accommodated at these institutions.

Over recent years the Department has stepped up efforts to promote inclusivity in our schools. Despite our commitment to cater for learners with special needs, there are severe constraints within the system for teachers to provide individual learner attention for learners to acquire knowledge and skills to progress through the system. Learners with special education needs are still marginalized within the Education System. This is evident in the lack of facilities and equipment to support special needs education at schools.

Whilst we have made headway in improving access to learning, we acknowledge the continuing challenges, especially in respect of: equity and redress; the drop-out rates; the levels of literacy and numeracy; the performance of our learners in the subjects of mathematics and science; teacher support and development; and learner behaviour and parental involvement in the education system.

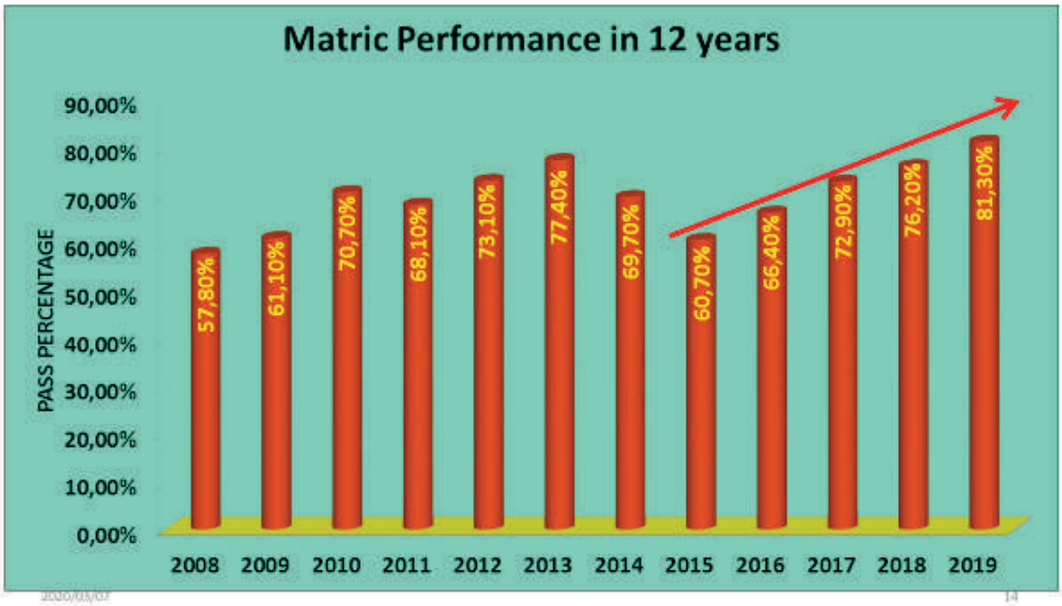
The KZN Department of Education (KZNDoE) has identified that infrastructure is one of the critical barriers to high quality education within the Province. There is an urgent need to eradicate Pit Latrines and Inappropriate Structures. The Electrification of all Schools and Safety in Schools remains high on the agenda.

The current infrastructure does not adequately cater for the new priorities for education as envisioned by the 6th Administration. Infrastructure will respond to the new vision of the Department. To promote Reading more libraries must be built with eLearning Facilities. The Department will build schools that are in

line with the 3 Streams Model such as Focus Schools specialising in Hospitality and Tourism

To improve learning outcomes in all Grades the Department implemented various interventions. One such intervention is the Provincial Academic Improvement Plan which is yielding positive spin-offs in all Grades, especially Grade 12.

The National Senior Certificate results have been steadily increasing over the past few years as depicted in the Graph that follows:



The Progress in International Reading Literacy Study (PIRLS) found that South Africa ranked last out of 50 countries in a test that assessed reading comprehension of Grade 4 learners. The key findings of the PIRLS indicate that 78% of South African Grade 4 learners do not reach the international benchmarks and therefore do not have basic reading skills by the end of the Grade 4 school year, in contrast to only 4% of learners internationally. More than 80% of learners who were tested in an African language could not read for meaning. About 84% of boys could not read for meaning compared to 72% of girls.

The main recommendations of PIRLS speak to strengthening of the teaching of reading by training teachers to improve their pedagogical content knowledge in the Foundation Phase (FP) and African languages. In addition to increasing the time that learners spend on reading in the Foundation and Intermediate Phases (IP), good reading habits and extra-mural reading must be promoted. Resources such as school libraries and classroom libraries must be available. Interventions must be designed for high-risk populations including boys and learners living in remote rural areas and townships.

The Provincial Academic Improvement Strategy has a focus area which addresses the promotion of reading with meaning. The Provincial Strategy gives a clear framework to guide initiatives to improve reading. The framework directs the province in the implementation of the plan at all levels.

As a department we are not operating as an Island and we rely on the support and robust engagement with various primary and secondary stakeholders. The Department is working hard to develop a culture of building relationships within itself, amongst government departments, particularly those in the social cluster, and across institutions with which it works.

The Department continues to work closely with all stakeholders e.g. to implement assessment policies and systems to monitor the success of learners, and administer an effective and efficient examination and assessment services. Co-operation received from other political heads is important, e.g. Minister of Police for availability of police personnel and SAPS's leadership support when necessary and Local Municipalities with regard to infrastructure and basic services e.g. electricity & water. The Department of Health has Environmental Health Inspectors to assist the department to ensure compliance with health regulations. SAPS assist in distribution and security of examination material, whilst the SA Defence Force provides assistance with distribution to inaccessible areas due to inclement weather.

Unforeseen circumstance e.g. service delivery protests, labour unrest and inclement weather causes disruptions of the examinations. Contingency plans are developed, e.g. SA Defence Force on standby. Examinations are prioritised in terms of budgetary allocations which enhances the prospects of delivering a creditable examination. In view of the magnitude of examination related functions, job creation is enhanced e.g. University Students and contract employees used for invigilation and other temporal tasks.

KZN is also culturally diverse and we continuously works towards social cohesion. Schools mirror non-racialism in urban areas. There is a realization of the need for youth empowerment, equality, non-sexism and non-racism.

The prevalence of inequality, racism, sexism, lack of safety due to social ills have all placed a great strain on the schooling in KZN. Some communities do not take full ownership of their schools. Community feuds affect school life. Township schools and rural schools are homogenous and do not create the necessary space for social cohesion initiatives.

2.2 Provincial Growth and Development Plan

Human Resource Development

The human resource capacity of KZN is relevant and responsive to the growth and development needs of the province.

STRATEGIC OBJECTIVE	Indicator No	Strategic Objective Indicators	Baseline	2020 Target	Current Situation
Improve early childhood development, primary and secondary education	2.1.1	Percentage of NSC pass rate (70% across KZN should be the minimum requirement for the Province)	70%	80%	81,3%
	2.1.2	Number of Quintile 1 schools with a minimum NSC pass rate of below 60% [minimum school average of 60% and below]	232	175	239
	2.1.3	Number of NSC candidates taking Mathematics	109 800	110 000	68 088 Registered 57 882 Wrote
		Number of NSC candidates taking Science	66 300	70 000	44 665 Registered 39 499 Wrote
	2.1.4	Percentage of Grade 12 learners passing Mathematics at 50% or more in the NCS	12%	23%	16,5%
	2.1.5	Percentage of Grade 12 learners passing Science at 50% or more in the NSC	18%	24%	32,7%
	2.1.6	Number of learners qualifying in NSC for Bachelors,	28 500	33 000	44189
		Diploma and	36 000	38 000	32696
		Certificate programmes	25 000	26 000	18086
	2.1.7	Percentage of children with special needs (disability, giftedness) and "at risk" children whose needs are being adequately met by the education system	New	19,055	86%
	2.1.8	Percentage of Grade 1 learners who have received formal Grade R education	93%	95%	76,8%
	2.1.9	Number of ECD facilities adhering to norms and standards	2 287	2 401	3102
	2.1.10	Percentage of children in 0-4 age group accessing ECD facilities	25%	35%	18%
	2.1.11	Percentage of children who turned 9 in the previous year who are currently in Grade 4 or above	67%	70%	83,97%
	2.1.12	Percentage of children who turned 12 in the previous year who are currently in Grade 7 or above	53%	60%	71%
	2.1.13	Retention rate Grade 1 – 12	51%	55%	55%
	2.1.14	Retention rate Grade 10 – 12	70%	80%	62,2%
	2.1.15	Number of learners in public ordinary schools benefiting from the "No Fee Schools" policy	70%	88%	78,8%
	2.1.16	Percentage of learners benefitting from school nutrition programme	78%	85%	83,8%

GOAL INDICATORS	Baseline (2010)	Baseline (2015)	TARGETS				Current Situation
			2020	2025	2030	2035	
Gross enrolment rate (GER) • **Primary**	94%	99%	100%	100%	100	100%	86,7%
• **Secondary**	86,7%	90,6%	94%	95%	96%	97%	89,1%
Percentage of Grade 12 leaners passing with Mathematics and Science.	18	15	55%	60%	65%	70%	56,1%
Performance in SACMEQ • **Reading**	486	486	530	550	600	600	529
• **Mathematics**	485	485	545	550	600	600	549

STRATEGIC OBJECTIVE	No	Strategic Objective Indicators	Baseline (2010)	Baseline (2015)	TARGETS				Current Situation
					2020	2025	2030	2035	
Improve early childhood development, Strategic Objective and secondary education	2.1.1	Percentage of learners performing at the required levels in all Grades in the CAPS provincial assessment							
	2.1.1.1	Percentage of learners performing at the required levels in Grade 3 Language in the CAPS provincial assessment	New	48%	90%	95%	100%	100%	86,7%
	2.1.1.2	Percentage of learners performing at the required levels in Grade 3 Mathematics in the CAPS provincial assessment	New	36%	93%	98%	100%	100%	89,1%
	2.1.1.3	Percentage of learners performing at the required levels in Grade 6 Language in the CAPS provincial assessment	New	41%	91%	96%	100%	100%	56,1%
	2.1.1.4	Percentage of learners performing at the required levels in Grade 6 Mathematics in the CAPS provincial assessment	New	15%	85%	90%	95%	100%	43,3%
	2.1.1.5	Percentage of learners performing at the required levels in Grade 9 Language in the CAPS provincial assessment	New	15%	80%	85%	90%	95%	64,7%
	2.1.1.6	Percentage of learners performing at the required levels in Grade 9 Mathematics in the CAPS provincial assessment	New	4%	41%	50%	60%	70%	36,1%
	2.1.2	Percentage of NSC pass rate (70% across KZN should be the minimum requirement for the Province).	68.1%	70,7%	80%	82%	85%	90%	81,3%
	2.1.3	Percentage of children in lower quintiles who succeed in secondary school.	New	70%	75%	80%	85%	90%	74,5%
	2.1.4	Percentage of children with special need children whose needs are being adequately met by the education system.	40%	45%	60%	75%	85%	100%	86%
	2.1.5	Number of ECD facilities adhering to norms and standards.	New	2 287	2 900	3000	3100	3200	3102
	2.1.6	Percentage of children in 0-4 age group accessing ECD facilities.	New	25%	35%	40%	50%	55%	18%
	2.1.7	Number of NSC candidates taking Mathematics	New	109 800	110 00	115 000	120 000	125 000	68 088 Registered 57 882 Wrote
		Science		66 300	70 000	75 000	80 000	85 000	44 665 Registered 39 499 Wrote
	2.1.8	Percentage of Grade 12 learners passing Mathematics at 50% or more in the NSC	New	12%	25%	45%	65%	75%	16,5%

STRATEGIC OBJECTIVE	No	Strategic Objective Indicators	Baseline (2010)	Baseline (2015)	TARGETS				Current Situation
					2020	2025	2030	2035	
	2.1.9	Percentage of Grade 12 learners passing Science at 50% or more in the NSC	New	18%	25%	45%	65%	75%	32,7%
	2.1.10	Percentage of Grade 1 learners who attended a Grade R class	92%	93%	95%	100%	100%	100%	76,8%
	2.1.11	Retention rates: Grades 10-12	57%	70%	80%	83%	85%	90%	62,2%
	2.1.12	Retention rate Grade 1 – 12	45,04%	51%	85%	85%	90%	95%	55%
	2.1.13	Percentage of children who turned 9 in the previous year who are currently in Grade 4 or above	62%	67%	81%	85%	88%	90%	71%
	2.1.14	Percentage of children who turned 12 in the previous year who are currently in Grade 7 or above	47%	53%	75%	80%	85%	90%	71%
	2.1.15	Number of learners qualifying in NSC for: Bachelors programme	27826	28 500	33 000	40 000	42 000	45 000	44189
		Diploma	35488	36 000	38 000	39 000	40 000	41 000	32696
		Certificate	24 202	25 000	26 000	27 000	28 000	29 000	18086
	2.1.16	Percentage of learners in public ordinary schools benefiting from the "No Fee Schools" policy	New	75%	80%	85%	90%	95%	78,8%
	2.1.17	Percentage of learners benefitting from school nutrition programme	New	70%	83%	85%	89%	92%	83,8%

2.3 Service Delivery Improvement Plan

Main services and standards

Activity	Current Standard	Desired standard	Progress report
	2018/19	**2019/20**	**2019/2020**
Improve learner pass rate in Grade 12	Percentage of Grade 12 learners who passed NSC in 2018 is 76,2 %	Target Percentage is 80 %	The KwaZulu-Natal NSC results improved from 76,20% in 2018 to 81,30% in 2019. A multitude of interventions including the Winter Classes that we had during winter holidays have been very impactful. They have assisted many learners who would not have been able to perform as best as they did without these interventions. The interventions included attempts to increase the number of quality passes in the National Senior Certificate examination. All districts in the province improved from their 2018 pass percentages in 2019. Ugu district improved from 79,60% to 86,30%. Amajuba district improved from 81,70% to 85,20%. Pinetown district improved from 77,40%% to 83,0%. UMgungundlovu district improved from 77,50% to 82,80%. Umlazi district improved from 76,76% to 82,60%. ILembe district improved from 71,10% to 80,90%. UMkhanyakude district improved from 78,10% to 80,60%. King Cetshwayo district improved from 73,90% to 79,30%. UThukela district improved from 76,13% to 79,20%. Zululand district improved from 73,80% to 79,10%. UMzinyathi district improved from 73,10% to 77,40%. Harry Gwala district improved from 71,90% to 77,30%.
Improve Bachelor passes in Grade 12	Percentage of Grade 12 learners passing at Bachelor level in 2018 is 33%	Target Percentage is 31%	37,8% of Grade 12 learners passed at bachelor level in 2019-20
Improve learner performance in Mathematics	Percentage of Grade 12 learners achieving 50% or more in Mathematics is 17,6 %	Target Percentage is 23%	16,5% of Grade 12 learners achieving 50% or more in Mathematics
Improve learner performance in Physical Science	Percentage of Grade 12 learners achieving 50% or more in Physical Science is 29,3%	Target Percentage is 25 %	32,7 % of Grade 12 learners achieved 50% or more in Physical Sciences in 2019/20
Increase the number of Secondary schools with NSC pass rate above 60%	Number of Secondary schools with National Senior Certificate (NSC) pass rate of 60%. 1350	Target number is 1675	1 532 secondary schools achieved a National Senior Certificate (NSC) pass rate of 60% and above

Activity	Current Standard	Desired standard	Progress Report
	2018/19	**2019/20**	**2019/2020**
Presentation of the academic year Provincial performance to stakeholders	Inadequate knowledge about the Departments academic performance	Presentation of the NSC results together with Provincial academic improvement plan to all stakeholders.	Presentation of NSC results was made on 7 January 2020 at ICC, Durban to all stakeholders. Presentation of the academic improvement plan was made to all districts in January 2020 In the 2019 academic year the province of KwaZulu Natal had planned interventions which focused on the improvement of the achievement of learning outcomes from Grade R to Grade 12. The interventions and programmes were responding to the knowledge and skills gaps which were noted during the internal and external assessments in 2018. Some of the intervention programmes were designed to respond to the weaknesses and strengths of the 2018 academic improvement plan. The interventions are divided into four categories. These are reading interventions, foundation phase support interventions (including Early Childhood Development interventions), intermediate phase support interventions and FET phase (Grade 10, 11 and 12) support interventions. The drivers of intervention programmes were mainly Subject Advisers and other officials who specialise in various curriculum support programmes.
Presentation of the Academic Improvement Plan to all stakeholders Develop a Parental Involvement cycle for the Province	Insufficient information by the stakeholders on the Academic Improvement Plan of the Department. Insufficient parental involvement in education.	Target is 12 districts and all stakeholders Target is 100% attendance	Two thousand five hundred and twenty one (2 521) parents were trained on: -National Practical Guidelines: How Parents can contribute meaningfully to the success of their children and -The School-Parent-Community Engagement Framework, as follows: King Cetshwayo : 269 Umzinyathi: 958 Zululand: 626 Umlazi: 327 Pinetown: 341

Activity	Current Standard	Desired Standards	Progress Report
	2018/19	**2019/20**	**2019/20**
Promotion of reading to all schools	Poor reading and comprehension skills by some learners	Improvement of reading and comprehension skills for learners from Grade R to 12	KZNDOE planned reading activities with an understanding that the teaching of reading is a complex process which requires the attainment of many skills. All these required skills are designed to lead to the ultimate goal which is reading with meaning. In 2019 KwaZulu-Natal made reading with meaning one of its priorities and there were planned activities which were rolled out in the 12 education districts. Noting that some of the studies showed that learners could not read with meaning, the province developed some strategies to improve this aspect of reading. One of the activities was the development of reading material. Reading content was developed differently for each Grade. This is called Grade-specific reading content. The specialists in the province developed reading material which is relevant for each of the Grades to enable learners to identify with reading content and enjoy it. All the developed reading content was used to promote reading and the love thereof especially in primary schools. The province identified a lack of effective reading teaching methodologies as an issue of critical importance. The response was the training and support of teachers in reading teaching methods. One of the reading methods used to support teachers was the phonics method which is based on the relationship between individual letters and sounds. This method was viewed as important for teaching reading because it starts with small units and builds towards a bigger picture of reading. This method makes children aware of the sounds that letters or pairs of letters make (the phonics) and appreciate how the letters fit together to make a sound. The whole-work approach was another method of teaching reading used by the province to capacitate teachers in teaching methodology. Some people call this the "look and say method". This method was seen as important for teachers because it helps learners to recognise sentences holistically rather than individual sounds. Reading teaching aids such as flashcards are part of this method and teachers benefited from the workshops which included the introduction of this method. There were other reading teaching methods used by the foundation phase and intermediate phase specialists to support teachers in reading teaching methods. These are methods such as the language experience approach and the context approach. In assessing the effectiveness of the methods of teaching reading and the impact of the impact of teaching, assessments were used in schools. Over and above assessments, reading competitions were used in the province. These competitions came in the form of storytelling, spelling competitions et were several reading promotion activities such as participation in the international reading days, "Read to Lead Campaign" and others cetera. There. The province also distributed reading material to schools to supplement the material that is in workbooks and textbooks. Teachers were supported in the management of reading in the classroom. On 05 February 2020 the department celebrated WRAD, in mostly Primary Schools of the Province. 323 994 Learners, 475 teachers, officials and parents participated. Readers' Cup Competitions were held on 12 and 19 September for primary and high school levels respectively. Forty four (44) learners from 11 primary schools representing 11 districts participated in the provincial level Storytelling and the Book quiz. For the High School level, 48 learners took part in the Book Review as district winners from all 12 districts.

Activity	Current Standard	Desired Standards	Progress Report
	2018/19	**2019/20**	**2019/20**
			Literacy Week – Ilembe district held a Reading Festival for 37 primary schools and 9 high schools from the Mandeni Circuit. Library Week, World Book Day, Radio Day, Mother Tongue Day were also held. Winter Teacher Training Sessions were also held as follows: Ilembe – 47 teachers trained; Amajuba- 34 teachers trained; Zululand- 48 teachers; Umzinyathi – 50 teachers;and Strengthened Reading Clubs 13971 participated in 514 Reading Clubs in the Story- Powered schools project operating in the Ugu, Uthukela, Umgungundlovu and Ilembe districts.
Promotion of the creation of library corners in all schools	Poor reading and comprehension skills by some learners	Improvement of reading and comprehension skills for learners from Grade R to 12	Provided Library Materials to selected schools. Established school libraries. Monitored and supported school libraries: 48 libraries monitored. Conducted School Library Excellence Awards. Provided mobile library service to targeted schools: 112 schools with 43381 learners. Collaborated with KZNDAC and NGOs on provision of access to libraries.
Provision of revision topics for each gateway subjects	Lack of revision skills to some of our learners	Improved learner performance in Grade 12	To improve learning outcomes in all Grades the Department implemented various interventions. One such intervention is the Provincial Academic Improvement Plan which is yielding positive spin-offs in all Grades, especially Grade 12.The NSC pass rate in the 2019 exams was 81%. This was a significant improvement.

Activity	Current Standard	Desired standard	Progress Report
	2018/19	2019/20	2019/20
Setting quality tests in 12 gateway subjects	Lack of setting quality tests by some educators	Improved performance in Grade 12 examinations	Standardized tests were set by the Department of Education in Grade 12 gateway subjects to improve the performance in Grade 12.
Provision of study guides to schools	Insufficient provision of study guides to some of our schools	Improved performance in Grade 12 examinations	The NSC pass rate in the 2019 exams improved to 81%
Provision of Leaner Support material to all schools	Insufficient provision of Learner Support Material to some of our schools	Improved performance in Grades R to 12 examinations	LTSM ordered in terms of available budgets have been delivered to schools. Schools were assisted with additional topping-up of Grade 12 LTSM to assist the 2020 NSC cohort. The adequate provision of LTSM in all Grades ensured a corresponding improvement in academic results in all Grades.
Clustering of districts for intensive support	Lack of support to Districts	Improved performance in Grades 6,9 and 12 examinations	The province has provided all districts with support in schools. This included the tracking of learner performance from Grade 10 to Grade 12. Teacher orientation workshops were organised for the FET phase by the Department. These workshops were used to orientate teachers on the management of their subjects in each term, assessment requirements and the pacing of curriculum coverage. The orientation workshops also focused on matric results through a qualitative analysis of the diagnostic report and discussion of measures to improve the understanding of the identified aspects of the curriculum.173 Principals from Harry Gwala and Ilembe attended Strategies to improve Management and Governance for schools that performed under 65% in the NSC Exams.
Twin the struggling districts with well performing districts	Lack of uniformity in Districts	Improved performance in Grades R to 12 examinations.	Twelve schools attended matric intervention programmes. One hundred and four (104) teachers from underperforming schools attended Curriculum Management and Leadership workshops for SMTs.

Activity	Current Standard	Desired standard	Progress Report
	2018/19	2019/20	2019/20
Conduct Teacher capacitation on the development of School Assessment Programmes	Lack of knowledge on how to develop assessment programmes by some of educators	Improved content knowledge and management of assessment in all schools	Teacher development embraces digital technology to build capacity of educators. In 2019/20 a total of one thousand and eighteen (1118) educators attended video conferencing sessions which focused on Mathematics, Mathematics literacy, Physical Science, Geography, Accounting, Life sciences, Economics, English FAL, Agricultural Sciences, Business Studies, Tourism, IsiZulu and Technical Science. Two hundred and sixty two (262) educators were trained according to the training programme prescribed by DBE, 2019 PAT projects and also topics which were identified by teachers and subject advisors which they felt needed reinforcement to enable them to implement CAPS (with specialization) in Grade 12. Educators also attended technical subjects' teachers' workshop for all 9 specializations. A total of two thousand six hundred and eighty one (2681) School Management Teams (SMTs) were capacitated on instructional leadership, curriculum management and strategies on management and governance. In March 2019 all districts conducted content and methodology workshops for educators teaching technical mathematics in the FET Phase. Districts also conducted SACE endorsed training on School Library Development and Reading programmes Ninety one (91) FET teachers from 12 districts attended content methodology workshops for Technical Mathematics on the 25-28 March 2019 and on 18-20 March 2019. Seventy five (75) educators from all 12 districts attended another workshop at the end of the term.
Training teachers in the concept of formative and Summative Assessment	Lack of setting quality tests by some educators	Improved performance in Grade 12 examinations	Two hundred and thirty (230) secondary school SMT members and 655 Primary school SMT members from the entire Harry Gwala District attended workshops in March 2019 on Curriculum Management and Coverage. Teachers were trained on 2019 PAT projects and also to implement CAPS (with specialization) in Grade 12.The technical subjects teachers' workshop for all 9 specializations was planned to run over two weeks during the 24th to 28th June 2019 and 1st to 5th July 2019. The COVID-19 lockdown affected service delivery related to training.
Conduct controlled tests in gateway subjects	High failure rate in gateway subjects	Improvement of learner performance in gateway subjects.	One thousand one hundred and eighteen (1118) teachers attended video conferencing sessions conducted from 8 April-21 May 2019 in 12 DTDCs. The focus was on Mathematics, Maths literacy, Physical Science, Geography, Accounting, Life sciences, Economics, English FAL, Agricultural Sciences, Business Studies, Tourism, IsiZulu and Technical Science.

Activity	Current Standard	Desired standard	Progress Report
	2018/19	**2019/20**	**2019/20**
Conduct Booth Camps for high flyers	High failure rate in gateway subjects	Improvement of learner performance in gateway subjects from 80% to 85%	All the 12 education districts improved in Accounting. The Highest pass percentage was obtained by UGu District (87.51%) followed by Amajuba with 82.73%. Out of 12 education districts 10 improved in Agricultural Sciences. The highest pass percentage was obtained by UMgungundlovu district (84.67%) followed by Pinetown with 83.61%. All 12 education districts improved in Business Studies. The Highest pass percentage obtained by UGu District (77.96%). All the 12 Economics district's declined in Economics. The Highest pass rate was obtained by UGu district (73.36%).\ All the 12 education districts improved in Geography. The Highest pass percentage was obtained by UGu District (85.29%) followed by Amajuba with (84.29%) Out of 12 education districts 10 improved in History. The Highest pass percentage obtained by UGu district (92.3%) followed by Amajuba 90.52%. The lowest pass percentage was obtained by UMzinyathi with 81.63% followed by Zululand with 81.82%. Out of 12 education districts only 2 improved in Life Sciences. The Highest pass percentage was obtained by Pinetown district (79.97%) followed by UGu with 78.48%. All 12 Districts improved in Mathematical Literacy. The Highest pass percentage was obtained by Amajuba district (86.48%) followed by UGu with 85.21%. Out of 12 education districts only 4 improved in Mathematics. The Highest percentage was obtained by Pinetown district 58.34% followed by Amajuba with 57.92%
Conduct and monitor winter schools	Some schools do not finish the syllabus	All schools finish syllabuses	The matric diagnostic reports were used to address areas in which learners did not perform well. The content referred to was designed to assist Grade 12 teachers and learners. For this reason the province developed material for FET phase as way of addressing the gaps identified by Examiners and Moderators. This material was distributed to schools. It was mainly used during the winter classes and other holiday classes where the Lead Teachers provided tuition.
Printing and distribution of common tests in Grade 12 Qualitative and quantitative analysis of common tests.	Lack of knowledge on how to develop assessment programmes by some of educators	Improved skills in teaching and learning	Workshops were conducted to orientate teachers on the management of their subjects in each Term and on the Assessment requirements

Activity	Current Standard	Desired Standard	Progress Report
	2018/19	2019/20	2019/20
Conduct and Methodology workshops	Lack of teaching methods by some of our educators	Improved teaching skills	Seventy eight (78) Head Office and district officials attended a workshop conducted by VVOB in March 2019 on Curriculum Differentiation.
Addressing the challenge of language proficiency at all levels	Lack of language Proficiency at all levels	Improved learning skills	KwaZulu-Natal made reading with meaning one of its priorities and there were planned activities which were rolled out in the 12 Education Districts e.g. Development of reading material.
Conduct curriculum audit in all LSEN schools	Insufficient curriculum audit in some LSEN schools	Improvement of Curriculum implementation in LSEN schools	LSEN schools were provided with books in braille. In this financial year the Department centralised procurement of master copies and LTSM to support Blind education. We provided Braille textbooks for all Braille users. Braille textbooks were procured for approximately 160 titles. Braille Resource Centres are operational at the following Special Schools: •Arthur Blaxall School for the Blind – Umgungundlovu District •Open Air Special School – Umlazi District •Ethembeni Special School – Pinetown District The Centres are equipped with Braille printers, embossing machines which can represent pictures from text books with raised features, and voice synthesizers which can convert text to voice. The services of the Braille Resource Centres may be accessed by District, Municipal, Community structures and NGOs. Braille technicians are available to facilitate the service. Thirty (30) educators from schools for visually impaired learners were trained in Braille Level 1 and Blind-SA trained 25 teachers in Braille Level 2. The training comprised 5-day contact sessions and teachers were required to submit a portfolio of evidence for the final assessment. Successful teachers will receive NQF L4 and L5 accreditation, respectively.

Activity	Current Standard	Desired Standard	Progress Report
	2018/19	**2019/20**	**2019/20**
Develop a policy pack on financial management policies	Some schools lack financial management skills	Improvement of the management of government finances in the Department of Education	Two thousand four hundred and thirty eight (2 438) members of SGBs were trained on Legislation pertaining to Financial Management: Amajuba: 30 UMkhanyakude: 788 Harry Gwala: 668 UMgungundlovu: 952
Develop a system of compliance in writing the submissions on matters with financial implications	Lack of compliance in preparing submissions by some schools	Improvement in of compliance in writing submissions on matters with financial implications	There was a 90% improvement on compliance in writing submissions on matters with financial implications
Develop a pack of constitutional mandates that relate to the delivery of education	Lack of knowledge for constitutional mandates by some of our schools	Improve constitutionally correct management of the Department of Education at Head Office ,District, Circuit and School levels	Two thousand six hundred and eighty one (2681) School Management Teams (SMTs) attended "Let's learn from what learners are learning" which was conducted from 6 - 23 May 2019.
Develop a guideline on integrity and ethics relating to the delivery of education	Lack of understanding of the core values of the Department	Improve compliance with the code of ethics at Head Office ,District ,Circuit and School levels	Guideline on integrity and ethics relating to the delivery of education were developed
Develop credible relationships with relevant potential education supporters in the private sector	Insufficient relationship with the private sector	Improvement of the final programme and improvement of teacher output and performance of learners	Higher Education institutions were able to supply a suitable cohort of educators to meet some of the curricular needs of the Department. This together with in-service training and support from the private sector as well as NGOs improved the ability of learners to read passages with comprehension and to answer questions. This has led to learners understanding examination questions better thus resulting in better academic results.
Development of the 2019 academic improvement plan for the province	Unavailability of the academic improvement plan to some schools	Final plan document distributed to all relevant structures.	Academic Improvement Plan for 2019-20 was developed and implemented.

Activity	Current Standard	Desired Standard	Progress Report
	2018/19	**2019/20**	**2019/20**
Development comprehension tests pitched at five cognitive levels i.e. level one, level two, level three, level four and level five comprehension tests.	Insufficient comprehension testing skills	Ability of learners to read passages with comprehension and to answer questions	The province developed the KZN Reading Strategy to improve reading with comprehension: •Strengthen teaching of reading in the Pre- and In-service teacher training; • Provide resources for implementing the Reading Strategy; • Advance the "Read to Lead" Campaign; • Link Reading to Teacher Development; • Involve Community and Faith-Based Organisations in the reading programme; • Promote the role of youth groups in reading; • Support reading programme for learners with barrier; • Support classroom based reading activities; and •Establish Reading Clubs and Reading Promotion Committees (Provincial, District and School-based). Five hundred and sixty-two (562) Reading Clubs were established in the province in 209/20. Reading Competitions were held at all levels. The KZN Provincial Reading Indaba was held on 12 February 2020. Twenty three (23) teams of learners from secondary and primary schools competed in the Reader's Cup Competition on story-telling, quiz, IsiZulu and English book reviews The following organisations supported schools on library development and/or reading promotion activities: Biblionef SA, Africa Ignite, Bread line, AVBOB, Standard Bank, Partners for Possibilities, Illovo SA in partnership with PILO (Love to Read project), Room to Read, PRASA, Avon Peaking Power, Spoornet and PRASA. The National Reading Coalition (NRC) provided 6 schools with packs of readers in the piloting circuits – Mandeni Circuit and Molweni Circuit.

Activity	Current Standard		
	2018/19	2019/20	2020/2021
Development of Provincial Accountability Guidelines	Lack of accountability at all levels	Enforce accountability at all levels	The Department has a Risk Management Committee (RMC) which serves as an oversight committee responsible to the Head of Department for the monitoring, designing, implementing and coordinating the department's risk management initiatives and accountability at all levels To ensure that the Department is in line with good governance practices, the RMC is responsible for formulating, promoting and reviewing the risk management strategy and progress at strategic and risk management level.
Capacitation of districts on the implementation of accountability	Lack of capacity of districts on the implementation of accountability	Capacitate districts on the implementation of accountability	Branch Finance and Internal Audit & Risk Management conducted financial and risk management workshops in all District during the period under review.
Conducting accountability session at district	Lack of accountability sessions at district	Head Office to conduct accountability sessions at district	Branch Finance has been conducting quarterly financial audit and review sessions in districts to ensure good governance and accountability.

Complaints mechanism

Current/actual complaints mechanism	Desired complaints mechanism	Actual achievements (No. of cases resolved)
No fee school policy	Resolve complaints related to payment of school fees by learners of no fee schools and by those in quintiles 4 and 5	6
Norms and standards	Resolve complaints related to inadequate allocation of norms and standards	0
Nutrition	Resolve complaints related to Schools not benefitting from NSNP responsible directorate	1
Examinations	Resolve complaints related to application for combined NSC and duplicate certificate, examinations, Grade 12 repeat and supplementary examinations.	775
Infrastructure	Resolve complaints related to sanitation, renovations, etc.	2
Admissions	Resolve complaints related to non-admission of learners especially in urban schools	86
Adult Education and training (AET)	Resolve complaints related to AET	12
Acting Allowance		0
Bursaries: Funza Lushaka (Bachelor of Education)	Resolve complaints related to staff and staffing	59
Change method of payment	Resolve complaints related to staff and staffing	4
Complaints	Resolve complaints related to staff and staffing	88
Confirmation of Employment	Resolve complaints related to staff and staffing	403
Directory	Resolve complaints related to staff and staffing	547
Housing Subsidy	Resolve complaints related to staff and staffing	8
Information	Resolve complaints related to staff and staffing	450
Invigilation Claims	Resolve complaints related to staff and staffing	7
IT Calls	Resolve complaints related to staff and staffing	9
IRP5 requests	Resolve complaints related to staff and staffing	61
Labour Relations	Resolve complaints related to staff and staffing	0
Leave Matters	Resolve complaints related to staff and staffing	2
Marking NSC	Resolve complaints related to staff and staffing	30
Medical Aid	Resolve complaints related to staff and staffing	0
Medical Boarding	Resolve complaints related to staff and staffing	0
Pension	Resolve complaints related to staff and staffing	6
Permanent Status	Resolve complaints related to staff and staffing	1
Promotion	Resolve complaints related to staff and staffing	0
Salary related	Resolve complaints related to staff and staffing	22
School Fees	Resolve complaints related to staff and staffing	19
Senior teacher status	Resolve complaints related to staff and staffing	0
Submission of qualification	Resolve complaints related to staff and staffing	1
Transfers(educator/ public servant)	Resolve complaints related to staff and staffing	1
Whistle Blowing	Resolve complaints related to staff and staffing	1

2.4 Organisational Environment

The Human Resource Landscape of the Department is characterised by amongst others, a high vacancy rate in the administration, and the inability of the Department to attract and retain suitably qualified educators in rural schools.

Severe financial constraints have led to the organogram not being fully funded at all levels especially at District Level. Support staff at schools, including special schools, hostels, administration, security and cleaning staff are not fully funded. There is also insufficient funds to provide learner transport for qualifying learners. There is a backlog on the maintenance of administration buildings and schools.

The rate of increase for compensation of employees is insufficient to cater for the eventual actual annual increases, hence the department has always been required to fund the difference from its own funds. The annual budget cuts imposed by Treasury cannot be recouped from compensation of employees. Hence these cuts have resulted in a diminished baseline which affects spending on goods and services.

The Department's budget for the Compensation of Employees is underfunded by an amount of R588 million in the 2020/21 MTEF. The implication is that, the budget will be underprovided for by R588 million and thus additional budget reprioritization would be imperative. This is a recurrent situation over the MTEF.

The Department is currently delivering its educational mandates through an organogram which provides for a tiered structure that depicts its functionality within which both line and support programmes are driven. In essence the organisational structure creates an environment within which qualitative education can be delivered at institutional level. It provides the vehicle for delivery at the appropriate levels by ensuring that all services identified in the department's strategic plan and service delivery model find expression within the functional organogram. The priorities and key deliverables of education as espoused in the national development plan and the various national and provincial mandates are elucidated through the organogram as they relate to each of the educational programmes. In a Strategic Planning Workshop convened in September 2019 the MEC and Head of Department identified some of the organisational gaps as they relate to the delivery of quality education to the province. Some of the challenges that found expression in the discourse were:

- The provision of a component to deal with infrastructural maintenance
- The functional shift of Early Childhood Development from the Department of Social Development
- The review of the teacher development units and the role they play in the continuous professional development of educators
- The development of strategies to deal with the institutionalisation of the operations management framework in the automation of processes utilising available technologies.

Having regard to the aforementioned the Department is in the process of reviewing its organogram with a view to ensuring that the highest levels of performance are achieved and sustained in the delivery of its core and support functions at Head Office and Districts. In essence the organogram will reflect a trajectory that would utilise such innovative measures as matrix functioning and management to ensure that managerial, professional and administrative efficacy is maintained at all operational levels.

The introduction of the Operations Management Framework by the Department of Public Service and Administration (DPSA) has resulted in a significant shift in the way departments function as they operationalise the framework articulated in the four quadrants of the operations management value chain. The framework aims to augment the capacity with regard to the planning, development, implementation and institutionalisation of service delivery tools, systems, processes, mechanisms and intervention programmes that are meant to improve quality service delivery. The main focus of the framework is to create an operational environment that is geared towards optimal service delivery based on development, implementation, monitoring and reporting so as to ensure sustainable quality service delivery. The Department has implemented the operations management framework within the prescripts determined thereby. The operations management protocol places a high demand on all public servants to undertake their responsibilities with efficiency, diligence and integrity and to instill a new discipline in doing things correctly, completely and timeously. It provides a format that clearly outlines the required directive within which processes are engendered by way of standard operating procedures and business process maps. The DPSA's web-based portal provides the platform for departments to upload their standard operating procedures and business maps for perusal and interaction by all national role-players. This gives departments the opportunity to benchmark best practices to ensure both uniformity and efficiency.

The Department has conducted a feasibility study on the implementation of the National Policy on the Organisation, Roles and Responsibilities of Education Districts which calls for a review of the district norms to augment service delivery at the coalface. In this regard a multi-year implementation plan was done with a view to applying the norms outlined in the policy. It was clear that the current financial austerity would hamper the implementation of the policy in its totality, albeit certain recommendations have been applied within districts. In view of its restrictive fiscal milieu the department would have to source additional funds through the necessary financial protocols so as to enable it to implement this mandate as the policy would result in the reconfiguration and re-alignment of the district offices.

2.5 Key policy developments and legislative changes

- The Department developed a Debt Management Policy to regulate the management of Departmental debt.
- The Department developed and signed a service level agreement with a service provider appointed to recover out of service debt.
- The Department in collaboration with the KwaZulu-Natal Department of Transport developed a draft Learner Transport Policy which was published in the KZN Provincial Gazette for comment.

3. PERFORMANCE INFORMATION BY PROGRAMME

3.1 PROGRAMME 1: ADMINISTRATION

Purpose:

The purpose of Programme 1: Administration is to provide for the overall management of the education system in accordance with the National Education Policy Act., the Public Finance Management Act, and other policies. Programme 1 includes publicly funded goods and services, in particular teachers, non-teachers and office items, utilized for governance, management, research and administration, as well as general office services, e.g. cleaning and security services, if utilized in the provincial head office and its subsidiary district and circuit offices.

ANALYSIS BY SUB-PROGRAMME

This programme has six sub-programmes analysed as follows:

(i) Office of the MEC

To provide for the functioning of the office of the Member of the Executive Council (MEC) for education in line with the ministerial handbook.

(ii) Corporate Services

To provide management services which are not education specific for the education system.

(iii) Education Management

To provide education management services for the education system

(iv) Human Resource Development

To provide human resource development for office-based staff

(v) Education Management Information System (EMIS)

To provide education management information in accordance with the National Education Information Policy

(vi) Conditional Grants

To provide for projects under programme 1 specified by the Department of Basic Education and funded by conditional grants.

PROGRAMME 1: STRATEGIC OBJECTIVE

STRATEGIC OBJECTIVE INDICATOR	2019/20 TARGET	2019/20 ACHIEVEMENT	Reason for deviation (target not being met)
Percentage of fraud, corruption and maladministration cases attended	100%	79,6%	There are 19 cases not yet allocated to the panel of investigators. Delays are due to the closing of schools in March 2020 and the national lockdown.

PROGRAMME 1: ADMINISTRATION – CUSTOMISED INDICATORS

Performance Measure	Actual Achievement 2018/19	Planned Target 2019/20	Actual Achievement 2019/20	Deviation from Planned Target to Actual Achievement for 2019/20		Comment on Deviation
PPM 101: Number of public schools that use the South African Schools Administration and Management Systems (SA-SAMs) to electronically provide data	5 862	5 957	5 881	-76	-1,28%	The target was not met as some schools were closed due to the transformation of schooling system. In other instances, some schools are using third party systems.
PPM 102: Number of public schools that can be contacted electronically (e-mail)	5 340	5 340	5 340	0	0%	Target achieved
PPM 103: Percentage of education expenditure going towards non-personnel items	9,6%	8,05%	9,14%	1,09%	1,09%	Savings realized in compensation was re-directed to non-personnel expenditure to cater for pressures within the baseline.
PPM 104: Percentage of schools visited at least twice a year by District officials for monitoring and support purposes.	72,2%	90%	92%	2%	2%	Target met
PPM 105: Percentage of 7 to 15 year olds attending education institutions.	New	61%	88,89%	27,89%	27,89%	This is a population-based statistic which is dependent on a large number of variables including factors such as the influx of leaners of this age cohort from other provinces as well as from neighbouring countries.
PPM 108: Teacher absenteeism rate	2,5%	2,5%	2,98%	0,48%	0,48%	The target has not been met due to more educators taking sick leave, maternity leave and other types of leave.
PPM 109: Number of qualified Grade R-12 teachers aged 30 and below, entering the public service as teachers for the first time during the financial year.	New	1 435	672	-763	-53,17%	The deviation is due to an increase number of educators that are leaving the system on retirement / resignation. The Department has appointed young educators who are entering the system for the first time, however there aren't sufficient younger educators entering the system to make the shortfall created by attrition.
PPM 110: Number of SGBs in sampled schools that meet minimum criteria in terms of effectiveness every year.	New	300	317	17	5,67%	Target exceeded as 17 more schools were included in the sample.

PROGRAMME 1: ADMINISTRATION –PROVINCE SPECIFIC INDICATORS

Performance Measure	Actual Achievement 2018/19	Planned Target 2019/20	Actual Achievement 2019/20	Deviation from Planned Target to Actual Achievement for 2019/20		Comment on Deviation
PSI 1.1: Percentage of office-based women in Senior Management Service	38%	45%	31%	-14%	-14%	Every effort is being made to recruit female employees for SMS posts. However, the suitability in terms of relevant experience necessitates the employment of male applicants.
PSI 1.2: Percentage of women school principals	40%	43%	41%	-2%	-2%	Filling of such vacant posts requires the School Governing Body to follow the selection process, nominate 3 suitable candidates for each post. SGBs are being apprised to ensure that appointment of the candidates is affected with due regard to the equity targets of the Department, which is 50% of women in promotion posts.

3.2 PROGRAMME 2: PUBLIC ORDINARY SCHOOLS

Programme Purpose

To provide public ordinary education from Grade 1 to 12, in accordance with the South African Schools Act and White Paper 6 on inclusive education. (E-learning is also included)

ANALYSIS BY SUB-PROGRAMME

This programme has five sub-programmes, analysed as follows:

(i) Public Primary Schools

To provide specific public primary ordinary schools (including inclusive education) with resources required for the Grade 1 to 7 level.

(ii) Public Secondary Schools

To provide specific public secondary ordinary schools (including inclusive education) with resources required for the Grade 8 to 12 levels

(iii) Human Resource Development

To provide departmental services for the development of educators and non-educators in public ordinary school (Including inclusive education).

(iv) In-school Sport and Culture

To provide additional and departmentally managed sporting, cultural and reading activities in public ordinary Schools (including inclusive education).

(v) Conditional Grant

To provide for projects (including inclusive education) under programme 2 specified by the Department of Basic Education and funded by conditional grants.

PROGRAMME 2: STRATEGIC OBJECTIVE

STRATEGIC OBJECTIVE INDICATOR	2019/20 TARGET	2019/20 ACHIEVEMENT	Reason for deviation (target not being met)
Number of nations building programs and projects implemented in all institutions	6	6	Target met

PROGRAMME 2: PUBLIC ORDINARY SCHOOLS – CUSTOMISED INDICATORS

Performance Measure	Actual Achievement 2018/19	Planned Target 2019/20	Actual Achievement 2019/20	Deviation from Planned Target to Actual Achievement for 2019/20		Comment on Deviation
PPM 201: Number of full-service schools servicing learners with learning barriers.	101	105	102	-3	-2,86%	DBE Circular S4 of 2019 states that all provinces suspend designation of additional Full-Service Schools for a period of 3 years
PPM 202: The percentage of children who turned 9 in the previous year and who are currently enrolled in Grade 4 (or a higher Grade).	82,95%	83%	83,97%	0,97%	0,97%	Target met
PPM 203: The percentage of children who turned 12 in the preceding year and who are currently enrolled in Grade 7 (or a higher Grade).	70,64%	71%	70,5%	-0,5%	-0,5%	Target met.
PPM 204: Number of schools provided with multi-media resources.	185	200	161	-39	-19,5%	The deviation of 19% is due to: • Service interruptions resulting from ageing vehicles • The shortage of personnel in critical posts.
PPM 205: Learner absenteeism rate.	2,36%	2,5%	7,5%	5%	5%	Target was not met due to socio-economic problems that led to long term absenteeism amongst some learners.
PPM 206: Number of learners in public ordinary schools benefiting from the "No Fee Schools" policy.	1 974 320	1 974 656	2 025 939	51 283	2,60%	Target exceeded due to quintile adjustments from contestations.
PPM 207: Number of educators trained in Literacy/Language content and methodology	25,502	24 701	48 082	23 381	94,66%	The province was able to exceed its target because of the Just-in-time training done in the 4th Quarter.
PPM208: Number of educators trained in Numeracy/Mathematics content and methodology	14,873	15 000	36 008	21 008	140%	The province was able to exceed its target because of the Just-in-time training done in the 4th Quarter.
PPM 209: The average hours per year spent by teachers on professional development activities.	New	5 hours	7,1 hours	2,1 hours	42%	The duration of the programmes conducted were slightly increased, thus increasing the average hours spent by teachers on professional development.
PPM 210: Number of teachers who have written the Self-Diagnostic Assessments.	New	1 450	162	-1 288	-88,82%	The tests are voluntary

Performance Measure	Actual Achievement 2018/19	Planned Target 2019/20	Actual Achievement 2019/20	Deviation from Planned Target to Actual Achievement for 2019/20		Comment on Deviation
PPM 211: Percentage of teachers meeting required content knowledge levels after support.	New	65%	58,7%	6,3%	-6,3%	The target was not met as content and methodology interventions were lacking. The Department will strengthen its content and methodology interventions for targeted subjects.
PPM 212: Percentage of learners in schools with at least one educator with specialist training on inclusion	New	8%	4,5%	-3,5%	-3,5%	The target was not met as the calculation only reflects information of teachers trained by the inclusive Education Directorate.
PPM 213: Percentage of Funza Lushaka bursary holders placed in schools within six months upon completion of studies or upon confirmation that the bursar has completed studies.	New	50%	26,43%	-23,57%	-23,57%	Due to the curricular needs required by schools, some of the bursary holders did not meet the required criteria; therefore, the target has not been met.
PPM 214: Percentage of learners who are in classes with no more than 45 learners.	New	93%	60,23%	32,77%	32,77%	The Programme Manager is still updating information that has been requested from districts. The Lockdown disrupted the collection of source documents from offices which were closed.
PPM 215: Percentage of schools where allocated teaching posts are all filled	New	100%	66%	-34%	-34%	The target has not been met because of the unfolding recruitment processes.
PPM 216: Percentage of learners provided with required textbooks in all Grades and in all subjects per annum	New	100%	85%	-15%	-15%	The target was met for Grades 1 – 7 but not for Grades 8 – 12 by virtue of a static per learner funding allocation. This funding model does not meet the demands for Grades 8 – 12 which require more textbooks per learner at costs higher than textbooks for Grades 1 – 7. Whilst the Department shall address this deficiency through additional purchases for secondary schools as funds become available, annual losses by learners also erode textbook coverage.
PPM 218: Percentage of schools producing a minimum set of management documents at a required standard.	New	70%	76,74%	6,74%	6,74%	Supervision and support by districts and Head Office led to the target being surpassed.
PPM 219: Percentage of schools with more than one financial responsibility on the basis of assessment.	New	95%	99,7%	4,7%	4,7%	Target met and exceeded due to closure and merging of some schools.
PPM 220: Percentage of learners in schools that are funded at a minimum level.	New	100%	100%	0%	0%	Target met

PROGRAMME 2: PUBLIC ORDINARY SCHOOLS –PROVINCE SPECIFIC INDICATORS

Performance Measure	Actual Achievement 2018/19	Planned Target 2019/20	Actual Achievement 2019/20	Deviation from Planned Target to Actual Achievement for 2019/20		Comment on Deviation
PSI 2.1: Percentage of learners benefitting from school nutrition programme	94%	82%	81,5 %	-0,5%	0,5%	The NSNP target has been amended to 82% in line with the number of learners covered by the programme against the learner population in public schools and special schools. While there were some schools that were added in the programme during the months of October 2019 and February 2020, the achievement of 82 % target fell short by 0.5%. This was due to the following reasons: Non-viable schools were closed/merged during January 2020 while two schools withdrew from participating in the programme. There were also 4 schools under Uthukela District that did not feed due to the service provider resigning. Some learners were reported absent from schools on feeding days.
PSI 2.2: Number of public ordinary schools with all LTSMs and other required materials delivered by day one of the school year as ordered	5 832	5 957	4 537	-1 420	-23,84%	District Offices have not reported adequately in respect of school-based orders by virtue of schools not submitting the requested data.
PSI 2.3: Percentage of learners benefiting from no fee policy	71,2%	87%	78%	-9%	-9%	Target overstated when forecasting for the next financial year.
PSI 2.4: Number of learners benefiting from learner transport	58 816	55 067	62 070	7 003	12,72%	In the 2018/19 financial year 55 067 learners benefited from learner transport – a figure which became the target for 2019/20. However, due to the ever-increasing demand for learner transport the number increased to 62 070 in the 2019/20 financial year.
PSI 2.5: Number of learners Accessing career guidance, counselling and support programmes in mainstream schools	New	80 000	109 819	29 819	37,27%	The target was exceeded due to additional demand from learners which was covered within the initial budget allocation.

3.3 PROGRAMME 3: INDEPENDENT SCHOOLS SUBSIDIES:

Programme Purpose

The purpose of Programme 3 is to support independent schools in accordance with the South African Schools Act as enshrined in the Norms and Standards for School Funding Regulations.

ANALYSIS BY SUB-PROGRAMME

This programme has two sub-programmes, analysed as follows:

(i) Primary Phase

To support independent schools offering Grades 1 to 7

(ii) Secondary Phase

To support independent schools offering Grades 8 to 12

PROGRAMME 3: STRATEGIC OBJECTIVE

STRATEGIC OBJECTIVE INDICATOR	2019/20 TARGET	2019/20 ACHIEVEMENT	Reason for deviation (target not being met)
The number of independent schools provided with teaching, management, and governance support programmes	127	128	Target archived

PROGRAMME 3: INDEPENDENT SCHOOLS SUBSIDIES: CUSTOMISED INDICATORS

Performance Measure	Actual Achievement 2018/19	Planned Target 2019/20	Actual Achievement 2019/20	Deviation from Planned Target to Actual Achievement for 2019/20		Comment on Deviation
PPM 301: Percentage of registered independent schools receiving subsidies	52%	53%	53%	0%	0%	Target achieved
PPM 302: Number of learners at subsidised registered independent schools	30 518	32 000	31 506	-494	1,54%	The number of learners anticipated to enroll in schools in the 2019/20 financial year was set higher than the actual number that enrolled, hence the difference.
PPM 303: Percentage of registered independent schools visited for monitoring and support	100%	100%	100%	0%	0%	Target achieved

PROGRAMME 3: INDEPENDENT SCHOOLS SUBSIDIES –PROVINCE SPECIFIC INDICATORS

Performance Measure	Actual Achievement 2018/19	Planned Target 2019/20	Actual Achievement 2019/20	Deviation from Planned Target to Actual Achievement for 2019/20		Comment on Deviation
PSI 3.1: Number of funded independent schools visited for monitoring purposes.	127	127	128	1	0,79%	One more school was approved to receive subsidy for funding in the 2019/20 financial year.

3.4 PROGRAMME 4: PUBLIC SPECIAL SCHOOLS EDUCATION

Programme Purpose

To provide compulsory public education in special schools in accordance with the South African Schools Act and White Paper 6 on inclusive education. Including E-learning and inclusive education

ANALYSIS BY SUB-PROGRAMME

This programme has four sub-programmes analysed as follows:

(i) Schools

To provide specific public special schools with resources (including E-learning and inclusive education)

(ii) Human Resource Development

To provide departmental services for the development of educators and non - educators in public special schools (including inclusive education).

(iii) School Sport, Culture and Media Services

To provide additional and departmentally managed sporting, cultural and reading activities in public special schools (including inclusive education).

(IV)Conditional Grants

To provide for projects under programme 4 specified by the Department of Basic Education and funded by conditional grants (including inclusive education).

PROGRAMME 4: STRATEGIC OBJECTIVE

STRATEGIC OBJECTIVE INDICATOR	2019/20 TARGET	2019/20 ACHIEVEMENT	Reason for deviation (target not being met)
Number of teachers trained on SIAS policy	6000	2 682	Due to financial constraints the budget was reduced by 50% therefore the target was not met.

PROGRAMME 4: PUBLIC SPECIAL SCHOOL EDUCATION: CUSTOMISED INDICATORS

Performance Measure	Actual Achievement 2018/19	Planned Target 2019/20	Actual Achievement 2019/20	Deviation from Planned Target to Actual Achievement for 2019/20		Comment on Deviation
PPM 401: Percentage of special schools serving as Resource Centres	22%	31%	22%	-9%	-9%	Budgetary constraints resulted in the target not being met.
PPM 402: Number of learners in public special schools	20 180	20 980	19 790	-1 190	-5,67%	The capacity of special schools including human and other resources to accommodate learners is insufficient. Conversion of small non - viable schools into special schools, the provision of additional resources to these schools and the appointment of support staff and therapists will allow for additional enrolment.
PPM 403: Number of therapists/specialist staff in special schools	193	176	193	17	9,66%	Target Exceeded due to the employment of Permanent Specialist Staff

PROGRAMME 4: PUBLIC SPECIAL SCHOOL EDUCATION –PROVINCE SPECIFIC INDICATORS

Performance Measure	Actual Achievement 2018/19	Planned Target 2019/20	Actual Achievement 2019/20	Deviation from Planned Target to Actual Achievement for 2019/20		Comment on Deviation
PSI 4.1: Number of educators employed in public special schools	1697	1 790	1 912	122	6,82%	Staffing in relation to learner needs in special schools was prioritized.
PSI 4.2: Number of teachers trained on SIAS Policy	NEW	6 000	2 682	-3 318	-55,3%	Due to financial constraints the budget was reduced by 50%. One district has not submitted statistical data on educators trained.

3.5 PROGRAMME 5: EARLY CHILDHOOD DEVELOPMENT

Programme Purpose

To provide Early Childhood Education (ECD) at the Grade R and pre-Grade R in accordance with White Paper 5 (E-learning is also included)

ANALYSIS BY SUB-PROGRAMME

This programme has four sub-programmes analysed as follows:

(i) Grade R in Public Schools

To provide specific public ordinary schools with resources required for Grade R.

(ii) Pre-Grade R Training

To provide training and payment of stipends of Pre-Grade R practitioners/ educators

(iii) Grade R in Grade R in early childhood development centres

To support Grade R, at early childhood development centres.

(iv) Human Resource Development

To provide departmental services for the development of practitioners/ educators and non-educators in Grade R

PROGRAMME 5: STRATEGIC OBJECTIVE

STRATEGIC OBJECTIVE INDICATOR	2019/20 TARGET	2019/20 ACHIEVEMENT	Reason for deviation (target not being met)
Number of public schools that offer Grade R.	4 010	3 982	Closing down of some Grade R classes led to the under-achievement

PROGRAMME 5: EARLY CHILDHOOD DEVELOPMENT: CUSTOMISED INDICATORS

Performance Measure	Actual Achievement 2018/19	Planned Target 2019/20	Actual Achievement 2019/20	Deviation from Planned Target to Actual Achievement for 2019/20		Comment on Deviation
PPM 501: Number of public schools that offer Grade R	3 941	4 010	3 982	-28	-0,70%	Closing down of some Grade R classes led to the under-achievement
PPM 502: Percentage of Grade 1 learners who have received formal Grade R education	97,3%	97,4%	86,58%	-10,82%	-10,82%	Updated information could not be provided by EMIS due to the Lockdown.
PPM 503: Number and percentage of Grade R practitioners with NQF level 6 and above qualification each year.	2 766	1 652	2 049	397	24,03%	A significant higher number of ECD practitioners than anticipated graduated this year thus going up to NQF level 8

PROGRAMME 5: EARLY CHILDHOOD DEVELOPMENT–PROVINCE SPECIFIC INDICATORS

Performance Measure	Actual Achievement 2018/19	Planned Target 2019/20	Actual Achievement 2019/20	Deviation from Planned Target to Actual Achievement for 2019/20		Comment on Deviation
PSI 5.1: Number of subsidized community based centres offering Grade R	46	46	27	-19	-41,30%	Community based sites have been placed under primary schools' names that have Grade 1. Those stand-alone community-based sites no longer qualify for state subsidy if they do not have specific areas that they help the Department with as per policy.
PSI 5.2: Number of Grade R practitioners employed in public ordinary schools	5 229	5 229	5 246	17	0,33%	The PPN for Grade R was reviewed

3.6 PROGRAMME 6: INFRASTRUCTURE DEVELOPMENT

Programme Purpose

To provide and maintain school infrastructure facilities through infrastructure programmes in support of teaching and learning at schools. The aim is to ensure that the school infrastructure is in compliance to the Regulations Relating to the Minimum Norms and Standards for Public School Infrastructure.

ANALYSIS BY SUB-PROGRAMME

This programme has four sub-programmes analysed as follows:

(i) Administration

To provide and maintain infrastructure facilities for administration

(ii) Public Ordinary Schools

To provide and maintain infrastructure facilities for public ordinary school

(iii) Special Schools

To provide and maintain infrastructure facilities for public special school

(iv) Early Childhood Development

To provide and maintain infrastructure facilities for early childhood development

PROGRAMME 6: STRATEGIC OBJECTIVE

STRATEGIC OBJECTIVE INDICATOR	2019/20 TARGET	2019/20 ACHIEVEMENT	Reason for deviation (target not being met)
Number of new schools completed	7	5	The target was not achieved due to lockdown. The projects were scheduled to be completed on 31 March 2020.

PROGRAMME 6: INFRASTRUCTURE DEVELOPMENT: CUSTOMISED INDICATORS

Performance Measure	Actual Achievement 2018/19	Planned Target 2019/20	Actual Achievement 2019/20	Deviation from Planned Target to Actual Achievement for 2019/20		Comment on Deviation
PPM 601: Number of public ordinary schools provided with water supply	157	150	150	0	0%	Target achieved.
PPM 602: Number of public ordinary schools provided with electricity supply	51	100	109	9	9%	The output is inclusive of existing schools provided with electricity and solar panels, and this excludes new schools.
PPM 603: Number of public ordinary schools supplied with sanitation facilities	156	150	150	0	0%	Target achieved.
PPM 604: Number of additional classrooms built in, or provided for, existing public ordinary schools (includes replacement schools)	400	210	352	142	67,62%	The output includes additional classrooms provided in existing schools and new schools.
PPM 605: Number of additional specialist rooms built in public ordinary schools (includes replacement schools.	104	85	41	-44	-51,76%	Due to unforeseen delays, the remaining schools are currently under construction stage.
PPM 606: Number of new schools completed and ready for occupation (includes replacement schools)	10	7	5	-2	-28,57%	The target was not achieved due to lockdown. The projects were scheduled to be completed on the 31st March 2020.
PPM 607: Number of new schools under construction (includes replacement schools)	10	10	8	-2	-20%	The target was not achieved due to delays in the procurement processes involving service providers.
PPM 608: Number of new or additional Grade R classrooms built (includes those in replacement schools.	59	50	13	-37	-74%	The target was not achieved due to delays in the procurement processes involving service providers
PPM 609: Number of hostels built	0	1	1	0	0%	Target achieved
PPM 610: Number of schools where scheduled maintenance projects were completed.	330	370	273	-97	-26,22%	The target was not achieved due to lockdown. Most projects were targeted to be completed on the 31st March 2020.

PROGRAMME 6: INFRASTRUCTURE DEVELOPMENT–PROVINCE SPECIFIC INDICATORS

Performance Measure	Actual Achievement 2018/19	Planned Target 2019/20	Actual Achievement 2019/20	Deviation from Planned Target to Actual Achievement for 2019/20		Comment on Deviation
PSI 6.1: Number of women benefitting from EPWP programmes	204	176	176	0	0%	Target achieved
PSI 6.2: Number of youths benefitting from infrastructure projects	146	178	178	0	0%	Target achieved
PSI 6.3: Number of disabled people benefitting from EPWP programmes	2	2	3	1	50%	Target achieved

3.7 PROGRAMME 7: EXAMINATION AND EDUCATION RELATED SERVICES

Programme Purpose

To provide the education institutions as a whole with examination and education related services.

ANALYSIS BY SUB-PROGRAMME

This programme has five sub-programmes analysed as follows:

(i) Payments to SETA

To provide human resource development for employees in accordance with the Skills Development Act.

(ii) Professional Services

To provide educators and learners in schools with departmentally managed support services.

(iii) Special Projects

To provide for special departmentally managed intervention projects in the education system as a whole.

(iv) Examination

To provide for departmentally managed examination services.

((v) Conditional Grants

To provide for projects specified by the department that is applicable to more than one programme and funded with conditional grants

PROGRAMME 7: STRATEGIC OBJECTIVE

STRATEGIC OBJECTIVE INDICATOR	2019/20 TARGET	2019/20 ACHIEVEMENT	Reason for deviation (target not being met)
National senior Certificate pass rate	80%	81,3 %	Interventions such as the Provincial Academic Improvement Plan led to a higher pass percentage.

PROGRAMME 7: EXAMINATION AND EDUCATION RELATED SERVICES: CUSTOMISED INDICATORS

Performance Measure	Actual Achievement 2018/19	Planned Target 2019/20	Actual Achievement 2019/20	Deviation from Planned Target to Actual Achievement for 2019/20		Comment on Deviation
PPM 701: Percentage of learners who passed National Senior Certificate (NSC)	76,2%	80%	81,3 %	1,3%	1,3%	Interventions such as the Provincial Academic Improvement Plan led to a higher pass percentage.
PPM 702: Percentage of Grade 12 learners passing at bachelor level	33,2%	31%	37,8%	6,8%	6,8%	Intervention programs and all subjects are designated
PPM 703: Percentage of Grade 12 learners achieving 50% or more in Mathematics.						
	17,6%	23%	16,5%	-6,5%	-6,5%	The question paper was difficult - high cognition demand
PPM 704: Percentage of Grade 12 learners achieving 50% or more in Physical Sciences	29,3%	25%	32,7%	7,7%	7,7%	Intervention programmes assisted
PPM 705: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above	1 350	1 675	1 523	-152	-9,07	Intervention in some schools were ineffective

PROGRAMME 7: EXAMINATION AND EDUCATION RELATED SERVICES–PROVINCE SPECIFIC INDICATORS

Performance Measure	Actual Achievement 2018/19	Planned Target 2019/20	Actual Achievement 2019/20	Deviation from Planned Target to Actual Achievement for 2019/20		Comment on Deviation
PSI 7.1: Number of schools with an NSC pass rate below 60%	415	546	239	-307	-56,23%	Intervention Programs were successful

PART C:
GOVERNANCE

1. INTRODUCTION

Commitment by the department to maintain the highest standards of governance is fundamental to the management of public finances and resources. Users want assurance that the department has good governance structures in place to effectively, efficiently and economically utilize the state resources, which is funded by the tax payer.

2. RISK MANAGEMENT

Risk management policy and strategy

The Department has a Risk Management Strategy which was approved during the 2019/20 financial year. During the financial year, the Department reviewed its Risk Policy and developed a Risk Appetite Statement which were both approved by the Head of Department.

The Department has revised its Risk Register during the year which articulates all the risks identified and the action plans to be implemented to mitigate those risks. Progress on the actions plans as well as emergent risks are reported quarterly to the Cluster Audit and Risk Committee.

A Risk Maturity exercise was conducted by the Risk Management Unit within the Provincial Treasury Internal Unit to assist the Department in strengthening and improving the Risk Management in the Department. As a result, an Improvement Plan was developed. Progress on the Risk Maturity Improvement Plan is also reported quarterly to the Cluster Audit and Risk Committee (CARC).

Risk assessments

The Department has a unit responsible for monitoring the implementation of the action plans as espoused in the Risk Register. The responsibility, accountability and timeframe for the implementation of the action plans are articulated against each senior official in the Risk Register. Regular assessments of the implementation of the implementation plans are conducted and progress reports are presented at Top Management as well as to oversight committees such as the Cluster Audit and the Risk Committee (CARC).

During the year risk assessments were conducted on Occupational Health & Safety (OHS), Information Technology (IT), Fraud Risk Assessments and Business Continuity Management (BCM). The resultant risks that were identified are included in the OHS, IT and BCM Risk Registers with action plans to be implemented by the relevant risk owners which are monitored quarterly.

Risk Management Committee

The Department has a Risk Management Committee (RMC) which serves as an oversight committee responsible to the Head of Department for the monitoring, designing, implementing and coordinating the department's risk management initiatives.

To ensure that the Department is in line with good governance practices, the RMC is responsible for formulating, promoting and reviewing the risk management strategy and progress at strategic and risk management level.

Audit Committee

The Department works closely with the Risk Management Unit located within the Internal Audit Unit of the Department of Provincial Treasury. The development of a risk register is ratified at that level and the

implementation of the action plans are monitored regularly. The progress report is jointly presented at CARC which sits on a quarterly basis. CARC also advises management on the overall system of risk management within the Department in the Accounting Officers Report submitted to the Department quarterly.

Management of risks

The culture of risk management is evolving in the Department. In addition to the existing risk register, the Department has developed an improvement plan on the basis of the risks identified and the outcome of both internal audit and Auditor-General reports released. The implementation of the improvement plan and the risk register has intensified mitigating strategies and interventions by respective branches, chief directorates and directorates. The progress on implementation of these action plans are reported on a quarterly basis to CARC. The Internal Audit Unit in Provincial Treasury also conducts a verification of resolved issues and also reports to CARC on whether the action plans have been implemented adequately and effectively by management to mitigate these risks.

3. FRAUD AND CORRUPTION

Fraud prevention plan

The Department has a Fraud Prevention Plan which provides guidelines in preventing, detecting and reporting fraudulent activities within the Department. The Fraud Prevention Plan includes a Fraud Policy and Response Plan and a Whistle Blowing Policy.

The Department also has a Fraud Prevention Improvement Plan developed as a result of a review of the current Fraud Prevention Plan by Provincial Treasury and which includes the revision of the Department's Fraud Prevention Plan which was planned to be finalized in the 2020/2021 financial year. Progress on the implementation of Fraud Prevention Improvement Plan is reported quarterly to CARC.

During the year a Fraud risk assessments was conducted. The resultant risks that were identified are included in the revised Fraud Risk Register with action plans to be implemented by the relevant risk owners which are monitored quarterly.

Mechanisms to report fraud and corruption

All employees and stakeholders are encouraged to report suspicious fraudulent activities without fear of reprisals or recriminations to the Department. Employees and the public can also report allegations of fraud anonymously to the National Anti-Corruption Hotline (NACH) established within the Public Service Commission.

Reporting of Fraud Cases

Cases reported via the NACH hotline or internally are dealt with by way of investigation processes according to forensic procedures. The Department also coordinates some of the cases with the South African Police Services. (SAPS) and other law enforcement agencies. Once the investigations are concluded, some cases proceed to internal disciplinary processes, whilst others that are of a criminal nature, are handed over to the SAPS.

4. MINIMISING CONFLICT OF INTEREST

The Department has an approved Declaration of Interest Policy. All employees must declare their registrable interest on or before the 30 April each year.

The Department ensures the following management processes are implemented to minimise conflicts of interest:

- All senior management are required annually to complete their Declaration of Interest on the e-disclosure reporting tool of the Department of Public Service Administration.
- During 2019/2020, employees on levels 11 – 12, including all employees in the Supply Chain Management unit, were expected to register on the e-disclosure reporting tool and complete their Declaration of interests.
- All members of the Departmental Bid Evaluation and Bid Adjudication Committees are required to complete a Declaration of Interest form prior to adjudication and evaluation of each bid/tender.
- Suppliers are also required to complete the SBD4 form which is a certificate of declaration of interest.

5. CODE OF CONDUCT

The Department's Code of Conduct and Business Ethics comprises primarily of the content of the Public Service Code of Conduct and promotes a high standard of professional ethics in the workplace and encourages public servants to think and behave ethically. When there is a breach of conduct the directorate dealing with the Code of Conduct investigates the matter thoroughly and after investigation the matter is dealt with either formally or informally, depending on the seriousness of the conduct.

The Department is currently reviewing the Code of Conduct and Business Ethics Policy which will be finalized in the 2020/2021 financial year.

6. HEALTH SAFETY AND ENVIRONMENTAL ISSUES

The Occupational, Health and Safety (OHS) component within the Department ensures a healthy and safe work environment for officials located in the 78 office buildings and 36 Education Centres. This component is responsible for:

- Identifying and managing occupational health and safety risks;
- Providing and sustaining a risk free total environment; and
- Identifying Hazards, Risk Assessment and Disaster Management.

In compliance with the requirements of Section 16 (2) of the OHS Act, 25 safety officers were appointed. In July 2019 the safety officers completed an accredited course in Safety, Health and Environment through UKZN. An OHS management plan has been developed and the objectives which have been clearly defined are being implemented by the safety officers. Head Office and Districts are in possession of first-aid kits; however the training of first-aiders will be undertaken in the 2020/21 financial year. The inspection of Head Office and District Office buildings are undertaken on an on-going basis by safety officers at Head Office and Districts. The OHS Departmental committee comprising of safety officers meet on a quarterly basis to ensure OHS compliance and to identify challenges.

7. PORTFOLIO COMMITTEES

DATE OF MEETING	MATTER RAISED BY PORTFOLIO COMMITTEE	DEPARTMENT RESPONSE
08/10/2019	2nd Letter to HOD on Motivation for Budget cuts. Fraud case Reported - DoE 07/09/2019 English Functions and Responsibilities EPC Report on LTSM Delivery Plan 2020 Final-Turnaround Strategy over expenditure 2019/2020. HRM Circular No. 62 of 2017- Withdrawal of delegation for appointment of substitute educators and appointment of temporary educators appointed against vacant promotion posts Implication of budget cuts Resolution 03/09/2020 - School Safety Report Update on NSNP to EPC	The Department responded by providing all the requested reports to the Committee.
08/11/2019	Annexure A Disability Parliament resolutions 2018 Annexure B - Out of school learners -Disability Parliament Resolutions 2018. Annexure C – Final Memorandum of Agreement between DoE and DoT Annexure D – Draft Learner Transport Policy on Implementation Strategies Water and Sanitation Harry Gwala MPL School visit resolutions of 2019 Schools affected by violence Report on buses in special schools Circular on Audit Qualifications EPC follow up responses - November 2019 EPC resolution on non-viable schools Final Consolidated list of Schools affected by violence Umzinyathi – Deaf Unit Procedures for closing of schools	The Department responded by providing all the requested reports to the Committee.
28/01/2020 Rescheduled for 21 February 2020	Second Quarter Report 2019/20 - Non-financial and financial performance. Annual Report 2018/2019 Draft APP and Budget 2020/2021 Tabling of the Third Quarter Report	The Department responded by providing all the requested reports to the Committee.
	Resolution DOE: 01/10/2019: At the next meeting of the Portfolio Committee, the Department must submit a comprehensive report on the boats that were bought by the department. Resolution DOE: 02/10/2019: The Department must submit a report on the strategy of closing non- viable schools and utilization of school infrastructure thereof. Resolution DOE: 03/10/2019: The Department should provide a list of schools affected by incidents of violence and the intervention plan. NB: When responding to Resolution DOE:01/10/19, the Department must submit a comprehensive report which amongst other things should include the following: How many boats were bought by the Department? How much did they cost? The status quo regarding those boats, and What are the challenges thereof?	The Department responded by providing all the requested reports to the Committee.

8. SCOPA RESOLUTIONS

Resolution No.	Subject	Details	Response by the Department
Resolution 12/2019: Department of Education: Emphasis of matter: Irregular expenditure – R1.88 billion on NSNP	Noting that: (a) The Department incurred irregular expenditure of R1.88 billion in the 2018/19 financial year which relates to proper procurement processes not being followed on the NSNP. (b) The Department initiated a bid process for the NSNP, but the appeal of the unsuccessful bidders to the Provincial Treasury Bid Appeals Tribunal was upheld and the Department had to commence a new bid process. (c) The Department continued using the existing NSNP service providers on a month to month basis until the new bid process has been finalised, so as not to negatively impact on the schools feeding programme. (d) The Department will continue incurring irregular expenditure in the 2019/20 financial year.	The Committee resolves: - That the Accounting Officer report to the Committee by 31 January 2020 on the finalisation of the new bid process, the reasons for the delay in awarding a new bid and steps taken by the Department to fast-track the process.	Management plan developed for the processing of the 12 tenders for the National School Nutrition Programme (NSNP)
Resolution 13/2019: Department of Education: Emphasis of matter: Impairment of receivables – staff debt of R358.70 million	Noting that: (a) The Department had a staff debt of R538.11 million, of which R358.70 million has been provided for as impairment. (b) This was mainly as a result of staff debts by former employees that had been outstanding for three years or longer. (c) The primary cause of the staff debts was overpayments made to former employees due to delays in capturing deaths, resignations, terminations of employment and transfers on PERSAL. (d) The Department has implemented a turnaround strategy to avoid further impairment and has appointed debt collectors to recover outstanding debts. (e) The Department is also investigating the reasons for the delays in processing of terminations with a view to ensuring that disciplinary action is taken against defaulting officials.	The Committee resolves: - That the Accounting Officer report to the Committee by 31 January 2020 on progress made in the recovery of staff debts, whether the impaired debt is collectable, the improvement of turnaround time for capturing staff exits timeously and on progress in the investigation of and disciplinary action against officials responsible for the delays in capturing staff exits.	In terms of the turnaround strategy the department has now appointed six debt collectors to recover its debts and each debt collector was allocated 2 districts. The debt collectors will inform the department if these debts are collectable or not and this process is currently being monitored by Head Office. The department implemented a route form to be completed by all officials starting with the school principal for all terminations. This route form must be stamped and signed by the School, Circuit Office and District Office to ensure timeous processing of termination of employees on the system and to avoid any overpayments. This procedure was implemented aggressively in September 2019 after workshops were held with Districts on how to ensure this would be implemented. There has been a drastic reduction of debts incurred from the second quarter to the third quarter from 13 million to 5 million in the third quarter. Internal control would recommend any Disciplinary action after investigations

Resolution No.	Subject	Details	Response by the Department
Resolution 14/2019: Department of Education: Reported performance information against predetermined objectives	Noting that: (a) The findings of the Auditor-General on reported performance information on Programme 2 – Public Ordinary Schools and Programme 5 – ECD. (b)Sufficient appropriate audit evidence could not be obtained to support the reasons for variances between targets and reported achievements. (c) Systems and processes to enable reliable reporting of achievements against the indicators were not adequately designed and implemented. (d)The Department did not implement the record keeping system adequately to enable reliable reporting and that the Auditor-General could not validate the existence of systems and processes that enable reliable reporting.	The Committee resolves: - That the Accounting Officer report to the Committee by 31 January 2020 on steps taken to address the audit findings and to prevent a recurrence.	The Executive Authority and the Accounting Officer have intervened by meeting the relevant PPM Managers on 11 December 2019 to clarify PPM ownership and reporting obligations. Ongoing workshops / meetings are held with PPM managers on managing PPMs and maintaining a portfolio of evidence for their respective PPM's. A Monitoring & Evaluation forum has been established to improve the quality of performance information. An audit turnaround strategy has been put in place and performance information is now a standing item on the agenda of Top Management Meetings. Letters appointing PPM Managers to relevant PPMs were issued by the Head of Department. Some Resources to assist with the management of performance information in the SMME Directorate have been allocated. Two interns have been appointed to assist with data capture related to performance information. Visits to Districts and Schools are being conducted to Validate Performance Information. The Department's Information Technology Directorate are currently exploring a performance information management system in consultation with the Nerve Centre of the Office of the Premier.
Resolution 15/2019: Department of Education: Performance Audit on Education Sector	Noting that: (a) A performance audit on the Education sector was conducted by the Department which covered the areas of formal learner assessment, full service schools, education information systems and school infrastructure development. (b) The report will be issued to the Department of Basic Education in due course.	The Committee resolves: That the Accounting Officer report to the Committee by 31 January 2020 on the outcomes, findings and recommendations of the audit.	The Office of the Auditor General will make the reports available in due course.
Resolution 16/2019: Department of Education: Unqualified audit opinion with findings	Noting: That the Department has been receiving an unqualified audit opinion with findings for the past three financial years.	The Committee resolves: - That the Accounting Officer present a concrete Audit Outcome Strategy to obtain a clean audit to the Committee by 31 January 2020.	Audit Strategy provided.

Resolution No.	Subject	Details	Response by the Department
Resolution 50/2019 – Transversal resolution (All provincial departments) – Irregular expenditure of R11.421 907 billion recorded in the 2018/19 financial year	Noting that: (a) The value of irregular expenditure for all provincial departments in the 2018/19 financial year was R11 421 907 billion. The cumulative value of irregular expenditure for all departments as at 31 March 2019 was R41 819 917 billion. (b) The breakdown is as follows: 2018/19 R 1 878 809 bn Cumulative value as at 31 March 2019 R 6 571 945 bn (c) The main reasons for the irregular expenditure were: •Payments made on expired contracts •Fewer than three quotations obtained •Deviations from inviting competitive bids not in accordance with TR 16A6.4 •Non-submission of declaration of interest forms by suppliers •Use of implementing agents •No tax certificates or expired tax certificates •Non-adherence to local content prescripts •Contracts entered into with municipalities – no documentation (Human Settlements)	The Committee resolves: That the Accounting Officers of all departments report to the Committee by 31 January 2020 on the following: [1] Progress made in the implementation of the proposed interventions to improve the control environment to detect and prevent irregular expenditure and to avoid a recurrence of the audit findings in relation to irregular expenditure, as well the effectiveness of these interventions. [2] The reasons for these interventions not being implemented in the 2018/19 financial year and in prior years and why such omission does not constitute an act of financial misconduct. [3] Whether irregular expenditure reported in the annual financial statements in 2018/19 and not yet condoned, has been investigated, the outcomes and findings of the investigations, details of disciplinary steps taken against any official/ employee responsible for irregular expenditure and where investigations and disciplinary proceedings have not yet been concluded, the reasons and timeframes for anticipated completion.	The Irregular expenditure for the year amounted was R 1 878 billion before final audit and after the final audit was recorded as R 2.525 billion , the additional adjustments was in relation to final disclosure of non -compliance to Local content disclosure The high level breakdown was largely due to not following supply chain management processes especially for: NSNP tender R1.6 billion; Local content 800 million; and Other SCM matters 125 million. [1] Regarding Progress : Previously most of the irregular expenditure was due to Staff doing business with the state; It must be noted that this irregular expenditure has been tremendously reduced in the 2018-19 financial year and would be totally eliminated in the 2019-20 financial year with latest Circular issued by Treasury Ref 12/4/4/R; In regard to irregular expenditure for NSNP, the Department initiated the bid process for the National School Nutrition Programme (NSNP), during the current financial period. Upon finalisation and award of the bid, the unsuccessful bidders appealed to the provincial treasury Bid Tribunal Committee about the validity period of the bid process.; As per the Tribunal recommendations, the department's bid process was set aside and the department was instructed to start a new bid process; In order not to negatively impact on the service delivery of feeding at schools, the department was allowed to continue using the current NSNP service providers on a month to month basis until the new bid process has been finalised.; Unfortunately for the 2019-20 financial year although the adjudication was completed in time, there insufficient complaint suppliers due to the functionality evaluation and on the advice by Treasury the tender had to be re advertised. A management plan is attached for successful completion for the 2020-21 financial year; With respect to Local Content, all awards are being scrutinised for compliance for local content before being awarded and this has been communicated to Public Works. It must be noted that the Department of Education has very little control in the SCM processes that is conducted by Public Works on behalf of the Department; The use of own venues being regarded has irregular has now been discussed with the AG and Treasury whereby a deviation must be provided by Treasury for use of own venues especially for the Matric Improvement Strategy. [2] The reasons for these interventions not being implemented in the 2018/19 financial year and in prior years and why such omission does not constitute an act of financial misconduct. In regard to irregular expenditure for NSNP, the Department initiated the bid process for the National School Nutrition Programme (NSNP), during the current financial period. Upon finalisation and award of the bid, the unsuccessful bidders appealed to the provincial treasury Bid Tribunal Committee about the validity period of the bid process.

Resolution No.	Subject	Details	Response by the Department
	d) The PFMA provides that an Accounting Officer must take effective steps to prevent irregular expenditure, take disciplinary steps against any official who makes or permits irregular expenditure, and recover losses from officials responsible and that any wilful or negligent failure to comply with these prescripts constitutes an act of financial misconduct. (e) The interventions proposed by departments to detect and prevent irregular expenditure in future.	[4] In relation to irregular expenditure not yet condoned, steps taken to apply to Provincial Treasury for condonation and progress made and where application has not yet been made, the reasons for this. [5] Steps taken to recover losses from any official responsible for irregular expenditure and progress made in this regard. [6] Where irregular expenditure is related to fraud, corruption or other criminal conduct, whether the matter has been reported to the South African Police Service or the Provincial Treasury Internal Audit Services for investigation and progress made in such investigations.	As per the Tribunal recommendations, the department's bid process was set aside and the department was instructed to start a new bid process. All other irregular expenditure is being investigated .These was being investigated by Internal Control for any recommendations for that would lead to act of financial misconduct . Due to lack of capacity to investigate matters of irregularity, financial mismanagement etc , the Department has appointed a panel of forensic investigators to fast track the backlog of cases [3] Whether irregular expenditure reported in the annual financial statements in 2018/19 and not yet condoned, has been investigated, the outcomes and findings of the investigations, details of disciplinary steps taken against any official/employee responsible for irregular expenditure and where investigations and disciplinary proceedings have not yet been concluded, the reasons and timeframes for anticipated completion The Department is currently in the process of conducting determination tests on all irregular expenditure disclosed in the annual financial statements as at 31 March 2019 being the cumulative balance of R 6,571 billion. The Department has spent time on ensuring the integrity of the data and is conducting determination tests in compliance with the Amended Irregular Expenditure Framework as per National Treasury Instruction No.2 of 2019/20. During the financial year 2018/2019, 6 employees were disciplined for irregular expenditure. The outcome was as follows: •3 dismissed; •1 resigned whilst hearing was in progress; and •2 disciplinary hearings still in progress. [4] In relation to irregular expenditure not yet condoned, steps taken to apply to Provincial Treasury for condonation and progress made and where application has not yet been made, the reasons for this. •The Department is currently in the process of conducting determination tests on the NSNP iregualar expenditure as it is a straight forward application for condonation by Treasury. All other irregular expenditure disclosed in the annual financial statements as at 31 March 2019 being the cumulative balance of R 6,571 billion is in progress. •The Department has spent time on ensuring the integrity of the data and is conducting determination tests in compliance with the Amended Irregular Expenditure Framework as per National Treasury Instruction No.2 of 2019/20. •Also the introduction of National Treasury Instruction No.2 of 2019/20 only came into effect on 17 May 2019. •National Treasury then conducted a workshop on the new framework in June 2019. •This gives the Departments clear guidelines going forward in terms of condonation of expenditure. [5] Steps taken to recover losses from any official responsible for irregular expenditure and progress made in this regard. •The matters to be handed over to the debt collection agency for 4 officials. [6] Where irregular expenditure is related to fraud, corruption or other criminal conduct, whether the matter has been reported to the South African Police Service or the Provincial Treasury Internal Audit Services for investigation and progress made in such investigations. •Criminal case has been opened against the 6 officials

Resolution No.	Subject	Details	Response by the Department
Resolution 52/2019 - Transversal resolution – Fruitless and wasteful expenditure	Noting that: (a) The following departments and public entities reported fruitless and wasteful expenditure in the 2018/19 financial year, relating to the current year and prior years: Education 14 249 000 (b) In most instances the reasons for the fruitless and wasteful expenditure are unacceptable and had the department or public entity exercised adequate care, the expenditure could have been avoided. (c) Certain departments and public entities had stated opening balances on fruitless and wasteful expenditure from prior financial years that had not yet been resolved. In some instances, these balances are substantial. (d) The PFMA provides that the Accounting Officer of a Department and the Accounting Authority of a public entity must take steps to prevent fruitless and wasteful expenditure, take disciplinary steps against an official who makes or permits such expenditure, recover losses from the official responsible and that an Accounting Officer/ Accounting Authority commits an act of financial misconduct if they wilfully or negligently fail to comply with any of these provisions.	The Committee resolves: That the respective Accounting Officers and Accounting Authorities report to the Committee by 31 January 2020 on the following: [1] The reasons for the prior years' fruitless and wasteful expenditure not yet being resolved and steps taken to resolve it, with time frames. [2] Steps taken to prevent a recurrence of fruitless and wasteful expenditure. Sufficient particularity must be provided to enable the committee to assess the effectiveness of those steps. [3] The reasons for the steps listed under [2] above not being implemented in the 2018/19 financial year and prior years and why such omission does not constitute an act of financial misconduct. [4] Which officials are responsible for the fruitless and wasteful expenditure, disciplinary steps taken against those officials and the outcomes thereof, as well as steps taken to recover the losses from them. Where no disciplinary steps or steps to recover the loss were taken, detailed reasons must be provided	The department's fruitless and wasteful expenditure for the year 2018-19 amounts to R13.977 million. The bulk of this expenditure arises from the following: *interest incurred in settlement of legal debts; *As well as late payment of domestic accounts; *Expenditure adjustment of R10 million relating to delayed infrastructure projects; *The interest incurred on settlement of legal debts would not be totally eradicated as the Department has to negotiate to out of court settlement where the Department has been advised by Council; *Invoices that are received late and where interest is charged is being investigated to find a suitable way with communicating with municipalities to pay accounts on time. [2] Steps taken to prevent a recurrence of fruitless and wasteful expenditure. Sufficient particularity must be provided to enable the committee to assess the effectiveness of those steps. The fruitless expenditure incurred represents mainly, interest paid on domestic accounts (R341 000-00). Most municipalities start charging interest on the 7th of the month following the month of service. All effort is made to get invoices and process payments on time, however payments are usually disbursed after the 7th on BAS and in such instances interest is unavoidable. The PFMA states that invoices must be paid within 30 days, however municipalities start charging interest after 7 days. [3] The reasons for the steps listed under [2] above not being implemented in the 2018/19 financial year and prior years and why such omission does not constitute an act of financial misconduct. No action has been taken as there is no official who deliberately or negligently caused the delays, however if there is evidence that an official was responsible for the delay, the matter is referred to internal control for investigation. Engagements have been held with municipalities to have them e-mail invoices as soon as they are generated, however internal verification processes must also be done to ensure that correct and valid amounts are paid. There is no wrongdoing that can be assigned to officials as invoices are paid within 30 days. Legal cases have resulted in interest on settlement of claims against the State (R3 212 932 being interest paid in respect of compensation for expropriation of three Schools). [4] Which officials are responsible for the fruitless and wasteful expenditure, disciplinary steps taken against those officials and the outcomes thereof, as well as steps taken to recover the losses from them? Where no disciplinary steps or steps to recover the loss were taken, detailed reasons must be provided Steps will be taken after full investigation has been done by Internal Control

Resolution No.	Subject	Details	Response by the Department
Resolution 53/2019: Transversal resolution: Procurement and Contract Management	The audit findings for thirteen departments on Procurement and Contract Management emanating from non-compliance with legislation, which overlap with the findings on irregular expenditure (a) Non-compliance could have been avoided if management regularly monitored compliance and implemented appropriate controls and processes. (b) Provincial Treasury has identified support interventions following the 2018/19 audit outcomes. Departments are to submit detailed audit action plans to Treasury by 31 October 2019, which will be reviewed and discussed with all accounting officers, and which Treasury will monitor and report progress on to accounting officers quarterly.	The Committee resolves: That all Accounting Officers report to the Committee by 31 January 2020 on the following: [1] Detailed audit action plans submitted to Provincial Treasury specifically to address findings on procurement and contract management plus a progress report on the effectiveness of the audit plans. [2] Steps implemented to ensure risk assessment processes and reviews are adequate to ensure that key compliance risks are mitigated and responded to in good time to prevent a recurrence.	The Department responded with detailed reports
Resolution 54/2019 - Transversal resolution – Forensic Investigations	Noting that: The Provincial Internal Audit Services has completed the forensic investigations listed below and has made recommendations which are either still in progress or are yet to be implemented by the relevant departments	The Committee resolves: That the Accounting Officers of the relevant departments report to the Committee by 31 January 2020 on: (i) The steps taken to implement the recommendations, progress made therein, the reasons for any delays and where no steps are being contemplated, a detailed explanation supported by legal opinion. (ii) Where forensic investigations are being delayed due to insufficient documentation or information being provided by Departments, an explanation as well as a report on action taken against the guilty officials and steps taken to remedy the default.	The Department responded with detailed reports

Resolution No.	Subject	Details	Response by the Department
Resolution 55/2019 - Transversal resolution – Internal Investigations	Noting that: Several departments have conducted internal investigations in the 2018/19 financial year relating to various alleged irregularities spanning, in some cases, over more than one financial year. Some of these investigations have been concluded while some are still in progress.	The Committee resolves: That Accounting Officers, by 31 January 2020: [1] Provide copies of all reports of investigations that have been completed in the 2018/19 financial year to the Committee. [2] Report to the Committee on progress made in the implementation of the recommendations contained in the reports, including disciplinary cases that have been initiated against officials and the outcomes thereof, criminal cases that have been opened, civil proceedings that have been commenced to recover monies and blacklisting of service providers. [3] Where investigations are still in progress, provide a report on the anticipated date of completion, challenges experienced in conducting or finalising the investigations and steps taken to address the challenges.	[1] The Department provided detail reports. ` [2] Summarised status of the forensic investigations reported in 2018/2019 Number of cases Finalized/Closed 62 In-progress 29 Total cases 91 [3] Challenges were experienced in finalising investigations due to the lack of capacity within the Forensic Unit as 4 employees left the Department, including the Deputy Director. The Department has since appointed a Deputy Director in July 2019. The Department will seek approval for the appointment of 3 investigators from the OTP. The panel of Forensic Investigators have recently been appointed in January 2020 and the outstanding cases will be allocated so that investigations can be conducted. It is anticipated that all outstanding investigations will be finalised by 30 June 2020.

Resolution No.	Subject	Details	Response by the Department
Resolution 56/2019 - Transversal resolution – Risk Management	Noting: The report of the Provincial Audit and Risk Committee on the lack of adequate risk management in some departments and the slow progress made in the implementation of risk mitigation plans, particularly in addressing risks classified as critical and major.	That the Accounting Officers of the relevant departments report to the Committee by 31 January 2020	The Department has established a Risk Steering Committee which is composed of members from the different Chief Directorates of the Department and the Provincial Treasury. This Committee serves as a working committee which meet regularly and provide feedback on the implementation of the actions by the risk owners in their respective Chief Directorates. The Risk Steering Committee provides progress reports to the HOD on the status of the implementation of action plans as well as challenges experienced. The Department has revised the risk register in August 2019 and currently has 39 risks and 196 action plans. The Table below reflects the current status of the implementation of the action plans in the Department's Risk Register. The HOD has instructed all Branch and Chief Directorates to include Risk Management as a standing item on the agendas. The Risk Management unit also attends regular meetings with Branches and Chief Directorates. The approved organogram reflects 6 posts in the Sub-directorate: Risk Management. The number of posts are still insufficient when you consider the size of the Department. The Department has appointed a Deputy Director: Risk Management who has resumed duties on 1 August 2019. The balance of 5 posts are still frozen. The Provincial Treasury is in the process of allocating a resource to assist the Department for 6 months. All the Risk Committee members have completed the National Treasury eLearning Risk management module. The Provincial Treasury has also assisted the Department with Risk Management training. The Department has identified the Risks at a programme level and they are detailed in the Draft strategic plan, the process of aligning the risks to the APP is still being finalised.
Resolution 57/2019 - Transversal resolution – Consequence management (Transgressions)	Noting that: (a) During the prior year audit (2017/18 financial year), the Auditor-General reported on findings relating to transgressions by officials or other role players for management to investigate. (b) During the current year audit (2018/19 financial year) the Auditor-General reported that some Departments had not investigated all of some of those matters or had not done so properly. (c) In the current year audit (2018/19 financial year), the Auditor-General identified further transgressions for management to investigate.	The Committee resolves: That the Accounting Officers of the relevant departments report to the Committee by 31 January 2020 on the following: [1] The reasons for their failure to investigate and resolve all matters reported by the Auditor-General for investigation in the 2017/18 audit. [2] The steps taken to investigate and resolve all the 2017/18 as well as the 2018/19 matters reported by the Auditor-General for investigation and time frames for finalisation thereof. [3] The findings and recommendations, as well as the outcomes of each investigation, including disciplinary steps taken, civil proceedings commenced for recovery of losses, criminal cases opened where relevant and steps taken to "blacklist" suppliers, where applicable.	[1] The Department does not have the capacity to investigate all matters. The Department has recently appointed a panel of investigators to assist with the backlog of cases. [2] Cases will be allocated to the Panel. It is envisaged that these will be finalized by June 2020. As previously reported, 6 employees were disciplined for irregular expenditure and the status of the matters are as follows: Criminal case has been opened against the 6 officials: 3 dismissed; 1 resigned whilst hearing in progress; 2 disciplinary hearings in progress. Employees doing business with the Department/State: The hearings for the employees commenced in May / June 2019, trade unions made representations on behalf of their members objecting to any disciplinary processes against their members on the grounds that it violated the provisions of the Labour Relations Act with particular reference to the existence of a rule or standard prohibiting employees from conducting business with the state. The department considered these representations and issued each of these employees with a final written warning. The Department has now adjusted its practice of bringing these circulars to the attention of employees, who are now compelled to sign a declaration acknowledging receipt of the circular. The operational procedures at Circuit management level have been improved in relation to the dissemination of circulars and proof of receipt being kept. In addition, Supply Chain Management have tightened up the procedures of vetting service providers prior to them doing business with the state. The Communications and Publications directorate has been requested to engage in a media campaign on all platforms to warn employees against the practice of doing business with the state.

Resolution No.	Subject	Details	Response by the Department
Resolution 58/2019 - Transversal resolution – Predetermined Objectives	Noting: (a) The material findings of the Auditor-General on the usefulness and reliability of the reported performance information of some Departments. (b) The root cause was the lack of proper performance management systems and processes and the failure by management to perform adequate verifications to ensure a complete performance report was supported by reliable information. (c) In some Departments this is a recurring finding where management has failed to implement action plans to address audit findings in previous financial years.	The Committee resolves: That the Accounting Officers of the relevant departments report to the Committee by 31 January 2020 on measures implemented to address the audit findings and to prevent a recurrence, with time frames for implementation.	The Executive Authority and the Accounting Officer have been meeting with PPM Managers to hold them personally accountable for the credibility of reported performance information. The HOD met PPM Managers in October 2019 to outline the roles and responsibilities of PPM Managers where officials were work shopped on the management of performance information. At a formal meeting on 11 December 2019 the MEC instructed PPM Managers with challenges to ensure that there is collaborative working of all officials to provide accurate and complete evidence based audit information on time to all o relevant authorities. PPM Managers have been appointed in writing committing them to their obligations regarding performance reporting. The importance of the provisions of supporting documents for both achievements and deviation (Variations) from targets has been emphasized. SMME has been meeting PPM Managers on an ongoing basis especially those responsible for Programmes 2 and 5 to ensure that accurate information is being collected and recorded. At the end of every quarter PPM Managers are required to submit supporting documents for both achievements and deviation (Variations) from targets and sign for these. SMME has implemented a management plan to visit certain districts and monitor the implementation of PPMs and verify and validate reported information against primary source documents. Visits to Ilembe, Umlazi and Amajuba Districts have been undertaken on a sample basis. The Department is currently exploring the viability of introducing an electronic data management system for performance information. Due to budgetary constraints the Department is engaging with the Nerve Centre of the Office of the Premier to utilize the systems they are using with the possibility of sharing such systems to reduce the cost of pursuing it alone.
Resolution 59/2019 - Transversal resolution – Filling of critical posts	Noting: That vacancies exist in critical management posts within departments and the adverse effect this is having on audit findings, particularly on compliance with legislation, internal controls and financial and performance management.	The Committee resolves: That the Accounting Officers of the relevant departments report to the Committee by 31 January 2020 on progress made in the filling of critical posts and the time frames for the filling of those posts.	Detailed reports provided by the Department.
Resolution 61/2019 Transversal Resolution – Expenditure Management – Non-payment of invoices within 30 days	Noting: (a) The findings of the Auditor-General that some departments are not making payment within 30 days or within an agreed upon period after receipt of invoices, as required by Treasury Regulation 8.2.3. (b) This constitutes a contravention of section 38(1)(f) of the PFMA which provides that the accounting officer must pay all money owing by the department within the prescribed or agreed period. (c) An accounting officer commits an act of financial misconduct if she/he wilfully or negligently fails to comply with a requirement of section 38 of the PFMA.	The Committee resolves: That all relevant Accounting Officers submit a report to the Committee by 31 January 2020 on the reasons for non-payment of invoices within 30 days with sufficient particularity to enable the Committee to determine whether an act of financial misconduct was committed, the steps taken to address this audit finding and measures put in place to prevent a recurrence.	The Department has implemented turnaround strategies to ensure payments are made within 30 days. Detailed reports provided.

Resolution No.	Subject	Details	Response by the Department
Resolution 62/2019 - Transversal resolution – Commitments on audit findings and related matters	Noting that: Accounting Officers of some departments have made commitments in the current year audit (2018/19) and in prior year audits to resolve audit findings and related matters such as transfer payments, procurement, supply chain management, expenditure management, IT, vacancies, annual financial statements and internal control deficiencies, some of which have not yet been resolved.	The Committee resolves: That the Accounting Officers of the relevant departments report to the Committee by 31 January 2020 on the reasons for the commitments being unresolved, the steps taken to resolve the commitments and time frames for finalisation thereof.	The Department has made progress on all its commitments and obtained an Unqualified Audit Report with findings. There were 2 areas where the Department received an emphasis of matter that is on [1] Irregular expenditure [2] Debtors. The Department also received disclaimers on the performance audit in Programme 2 and Programme 5 The Turnaround strategies have been discussed in resolutions 12 to 16 above.

9. INTERNAL CONTROL UNIT

The PIAS exits as an independent, objective assurance and consulting service designed to add value and improve the KZNPG's operations. It helps the KZNPG departments to enhance and protect organisational values by providing risk-based and objective assurance, advice and insight thereby accomplishing its objective by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, internal control and governance processes.

10. INTERNAL AUDIT AND AUDIT COMMITTEES

PIAS-Assurance Services had completed 20 audits assignments planned for the year in terms of the annual internal audit operational plan as approved by the Cluster Audit and Risk Committee. These audits included full scope reviews as well as follow up reviews on both previous internal audit reports and the AG reports. Full scope audit assignments conducted for the current financial year included audits on Supply Chain Management, Human Resource Management, Asset Management, In-year monitoring, Performance information contract management and IT reviews on Cyber security and IT governance.

Key activities and objectives of the internal audit

Internal Controls, Accounting Systems & Internal Audit
Review of the internal audit reports to manage critical risks and to ensure the adequacy and effectiveness of the departmental internal control structure including: • Financial and internal controls, • Accounting systems and reporting and • Corporate governance
Review any significant matters reported by the internal auditors and the extent to which the recommendations have been implemented by management; and provide any additional recommendations to Accounting Officers.
Direct the Accounting Officer to provide status reports detailing the progress made in implementing the Committee's recommendations.
Through PIAS reports, evaluate IT governance systems and the related internal controls.
Ensure that the relevant departmental management demonstrates accountability over internal control functions.
Consider the fact and potential of any limitation on the scope of internal audit, and if there is, report to the MEC for Finance via the Provincial Audit & Risk Committee.
Fraud Prevention
Ensure that the Accounting Officer develops and implement strategies, policies, procedures and systems to prevent and detect fraud and corruption
Ensure that the Accounting Officer demonstrates some pro-activeness in maintaining anti-fraud and corruption strategies to protect the Provincial assets entrusted to them
Review and evaluate the effectiveness of such strategies, policies/procedures.
Should a report to the Audit Committee, whether from the PIAS or any other source, implicate the Accounting Officer in fraud, corruption or negligence, the chairperson of the CARC must promptly report this to the relevant executive authority via the Chairperson of PARC.
Financial Statements
Ensure that the timing and nature of reports from the external auditor(s) are in accordance and comply with the requirements of the PFMA.
Consider key matters arising in the AGSA management report and audit report (including illegal acts or irregularities) and satisfy themselves that they are being properly followed up and resolved.
Consider the reports and function of the External Audit Steering committee to ensure that external audits are performed efficiently and that management co-operates with the AGSA.

Comment on its evaluation of the annual financial statements, the interim financial reports, the preliminary announcement of the AGSA report and any other announcement regarding the KZNPG's results or other financial information to be made public, prior to the submission to and approval by the Accounting Officer and/or Executive Authority.
Consider any accounting treatments, significant unusual transactions, or accounting judgments, which could be contentious to ensure that these are properly addressed.
In line with TR 3.1.13 (b), comment on the quality of IYM and monthly/quarterly reports submitted in terms of the PFMA and DoRA.
Risk Oversight
The Committee is an integral component of the risk management process and shall oversee: • Financial reporting risks • Fraud risk as it relates to financial reporting • IT risk as it relates to financial reporting • All other strategic and operational risks that may impede the department from achieving their business objectives.
Review the procedures for identifying business risks and mitigating their impact on the department.
Ensure that the Accounting Officer and Accounting Authority maintains and regularly reviews the system of risk management within their areas of responsibilities.
Review the results of the risk assessment to determine the material risks to which the departments may be exposed and evaluate strategies to mitigate those risks.
Ensure that the Accounting Officer has incorporated reputational and ethical risks and opportunities in the risk management process.
Combined Assurance
Ensure a coordinated approach to all assurance activities, and in particular the CARC shall: • Ensure that the combined assurance model relevant to the department is appropriate to address all the significant risks facing the department. • Monitor the relationship between the external and internal assurance providers. • Comment on the effectiveness of the combined assurance model.
Integrated Reporting
Review the integrated report, including the financial statements, and should have regard to all factors and risks that may impact on the integrity of the integrated report, and in particular the Committee must: • Have regard to all factors that may impact on the integrity of the integrated/ annual report, including factors that may predispose management to present a misleading picture, significant judgements and reporting decisions made, monitoring or enforcement actions by a regulatory body, any evidence that brings into question previously published information; forward looking statements or information. a. Review disclosure of sustainability issues in the integrated report to ensure that it does not conflict with the financial information. b. Comment in the annual financial report on the financial statements, the accounting practices and the effectiveness of the internal financial controls. c. Consider whether the content of the summarised information provides a balanced view.
Ethics
Review the internal audit reports on compliance with the ethical code of conduct and policies of the Department based on the number of statutory, common law and other requirements which cover the ethical behaviour of senior management, and officials of the Departments.
Identify through PIAS reports, any violation of ethical conduct, environmental and social issues.
Provide advice on any identified potential conflict of interest.
Reporting Responsibilities
The Committees must report and make recommendations to the Accounting Officer on a regular basis (TR 3.1.12) – preferably quarterly.
The Committees should engage with Accounting Officers of respective departments at least on a quarterly basis.
The Committees may communicate any concerns they deem necessary to the executive authorities, Head of Provincial Treasury and the AG SA (TR 3.1.15).

Attendance of audit committee meetings by audit committee members

Name	Qualifications	Internal or External member	If Internal, position in the Department	Date Appointed	Date Contract Renewed	No. of PARC meetings attended	No. of CARC meetings attended
Mr S P Simelane (Acting Chairperson of PARC and ESID CARC)	CA(SA)	External	N/A	23 February 2015	30 October 2015	10	4
Mr M Tarr (ESID CARC)	MSc Agricultural Economics	External	N/A	01 May 2018	-	10	4
Mr V Ramphal (ESID CARC)	CA(SA)	External	N/A	23 February 2015	30 October 2015	10	4
Mr P Christianson	CA(SA)	External	N/A	23 February 2015	30 October 2015	10	4
Ms T Njozela	MBA	External	N/A	23 February 2015	30 October 2015	10	4
Mr D O'Conor	CA(SA)	External	N/A	23 February 2015	30 October 2015	10	4
Ms N Sithole	CA (SA)	External	N/A	01 May 2018	RESIGNED 07 October 2019	3	1

11. REPORT OF THE AUDIT & RISK COMMITTEE ON VOTE 5 – EDUCATION

The Committee reports that it has complied with its responsibilities arising from the Public Finance Management Act, No.1 of 1999 (PFMA), Treasury Regulations 3.1, including all other related prescripts, and is pleased to present its report for the financial year ended 31 March 2020.

The Provincial Audit and Risk Committee (PARC) is the shared audit and risk committee for the provincial departments, and is further sub-divided into three Cluster Audit & Risk Committees (CARC's) that provide oversight of key functions to the KZN Provincial Government Departments. The Department of Education is served by the Social Protection, Community and Human Development (SPCHD) Cluster Audit & Risk Committee.

The Committee has adopted appropriate formal terms of reference contained in its Audit and Risk Committee Charter and has regulated its affairs in compliance with this charter, and reports that it has discharged all of its responsibilities as contained therein.

1. Audit Committee Members and Attendance

The PARC and SPCHD CARC consists of the members listed hereunder who have met as reflected below, in line with the approved terms of reference.

#	Name of Member	PARC Meetings Attended	Social CARC Meetings Attended
1.	Mr P Christianson (Acting Chairman of Social Cluster)	*9 of 10*	*4 of 4*
2	Ms T Njozela	*9 of 10*	*4 of 4*
3.	Mr D O'Connor	*10 of 10*	*4 of 4*
4.	Ms N Sithole (Resigned July 2019)	*3 of 10*	*1 of 4*
5.	Mr S Simelane (Acting Chairman of PARC)	*10 of 10*	*N/A**
6.	Mr V Ramphal	*10 of 10*	*N/A**
7.	Mr M Tarr	*10 of 10*	*N/A**

* refers to PARC members who did not serve on the Social CARC

2. The Effectiveness of Internal Control

The Committee has reviewed the reports of the Provincial Internal Audit Service (PIAS), the Audit Report on the Annual Financial Statements and Management Report of the Auditor General of South Africa (AGSA) and has noted with concern, the weaknesses in controls around the following areas:

- Risk Management Processes
- Supply Chain Management – uThukela District
- HRM – Persal Management (Ugu & uMkhanyakude Districts)
- Assets Management – Ugu & King Cetshwayo Districts
- Performance Information
- Fleet Management
- IT Governance
- Contract Management

The Committee notes the significant number of areas in which control weaknesses were identified. The appropriateness of management's planned interventions to improve the overall control environment was considered, however management was advised to implement these remedial actions timeously, to avoid a regression in the audit outcomes. The significant number of unresolved and re-reported items on the consolidated audit logs is a cause for concern for the Committee.

3. Effectiveness of Internal Audit

PIAS activities were reviewed by the Committee during the PARC and CARC monitoring processes. The Committee evaluated PIAS reports detailing the assessment of the adequacy and effectiveness of controls designed to mitigate the risks associated with the operational and strategic activities of the department.

The PIAS had planned to conduct twenty-two (22) audit assignments for the period under review, of which twenty (20) were finalised, two (2) were carried over to the next financial year with the approval of the Audit Committee.

The Committee is satisfied that PIAS performed effectively during the period under review. During the 2020/21 financial year, the Committee will continue to monitor the progress made by the PIAS against its operational plans in order to ensure that it continues to fulfil its mandate and add value to the Department.

4. Risk Management

The responsibilities of the Committee with respect to risk management are formally defined in its Charter. For the period under review, the Committee's responsibilities have been focused, amongst other things, on the quarterly review of the Department's risk register and monitoring progress against the Risk Management Operational Plan.

As at the 2019/20 financial year-end, the Department's risk register status was as follows:

	Risk Grouping					Total
	Critical	Major	Moderate	Minor	Insignificant	
Number of Identified Risks	20	15	6	0	0	41
Number of Identified Action Plans	114	63	30	0	0	207
Number of Completed Action Plans	41	15	17	0	0	73
No. of Completed Action Plans as a Percentage (%)	36%	24%	57%	n/a	n/a	35%

Although the Department is commended for having developed a credible risk register which is overseen by a functional risk management committee, the Committee remains concerned about the inadequate capacity within the Department's risk management function; and the failure by the Department to timely mitigate risks, particularly for risks classified as critical and major. The Department is urged to 1) increase capacity within its risk management function; 2) ensure the completion of all risk mitigation plans, particularly for risks classified as critical and major within a period of three to six months as required by the Provincial Risk Management Framework; and 3) ensure the updating of the risk register with the strategic risks which should be identified and assessed as part of the Department's 2020/25 strategic planning and 2020/21 annual performance planning processes.

With regard to risk improvement plans, the Committee is concerned about the low completion rate of 52% and 67% for Fraud Prevention and Occupational Health and Safety (OHS), respectively. In light of the current COVID 19 challenges, the Department is urged to prioritise continued compliance with prescribed COVID 19 and OHS control measures at all its offices, including schools. In light of the Covid-19 pandemic as well as the potential further litigation, the Committee re-iterated that the Department ensure the functioning of its BCM Steering Committee and to develop a compliance management programme in order to address its low compliance maturity score of 33%.

5. Quality of in year management and monthly/quarterly reports

The Committee noted the content of quarterly reports in respect of in year management and quarterly performance, prepared and issued by the Accounting Officer of the Department during the year under review, in terms of the PFMA and the Division of Revenue Act. The Committee also draws attention to the disclosure of staff debt of R580.92m and the provision for impairment thereon of R431.25m. The Department reported irregular expenditure of R1,58 billion, the majority of which was due to the non- compliance with the bid process relating to the National School Nutrition Programme (NSNP).

Based on the reports of the PIAS and the Auditor General, the Committee notes with concern the numerous deficiencies identified in the usefulness and reliability of reported performance information due to the failure of the Department to implement adequate systems to collect, collate, verify and retain performance related data, as well as the material misstatements in the Annual Performance Report as reported by the Auditor General. Management of the department has been urged to implement appropriate improvement strategies in order to address the recurring identified shortcomings.

6. Evaluation of Financial Statements

The Committee has:

- Reviewed and discussed the Annual Financial Statements with the Accounting Officer, Auditor General and PIAS;
- Reviewed the Auditor General's Audit Report;
- Reviewed the Department's processes for compliance with legal and regulatory provisions, where concerns have been noted around the usefulness and reliability of performance information reported, poor procurement and contract management and failure to prevent irregular expenditure.
- Reviewed the conclusions regarding the usefulness and reliability of performance information and notes that record keeping has to be significantly improved to enable the production of accurate performance information in relation to material findings on Programme 2 – Public Ordinary Schools.

7. Forensic Investigations

During the period under review, the Committee noted that there were twenty-four (24) forensic investigations from 1 April 2019 to 31 March 2020, which related to alleged supply chain management and procurement irregularities, human resource irregularities, mismanagement of school funds, NSNP irregularities and maladministration which the department had referred to the PIAS for investigation.

Of the twenty-four (24) investigations, eleven (11) Phase 1 investigations were completed (ie. forensic reports were finalised and issued to the department) and thirteen investigations (13) are in-progress.

Of the eleven (11) completed Phase 1 investigations, one (1) matter was closed due to the allegations being unfounded.

Ten (10) matters had recommendations for disciplinary actions, with three (3) disciplinary proceedings having been finalised during this period.

The Committee further noted that six (6) matters are currently under criminal investigation by the South African Police Service (SAPS) and two (2) more matters require criminal cases to be to be registered.

The Department and the PIAS are urged to promptly finalise the outstanding investigations and work together to implement the recommendations made in the finalised investigations.

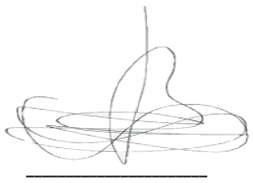
8. Auditor-General's Report

The Committee has monitored the implementation of action plans to address the audit issues raised by the Auditor General in the prior year and raised concerns as to the slow progress of the Department in clearing the AG audit log and similarly the Internal Audit log. The Committee has met with the Auditor General of South Africa to discuss and evaluate the major issues that emanated from the current regulatory audit. The Committee will ensure that corrective actions in respect of the detailed findings emanating from the current regulatory audit continue to be monitored on a quarterly basis through the CARC processes.

The Committee concurs and accepts the conclusion of the Auditor General's unqualified opinion on the Annual Financial Statements, and is of the opinion that the Audited Annual Financial Statements be accepted and read together with the report of the Auditor General. The Committee commends the Department for achieving an unqualified audit opinion.

10. Appreciation

The Committee wishes to express its appreciation to the Management of the Department, the Auditor General of South Africa, and the Provincial Internal Audit Services for the co-operation and support they have provided to enable us to compile this report.



Mr SP Simelane
Acting Chairman: Provincial Audit and Risk Committee

30 November 2020

PART D:
HUMAN RESOURCE MANAGEMENT

1. INTRODUCTION

The information contained in this part of the annual report has been prescribed by the Minister for the Public Service and Administration for all departments in the public service.

2. OVERVIEW OF HUMAN RESOURCES

The status of human resources in the department.

In respect of the 2019/20 financial year the existing educator establishment comprises of 86737.This excludes 2020 posts for the provision of substitute educators, 900 posts for the provision of Grade R educators and 400 pots for small secondary schools. The allocation of posts to the respective schools was effected in accordance with the prescribed Post Provision Norms linked to learner enrolments. Variances in post allocation due to increase or decrease in learner enrolment were addressed through the redeployment of surplus educators. The filling of school based educator posts was not affected by the moratorium on the filling of posts. As such, all entry Grade educator posts were filled with due regard to the needs of the schools. Moreover, vacant educator promotion posts at schools were advertised in 1 bulletin resulting in the filling of 1 239 posts.

Approval for the advertisement of critical public service posts at schools and offices was obtained. The following posts have been filled:

- 33 Subject Advisors posts;
- 102 Circuit Manager posts;
- 21 SMS posts;
- 33 Deputy Director: HR & Finance posts;
- 66 Assistant Director: HR & Finance posts; and
- 92 various posts at LSEN Schools.

Human resource priorities for the year under review and the impact of these.

Movement of surplus educators:

The number of surplus educators was reduced from 623 to 249. This is largely due to the termination of services of unqualified educators which resulted in vacant posts being made available to accommodate surplus educators.

Filling of critical vacant post:

Notwithstanding the moratorium, all vacant educator posts at educational institutions were identified as being critical and consequently filled. Moreover, vacant school based promotion posts were advertised in 1 bulletin resulting in the filling of 1 239 posts. The filling of educator posts at schools ensured that learners were provided with quality teaching and learning. In addition, approval was obtained for identified further critical vacant public service posts at offices and schools. The processes to fill these posts are currently underway.

Human Resources (HR) Plan

The MTEF HR Plan for the period 1 April 2019 to 31 March 2024 has been developed to give strategic direction to the hr processes of the Department. The HR Plan contains pertinent information and analysis across the various aspects of HR including age demographics, skills and training, Employee Health and Wellness interventions, job evaluation. The Plan allows for informed decision making.

Employment Equity.

The Employment Equity Plan for the stipulated 5 year period ranging from period 1 April 2019 to 31 March 2024 was developed. This is to enable the Department to focus on the recruitment and development of the under-represented demographics. As apparent in the Plan, more emphasis has to be placed on the attainment of employment equity of at least 50% in terms of gender in SMS posts as well as the achievement of at least 2% of the workforce comprising of persons with disabilities. The Employment Equity Report for the year 1 April 2019 to 31 March 2020 has been successfully finalised and submitted to Department of Labour.

Management of Leave

Emphasis was placed on the processing of leave with particular attention to prolonged leave. In addition to the various circulars issued, greater relations was built with the Heath Risk Manager to promote a more efficient and effective processes. The HR Directorate at Head Office engaged with the entire workforce of officials responsible for the processing of leave per District to provide guidance and support. The impact of this intervention is realised in the increased and lawful processing of the leave without pay to employees whose leave was not approved as well as the decrease in the number of employees of prolonged leave and concomitant reduction in the number of substitute educators being appointed.

Employee Exits

Closer relation has been forged with Government Pensions Administration Agency (GPAA) and have resulted in the improved efficiency in the processing of pension exits. In this regard, the processing of service terminations of unqualified educators have been processed with minimal pension liability for the Department and these posts have been filled by qualified educators.

In addition, the attention given to error listing cases have resulted in the pension payouts for the affected employees being fast tracked.

Workforce planning and key strategies to attract and recruit a skilled and capable workforce.

Develop the skills of employees at all levels:

Whilst the Workplace Skills Plan was approved, financial constraints impeded its effective implementation. Nevertheless, specialised training programs were implemented which aimed at improving the productivity and effectiveness of employees. Moreover, various intervention programs which targeted underperforming schools in improving curriculum management and delivery in specialised subjects were implemented.

Develop and enhance the professional quality and academic performance of managers and educators:

Various workshops were conducted with a view to empowering managers and other role players on matters relating to discipline, teacher attendance, school management, professional conduct as well as Curriculum Management.

In addition, workshops were arranged for all Principals of Schools within the Province on the revised Personnel administration Measures (PAM).

Deal decisively with issues of fraud, corruption and maladministration:

All disciplinary cases especially cases relating to fraud, corruption and maladministration were monitored on an ongoing basis with a view to ensuring its conclusion within specified time frames.

Improve HR Information Management Systems

Whilst various PERSAL reports are obtained and used for Planning and decision making, there is a need to update the personnel and other related information on the PERSAL system. To this end the system is continually being updated.

Employee performance management.

The Department assessed all eligible employees for the Performance Assessment Cycle 2018/19 in line with the revised performance management frameworks which include:

- Integrated Quality Management System (IQMS) for educators;
- Employee Performance Management and Development System (EPMDS) for Public Service Personnel on salary levels 1-12;
- Education Management Service (EMS) Performance Management and Development System (PMDS) for office based educators and
- Performance Management and Development System (PMDS) for SMS members.

Assessment and moderation took place on quarterly basis and pay progression in respect of all eligible employees was effected. Performance bonuses were not paid due to the department's budgetary constraints.

In addition, the department identified employees who qualified for Grade progression and payment was effected.

Employee wellness programmes.

Various wellness programs were conducted which included the following:

- Wellness Health Screening conducted by GEMS
- Retirement planning sessions facilitated by GPAA
- Participation in the District, Provincial and Inter-Departmental Sporting activities
- HIV counselling and testing conducted by GEMS
- Condom distribution

Highlight achievements and challenges faced by the department, as well as future human resource plans /goals.

High vacancy rate

The non-filling of posts due to the moratorium has resulted in a high vacancy rate in the various offices of the Department. However, its effect on service delivery has been minimised through the re-distribution of work among existing employees. This arrangement cannot be sustained as it is leading to low morale and high levels of frustration. Consequently, serious consideration will have to be given to the filling of all vacant posts.

Employment Equity

Whilst the workforce comprises of approximately 69% of women, only 38% of SMS posts were occupied by women. More efforts will have to be made towards succession planning and developing women.

It is also acknowledged that very little progress has been made in increasing the representation of persons with disabilities in the workforce. However the current moratorium coupled with the non-availability of qualified person with disabilities for employment as educators is a serious challenge.

3. HUMAN RESOURCES OVERSIGHT STATISTICS

3.1 Personnel related expenditure

The following tables summarises the final audited personnel related expenditure by programme and by salary bands. In particular, it provides an indication of the following:

- amount spent on personnel
- amount spent on salaries, overtime, homeowner's allowances and medical aid.

Table 3.1.1 Personnel expenditure by programme for the period 1 April 2019 and 31 March 2020

Programme	Total expenditure (R'000)	Personnel expenditure (R'000)	Training expenditure (R'000)	Professional and special services expenditure (R'000)	Personnel expenditure as a % of total expenditure	Average personnel cost per employee (R'000)	Employment (Including Periodical - And Abnormal Appointments)
ADMINISTRATION	1 937 406	1 249 841	0,00	0,00	64,50	404	3 090
PUBLIC ORDINARY SCHOOL EDUCA	45 313 761	40 827 616	0,00	0,00	90,10	356	114 525
INDEPENDENT SCHOOL SUBS	86 125	0	0,00	0,00	0,00	0	0
PUBLIC SPECIAL SCHOOL EDUC	1 304 610	1 134 338	0,00	0,00	86,90	355	3 192
EARLY CHILDHOOD DEVELOPMENT	1 335 678	1 143 878	0,00	0,00	85,60	133	8 575
INFRASTRUCTURE DEVELOPMENT	2 646 372	32 809	0,00	0,00	1,20	423	78
EXAMINATION & EDUCATION REL SERV	1 564 400	1 027 109	0,00	0,00	65,70	170	6 029
Total	**54 188 352**	**45 415 591**	**0,00**	**0,00**	**83,80**	**335**	**135 492**

Table 3.1.2 Personnel costs by salary band for the period 1 April 2019 and 31 March 2020

Salary band	Personnel expenditure (R'000)	% of total personnel cost	No. of employees	Average personnel cost per employee (R'000)
01 Lower skilled (Levels 1-2)	606 482	1,30	3 693	164
02 Skilled (Levels 3-5)	2 278 621	5,00	8 414	271
03 Highly skilled production (Levels 6-8)	29 931 832	65,20	72 189	415
04 Highly skilled supervision (Levels 9-12)	11 857 998	25,80	18 899	627
05 Senior management (Levels >= 13)	69 257	0,20	55	1 259
11 Contract (Levels 3-5)	14 543	0,00	7	2 078
12 Contract (Levels 6-8)	10 810	0,00	30	360
13 Contract (Levels 9-12)	17 494	0,00	26	673
14 Contract (Levels >= 13)	2 613	0,00	1	2 613
18 Contract Other	37 147	0,10	488	76
19 Periodical Remuneration	48 617	0,10	4 571	11
20 Abnormal Appointment	790 200	1,70	27 115	29
TOTAL	**45 665 614**	**99,40**	**135 492**	**337**

Table 3.1.3 Salaries, Overtime, Home Owners Allowance and Medical Aid by programme for the period 1 April 2019 and 31 March 2020

Programme	Salaries		Overtime		Home Owners Allowance		Medical Aid	
	Amount (R'000	Salaries as a % of personnel costs	Amount (R'000)	Overtime as a % of personnel costs	Amount (R'000)	HOA as a % of personnel costs	Amount (R'000)	Medical aid as a % of personnel costs
ADMINISTRATION	903 033	72,30	25 961	2,10	36 780	2,90	69 392	5,60
PUBLIC ORDINARY SCHOOL EDUCA	29 939 638	73,30	1 548	0,00	314	3,00	2 003 218	4,90
PUBLIC SPECIAL SCHOOL EDUC	797 933	70,30	1 012	0,10	22 728	3,60	71 413	6,30
EARLY CHILDHOOD DEVELOPMENT	888 991	77,70	0	0,00	15 660	1,80	33 956	3,00
INFRASTRUCTURE DEVELOPMENT	24 151	73,60	0	0,00	588	1,80	730	2,20
EXAMINATION & EDUCATION REL SERV	540 855	52,70	17 798	1,70	14 834	1,40	29 916	2,90
TOTAL	**33 094 601**	**72,90**	**46 319**	**0,10**	**1 353 406**	**3,00**	**2 208 625**	**4,90**

Table 3.1.4 Salaries, Overtime, Home Owners Allowance and Medical Aid by salary band for the period 1 April 2019 and 31 March 2020

Salary band	Salaries		Overtime		Home Owners Allowance		Medical Aid	
	Amount (R'000	Salaries as a % of personnel costs	Amount (R'000)	Overtime as a % of personnel costs	Amount (R'000)	HOA as a % of personnel costs	Amount (R'000)	Medical aid as a % of personnel costs
01 Lower skilled (Levels 1-2)	395 417	65,80	314	0,10	52 951	8,80	44 633	7,40
02 Skilled (Levels 3-5)	1 529 756	67,60	22 728	1,00	137 335	6,10	162 622	7,20
03 Highly skilled production (Levels 6-8)	21 647 227	73,00	15 660	0,10	913 206	3,10	1 530 248	5,20
04 Highly skilled supervision (Levels 9-12)	8 661 768	72,80	6 524	0,10	249 543	2,10	469 733	3,90
05 Senior management (Levels >= 13)	54 814	70,20	0	0,00	154	0,20	795	1,00
11 Contract (Levels 3-5)	12 347	85,50	306	2,10	38	0,30	38	0,30
12 Contract (Levels 6-8)	8 206	74,40	401	3,60	97	0,90	223	2,00
13 Contract (Levels 9-12)	13 719	71,90	111	0,60	52	0,30	313	1,60
14 Contract (Levels >= 13)	2 110	70,80	0	0,00	0	0,00	20	0,70
18 Contract Other	32 547	86,70	275	0,70	0	0,00	0	0,00
19 Periodical Remuneration	42 915	80,10	0	0,00	0	0,00	0	0,00
20 Abnormal Appointment	693 775	88,70	0	0,00	30	0,00	0	0,00
TOTAL	**33 094 601**	**72,90**	**46 319**	**0,10**	**1 353 406**	**3,00**	**2 208 625**	**4,90**

3.2 Employment and Vacancies

The tables in this section summarise the position with regard to employment and vacancies.

Table 3.2.1 Employment and vacancies by programme as on 31 March 2020

Programme	Number of posts on approved establishment	Number of posts filled	% of Vacancy Rate	Number of employees additional to the establishment
ADMINISTRATION, Permanent	4 481	3 089	31,10	500
EARLY CHILDHOOD DEVELOPMENT, Permanent	1 645	1 557	5,30	2
EXAMINATION & EDUCATION REL SERV, Permanent	1 565	1 124	28,20	-
INFRASTRUCTURE DEVELOPMENT, Permanent	63	57	9,50	-
PUBLIC ORDINARY SCHOOL EDUCA, Permanent	104 361	94 801	9,20	1 758
PUBLIC ORDINARY SCHOOL EDUCA, Temporary	1	1	0,00	-
PUBLIC SPECIAL SCHOOL EDUC, Permanent	3 789	3 177	16,20	68
TOTAL	**115 905**	**103 806**	**10,40**	**2 328**

Table 3.2.2 Employment and vacancies by salary band as on 31 March 2020

Salary band	Number of posts on approved establishment	Number of posts filled	% of Vacancy Rate	Number of employees additional to the establishment
Lower skilled (1-2)				
01 Lower Skilled (Levels 1-2), Permanent	4 373	3 693	15,50	1
02 Skilled (Levels 3-5), Permanent	11 498	8 413	26,80	27
03 Highly Skilled Production (Levels 6-8), Permanent	78 528	72 189	7,50	1 741
04 Highly Skilled Supervision (Levels 9-12), Permanent	21 367	18 899	11,60	57
05 Senior Management (Levels >= 13), Permanent	73	55	22,50	-
11 Contract (Levels 3-5),	7	7	0,00	3
12 Contract (Levels 6-8),	30	30	0,00	5
13 Contract (Levels 9-12),	26	26	0,00	6
14 Contract (Levels >= 13),	1	1	0,00	-
TOTAL	**115 905**	**103 806**	**10,40**	**2 328**

Table 3.2.3 Employment and vacancies by critical occupations as on 31 March 2020

Critical occupation	Number of posts on approved establishment	Number of posts filled	% of Vacancy Rate	Number of employees additional to the establishment
ADMINISTRATIVE RELATED, Permanent	381	358	6,00	284
AGRICULTURE RELATED, Permanent	9	6	33,30	-
ARCHITECTS TOWN AND TRAFFIC PLANNERS, Permanent	4	4	0,00	-
ARCHIVISTS CURATORS AND RELATED PROFESSIONALS, Permanent	1	1	0,00	-
AUXILIARY AND RELATED WORKERS, Permanent	743	643	13,50	1
BOILER AND RELATED OPERATORS, Permanent	10	6	40,00	-
BUILDING AND OTHER PROPERTY CARETAKERS, Permanent	233	168	27,90	-
BUS AND HEAVY VEHICLE DRIVERS, Permanent	108	76	29,60	-
CIVIL ENGINEERING TECHNICIANS, Permanent	2	1	50,00	-
CLEANERS IN OFFICES WORKSHOPS HOSPITALS ETC., Permanent	3 665	3 092	15,60	-
CLIENT INFORM CLERKS(SWITCHB RECEPT INFORM CLERKS), Permanent	7	6	14,30	-
COMMUNICATION AND INFORMATION RELATED, Permanent	10	9	10,00	-
CONSERVATION LABOURERS, Permanent	6	6	0,00	-
EDUCATIONISTS., Permanent	1	-	100,00	-
ENGINEERING SCIENCES RELATED, Permanent	8	7	12,50	-
ENGINEERS AND RELATED PROFESSIONALS, Permanent	45	39	13,30	-
FARM HANDS AND LABOURERS, Permanent	68	57	16,20	-
FARMING FORESTRY ADVISORS AND FARM MANAGERS, Permanent	2	2	0,00	-
FINANCE AND ECONOMICS RELATED, Permanent	31	25	19,40	-
FINANCIAL AND RELATED PROFESSIONALS, Permanent	65	42	35,40	-
FINANCIAL CLERKS AND CREDIT CONTROLLERS, Permanent	309	237	23,30	-
FOOD SERVICES AIDS AND WAITERS, Permanent	154	123	20,10	-
FOOD SERVICES WORKERS, Permanent	2	1	50,00	-
GENERAL LEGAL ADMINISTRATION & REL. PROFESSIONALS, Permanent	1	1	0,00	-
GEOLOGISTS GEOPHYSICISTS HYDROLOGISTS & RELAT PROF, Permanent	1	1	0,00	-
HEAD OF DEPARTMENT/CHIEF EXECUTIVE OFFICER, Permanent	2	2	0,00	-
HEALTH SCIENCES RELATED, Permanent	1	-	100,00	-
HOUSEHOLD AND LAUNDRY WORKERS, Permanent	621	458	26,20	-

Critical occupation	Number of posts on approved establishment	Number of posts filled	% of Vacancy Rate	Number of employees additional to the establishment
HOUSEHOLD FOOD AND LAUNDRY SERVICES RELATED, Permanent	16	16	0,00	-
HOUSEKEEPERS LAUNDRY AND RELATED WORKERS, Permanent	198	90	54,50	-
HUMAN RESOURCES & ORGANISAT DEVELOPM & RELATE PROF, Permanent	53	29	45,30	-
HUMAN RESOURCES CLERKS, Permanent	678	554	18,30	188
HUMAN RESOURCES RELATED, Permanent	124	77	37,90	-
INFORMATION TECHNOLOGY RELATED, Permanent	4	4	0,00	-
LANGUAGE PRACTITIONERS INTERPRETERS & OTHER COMMUN, Permanent	3	3	0,00	-
LEGAL RELATED, Permanent	6	2	66,70	-
LIBRARIANS AND RELATED PROFESSIONALS, Permanent	9	3	66,70	-
LIBRARY MAIL AND RELATED CLERKS, Permanent	186	139	25,30	-
LIGHT VEHICLE DRIVERS, Permanent	93	61	34,40	1
LOGISTICAL SUPPORT PERSONNEL, Permanent	6	3	50,00	-
MATERIAL-RECORDING AND TRANSPORT CLERKS, Permanent	84	55	34,50	-
MESSENGERS PORTERS AND DELIVERERS, Permanent	60	26	56,70	-
MOTOR VEHICLE DRIVERS, Permanent	10	10	0,00	-
OCCUPATIONAL THERAPY, Permanent	2	2	0,00	1
OTHER ADMINISTRAT & RELATED CLERKS AND ORGANISERS, Permanent	5 184	3 804	26,60	1
OTHER ADMINISTRAT & RELATED CLERKS AND ORGANISERS, Temporary	1	1	0,00	-
OTHER ADMINISTRATIVE POLICY AND RELATED OFFICERS, Permanent	82	43	47,60	-
OTHER INFORMATION TECHNOLOGY PERSONNEL., Permanent	51	44	13,70	-
OTHER MACHINE OPERATORS, Permanent	2	1	50,00	-
OTHER OCCUPATIONS, Permanent	96 896	90 196	6,90	1 840
OTHER PRINTING TRADE WORKERS, Permanent	2	-	100,00	-
PHOTOGRAPHIC LITHOGRAPHIC AND RELATED WORKERS, Permanent	7	5	28,60	-
PHYSIOTHERAPY, Permanent	1	-	100,00	-
PRINTING AND RELATED MACHINE OPERATORS, Permanent	17	13	23,50	-
PROFESSIONAL NURSE, Permanent	39	22	43,60	-
Rank: DEPARTMENTAL HEAD, Permanent	172	-	100,00	-
Rank: DEPUTY PRINCIPAL, Permanent	10	-	100,00	-

Critical occupation	Number of posts on approved establishment	Number of posts filled	% of Vacancy Rate	Number of employees additional to the establishment
Rank: EDUCATION SPECIALIST DEPUTY CHIEF (OFFICE BASED), Permanent	4	-	100,00	-
Rank: PRINCIPAL GR7, Permanent	1	-	100,00	-
Rank: PRINCIPAL P1, Permanent	6	-	100,00	-
Rank: PRINCIPAL P2, Permanent	50	-	100,00	-
Rank: PRINCIPAL P3, Permanent	12	-	100,00	-
Rank: TEACHER, Permanent	1 455	1	99,90	-
RISK MANAGEMENT AND SECURITY SERVICES, Permanent	6	4	33,30	-
SECRETARIES & OTHER KEYBOARD OPERATING CLERKS, Permanent	223	162	27,40	4
SECURITY GUARDS, Permanent	3 545	2 982	15,90	-
SECURITY OFFICERS, Permanent	10	9	10,00	-
SENIOR MANAGERS, Permanent	73	55	27,80	3
SOCIAL SCIENCES RELATED, Permanent	5	5	0,00	4
SOCIAL SCIENCES SUPPLEMENTARY WORKERS, Permanent	3	1	66,70	-
SOCIAL WORK AND RELATED PROFESSIONALS, Permanent	9	7	22,20	-
SPEECH THERAPY AND AUDIOLOGY, Permanent	1	1	0,00	1
STAFF NURSES AND PUPIL NURSES, Permanent	5	4	20,00	-
TRADE LABOURERS, Permanent	12	7	41,70	-
TOTAL	**115 905**	**103 806**	**10,40**	**2 328**

3.3 Filling of SMS Posts

The tables in this section provide information on employment and vacancies as it relates to members of the Senior Management Service by salary level. It also provides information on advertising and filling of SMS posts, reasons for not complying with prescribed timeframes and disciplinary steps taken.

Table 3.3.1 SMS post information as on 31 March 2020

SMS Level	Total number of funded SMS posts	Total number of SMS posts filled	% of SMS posts filled	Total number of SMS posts vacant	% of SMS posts vacant
Director-General/ Head of Department					
Salary Level 16	1	1	100	-	-
Salary Level 15	4	2	50	2	50
Salary Level 14	14	10	71	4	29
Salary Level 13	54	42	77	12	22
Total	**73**	**55**	**75**	**18**	**25**

Table 3.3.2 SMS post information as on 30 September 2019

SMS Level	Total number of funded SMS posts	Total number of SMS posts filled	% of SMS posts filled	Total number of SMS posts vacant	% of SMS posts vacant
Director-General/ Head of Department					
Salary Level 16	1	1	100	-	-
Salary Level 15	4	3	75	1	25
Salary Level 14	14	11	79	3	21
Salary Level 13	54	41	76	13	24
Total	73	56	77	17	23

Table 3.3.3 Advertising and filling of SMS posts for the period 1 April 2019 and 31 March 2020

SMS Level	Total number of funded SMS posts	Total number of SMS posts filled	% of SMS posts filled	Total number of SMS posts vacant	% of SMS posts vacant
Director-General/ Head of Department					
Salary Level 16	1	1	100	-	-
Salary Level 15	4	2	50	2	50
Salary Level 14	14	10	71	4	29
Salary Level 13	54	42	77	12	22
Total	73	55	75	18	25

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 2019 and 31 March 2020

Reasons for vacancies not advertised within six months

Reasons for vacancies not filled within six months

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 2019 and 31 March 2020

Reasons for vacancies not advertised within six months

Reasons for vacancies not filled within six months

3.4 Job Evaluation

Table 3.4.1 Job Evaluation by Salary band for the period 1 April 2019 and 31 March 2020

Salary band	**Number of posts on approved establishment**	**Number of Jobs Evaluated**	**% of posts evaluated by salary bands**	**Posts Upgraded**		**Posts Downgraded**	
				Number	**% of posts evaluated**	**Number**	**% of posts evaluated**
01 Lower Skilled (Levels 1-2)	4 373	335	7,70	-	-	-	-
02 Skilled (Levels 3-5)	11 498	-	-	-	-	-	-
03 Highly Skilled Production (Levels 6-8)	78 530	-	-	-	-	-	-
04 Highly Skilled Supervision (Levels 9-12)	21 369	-	-	-	-	-	-
05 Senior Management Service Band A	54	-	-	-	-	-	-
06 Senior Management Service Band B	14	-	-	-	-	-	-
07 Senior Management Service Band C	4	-	-	-	-	-	-
08 Senior Management Service Band D	1	-	-	-	-	-	-
11 Contract (Levels 3-5)	7	-	-	-	-	-	-
12 Contract (Levels 6-8)	30	-	-	-	-	-	-
13 Contract (Levels 9-12)	26	-	-	-	-	-	-
17 Contract Band D	1	-	-	-	-	-	-
TOTAL	**115 905**	**335**	**0,30**	**-**	**-**	**-**	**-**

Table 3.4.2 Profile of employees whose positions were upgraded due to their posts being upgraded for the period 1 April 2019 and 31 March 2020

Gender	African	Asian	Coloured	White	Total
Female	-	-	-	-	-
Male	-	-	-	-	-
Total	**-**	**-**	**-**	**-**	-

Employees with a disability	**-**

Table 3.4.3 Employees with salary levels higher than those determined by job evaluation by occupation for the period 1 April 2019 and 31 March 2020

Occupation	Number of employees	Job evaluation level	Remuneration level	Reason for deviation
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
Total number of employees whose salaries exceeded the level determined by job evaluation				**-**
Percentage of total employed				**-**

Table 3.4.4 Profile of employees who have salary levels higher than those determined by job evaluation for the period 1 April 2019 and 31 March 2020

Gender	African	Asian	Coloured	White	Total
Female	-	-	-	-	-
Male	-	-	-	-	-
Total	**-**	**-**	**-**	**-**	**-**
Employees with a disability	**-**	**-**	**-**	**-**	**-**

Total number of Employees whose salaries exceeded the Grades determine by job evaluation	**None**

3.5 Employment Changes

This section provides information on changes in employment over the financial year. Turnover rates provide an indication of trends in the employment profile of the department. The following tables provide a summary of turnover rates by salary band and critical occupations (see definition in notes below).

Table 3.5.1 Annual turnover rates by salary band for the period 1 April 2019 and 31 March 2020

Salary band	Number of employees at beginning of period-1 April 2019	Appointments and transfers into the department	Terminations and transfers out of the department	Turnover rate
01 Lower Skilled (Levels 1-2) Permanent	3 862	18	157	4,1
02 Skilled (Levels 3-5) Permanent	11 470	558	1 069	9,3
03 Highly Skilled Production (Levels 6-8) Permanent	70 114	9 086	7 026	10,0
04 Highly Skilled Supervision (Levels 9-12) Permanent	17 625	66	1 443	8,2
05 Senior Management Service Band A Permanent	35	-	1	2,9
06 Senior Management Service Band B Permanent	10	-	1	10,0
07 Senior Management Service Band C Permanent	2	1	1	50,0
08 Senior Management Service Band D Permanent	1	-	-	0,0
11 Contract (Levels 3-5)	14	193	196	1400,0
12 Contract (Levels 6-8)	34	27	33	97,1
13 Contract (Levels 9-12)	19	17	15	78,9
14 Contract Band A	1	-	1	100,0
17 Contract Band D	1	1	1	100,0
TOTAL	103 188	9 967	9 975	9,7

Table 3.5.2 Annual turnover rates by critical occupation for the period 1 April 2019 and 31 March 2020

Critical occupation	Number of employees at beginning of period-April 2019	Appointments and transfers into the department	Terminations and transfers out of the department	% of Turnover rate
ADMINISTRATIVE RELATED Permanent	373	9	25	6,7
AGRICULTURE RELATED Permanent	6	-	-	0,0
ARCHITECTS TOWN AND TRAFFIC PLANNERS Permanent	3	1	-	0,0
ARCHIVISTS CURATORS AND RELATED PROFESSIONALS Permanent	1	-	-	0,0
AUXILIARY AND RELATED WORKERS Permanent	693	10	45	6,5
BOILER AND RELATED OPERATORS Permanent	8	-	2	25,0
BUILDING AND OTHER PROPERTY CARETAKERS Permanent	176	3	11	6,3
BUS AND HEAVY VEHICLE DRIVERS Permanent	79	-	3	3,8
CIVIL ENGINEERING TECHNICIANS Permanent	2	-	1	50,0
CLEANERS IN OFFICES WORKSHOPS HOSPITALS ETC. Permanent	3 267	5	164	5,0
CLIENT INFORM CLERKS(SWITCHB RECEPT INFORM CLERKS) Permanent	6	-	-	0,0
COMMUNICATION AND INFORMATION RELATED Permanent	9	4	4	44,4
CONSERVATION LABOURERS Permanent	6	-	-	0,0
ENGINEERING SCIENCES RELATED Permanent	5	-	-	0,0
ENGINEERS AND RELATED PROFESSIONALS Permanent	38	5	3	7,9
FARM HANDS AND LABOURERS Permanent	61	-	3	4,9
FARMING FORESTRY ADVISORS AND FARM MANAGERS Permanent	2	-	-	0,0
FINANCE AND ECONOMICS RELATED Permanent	16	6	2	12,5
FINANCIAL AND RELATED PROFESSIONALS Permanent	33	11	9	27,3
FINANCIAL CLERKS AND CREDIT CONTROLLERS Permanent	247	-	6	2,4
FOOD SERVICES AIDS AND WAITERS Permanent	127	-	8	6,3
FOOD SERVICES WORKERS Permanent	1	-	-	0,0
GENERAL LEGAL ADMINISTRATION & REL. PROFESSIONALS Permanent	1	-	-	0,0
GEOLOGISTS GEOPHYSICISTS HYDROLOGISTS & RELAT PROF Permanent	1	-	-	0,0
HEAD OF DEPARTMENT/CHIEF EXECUTIVE OFFICER Permanent	1	-	-	0,0

Critical occupation	Number of employees at beginning of period-April 2019	Appointments and transfers into the department	Terminations and transfers out of the department	% of Turnover rate
HOUSEHOLD AND LAUNDRY WORKERS Permanent	503	-	39	7,8
HOUSEHOLD FOOD AND LAUNDRY SERVICES RELATED Permanent	18	-	2	11,1
HOUSEKEEPERS LAUNDRY AND RELATED WORKERS Permanent	88	5	4	4,5
HUMAN RESOURCES & ORGANISAT DEVELOPM & RELATE PROF Permanent	35	2	5	14,3
HUMAN RESOURCES CLERKS Permanent	600	9	42	7,0
HUMAN RESOURCES RELATED Permanent	50	7	7	14,0
INFORMATION TECHNOLOGY RELATED Permanent	6	-	2	33,3
LANGUAGE PRACTITIONERS INTERPRETERS & OTHER COMMUN Permanent	5	-	2	40,0
LEGAL RELATED Permanent	2	-	-	0,0
LIBRARIANS AND RELATED PROFESSIONALS Permanent	3	-	-	0,0
LIBRARY MAIL AND RELATED CLERKS Permanent	141	-	3	2,1
LIGHT VEHICLE DRIVERS Permanent	61	5	5	8,2
LOGISTICAL SUPPORT PERSONNEL Permanent	3	-	-	0,0
MATERIAL-RECORDING AND TRANSPORT CLERKS Permanent	58	4	8	13,8
MESSENGERS PORTERS AND DELIVERERS Permanent	29	-	3	10,3
MOTOR VEHICLE DRIVERS Permanent	7	3	-	0,0
OCCUPATIONAL THERAPY Permanent	2	-	-	0,0
OTHER ADMINISTRAT & RELATED CLERKS AND ORGANISERS Permanent	4 000	176	355	8,9
OTHER ADMINISTRAT & RELATED CLERKS AND ORGANISERS Temporary	1	-	-	0,0
OTHER ADMINISTRATIVE POLICY AND RELATED OFFICERS Permanent	49	1	4	8,2
OTHER INFORMATION TECHNOLOGY PERSONNEL. Permanent	45	-	1	2,2
OTHER MACHINE OPERATORS Permanent	1	-	-	0,0
OTHER OCCUPATIONS Permanent	88 961	9 672	9 095	10,2
PHOTOGRAPHIC LITHOGRAPHIC AND RELATED WORKERS Permanent	5	-	-	0,0
PRINTING AND RELATED MACHINE OPERATORS Permanent	13	-	-	0,0
PROFESSIONAL NURSE Permanent	22	4	4	18,2
RISK MANAGEMENT AND SECURITY SERVICES Permanent	5	-	-	0,0

Critical occupation	Number of employees at beginning of period-April 2019	Appointments and transfers into the department	Terminations and transfers out of the department	% of Turnover rate
SECRETARIES & OTHER KEYBOARD OPERATING CLERKS Permanent	166	16	19	11,4
SECURITY GUARDS Permanent	3 070	3	82	2,7
SECURITY OFFICERS Permanent	10	-	1	10,0
SENIOR MANAGERS Permanent	41	5	3	7,3
SOCIAL SCIENCES RELATED Permanent	4	1	-	0,0
SOCIAL SCIENCES SUPPLEMENTARY WORKERS Permanent	1	-	-	0,0
SOCIAL WORK AND RELATED PROFESSIONALS Permanent	8	-	1	12,5
STAFF NURSES AND PUPIL NURSES Permanent	4	-	-	0,0
TRADE LABOURERS Permanent	9	-	2	22,2
TOTAL	**103 188**	**9 967**	**9 975**	**9.7**

Notes

The CORE classification, as prescribed by the DPSA, should be used for completion of this table.

Critical occupations are defined as occupations or sub-categories within an occupation –

in which there is a scarcity of qualified and experienced persons currently or anticipated in the future, either because such skilled persons are not available or they are available but do not meet the applicable employment criteria;

for which persons require advanced knowledge in a specified subject area or science or learning field and such knowledge is acquired by a prolonged course or study and/or specialised instruction;

where the inherent nature of the occupation requires consistent exercise of discretion and is predominantly intellectual in nature; and

in respect of which a department experiences a high degree of difficulty to recruit or retain the services of employees.

The table below identifies the major reasons why staff left the department.

Table 3.5.3 Reasons why staff left the department for the period 1 April 2019 and 31 March 2020

Termination Type	Number	% of Total Resignations
Death		
01 Death, Permanent	447	4,5
02 Resignation, Permanent	1 527	15,3
03 Expiry of contract, Permanent	6 061	60,8
06 Discharged due to ill health, Permanent	119	1,2
07 Dismissal-misconduct, Permanent	40	0,4
08 Dismissal-inefficiency, Permanent	3	0,0
09 Retirement, Permanent	1 776	17,8
10 Other, Permanent	2	0,0
TOTAL	**9 975**	**100,0**
Total number of employees who left as a % of total employment	**9,7%**	

Table 3.5.4 Promotions by critical occupation for the period 1 April 2019 and 31 March 2020

Occupation	Employees 1 April 2019	Promotions to another salary level	Salary level promotions as a % of employees by occupation	Progressions to another notch within a salary level	Notch progression as a % of employees by occupation
ADMINISTRATIVE RELATED	373	1	0,3	42	11,3
AGRICULTURE RELATED	6	-	0,0	6	100,0
ARCHITECTS TOWN AND TRAFFIC PLANNERS	3	-	0,0	3	100,0
ARCHIVISTS CURATORS AND RELATED PROFESSIONALS	1	-	0,0	1	100,0
AUXILIARY AND RELATED WORKERS	693	-	0,0	556	80,2
BOILER AND RELATED OPERATORS	8	-	0,0	3	37,5
BUILDING AND OTHER PROPERTY CARETAKERS	176	-	0,0	154	87,5
BUS AND HEAVY VEHICLE DRIVERS	79	-	0,0	66	83,5
CIVIL ENGINEERING TECHNICIANS	2	-	0,0	-	0,0
CLEANERS IN OFFICES WORKSHOPS HOSPITALS ETC.	3 267	-	0,0	2 923	89,5
CLIENT INFORM CLERKS(SWITCHB RECEPT INFORM CLERKS)	6	-	0,0	4	66,7
COMMUNICATION AND INFORMATION RELATED	9	-	0,0	4	44,4
CONSERVATION LABOURERS	6	-	0,0	5	83,3

Occupation	Employees 1 April 2019	Promotions to another salary level	Salary level promotions as a % of employees by occupation	Progressions to another notch within a salary level	Notch progression as a % of employees by occupation
ENGINEERING SCIENCES RELATED	5	2	40,0	3	60,0
ENGINEERS AND RELATED PROFESSIONALS	38	-	0,0	27	71,1
FARM HANDS AND LABOURERS	61	-	0,0	54	88,5
FARMING FORESTRY ADVISORS AND FARM MANAGERS	2	-	0,0	1	50,0
FINANCE AND ECONOMICS RELATED	16	3	18,8	12	75,0
FINANCIAL AND RELATED PROFESSIONALS	33	11	33,3	11	33,3
FINANCIAL CLERKS AND CREDIT CONTROLLERS	247	-	0,0	183	74,1
FOOD SERVICES AIDS AND WAITERS	127	-	0,0	107	84,3
FOOD SERVICES WORKERS	1	-	0,0	1	100,0
GENERAL LEGAL ADMINISTRATION & REL. PROFESSIONALS	1	-	0,0	1	100,0
GEOLOGISTS GEOPHYSICISTS HYDROLOGISTS & RELAT PROF	1	-	0,0	-	0,0
HEAD OF DEPARTMENT/ CHIEF EXECUTIVE OFFICER	1	1	100,0	-	0,0
HOUSEHOLD AND LAUNDRY WORKERS	503	-	0,0	370	73,6
HOUSEHOLD FOOD AND LAUNDRY SERVICES RELATED	18	-	0,0	16	88,9
HOUSEKEEPERS LAUNDRY AND RELATED WORKERS	88	-	0,0	65	73,9
HUMAN RESOURCES & ORGANISAT DEVELOPM & RELATE PROF	35	3	8,6	17	48,6
HUMAN RESOURCES CLERKS	600	3	0,5	224	37,3
HUMAN RESOURCES RELATED	50	30	60,0	23	46,0
INFORMATION TECHNOLOGY RELATED	6	-	0,0	3	50,0
LANGUAGE PRACTITIONERS INTERPRETERS & OTHER COMMUN	5	-	0,0	-	0,0
LEGAL RELATED	2	-	0,0	2	100,0
LIBRARIANS AND RELATED PROFESSIONALS	3	-	0,0	2	66,7

Occupation	Employees 1 April 2019	Promotions to another salary level	Salary level promotions as a % of employees by occupation	Progressions to another notch within a salary level	Notch progression as a % of employees by occupation
LIBRARY MAIL AND RELATED CLERKS	141	-	0,0	65	46,1
LIGHT VEHICLE DRIVERS	61	-	0,0	54	88,5
LOGISTICAL SUPPORT PERSONNEL	3	-	0,0	-	0,0
MATERIAL-RECORDING AND TRANSPORT CLERKS	58	-	0,0	25	43,1
MESSENGERS PORTERS AND DELIVERERS	29	-	0,0	25	86,2
MOTOR VEHICLE DRIVERS	7	-	0,0	6	85,7
OCCUPATIONAL THERAPY	2	-	0,0	-	0,0
OTHER ADMINISTRAT & RELATED CLERKS AND ORGANISERS	4 001	3	0,1	3 161	79,0
OTHER ADMINISTRATIVE POLICY AND RELATED OFFICERS	49	-	0,0	26	53,1
OTHER INFORMATION TECHNOLOGY PERSONNEL.	45	-	0,0	36	80,0
OTHER MACHINE OPERATORS	1	-	0,0	1	100,0
OTHER OCCUPATIONS	88 961	2 092	2,4	146 603	164,8
PHOTOGRAPHIC LITHOGRAPHIC AND RELATED WORKERS	5	-	0,0	4	80,0
PRINTING AND RELATED MACHINE OPERATORS	13	-	0,0	5	38,5
PROFESSIONAL NURSE	22	-	0,0	6	27,3
RISK MANAGEMENT AND SECURITY SERVICES	5	-	0,0	4	80,0
SECRETARIES & OTHER KEYBOARD OPERATING CLERKS	166	2	1,2	103	62,0
SECURITY GUARDS	3 070	-	0,0	2 826	92,1
SECURITY OFFICERS	10	-	0,0	3	30,0
SENIOR MANAGERS	41	9	22,0	3	7,3
SOCIAL SCIENCES RELATED	4	-	0,0	-	0,0
SOCIAL SCIENCES SUPPLEMENTARY WORKERS	1	-	0,0	1	100,0
SOCIAL WORK AND RELATED PROFESSIONALS	8	-	0,0	-	0,0
STAFF NURSES AND PUPIL NURSES	4	-	0,0	-	0,0
TRADE LABOURERS	9	-	0,0	7	77,8
TOTAL	**103 188**	**2 160**	**2,1**	**157 853**	**153,0**

Table 3.5.5 Promotions by salary band for the period 1 April 2019 and 31 March 2020

Salary Band	Employees 1 April 2019	Promotions to another salary level	Salary bands promotions as a % of employees by salary level	Progressions to another notch within a salary level	Notch progression as a % of employees by salary bands
01 Lower Skilled (Levels 1-2), Permanent	3 862	-	0,0	3 447	89,3
02 Skilled (Levels 3-5), Permanent	11 470	-	0,0	8 543	74,5
03 Highly Skilled Production (Levels 6-8), Permanent	70 114	1 001	1,4	112 476	160,4
04 Highly Skilled Supervision (Levels 9-12), Permanent	17 625	1 148	6,5	33 375	189,4
05 Senior Management (Levels >= 13), Permanent	48	8	16,7	-	0,0
11 Contract (Levels 3-5),	14	-	0,0	2	14,3
12 Contract (Levels 6-8),	34	-	0,0	5	14,7
13 Contract (Levels 9-12),	19	3	15,8	4	21,1
14 Contract (Levels >= 13),	2	-	0,0	-	0,0
TOTAL	**103 188**	**2 160**	**2,1**	**157 853**	**153,0**

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 2020

Occupational category	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
01 - SENIOR OFFICIALS AND MANAGERS	34	-	3	1	15	1	1	-	55
02 - PROFESSIONALS	22 653	181	2 148	434	56 233	577	6 085	2 000	90 311
03 - TECHNICIANS AND ASSOCIATE PROFESSIONALS	292	4	16	5	692	9	44	14	1 076
04 - CLERKS	1 051	4	184	5	3 070	49	429	166	4 958
05 - SERVICE SHOP AND MARKET SALES WORKERS	2 744	7	14	3	319	3	9	7	3 106
07 - CRAFT AND RELATED TRADE WORKERS	4	-	-	-	1	-	-	-	5
08 - PLANT AND MACHINE OPERATORS AND ASSEMBLERS	110	2	45	1	9	-	-	-	167
09 - LABOURERS AND RELATED WORKERS	1 609	13	67	13	2 284	24	77	37	4 124
99 - UNKNOWN	-	-	-	-	4	-	-	-	4
TOTAL	**28 499**	**211**	**2 479**	**462**	**62 625**	**662**	**6 644**	**2 224**	**103 806**
Total									
Employees with disabilities									
Employees with disabilities	**9**	**1**	**4**	**-**	**16**	**1**	**3**	**2**	**36**

Table 3.6.2 Total number of employees (including employees with disabilities) in each of the following occupational bands as on 31 March 2020

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management, Permanent	2	-	-	-	1	-	-	-	3
Senior Management, Permanent	32	-	3	1	14	1	1	-	52
Professionally qualified and experienced specialists and mid-management, Permanent	6 220	104	1 272	221	8 491	176	1 821	594	18 899
Skilled technical and academically qualified workers, junior management, supervisors, foremen, Permanent	16 634	86	1 022	218	48 304	422	4 521	1 474	72 681
Semi-skilled and discretionary decision making, Permanent	4 307	15	133	13	3 517	46	232	151	8 414
Unskilled and defined decision making, Permanent	1 278	6	49	9	2 260	17	69	5	3 693
Contract (Top Management),	1	-	-	-	-	-	-	-	1
Contract (Professionally Qualified),	11	-	-	-	15	-	-	-	26
Contract (Skilled Technical),	10	-	-	-	20	-	-	-	30
Contract (Semi-Skilled),	4	-	-	-	3	-	-	-	7
TOTAL	**28 499**	**211**	**2 479**	**462**	**62 625**	**662**	**6 644**	**2 224**	**103 806**

Table 3.6.3 Recruitment for the period 1 April 2019 to 31 March 2020

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management, Permanent	2	-	-	-	-	-	-	-	2
Professionally qualified and experienced specialists and mid-management, Permanent	23	-	1	3	32	-	3	4	66
Skilled technical and academically qualified workers, junior management, supervisors, foremen, Permanent	2 286	3	86	31	5 920	52	521	187	9 086
Semi-skilled and discretionary decision making, Permanent	158	-	2	-	375	2	17	4	558
Unskilled and defined decision making, Permanent	5	-	-	-	12	-	1	-	18
Contract (Professionally qualified),	11	-	-	-	6	-	-	-	17
Contract (Skilled technical),	10	-	-	-	17	-	-	-	27
Contract (Semi-skilled),	73	-	6	-	106	1	7	-	193
TOTAL	**2 568**	**3**	**95**	**34**	**6 468**	**55**	**549**	**195**	**9 967**
Total									
Employees with disabilities	**-**	**-**	**-**	**-**	**1**	**-**	**-**	**-**	**1**

Table 3.6.4 Promotions for the period 1 April 2019 to 31 March 2020

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Senior Management, Permanent	8	-	-	-	-	-	-	-	8
Professionally qualified and experienced specialists and mid-management, Permanent	11 072	193	2 511	434	15 213	338	3 609	1 153	34 523
Skilled technical and academically qualified workers, junior management, supervisors, foremen, Permanent	24 640	142	1 401	327	77 693	619	6 574	2 081	113 475
Semi-skilled and discretionary decision making, Permanent	4 377	15	119	11	3 648	39	208	126	8 543
Semi-skilled and discretionary decision making, Temporary	-	-	-	-	-	-	-	1	1
Unskilled and defined decision making, Permanent	1 177	6	43	8	2 130	15	63	5	3 447
Contract (Professionally qualified),	4	-	-	-	3	-	-	-	7
Contract (Skilled technical),	-	-	-	-	5	-	-	-	5
Contract (Semi-skilled)	-	-	-	-	2	-	-	-	2
TOTAL	**41 278**	**356**	**4 074**	**780**	**98 694**	**1 011**	**10 454**	**3 366**	**160 013**
Employees with disabilities									

Table 3.6.5 Terminations for the period 1 April 2019 to 31 March 2020

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management, Permanent	1	-	-	-	1	-	-	-	2
Senior Management, Permanent	1	-	-	-	-	-	1	-	2
Professionally qualified and experienced specialists and mid-management, Permanent	394	8	129	33	646	12	147	74	1 443
Skilled technical and academically qualified workers, junior management, supervisors, foremen, Permanent	1 702	9	72	31	4 614	40	383	206	7 057
Semi-skilled and discretionary decision making, Permanent	480	-	7	1	539	4	20	18	1 069
Unskilled and defined decision making, Permanent	56	1	2	1	95	1	1	-	157
Contract (Top Management),	1	-	-	-	-	-	-	-	1
Contract (Professionally Qualified),	13	-	-	-	2	-	-	-	15
Contract (Skilled Technical),	14	-	-	-	19	-	-	-	33
Contract (Semi-Skilled),	69	-	6	-	113	1	7	-	196
TOTAL	**2 731**	**18**	**216**	**66**	**6 029**	**58**	**559**	**298**	**9 975**
Total									
Employees with Disabilities									

Table 3.6.6 Disciplinary action for the period 1 April 2019 to 31 March 2020

Disciplinary action	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
DEMOTION	1	0	0	0	2	0	0	0	3
DISMISSAL	3	0	0	0	1	0	0	0	4
FINAL WRITTEN WARNING	3	0	2	1	5	1	0	1	13
NO OUTCOME	2	0	0	0	2	0	0	0	4
SUSPENSION WITHOUT PAYMENT	4	1	0	0	0	0	0	0	5
FINE	3	0	2	0	3	0	0	0	8
TOTAL	**16**	**1**	**4**	**1**	**13**	**1**	**0**	**1**	**37**

Table 3.6.7 Skills development for the period 1 April 2019 to 31 March 2020

Occupational category	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, Senior Officials and Managers	12	1	4	0	9	0	2	1	29
Professionals	1682	92	532	149	1978	21	692	42	5188
Technicians and Associate Professionals	412	23	298	39	127	12	421	63	1395
Clerks	974	61	142	19	1019	18	300	0	2533
Service and Sales Workers	0	0	0	0	0	0	0	0	-
Skilled Agriculture and Fishery Workers	0	0	0	0	0	0	0	0	-
Craft and related Trades Workers	0	0	0	0	0	0	0	0	-
Plant and Machine Operators and Assemblers	0	0	0	0	0	0	0	0	-
Elementary Occupations	427	0	142	0	371	4	46	0	990
Employees with disabilities	6	0	0	0	2	0	0	0	8
TOTAL	**3513**	**177**	**1118**	**207**	**3506**	**55**	**1461**	**106**	**10 143**
Employees with disabilities	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**

3.7 Signing of Performance Agreements by SMS Members

All members of the SMS must conclude and sign performance agreements within specific timeframes. Information regarding the signing of performance agreements by SMS members, the reasons for not complying within the prescribed timeframes and disciplinary steps taken is presented here.

Table 3.7.1 Signing of Performance Agreements by SMS members as on 31 May 2020

SMS Level	Total number of funded SMS posts	Total number of SMS members	Total number of signed performance agreements	Signed performance agreements as % of total number of SMS members
Director-General/ Head of Department				
Salary Level 16	1	1	-	-
Salary Level 15	4	2	-	-
Salary Level 14	14	10	-	-
Salary Level 13	54	42	-	-
Total	**73**	**55**	**-**	**-**

Table 3.7.2 Reasons for not having concluded Performance agreements for all SMS members as on 31 March 2020

Reasons

Table 3.7.3 Disciplinary steps taken against SMS members for not having concluded Performance agreements as on 31 March 2020

Reasons

3.8 Performance Rewards

To encourage good performance, the department has granted the following performance rewards during the year under review. The information is presented in terms of race, gender, disability, salary bands and critical occupations (see definition in notes below).

Table 3.8.1 Performance Rewards by race, gender and disability for the period 1 April 2019 to 31 March 2020

Race and Gender	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of total within group	Cost (R'000)	Average cost per employee
African					
African, Female	1	62 609	0,0	36,11	36 108,00
African, Male	3	28 490	0,0	51,3	17 109,00
Asian					
Asian, Female	0	6 641	0,0	0,0	0,00
Asian, Male	0	2 475	0,0	0,0	0,00
Coloured					
Coloured, Female	0	661	0,0	0,0	0,00
Coloured, Male	0	210	0,0	0,0	0,00
White					
White, Female	0	2 222	0,0	0,0	0,00
White, Male	0	462	0,0	0,0	0,00
Employees with a disability	0	36	0,0	0,0	0,00
TOTAL	**4**	**103 806**	**0,0**	**87,4**	**21 859,00**

Table 3.8.2 Performance Rewards by salary band for personnel below Senior Management Service for the period 1 April 2019 to 31 March 2020

Salary band	Beneficiary Profile			Cost		Total cost as a % of the total personnel expenditure
	Number of beneficiaries	Number of employees	% of total within salary bands	Total Cost (R'000)	Average cost per employee	
Lower Skilled (Levels 1-2)	-	3 693	0,0	0,00	0,00	
Skilled (Levels 3-5)	-	8 414	0,0	0,00	0,00	
Highly Skilled Production (Levels 6-8)	-	72 680	0,0	0,00	0,00	
Highly Skilled Supervision (Levels 9-12)	4	18 900	0,0	87,44	21 859,00	
Contract (Levels 3-5)	-	7	0,0	0,00	0,00	
Contract (Levels 6-8)	-	30	0,0	0,00	0,00	
Contract (Levels 9-12)	-	26	0,0	0,00	0,00	
TOTAL	**4**	**103 750**	**0,0**	**87,44**	**21 859,00**	

Table 3.8.3 Performance Rewards by critical occupation for the period 1 April 2019 to 31 March 2020

Critical occupation	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of total within occupation	Total Cost (R'000)	Average cost per employee
FINANCIAL CLERKS AND CREDIT CONTROLLERS	-	237	0,0	0,00	0,00
HOUSEHOLD FOOD AND LAUNDRY SERVICES RELATED	-	16	0,0	0,00	0,00
HUMAN RESOURCES CLERKS	-	554	0,0	0,00	0,00
SECURITY OFFICERS	-	9	0,0	0,00	0,00
HOUSEHOLD AND LAUNDRY WORKERS	-	458	0,0	0,00	0,00
GEOLOGISTS GEOPHYSICISTS HYDROLOGISTS & RELAT PROF	-	1	0,0	0,00	0,00
HUMAN RESOURCES & ORGANISAT DEVELOPM & RELATE PROF	-	29	0,0	0,00	0,00
MESSENGERS PORTERS AND DELIVERERS	-	26	0,0	0,00	0,00
RISK MANAGEMENT AND SECURITY SERVICES	-	4	0,0	0,00	0,00
PHOTOGRAPHIC LITHOGRAPHIC AND RELATED WORKERS	-	5	0,0	0,00	0,00
BOILER AND RELATED OPERATORS	-	6	0,0	0,00	0,00
SOCIAL SCIENCES RELATED	-	5	0,0	0,00	0,00
LOGISTICAL SUPPORT PERSONNEL	-	3	0,0	0,00	0,00
FINANCE AND ECONOMICS RELATED	2	25	8,0	55,51	27 753,00
FOOD SERVICES WORKERS	-	1	0,0	0,00	0,00
OTHER ADMINISTRAT & RELATED CLERKS AND ORGANISERS	-	3 805	0,0	0,00	0,00
HOUSEKEEPERS LAUNDRY AND RELATED WORKERS	-	90	0,0	0,00	0,00
AUXILIARY AND RELATED WORKERS	-	643	0,0	0,00	0,00
OTHER OCCUPATIONS	-	90 193	0,0	0,00	0,00
LEGAL RELATED	-	2	0,0	0,00	0,00
FINANCIAL AND RELATED PROFESSIONALS	1	42	2,4	22,35	22 353,00

Critical occupation	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of total within occupation	Total Cost (R'000)	Average cost per employee
BUILDING AND OTHER PROPERTY CARETAKERS	-	168	0,0	0,00	0,00
OCCUPATIONAL THERAPY	-	2	0,0	0,00	0,00
Rank: TEACHER	-	1	0,0	0,00	0,00
ARCHITECTS TOWN AND TRAFFIC PLANNERS	-	4	0,0	0,00	0,00
SOCIAL SCIENCES SUPPLEMENTARY WORKERS	-	1	0,0	0,00	0,00
ADMINISTRATIVE RELATED	-	358	0,0	0,00	0,00
COMMUNICATION AND INFORMATION RELATED	-	9	0,0	0,00	0,00
SECRETARIES & OTHER KEYBOARD OPERATING CLERKS	-	162	0,0	0,00	0,00
CLEANERS IN OFFICES WORKSHOPS HOSPITALS ETC.	-	3 092	0,0	0,00	0,00
LIBRARY MAIL AND RELATED CLERKS	-	139	0,0	0,00	0,00
HUMAN RESOURCES RELATED	1	77	1,3	9,58	9 577,00
PRINTING AND RELATED MACHINE OPERATORS	-	13	0,0	0,00	0,00
HEAD OF DEPARTMENT/ CHIEF EXECUTIVE OFFICER	-	2	0,0	0,00	0,00
TRADE LABOURERS	-	7	0,0	0,00	0,00
LANGUAGE PRACTITIONERS INTERPRETERS & OTHER COMMUN	-	3	0,0	0,00	0,00
SOCIAL WORK AND RELATED PROFESSIONALS	-	7	0,0	0,00	0,00
GENERAL LEGAL ADMINISTRATION & REL. PROFESSIONALS	-	1	0,0	0,00	0,00
CIVIL ENGINEERING TECHNICIANS	-	1	0,0	0,00	0,00
ARCHIVISTS CURATORS AND RELATED PROFESSIONALS	-	1	0,0	0,00	0,00
MATERIAL-RECORDING AND TRANSPORT CLERKS	-	55	0,0	0,00	0,00

Critical occupation	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of total within occupation	Total Cost (R'000)	Average cost per employee
FARM HANDS AND LABOURERS	-	57	0,0	0,00	0,00
OTHER ADMINISTRATIVE POLICY AND RELATED OFFICERS	-	43	0,0	0,00	0,00
PROFESSIONAL NURSE	-	22	0,0	0,00	0,00
BUS AND HEAVY VEHICLE DRIVERS	-	76	0,0	0,00	0,00
SENIOR MANAGERS	-	52	0,0	0,00	0,00
FARMING FORESTRY ADVISORS AND FARM MANAGERS	-	2	0,0	0,00	0,00
CLIENT INFORM CLERKS(SWITCHB RECEPT INFORM CLERKS)	-	6	0,0	0,00	0,00
SPEECH THERAPY AND AUDIOLOGY	-	1	0,0	0,00	0,00
ENGINEERS AND RELATED PROFESSIONALS	-	39	0,0	0,00	0,00
OTHER INFORMATION TECHNOLOGY PERSONNEL.	-	44	0,0	0,00	0,00
LIGHT VEHICLE DRIVERS	-	61	0,0	0,00	0,00
ENGINEERING SCIENCES RELATED	-	7	0,0	0,00	0,00
MOTOR VEHICLE DRIVERS	-	10	0,0	0,00	0,00
SECURITY GUARDS	-	2 982	0,0	0,00	0,00
FOOD SERVICES AIDS AND WAITERS	-	123	0,0	0,00	0,00
OTHER MACHINE OPERATORS	-	1	0,0	0,00	0,00
CONSERVATION LABOURERS	-	6	0,0	0,00	0,00
LIBRARIANS AND RELATED PROFESSIONALS	-	3	0,0	0,00	0,00
INFORMATION TECHNOLOGY RELATED	-	4	0,0	0,00	0,00
AGRICULTURE RELATED	-	6	0,0	0,00	0,00
STAFF NURSES AND PUPIL NURSES	-	4	0,0	0,00	0,00
TOTAL	**4**	**103 806**	**0,0**	**87,44**	**21 859,00**

Table 3.8.4 Performance related rewards (cash bonus), by salary band for Senior Management Service for the period 1 April 2019 to 31 March 2020

Salary band	Beneficiary Profile			Cost		Total cost as a % of the total personnel expenditure
	Number of beneficiaries	Number of employees	% of total within salary bands	Total Cost (R'000)	Average cost per employee	
Band A	-	42	0,00	0,00	0,0	55 074,58
Band B	-	10	0,00	0,00	0,0	15 188,02
Band C	-	2	0,00	0,00	0,0	7 223,61
Band D	-	2	0,00	0,00	0,0	4 634,40
Total	**-**	**56**	**0,00**	**0,00**	**0,0**	**82 120,61**

3.9 Foreign Workers

The tables below summarise the employment of foreign nationals in the department in terms of salary band and major occupation.

Table 3.9.1 Foreign workers by salary band for the period 1 April 2019 and 31 March 2020

Salary band	01 April 2019		31 March 2020		Change	
	Number	% of total	Number	% of total	Number	% Change
Highly skilled production (Levels 6-8)	311	90,10	311	92,8	0	0,00
Highly skilled supervision (Levels 9-12)	17	4,90	17	5,1	-	0,00
Lower skilled (Levels 1-2)	1	0,30	1	0,3	-	0,00
Skilled (Levels 3-5)	16	4,60	6	1,8	-10	100,00
TOTAL	**345**	**100,00**	**335**	**100,0**	**-10**	**100,00**

Table 3.9.2 Foreign workers by major occupation for the period 1 April 2019 and 31 March 2020

Major occupation	01 April 2019		31 March 2020		Change	
	Number	% of total	Number	% of total	Number	% Change
Administrative office workers	2	1	1	0,3	-1	10,0
Elementary occupations	2	1	2	0,6	0	0,0
Other occupations	339	98	329	98,2	-10	100,0
Professionals and managers	1	0	2	0,6	1	-10,0
Technicians and associated professionals	1	0	1	0,3	0	0,0
TOTAL	**345**	**100**	**335**	**100,0**	**-10**	**100,0**

3.10 Leave utilisation

The Public Service Commission identified the need for careful monitoring of sick leave within the public service. The following tables provide an indication of the use of sick leave and disability leave. In both cases, the estimated cost of the leave is also provided.

Table 3.10.1 Sick leave for the period 1 January 2019 to 31 December 2019

Salary band	Total days	% Days with Medical certification	Number of Employees using sick leave	% of total employees using sick leave	Average days per employee	Estimated Cost (R'000)
Contract (Levels 3-5)	19	42,1	5	0,0	4,0	17,00
Contract (Levels 6-8)	49	63,3	15	0,0	3,0	64,00
Contract (Levels 9-12)	19	94,7	6	0,0	3,0	47,00
Contract Other	734	56,7	203	0,4	4,0	272,00
Highly skilled production (Levels 6-8)	256 226	80,9	35 874	69,2	7,0	405 362,00
Highly skilled supervision (Levels 9-12)	66 901	80,9	9 439	18,2	7,0	160 711,00
Lower skilled (Levels 1-2)	12 272	82,1	1 653	3,2	7,0	6 852,00
Senior management (Levels 13-16)	107	90,7	20	0,0	5,0	502,00
Skilled (Levels 3-5)	30 897	80,6	4 615	8,9	7,0	27 119,00
TOTAL	**367 223**	**80,9**	**51 830**	**100,0**	**7,0**	**600 946,00**

Table 3.10.2 Disability leave (temporary and permanent) for the period 1 January 2019 to 31 December 2019

Salary band	Total days	% Days with Medical certification	Number of Employees using disability leave	% of total employees using disability leave	Average days per employee	Estimated Cost (R'000)
Highly skilled production (Levels 6-8)	79 155	99,9	1 458	72,7	54,0	127 206,00
Highly skilled supervision (Levels 9-12)	23 297	100,0	429	21,4	54,0	54 865,00
Lower skilled (Levels 1-2)	979	100,0	36	1,8	27,0	552,00
Skilled (Levels 3-5)	3 850	100,0	82	4,1	47,0	3 444,00
TOTAL	**107 281**	**99,9**	**2 005**	**100,0**	**54,0**	**186 068,00**

The table below summarises the utilisation of annual leave. The wage agreement concluded with trade unions in the PSCBC in 2000 requires management of annual leave to prevent high levels of accrued leave being paid at the time of termination of service.

Table 3.10.3 Annual Leave for the period 1 January 2019 to 31 December 2019

Salary band	Total days taken	Number of Employees using annual leave	Average per employee
Contract (Levels 13-16)	5	5,0	1
Contract (Levels 3-5)	121	8,0	15
Contract (Levels 6-8)	334	12,0	29
Contract (Levels 9-12)	190	9,0	22
Contract Other	6 270	13,0	476
Highly skilled production (Levels 6-8)	24 317	15,0	1 604
Highly skilled supervision (Levels 9-12)	29 485	15,0	2 027
Lower skilled (Levels 1-2)	16 467	13,0	1 275
Senior management (Levels 13-16)	628	15,0	43
Skilled (Levels 3-5)	57 039	17,0	3 344
TOTAL	**134 855**	**15,0**	**8 836**

Table 3.10.4 Capped leave for the period 1 January 2019 to 31 December 2019

Salary band	Total days of capped leave taken	Number of Employees using capped leave	Average number of days taken per employee	Average capped leave per employee as on 31 March 2020
Contract (Levels 13-16)	-	-	0,0	82,0
Contract (Levels 3-5)	-	-	0,0	0,0
Contract (Levels 6-8)	-	-	0,0	0,0
Contract (Levels 9-12)	-	-	0,0	0,0
Highly skilled production (Levels 6-8)	2 360	590	4,0	43,0
Highly skilled supervision (Levels 9-12)	4 376	767	6,0	59,0
Lower skilled (Levels 1-2)	-	-	0,0	18,0
Senior management (Levels 13-16)	7	1	7,0	72,0
Skilled (Levels 3-5)	71	22	3,0	49,0
TOTAL	**6 814**	**1 380**	**5,0**	**51,0**

The following table summarise payments made to employees as a result of leave that was not taken.

Table 3.10.5 Leave payouts for the period 1 April 2019 and 31 March 2020

Reason	**Total amount (R'000)**	**Number of employees**	**Average per employee (R'000)**
Leave payout for 2019/20 due to non-utilisation of leave for the previous cycle	166,00	1	166 000,00
Capped / Current leave payouts on termination of service for 2019/20	142 008,00	1 226	115 830,00
Total	**142 174,00**	**1 227**	

3.11 HIV/AIDS & Health Promotion Programmes

Table 3.11.1 Steps taken to reduce the risk of occupational exposure

Units/categories of employees identified to be at high risk of contracting HIV & related diseases (if any)	Key steps taken to reduce the risk
N/A	N/A
N/A	N/A

Table 3.11.2 Details of Health Promotion and HIV/AIDS Programmes (tick the applicable boxes and provide the required information)

Question	Yes	No	Details, if yes
• 1. Has the department designated a member of the SMS to implement the provisions contained in Part VI E of Chapter 1 of the Public Service Regulations, 2001? If so, provide her/his name and position. Yes, MRC Msweli	YES		• MRC Msweli
• 2. Does the department have a dedicated unit or have you designated specific staff members to promote 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. Yes, 1212 EHW Practitioners	YES		• 1 212 EHW Practitioners
• 3. Has the department introduced an Employee Assistance or Health Promotion Programme for your employees? If so, indicate the key elements/services of the programme. Yes, Psychosocial programmes: Individual and organizational (counselling, wellness health screening, work and play, Financial literacy, Advocacy, Health and productivity Programme: Retirement, Management of absenteeism, HIV TB and STIs; HCT and TB screening.	YES		• Psychosocial programmes: Individual and organizational (counselling, wellness health screening, work and play, Financial literacy, Advocacy, Health and productivity Programme: Retirement, Management of absenteeism, HIV TB and STIs; HCT and TB screening.
• 4. Has the department established (a) committee(s) as contemplated in Part VI E.5 (e) of Chapter 1 of the Public Service Regulations, 2001? If so, please provide the names of the members of the committee and the stakeholder(s) that they represent. Yes, ELRC Wellness Task Team. (Mr Dolin Singh, Ms Happy Goba, Ms Thandiwe Mchunu, Mrs Sthembile Mthembu, Mrs Hlengiwe Mncube and Organised Labour)	YES		• ELRC Wellness Task Team. (Mr Dolin Singh, Ms Happy Goba, Ms Thandiwe Mchunu, Mrs Sthembile Mthembu, Mrs Hlengiwe Mncube and Organised Labour
• 5. Has the department reviewed the employment policies and practices of your department 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. No	NO		•
• 6. Has the department introduced measures to protect HIV-positive employees or those perceived to be HIV-positive from discrimination? If so, list the key elements of these measures. Yes, use HIV/TB and STI policy and Advocacy	YES		• HIV/TB and STI policy and Advocacy
• 7. Does the department encourage its employees to undergo Voluntary Counselling and Testing? If so, list the results that you have achieved. Yes, HCT when conducting health screening. 403 employees participated in HCT - 1 female tested positive	YES		• HCT when conducting health screening. 403 employees participated in HCT - 1 female tested positive
• 8. Has the department developed measures/indicators to monitor & evaluate the impact of your health promotion programme? If so, list these measures/indicators. HSRC report and Evaluation forms	YES		• HSRC report and Evaluation forms

3.12 Labour Relations

Table 3.12.1 Collective agreements for the period 1 April 2019 and 31 March 2020

Subject matter	Date
Total number of Collective agreements	**None**

Total number of Collective agreements	**None**

The following table summarises the outcome of disciplinary hearings conducted within the department for the year under review.

Table 3.12.2 Misconduct and disciplinary hearings finalised for the period 1 April 2019 and 31 March 2020

Outcomes of disciplinary hearings	**Number**	**% of total**
DEMOTION	3,00	8
DISMISSAL	3,00	8
FINAL WRITTEN WARNING	13,00	35
NO OUTCOME	4,00	11
SUSPENSION WITHOUT PAYMENT	6,00	16
FINE	8,00	22
TOTAL	**37,00**	**100**

Total number of Disciplinary hearings finalised	**None**

Table 3.12.3 Types of misconduct addressed at disciplinary hearings for the period 1 April 2019 and 31 March 2020

Type of misconduct	**Number**	**% of total**
ABSENCE WITHOUT PERMISSION(EDU)	14,00	7
FAIL TO CARRY OUT ORDER/INSTRUCTION(EDU)	21,00	11
FAILS TO COMPLY WITH OR CONTRAVENES AN ACT	12,00	6
IMPROPER/UNACCEPTABLE CONDUCT(EDU)	30,00	16
POSSESSES OR WRONGFULLY USES PROPERTY OF STATE	2,00	1
PREJUDICES ADMIN/DISCIPLINE OF STATE(EDU)	3,00	2
SERIOUSLY ASSAULTING LEARNER EMPLOYEE(EDU)	30,00	16
POOR PERFORMANCE OTHER THAN INCAPACITY	1,00	1
SEXUAL RELATIONSHIP WITH LEARNER(EDU)	43,00	23
MISMANAGENT OF SCHOOL FUNDS	19,00	10
STEALS BRIBES OR COMMITS FRAUD	4,00	2
THEFT BRIBERY FRAUD ACT OF CORRUPTION(EDU)	6,00	3
INTIMIDATES/ VICTIMISE OTHERS	3,00	2
TOTAL	**188,00**	**100**

Table 3.12.4 Grievances logged for the period 1 April 2019 and 31 March 2020

Grievances	**Number**	**% of Total**
Number of grievances resolved	58,00	35,00
Number of grievances not resolved	109,00	65,00
Total number of grievances lodged	**167,00**	**100,00**

Table 3.12.5 Disputes logged with Councils for the period 1 April 2019 and 31 March 2020

Disputes	**Number**	**% of Total**
Number of disputes upheld	193,00	85,00
Number of disputes dismissed	35,00	15,00
Total number of disputes lodged	**228,00**	

Table 3.12.6 Strike actions for the period 1 April 2019 and 31 March 2020

Total number of persons working days lost	**-**
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 2019 and 31 March 2020

Number of people suspended	78
Number of people who's suspension exceeded 30 days	77
Average number of days suspended	90
Costs	**3 158999 .00**

3.13 Skills development

This section highlights the efforts of the department with regard to skills development.

Table 3.13.1 Training needs identified for the period 1 April 2019 and 31 March 2020

Occupational category	Gender	Number of employees as at 1 April 2019	Training needs identified at start of the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	18	0,00	19	0	19
	Male	32	0,00	35	0	35
Professionals	Female	2311	0,00	15432	15644	31076
	Male	3418	0,00	12445	7962	20407
Technicians and associate professionals	Female	59751	0,00	390	0	390
	Male	21120	0,00	512	0	512
Clerks	Female	6462	0,00	2540	0	2540
	Male	5677	0,00	1423	0	1423
Service and sales workers	Female	0	0,00	0	0	0
	Male	0	0,00	0	0	0
Skilled agriculture and fishery workers	Female	0	0,00	0	0	0
	Male	0	0,00	0	0	0
Craft and related trades workers	Female	0	0,00	0	0	0
	Male	0	0,00	0	0	0
Plant and machine operators and assemblers	Female	0	0,00	0	0	0
	Male	0	0,00	0	0	0
Elementary occupations	Female	2452	0,00	1872	0	1872
	Male	1406	0,00	1652	0	1652
Sub Total	Female	0	0,00	20253	15644	35897
	Male	0	0,00	16067	7962	24029
Total		**102647**	**0,00**	**36320**	**23606**	**59926**

Table 3.13.2 Training provided for the period 1 April 2019 and 31 March 2020

Occupational category	Gender	Number of employees as at 1 April 2019	Training provided within the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	18	0,00	12	0	12
	Male	32	0,00	17	0	17
Professionals	Female	2311	0,00	19	2714	2733
	Male	3418	0,00	4	2451	2455
Technicians and associate professionals	Female	59751	0,00	144	479	623
	Male	21120	0,00	120	652	772
Clerks	Female	6462	0,00	825	512	1337
	Male	5677	0,00	559	645	1204
Service and sales workers	Female	0	0,00	0	0	0
	Male	0	0,00	0	0	0
Skilled agriculture and fishery workers	Female	0	0,00	0	0	0
	Male	0	0,00	0	0	0
Craft and related trades workers	Female	0	0,00	0	0	0
	Male	0	0,00	0	0	0
Plant and machine operators and assemblers	Female	0	0,00	0	0	0
	Male	0	0,00	0	0	0
Elementary occupations	Female	2452	0,00	421	0	421
	Male	1406	0,00	569	0	569
Sub Total	Female	0	0,00	1421	3705	5126
	Male	0	0,00	1269	3748	5017
Total		**102647**	**0,00**	**2690**	**7453**	**10143**

3.14 Injury on duty

The following tables provide basic information on injury on duty.

Table 3.14.1 Injury on duty for the period 1 April 2019 and 31 March 2020

Nature of injury on duty	Number	% of total
Required basic medical attention only	-	-
Temporary Total Disablement	-	-
Permanent Disablement	-	-
Fatal	-	**-**
Total	**-**	-

3.15 Utilisation of Consultants

The following tables relates information on the utilisation of consultants in the department. In terms of the Public Service Regulations "consultant' means a natural or juristic person or a partnership who or which provides in terms of a specific contract on an ad hoc basis any of the following professional services to a department against remuneration received from any source:

The rendering of expert advice;

The drafting of proposals for the execution of specific tasks; and

The execution of a specific task which is of a technical or intellectual nature, but excludes an employee of a department.

Table 3.15.1 Report on consultant appointments using appropriated funds for the period 1 April 2019 and 31 March 2020

Project title	Total number of consultants that worked on project	Duration (work days)	Contract value in Rand

Total number of projects	Total individual consultants	Total duration Work days	Total contract value in Rand

Table 3.15.2 Analysis of consultant appointments using appropriated funds, in terms of Historically Disadvantaged Individuals (HDIs) for the period 1 April 2019 and 31 March 2020

Project title	Percentage ownership by HDI groups	Percentage management by HDI groups	Number of consultants from HDI groups that work on the project

Table 3.15.3 Report on consultant appointments using Donor funds for the period 1 April 2019 and 31 March 2020

Project title	Total Number of consultants that worked on project	Duration (Work days)	Donor and contract value in Rand

Total number of projects	Total individual consultants	Total duration Work days	Total contract value in Rand

Table 3.15.4 Analysis of consultant appointments using Donor funds, in terms of Historically Disadvantaged Individuals (HDIs) for the period 1 April 2019 and 31 March 2020

Project title	Percentage ownership by HDI groups	Percentage management by HDI groups	Number of consultants from HDI groups that work on the project

3.16 Severance Packages

Table 3.16.1 Granting of employee initiated severance packages for the period 1 April 2019 and 31 March 2020

Salary band	Number of applications received	Number of applications referred to the MPSA	Number of applications supported by MPSA	Number of packages approved by department
Lower skilled (Levels 1-2)	-	-	-	-
Skilled Levels 3-5)	-	-	-	-
Highly skilled production (Levels 6-8)	-	-	-	-
Highly skilled supervision(Levels 9-12)	-	-	-	-
Senior management (Levels 13-16)	-	-	-	-
Total	**-**	**-**	**-**	**-**

PART E:
FINANCIAL INFORMATION

AUDIT REPORT

FOR THE YEAR ENDED 31 MARCH 2020

Report of the Auditor-General to the KwaZulu-Natal Provincial Legislature on vote no. 5: Department of Education

Report on the audit of the financial statements

Opinion

1. I have audited the financial statements of the Department of Education set out on pages 199 to 253, which comprise the appropriation statement, statement of financial position as at 31 March 2020, statement of financial performance, statement of changes in net assets, and cash flow statement for the year then ended, as well as the notes to the financial statements, including a summary of significant accounting policies.

2. In my opinion, the financial statements present fairly, in all material respects, the financial position of the Department of Education as at 31 March 2020, and its financial performance and cash flows for the year then ended in accordance with the Modified Cash Standard (MCS) prescribed by National Treasury and the requirements of the Public Finance Management Act of South Africa, 1999 (Act No. 1 of 1999) (PFMA) and the Division of Revenue Act of South Africa, 2019 (Act No. 16 of 2019) (Dora) .

Basis for opinion

3. I conducted my audit in accordance with the International Standards on Auditing (ISAs). My responsibilities under those standards are further described in the auditor-general's responsibilities for the audit of the financial statements section of this auditor's report.

4. I am independent of the department in accordance with sections 290 and 291 of the Code of Ethics for Professional Accountants and parts 1 and 3 of the International Code of Ethics for Professional Accountants (including International Independence Standards) of the International Ethics Standards Board for Accountants (IESBA codes) as well as the ethical requirements that are relevant to my audit in South Africa. I have fulfilled my other ethical responsibilities in accordance with these requirements and the IESBA codes.

5. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Material uncertainty relating to financial sustainability

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

   As disclosed in note 20 in the financial statements, the significant increase in bank overdraft coupled with the continuous increase on staff debt receivables, and the future financial implications of Covid-19 places further pressure on the finances of the department. These conditions indicate that a material uncertainty exists that may cast significant doubt on the ability of the department to settle future expenditure obligations.

Emphasis of matter

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

Provision for impairment of receivables: staff debts

8. As disclosed in note 15 to the financial statements, the department had a staff debt balance of R580,92 million made up of current and past employees. A provision for debt impairment of R431,25 million (74%) was made by against the staff debt balance for past employees. This provision was mainly due to past employee debts that had been outstanding for three or more years.

Other matter

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

Unaudited supplementary schedules

10. The supplementary information set out on pages 299 to 303 do not form part of the financial statements and is presented as additional information. I have not audited these schedules, and accordingly, I do not express an opinion on them.

Responsibilities of the accounting officer for the financial statements

11. The accounting officer is responsible for the preparation and fair presentation of the financial statements in accordance with MCS and the requirements of the PFMA and Dora, and for such internal control as the accounting officer determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

12. In preparing the financial statements, the accounting officer is responsible for assessing the department's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless the appropriate governance structure either intends to liquidate the department or to cease operations, or has no realistic alternative but to do so.

Auditor-general's responsibilities for the audit of the financial statements

13. My objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with the ISAs will always detect a material misstatement when it exists.

    Misstatements can arise from fraud or error and are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

14. A further description of my responsibilities for the audit of the financial statements is included in the annexure to this auditor's report.

Report on the audit of the annual performance report

Introduction and scope

15. In accordance with the Public Audit Act of South Africa, 2004 (Act No. 25 of 2004) (PAA) and the general notice issued in terms thereof, I have a responsibility to report material findings on the reported performance information against predetermined objectives for selected programme presented in the annual performance report. I was engaged to perform procedures to identify findings but not to gather evidence to express assurance.

16. I was engaged to evaluate the usefulness and reliability of the reported performance information in accordance with the criteria developed from the performance management and reporting framework, as defined in the general notice, for the programme 2 - public ordinary schools presented on pages 97 to 100 in the annual performance report of the department for the year ended 31 March 2020.

17. The material findings in respect of the usefulness and reliability of the selected programme are as follows:

Programme 2 - public ordinary schools

PPM 216: Percentage of learners provided with required textbooks in all grades and in all subjects per annum

18. The method of calculation for achieving the planned indicator was not clearly defined.

Various indicators

19. The achievements reported in the annual performance report materially differed from the supporting evidence provided for the indicators listed below:

Indicator description	Reported achievement
PPM 207: Number of educators trained in literacy/language content and methodology	48082
PSI 2.2 Number of public ordinary schools with all LTSMs and other required materials delivered by day one of the school year as ordered	4537

Various indicators

20. The achievements below were reported in the annual performance report for the listed indicators. However, some supporting evidence provided materially differed from the reported achievement, while in other instances I was unable to obtain sufficient appropriate audit evidence. This was due to the lack of accurate and complete records. I was unable to confirm the reported achievements by alternative means. Consequently, I was unable to determine whether any further adjustments were required to these reported achievements.

Indicator description	Reported achievement
PPM 208: Number of educators trained in numeracy/mathematics content and methodology	36 008
PPM 209: The average hours per year spent by teachers on professional development activities	7,1hrs
PPM 210: Number of teachers who have written the self-diagnostic assessments	162
PPM 213: Percentage of Funza Lushaka bursary holders in schools within six months upon completion of studies or upon confirmation that the bursar has completed studies	26,4
PPM 2.1 Percentage of learners benefitting from school nutrition programme	81,50

Various indicators

21. I was unable to obtain sufficient appropriate evidence for the reported achievements of seven of the 25 indicators. This was due to the lack of accurate and complete records. I was unable to confirm the reported achievements by alternative means. Consequently, I was unable to determine whether any adjustments were required to the reported achievements in the annual performance report for the indicators listed below:

Indicator description	Reported achievement
PPM 205: Leamer absenteeism rate	7,5%
PPM 206: Number of learners in public ordinary schools benefiting from the "no fee schools· policy.	2 025 939
PPM 211: Percentage of teachers meeting required content knowledge levels after support	58,7%
PPM 212: Percentage of learners in schools with at least one educator with specialist training on inclusion	4,5%
PPM 214: Percentage of learners who are in classes with no more than 45 leamers	60,23%
PPM 216: Percentage of learners provided with required textbooks in all grades and in all subjects per annum	85%
PSI 2.3 Percentage of learners benefiting from no fee policy	78%

Other matters

22. I draw attention to the matters below.

PPM 108: Teacher absenteeism rate

23. This performance indicator previously included in programme 2, is now reported under programme 1 of the department and was not scoped in for the 2019-20 audit. The prior year performance reported against the planned target materially differed from the supporting evidence, as leave taken by teachers during the previous financial year was not accurately accounted for. Due to the relevance and importance of this indicator to the education sector, the 2019-20 audit also included a confirmation as to whether the processes improved to address the weaknesses previously identified. These matters were not adequately addressed and as a result, the reported achievement of 2,98% as included on page 95 in the annual performance report was not reliable.

Achievement of planned targets

24. The annual performance report on pages 97 to 100 sets out information on the achievement of planned targets for the year and explanations are provided for the under and over achievement of a significant number of targets. This information should be considered in the context of the material findings on the usefulness and reliability of the reported performance information in paragraphs 18 to 21 of this report.

Adjustment of material misstatements

25. I identified material misstatements in the annual performance report submitted for auditing in programme 2 - public ordinary schools. As management subsequently corrected only some of the misstatements, I raised material findings on the usefulness and reliability of the reported performance information. Those that were not corrected are reported in paragraphs 18 to 21 above.

Report on the audit of compliance with legislation

Introduction and scope

26. In accordance with the PM and the general notice issued in terms thereof, I have a responsibility to report material findings on the department's compliance with specific matters in key legislation. I performed procedures to identify findings but not to gather evidence to express assurance.

27. The material findings on compliance with specific matters in key legislation are as follows:

Expenditure management

28. Effective and appropriate steps were not taken to prevent irregular expenditure of R1,58 billion disclosed in note 31 to the financial statements, as required by section 38(1)(c)(ii) of the PFMA and treasury regulation 9.1.1. The majority of the irregular expenditure was caused by competitive bidding processes not being followed in the awarding of the National School Nutrition Programme contracts.

29. Some payments were not made within 30 days or within an agreed upon period after receipt of invoices, as required by treasury regulation 8.2.3.

Other information

30. The accounting officer is responsible for the other information. The other information comprises the information included in the annual report. The other information does not include the financial statements, the auditor's report and the selected programme presented in the annual performance report that has been specifically reported in this auditor's report.

31. My opinion on the financial statements and findings on the reported performance information and compliance with legislation do not cover the other information and I do not express an audit opinion or any form of assurance conclusion thereon.

32. In connection with my audit, my responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements and the selected programme presented in the annual performance report, or my knowledge obtained in the audit, or otherwise appears to be materially misstated.

33. I did not receive the other information prior to the date of this auditor's report. When I do receive and read this information, if I conclude that there is a material misstatement therein, I am 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 this auditor's report and re-issue an amended report as appropriate. However, if it is corrected this will not be necessary.

Internal control deficiencies

34. I considered internal control relevant to my audit of the financial statements, reported performance information and compliance with applicable legislation; however, my objective was not to express any form of assurance on it. The matters reported below are limited to the significant internal control deficiencies that resulted in the findings on the annual performance report and the findings on compliance with legislation included in this report.

35. Management did not adequately implement proper record management controls and reconciliations that supported reported performance. Preventative controls were also not effective enough to address compliance issues in that compliance failures were not actioned in good time.

Other reports

36. I draw attention to the following engagements conducted which had, or could have, an impact on the matters reported in the department's financial statements, reported performance information, compliance with applicable legislation and other related matters. These reports did not form part of my opinion on the financial statements or my findings on the reported performance information or compliance with legislation.

Performance audit

37. A performance audit on the education sector was conducted at the department during the 2019-20 financial year and covered the areas of formal learner assessment, textbook retention and retrieval, curriculum coverage, school management and governance and school infrastructure development. The audit has been completed and the audit findings are included in the final management report.

Investigations

38. Internal investigations Into 93 cases relating to various allegations of mismanagement of school funds, false qualifications, employees unaccounted for, and invalid payments, were conducted, of which 50 cases were finalised and 43 cases were still in progress.

39. Twenty-three cases were referred by the department to the shared forensic unit in the province to be investigated. These investigations related mainly to allegations of procurement irregularities and the mismanagement of funds. Ten of these investigations had been completed and 13 were still in progress. The implementation of the recommendations of the completed investigations was finalised for two cases while in progress for eight of them.

Auditor-General

Pietermaritzburg

24 November 2020

AUDITOR-GENERAL
SOUTH AFRICA

Auditing to build public confidence

Annexure - Auditor-general's responsibility for the audit

1. As part of an audit in accordance with the ISAs, I exercise professional judgement and maintain professional scepticism throughout my audit of the financial statements, and the procedures performed on reported performance information for selected programme and on the department's compliance with respect to the selected subject matters.

Financial statements

2. In addition to my responsibility for the audit of the financial statements as described in this auditor's report, I also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error; design and perform audit procedures responsive to those risks; and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations or the override of internal control

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the department's internal control

- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the accounting officer

- Conclude on the appropriateness of the accounting officer's use of the going concern basis of accounting in the preparation of the financial statements. I also conclude, based on the audit evidence obtained, whether a material uncertainty exists relating to events or conditions that may cast significant doubt on the ability of the Department of Education to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial statements about the material uncertainty or, if such disclosures are inadequate, to modify my opinion on the financial statements. My conclusions are based on the information available to me at the date of this auditor's report. However, future events or conditions may cause a department to cease operating as a going concern

- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation

Communication with those charged with governance

3. I communicate with the accounting officer regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

4. I also confirm to the accounting officer that I have complied with relevant ethical requirements regarding independence, and communicate all relationships and other matters that may reasonably be thought to have a bearing on my independence and, where applicable, actions taken to eliminate threats or safeguards applied.

PART E:
FINANCIAL INFORMATION

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REPORT OF THE ACCOUNTING OFFICER

1. Overview of the financial results of the department

1.1 Departmental Receipts

Total actual revenue collected by the department amounted to R98.492 million in 2019/20, which is 95.4 per cent of the Final Appropriation of R103.224 million. The under-collection of R4.732 million is explained as follows:

- *Transactions in financial assets and liabilities collected* reflects an under-collection at R28.570 million against the Final Appropriation of R37.394 million. Revenue collected against this category relates to recoveries from prior years' expenditure such as staff debts, which are difficult to accurately project due to their unpredictable nature.

- *Sale of goods and services other than capital assets* exceeded the Final Appropriation of R65.430 million. Revenue from this category relates to tender fees, parking rentals, commission on PERSAL deductions such as insurance and garnishees, re-marking of exam papers and re-issuing of certificates, etc. The over-collection relates to higher than anticipated receipts on tender fees and commission on insurance and garnishees. It is noted that the department renewed the tender for the school feeding scheme programme, hence the high collection on tender fees. This renewal is undertaken every three years.

- *Interest, dividends and rent on land* under-collected at R329 thousand against the Final Appropriation of R400 thousand. This was due to lower than anticipated interest received from outstanding staff debts.

1.2 Discussion

The main appropriation of the Department of Education was R54.022 billion in 2019/20. During the year the department's budget was adjusted by R166.837 million. This was due to the following:

- R16.890 million was rolled-over against Goods and services in Programme 2: Public Ordinary School Education in respect of the National School Nutrition Programme (NSNP) grant. This relates to the late supply and delivery of cooking equipment and utensils to schools.

- R336 thousand was rolled-over against Goods and services in Programme 2 in respect of funds under-spent against the Maths, Science and Technology (MST) grant. This relates to management fees for the delivery, installation and commissioning of ICT resources and infrastructure to MST focus schools.

- R5.338 million was rolled-over against Goods and services in Programme 4: Public Special School Education in respect of the Learners with Profound Intellectual Disabilities (LPID) grant. This relates to management fees for the delivery of inventory: learner teacher support material (LTSM) for learners with intellectual disabilities.

- R3.082 million was rolled over in respect of the HIV and AIDS (Life-Skills Education) grant against *Goods and services* in Programme 7: Examination and Education Related Services. This relates to invoices which were received late for travel and subsistence and printing costs.

- Additional funding of R41.191 million was allocated to Programme 2 against *Compensation of Employees and Goods and services* relating to the school safety strategy which was launched with the aim of improving security in schools due to increasing incidents of violence.

- Additional funding of R100 million was allocated in Programme 6: Infrastructure Development in respect of the Education Infrastructure grant (EIG) against *Buildings and other fixed structures* (Upgrades and Additions: Capital) to address pressures relating to storm damages that occurred in 2019, schools had to be provided with mobile classrooms so that teaching and learning could continue. Furthermore, with the implementation of the school safety strategy, high security fencing was required to be provided to improve security in schools.

1.2.1 Virements and Shifting of funds

1.2.1.1 Virements

The table below reflects the major final virements that were undertaken by the department, approval has been granted by Provincial Treasury.

FROM					**TO**				
Programme	**Sub Programme**	**Economic Classification**	**Item Classification**	**Amount R ('000)**	**Programme**	**Sub Programme**	**Economic Classification**	**Item Classification**	**Amount R ('000)**
				11 782					11 782
Programme 5 Early Childhood Development	Pre-Grade R Training	Compensation of Employees	Summaries and Wages	6 108	Programme 2: Public Ordinary School Education	Public secondary schools	Compensation of Employess	Summaries and Wages	6 108
Programme 7: Examination and Education Related Services	External Examination	Compensation of Employees	Social Contributions	1 421	Programme 2: Public Ordinary School Education	Public secondary schools	Compensation of Employess	Summaries and Wages	5 674
			Salaries and wages	4 253					

1.2.1.2. Shifts

There were no shifts undertaken for the 2019/20 financial year

1.3 Programme Expenditure

The tables below reflects the budget after adjustment was R54.188 billion and the expenditure of R54.413 billion showing an over-spend of R225.144 million which is -0.4 per cent of the budget. This was mainly against Programmes 1, 2, 4, 5 and6.

Voted funds and Direct charges	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Add back underspend for NSNP Grant	Final Unauthorised Expenditure for 2019/20
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Programme								**(g+h)**
1. ADMINISTRATION	1 937 406			1 937 406	1 968 924	(31 518)		(31 518)
2. PUBLIC ORDINARY SCHOOL EDUCATION	45 301 979	-	11 782	45 313 761	45 377 936	(64 175)	(9 734)	(73 909)
3. INDEPENDENT SCHOOL SUBSIDIES	86 125	-	-	86 125	85 274	851	-	
4. PUBLIC SPECIAL SCHOOL EDUCATION	1 304 610	-	-	1 304 610	1 322 258	(17 648)	-	(17 648)
5. EARLY CHILDHOOD DEVELOPMENT	1 341 786	-	(6108)	1 335 678	1 335 678	-	-	-
6. INFRASTRUCTURE DEVELOPMENT	2 646 372	-	-	2 646 372	2 759 026	(112 654)	-	(112 654)
7. EXAMINATION AND EDUCATION RELATED SERVICES	1 570 074	-	(5674)	1 564 400	1 564 400	-	-	-
Programme sub total	**54 188 352**	**-**	**-**	**54 188 352**	**54 413 496**	**(225 144)**	**(9734)**	**(235 729)**

Programme 1: Administration was over-spent by R31.518 million, at 101.6 per cent of the Final Appropriation. The main expenditure movements in Programme 1 were as follows:

- Compensation of employees was under-spent by R4.389 million. This was mainly attributed to later than anticipated filling of some critical vacant posts that were approved for filling.
- Goods and services was over-spent by Rl5.4 million due to higher than budgeted costs. The department reports that this can mainly be ascribed to limited financial resources taking into account competing priorities within the Vote. Pressures were noted for items such as agency and support services and property payments for security and domestic accounts.
- Transfers and subsidies to: Provinces and municipalities was under-spent by R280 thousand. This relates to the payment of licences for motor vehicles which was over-budgeted for.
- Transfers and subsidies to: Households was over-spent by R23.327 million mainly ascribed to staff exit costs relating to more than 109 staff in 2019/20. It should be noted that Programme 1 includes costs for both public service employees and Education Specialists. The over-spending was offset to an extent by under-spending in respect of other transfers to households and this relates to the payment of stipends to bursary holders, legal claims against state and cases of injury-on-duty which were lower than anticipated.
- *Machinery and equipment* was under-spent by R2.538 million attributed to lower than budgeted procurement of replacement tools of trade such as desktops and laptops, because procurement processes for the purchase of IT equipment were not finalised before year-end.

Programme 2: Public Ordinary School Education was over-spent by R64.175 million, at 100.1 per cent of the Final Appropriation. The main expenditure movements in Programme 2 were as follows:

- *Compensation of employees* was over-spent by R45.067 million due to in-year fluctuating educator headcount numbers, including the appointment of temporary or substitute educators. The educator headcount fluctuated in-year, from 84 131 in April to a high of 86 677 in December, and declined to 83 851 in January.

- *Goods and services* was under-spent by R887 thousand mainly against NSNP grant feeding scheme costs as the feeding days were lower in March due to early school closure by three days, and some invoices for March were not submitted on time by service providers due to the national Covid-19 lockdown. Certain essential staff in districts did not receive their permits before the closure which resulted in delays in processing payments. Furthermore, minor asset costs were low due to delays in the purchase of tools of trade for the security project as the items to be procured were not listed in the transversal contract. Operating payments was under-spent relating to printing costs for Jika Imfundo which focuses on classroom-based learner activity, matric interventions through continuous assessments, progressed learners, as well as resettlement costs. Printing costs for progressed learners were lower than anticipated as no extra classes were offered due to early school closure. Consumable supplies were higher than anticipated largely relating to the costs of procuring essential hygiene and safety items such as face masks, gloves, hand sanitisers and cleaning equipment to ensure the safety of officials in light of the Covid-19pandemic.

- *Transfers and subsidies to: Non-profit institutions* was over-spent by R130 thousand in respect of transfers to schools relating to outstanding accruals paid for the previous year. This was mainly due to bank recalls for some accounts that were closed and payments had to be re-issued.

- *Transfers and subsidies to: Households* was over-spent by R19.036 million due to higher than anticipated staff exit costs. It should be noted that these costs are difficult to budget for due to the unpredictable nature of deaths, resignations and terminations.

- *Machinery and equipment* was over-spent by R58 thousand relating to the purchase of sporting equipment for events held during the year.

- *Software and other intangible assets* was over-spent by R771 thousand due to higher than anticipated costs for Microsoft software licensing fees for school-based users.

Programme 3: Independent Schools Subsidies is under-spent by R851 thousand at 99 per cent of the Final Appropriation, as a result of schools that did not meet financial compliance requirements.

Programme 4: Public Special School Education over-spent by R17.648 million, at 101.4 per cent of the Final Appropriation. The main expenditure movements in this programme were as follows:

- *Compensation of employees* was over-spent by R13.493 million due to higher than anticipated costs relating to the salaries for Specialist educators and Therapists in special schools. The department indicated that the provision made for these costs in the Adjustments Estimate was inadequate due to competing priorities within the Vote. This was also aggravated by the filling of Learners with Special Education Needs (LSEN) support posts for special schools in the province, and this was a challenge as most schools complained of a lack of support for Specialists in these schools.

- *Goods and services* was over-spent by R3.887 million due to higher than anticipated costs against Inventory: Assets to be distributed to schools within the Learners with Profound Intellectual Disability (LPID)grant.

- *Transfers and subsidies to: Non-profit institutions* was over-spent by R9 thousand due to un anticipated costs relating to the payment of subsidies to School Governing Body (SBG) associations for special schools. This cost was originally budgeted for under Programme 2, however, certain special schools were thereafter identified that qualified for this subsidy.

- *Transfers and subsidies to: Households* was over-spent by R399 thousand due to higher than anticipated staff exit costs.

- *Machinery and equipment* was under-spent by R140 thousand against the Learners with Profound Intellectual Disability (LPID) grant due to slightly over budgeted costs for tools of trade.

Programme 5: Early Childhood Development was fully spent at 100.0 per cent of the Final Appropriation. The main expenditure movements in this Programme 5 were as follows:

- *Compensation of employees* was under-spent by R26.043 million due to lower than anticipated costs relating to the payment of ECD practitioners. The department indicated that there were 5 400 ECD practitioners who were not paid at the end of March due to the national lockdown. This was due to delays in obtaining work permits for HR officials in district offices. The capturing of the salaries for these practitioners had to be undertaken manually on PERSAL and was only undertaken in April.

- *Goods and services* was over-spent by R26.695 million in respect of top-up inventory: LTSM in order to ensure LTSM coverage in all Grade R centres and public schools, including the purchase of IsiZulu dictionaries, textbooks, stationery and core materials for the development of fine and gross motor skills and fantasy play.

- *Transfers and subsidies to: Non-profit institutions* was under-spent by R50 thousand due to non compliance in terms of the non-submission of Audited Financial Statements of schools.

- *Transfers and subsidies to: Households* was under-spent by R602 thousand in relation to staff exit costs which are difficult to budget for due to their uncertain nature.

Programme 6: Infrastructure Development was over-spent by R112.654 million at 104.3 per cent of the Final Appropriation. The main expenditure movements in this Programme 6 were as follows:

- *Compensation of employees* was over-spent by R1.218 million. The department indicated that there were officials paid against the Grant codes on the Persal system that should be coded to the vote. These officials have been identified and will be corrected on the Persal system.

- *Goods and services* was over-spent by R150.048 million mainly relating to non-provision of costs for consultants and business advisory services in respect of managing agent fees. The department indicated that the budget for management fees forms part of the capital project. Contractors' costs were higher than provided for due to the payment of resettlements costs for filled posts. This relates to expenditure paid to a contractor for transporting assets and goods from one location to another. Travel and subsistence costs were not adequately budgeted for, contributing to the over-spending. Although these costs are currently budgeted against the EIG, the department indicated that this

should be against the equitable share, but the affordability of this was impacted on by competing priorities within the Vote. Property payments were higher than budgeted in respect of maintenance costs relating to the repair of schools damaged by storms in 2019, as the magnitude of damage was worse than anticipated.

- *Transfers and subsidies to: Households* was over-spent by R44 thousand in respect of staff exit costs which are difficult to budget for.
- *Buildings and other fixed structures* was under-spent by R38.656 million as a result of spend relating to management fees, which forms part of the capital project, being housed under the item Consultants & prof services: Bus & advisory which lies under *Goods and Services*.

Programme 7: Examination and Education Related Services was fully spent at 100.0 per cent of the Final Appropriation. The main expenditure movements in this Programme 7 were as follows:

- *Compensation of employees* was under-spent by R33.213 million due to lower than anticipated costs related to the appointment of examination markers and assistants for the undertaking of supplementary and NSC examinations.
- *Goods and Services* was over-spent by R50.375 million due to higher than anticipated costs relating to items such as property payments which includes security costs for examinations and domestic accounts for education centres. Furthermore, travel and subsistence costs were higher than anticipated in all sub programmes.
- *Interest and Rent on Land was* over-spent by R2 thousand and relates to interest paid on overdue Telkom and municipal accounts.
- *Transfers and subsidies to: Departmental agencies and accounts* was under-spent by RI 7.084 million. The transfer is undertaken based on invoices received from Education Training and Development (ETD) SETA for services rendered.
- *Transfers and subsidies to: Households* was under-spent by R342 thousand against staff exit costs.
- *Machinery and equipment* was over-spent by R262 thousand in respect of the higher than budgeted purchase of security equipment and audio-visual equipment for examination centres.

1.3.1. Compensation of employees

The table below reflects the fluctuation in employee numbers during the year. Budgetary provision had been made for 135 162 officials which consist of 107 433 permanent employees and 27 729 periodic payments. It should be noted that the headcount fluctuates in-year due to various reasons ranging from the appointment of temporary or substitute educators based on need.

The table below reflects the fluctuation in employee numbers during the year. Budgetary provision had been made for 135 162 officials which consist of 107 433 permanent employees and 27 729 periodic payments. It should be noted that the headcount fluctuates in-year due to various reasons ranging from the appointment of temporary or substitute educators based on need.

Table 3		COMPENSATION OF EMPLOYEES: 2019/20												
		1	2	3	4	5	6	7	8	9	10	11	12	13
		Post Approved	**Apr**	**May**	**Jun**	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**
TOTAL	EDUC	90 057	87 458	87 442	88 163	87 800	88 310	89 158	89 538	90 001	90 142	87 242	87 458	88 713
TOTAL	SPEC	2 239	1 229	1 243	1 262	1 260	1 248	1 244	1 244	1 240	1 238	1 223	1 214	1 215
	PS	15 137	13 843	13 776	13 721	13 647	13 592	13 549	13 498	13 612	13 600	13 494	13 297	13 264
TOTAL		107 433	102 530	102 461	103 145	102 707	103 150	103 951	104 280	104 853	104 950	101 959	101 969	103 192
TOTAL	Other-ES	10 971	5 850	6 656	8 990	7 987	7 324	7 179	6 809	7 446	7 757	7 941	7 946	9 174
TOTAL	Other - CG	16 758	1 319	2 303	2 737	2 830	14 213	15 838	16 067	17 068	16 511	16 979	17 096	17 351
TOTAL		27 729	7 169	8 959	9 727	10 817	21 537	23 017	22 876	24 514	24 266	24 920	25 042	26 525
GRAND TOTAL		135 162	109 699	111 420	112 873	113 524	124 687	126 968	127 156	129 367	129 248	126 879	127 011	129 717
COST (R'000)		45 543 414	3 649 448	3 651 945	367 744	3 752 720	3 756 904	3 838 822	3 782 903	3 799 642	4 288 195	3 710 980	3 657 932	3 841 694

1.3.2 Conditional Grants and Rollovers

Table 4	2019/20							
Conditional Grant Name	**Post Adj Est**	**Adjusted Appropriation**	**Year to date Expenditure as at 31 March 2020**	**% Spend**	**Projection to year end**	**Projected total Expenditure**	**(Over)/ Under Expenditure**	**Roll over Requested**
	(R'000)	**(R'000)**	**(R'000)**	**(R'000)**	**(R'000)**	**(R'000)**	**(R'000)**	**(R'000)**
Education Infrastructure Grant	-	2 287 162	2 287 987	100,0%	-	2 287 987	(825)	-
HIV and AIDS (Life education) Grant	-	65 237	72 570	111,2%	-	72 570	(7 333)	-
Learners with Profound Intellectual disabilities Grant	-	37 617	42 237	112,3%	-	42 237	(4 620)	-
Maths, Science and Technology Grant	-	64 974	67 200	103,4%	-	67 200	(2 226)	-
National School Nutrition Programme Grant	-	1 638 181	1 628 447	99,4%	-	1 628 447	9734	-
EPWP Integrated Grant for Provinces	-	2 028	2 028	100,0%	-	2 028	-	9 374
EPWP Soc Sect Incentive Grant	-	24 814	30 441	122,7%	-	30 441	(5 627)	-
TOTAL	**-**	**4 120 013**	**4 130 910**	**100,3%**	**-**	**4 130 910**	**(10 897)**	**9 734**

- The Education Infrastructure Grant (EIG) was over-spent by R825 thousand attributed to the high demand for the provision of mobile classrooms to address over-crowding and to provide conducive interim teaching and learning spaces in response to storm disasters that damaged schools in-year.
- The HIV and AIDS grant was over-spent by R7.333 million relating to under-budgeting for the filling of posts and higher than anticipated travel and subsistence costs in carrying out the grant activities undertaken in line with the business plan.
- The Learners with Profound Intellectual Disabilities (LPID) grant was over-spent by R4.620 million relating to higher than anticipated costs in respect of the purchase of toolkits and assistive devices such as gross motor equipment including jungle gyms, bats and balls, as well as fine motor equipment like puzzles, toys etc.
- The Mathematics, Science and Technology (MST ICT) was over-spent by R2.226 million due higher than anticipated costs for the purchase of laboratory equipment and machinery and tools for technical school workshops.
- The National School Nutrition Programme (NSNP) was under-spent by R9.734 million this was in relation to the NSNP grant for unpaid March 2019 invoices. A roll-over has been requested.
- The EPWP futegrated Grant for Provinces was fully spent.
- The Social Sector EPWP fucentive Grant for Provinces was over-spent by R5.627 million and relates to the payment of stipends to 1 810 Chief Food-handlers.

1.4 Unauthorized, irregular and fruitless expenditure

- Unauthorised expenditure amounted to R235.729 million for the 2019/20 financial year, with the amount of R851 thousand to be surrendered in Programme 3, resulting in the net effect of R234.878 million. The amount of R9. 734 million increases the unauthorised expenditure against the vote due to the underspend from the National School Nutrition Programme. This has been followed-up with a request for a Rollover from Provincial Treasury.

- Programme 1: Administration reflects unauthorised expenditure ofR31.518 million against Goods and services due to higher than budgeted costs for property payments and Transfers and subsidies to: Households ascribed to staff exit costs.

- Programme 2: Public Ordinary School Education reflects unauthorised expenditure of R73.909 million against Compensation of employees due to in-year fluctuating educator headcount numbers and Transfers and subsidies to: Households due to higher than anticipated staff exit costs.

- Programme 4: Public Special School Education reflects unauthorised expenditure of R17 .648 million against Compensation of employees due to higher than anticipated costs relating to the salaries for Specialist educators and Therapists in special schools. Goods and services was over-spent due to higher than anticipated costs against fuventory: Assets to be distributed to schools within the Learners with Profound futellectual Disability (LPID) grant.

- Programme 6: Infrastructure Development reflects unauthorised expenditure of R112.654 million against Compensation of employees and Goods and services which over-spent on management fees and property payments which were higher than budgeted in respect of maintenance costs relating to the repair of schools damaged by storms in 2019, as the magnitude of damage was worse than anticipated.

Irregular expenditure for the year amounts to R1.475 billion as disclosed in Note 31 largely due to not following supply chain management processes. A large part of this expenditure is from the National School Nutrition Programme which was being regularised in this financial year. The department's fruitless and wasteful expenditure for the year amounts to R7.017 million as disclosed in Note 32. The bulk of this expenditure arises from interest incurred in settlement of legal debts as well as late payment of domestic accounts.

1.5 Public Private Partnerships

Due to the unavailability of funds the project would not continue over the MTEF period.

1.6 Discontinued activities/activities to be discontinued.

There were no discontinued activities during the year.

1. 7 New or proposed activities

There were no new activities introduced or proposed.

1.8 Supply Chain Management

The Department has fully implemented the use of the Central Suppliers Database (CSD). This is to ensure compliance with all relevant legislation in the selection of suppliers. There were no unsolicited bids that were concluded for the year under review. All bids followed a normal supply chain management process and where such processes could not be followed due to impracticality or urgency reasons, the approval from

the Accounting Officer as per Treasury Regulation 16.A6.4 was sought and reasons were recorded as such in the accompanying requests for approval. Any bids that did not meet any of the above requirements are recorded as irregular expenditure and disclosed accordingly in the disclosure notes.

The Department has not fully complied with the "Local Content" Treasury Ins1ruction in advertising and evaluating of some of its tenders during the year under review. These have been declared as irregular expenditure in the financial statements.

The National Government has introduced "designated sectors" which are sectors, sub-sectors or industries that have been designated by the Department of Trade and Industry in line with national development and industrial policies for local production, where only locally produced services, works or goods or locally manufactured goods meet the stipulated minimum threshold for local production and content. Where the Department has not advertised tenders in line with the Local Content Treasury instruction, such expenditure has been declared as irregular expenditure in Note 31.

The pressure on the budget for compensation of employees with the resultant non-filling of posts is creating an emerging risk with respect to the separation of duties as well as general execution of processes within the supply chain environment.

With regards to asset management the Head Office component works in tandem with the twelve (12) district offices to ensure that the department has at all times a fixed asset register that meets the minimum reporting standards. Annual physical verification of assets, quarterly inventory counts and monthly asset reconciliations have ensured that this aspect of Finance is under control. The department has migrated its current asset register onto the Provincial Hardcat system which is anticipated to elevate the efficiency of future asset verifications, reporting and general maintenance of the department's movable asset register or FAR

1.9 Gifts and Donations received in kind from non-related parties

There were no gifts and donations received in kind from non-related parties.

1.10 Exemptions and deviations received from National Treasury

No deviations or exemptions were received from National Treasury.

1.11 Events after the reporting date

Towards the end of the reporting period, the department was placed under nationwide lockdown due to the Covid-19 pandemic. This resulted in the department having to spend an amount of R32.497 million for the procurement of essential hygiene and safety items, such as face masks, gloves, hand sanitisers and cleaning equipment, to ensure the safety of office-based officials in various district offices and head office. The orders were placed immediately after the state of national disaster was announced on 16 March 2020. It is anticipated that the costs of the Covid-19 pandemic will be significant going into the new financial year.

DR. EV NZAMA
HEAD OF DEPARTMENT: EDUCATION

KWA-ZULU NATAL - DEPARTMENT OF EDUCATION - APPROPRIATION STATEMENT for the year ended 31 March 2020

Appropriation per programme									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Programmes									
1. Administration	1 937 406	-	-	1 937 406	1 968 924	(31 518)	101.6%	1 749 845	1 749 845
2. Public Ordinary School Education	45 301 979	-	11 782	45 313 761	45 377 936	(64 175)	100.1%	42 860 351	42 306 857
3. Independent School Subsidies	86 125	-	-	86 125	85 274	851	99.0%	84 028	83 021
4. Public Special School Education	1 304 610	-	-	1 304 610	1 322 258	(17 648)	101.4%	1 214 051	1 195 609
5. Early Childhood Development	1 341 786	-	(6 108)	1 335 678	1 335 678	-	100.0%	1 220 672	1 172 558
6. Infrastructure Development	2 646 372	-	-	2 646 372	2 759 026	(112 654)	104.3%	2 362 221	2 374 085
7. Examination and Education Related Services	1 570 074	-	(5 674)	1 564 400	1 564 400	-	100.0%	1 492 469	1 461 954
TOTAL (carried forward)	**54 188 352**	**-**	**-**	**54 188 352**	**54 413 496**	**(225 144)**	**100.4%**	**50 983 637**	**50 343 929**

	2019/20			2018/19	
	Final Appropriation	Actual Expenditure		Final Appropriation	Actual Expenditure
TOTAL (brought forward)	**54 188 352**	**54 413 496**		**50 983 637**	**50 343 929**
Reconciliation with statement of financial performance					
ADD					
Departmental receipts	99 284			113 527	
NRF Receipts	-			-	
Aid assistance	-			-	
Actual amounts per statement of financial performance (total revenue)	**54 287 636**			**51 097 164**	
ADD					
Aid assistance		-			-
Prior year unauthorised expenditure approved without funding		-			-
Actual amounts per statement of financial performance (total expenditure)		**54 413 496**			**50 343 929**

Appropriation per economic classification									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	**50 153 824**	**-**	**(3 796)**	**50 150 028**	**50 391 679**	**(241 651)**	**100.5%**	**47 397 621**	**46 828 528**
Compensation of employees	45 409 361	-	10 097	45 419 458	45 415 591	3 867	100.0%	42 892 737	42 269 607
Salaries and wages	38 975 388	-	(37 967)	38 937 421	38 937 993	(572)	100.0%	36 816 289	36 272 484
Social contributions	6 433 973	-	48 064	6 482 037	6 477 598	4 439	99.9%	6 076 448	5 997 123
Goods and services	4 744 463	-	(20 636)	4 723 827	4 969 343	(245 516)	105.2%	4 502 546	4 556 583
Administrative fees	14 137	-	(792)	13 345	13 345	-	100.0%	10 864	9 187
Advertising	17 700	-	5 023	22 723	22 723	-	100.0%	11 571	11 571
Minor assets	9 401	-	(5 698)	3 703	3 703	-	100.0%	706	706
Audit costs: External	12 097	-	2 281	14 378	14 378	-	100.0%	12 035	12 035
Bursaries: Employees	25 663	-	(11 254)	14 409	14 409	-	100.0%	29 828	7 499
Catering: Departmental activities	62 918	-	19 816	82 734	82 734	-	100.0%	60 997	61 079
Communication	36 889	-	(3 414)	33 475	33 477	(2)	100.0%	35 359	36 908
Computer services	70 686	-	(32 987)	37 699	37 699	-	100.0%	75 177	75 177
Consultants: Business and advisory services	107 749	-	11 132	118 881	209 925	(91 044)	176.6%	206 004	246 258
Infrastructure and planning services	-	-	-	-	-	-	-	-	-
Laboratory services	-	-	-	-	-	-	-	-	-
Scientific and technological services	-	-	-	-	-	-	-	-	-
Legal services	11 331	-	9 478	20 809	20 809	-	100.0%	21 625	30 264
Contractors	16 653	-	(884)	15 769	15 775	(6)	100.0%	4 272	4 272

Agency and support / outsourced services	1 390 203	-	(2 851)	1 387 352	1 377 619	9 733	99.3%	1 635 784	1 625 728
Entertainment	12	-	2	14	14	-	100.0%	7	7
Fleet services	48 060	-	7 429	55 489	55 489	-	100.0%	46 384	46 384
Housing	-	-	-	-	-	-	-	-	-
Inventory: Clothing material and supplies	202	-	855	1 057	1 057	-	100.0%	847	847
Inventory: Farming supplies	-	-	-	-	-	-	-	-	-
Inventory: Food and food supplies	49	-	3	52	52	-	100.0%	128	128
Inventory: Fuel, oil and gas	299	-	(244)	55	55	-	100.0%	8	8
Inventory: Learner and teacher support material	795 196	-	22 633	817 829	844 524	(26 695)	103.3%	683 739	668 594
Inventory: Materials and supplies	-	-	-	-	-	-	-	7 057	-
Inventory: Medical supplies	-	-	-	-	-	-	-	-	-
Inventory: Medicine	-	-	-	-	-	-	-	-	-
Medsas Inventory Interface	-	-	-	-	-	-	-	-	-
Inventory: Other supplies	411 789	-	26 471	438 260	444 373	(6 113)	101.4%	197 330	197 210
Consumable supplies	68 543	-	27 700	96 243	102 859	(6 616)	106.9%	66 150	55 821
Consumable: Stationery, printing and office supplies	54 025	-	(19 737)	34 288	35 213	(925)	102.7%	57 889	57 889
Operating leases	149 416	-	(27 154)	122 262	122 262	-	100.0%	95 531	132 035
Property payments	742 725	-	(12 885)	729 840	832 504	(102 664)	114.1%	617 176	688 401
Transport provided: Departmental activity	8 799	-	(2 816)	5 983	5 983	-	100.0%	12 360	12 360
Travel and subsistence	303 590	-	62 677	366 267	387 451	(21 184)	105.8%	303 041	312 318
Training and development	54 339	-	(27 018)	27 321	27 321	-	100.0%	80 873	3 438
Operating payments	306 573	-	(61 038)	245 535	245 535	-	100.0%	202 306	233 762
Venues and facilities	22 946	-	(10 254)	12 692	12 692	-	100.0%	24 463	23 662
Rental and hiring	2 473	-	2 890	5 363	5 363	-	100.0%	3 035	3 035

Interest and rent on land	-	-	6 743	6 743	6 745	(2)	100.0%	2 338	2 338
Interest	-	-	6 743	6 743	6 745	(2)	100.0%	2 338	2 338
Rent on land	-	-	-	-	-	-	-	-	-
Transfers and subsidies	**1 866 819**	**-**	**-**	**1 866 819**	**1 890 555**	**(23 736)**	**101.3%**	**1 754 420**	**1 778 290**
Provinces and municipalities	2 100	-	-	2 100	1 820	280	86.7%	2 081	2 151
Provinces	2 100	-	-	2 100	1 820	280	86.7%	2 081	2 151
Provincial agencies and funds	2 100	-	-	2 100	1 820	280	86.7%	2 081	2 151
Departmental agencies and accounts	34 169	-	-	34 169	17 085	17 084	50.0%	-	-
Departmental agencies and accounts	34 169	-	-	34 169	17 085	17 084	50.0%	-	-
Non-profit institutions	1 608 788	-	-	1 608 788	1 608 026	762	100.0%	1 590 406	1 563 401
Households	221 762	-	-	221 762	263 624	(41 862)	118.9%	161 933	212 738
Social benefits	202 482	-	6 051	208 533	250 042	(41 509)	119.9%	154 760	205 414
Other transfers to households	19 280	-	(6 051)	13 229	13 582	(353)	102.7%	7 173	7 324
Payments for capital assets	**2 167 709**	**-**	**3 796**	**2 171 505**	**2 131 262**	**40 243**	**98.1%**	**1 831 596**	**1 737 111**
Buildings and other fixed structures	2 124 650	-	(3 605)	2 121 045	2 082 389	38 656	98.2%	1 810 002	1 728 452
Buildings	2 124 650	-	(3 605)	2 121 045	2 082 389	38 656	98.2%	1 810 002	1 728 452
Other fixed structures	-	-	-	-	-	-	-	-	-
Machinery and equipment	25 812	-	7 395	33 207	30 849	2 358	92.9%	16 117	7 156
Transport equipment	11 553	-	9 770	21 323	21 322	1	100.0%	9 024	4 286
Other machinery and equipment	14 259	-	(2 375)	11 884	9 527	2 357	80.2%	7 093	2 870
Software and other intangible assets	17 247	-	6	17 253	18 024	(771)	104.5%	5 477	1 503
Payments for financial assets	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
TOTAL	**54 188 352**	**-**	**-**	**54 188 352**	**54 413 496**	**(225 144)**	**100.4%**	**50 983 637**	**50 343 929**

Statutory Appropriation per economic classification									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
Current payments	**50 153 824**	**-**	**(3 796)**	**50 150 028**	**50 391 679**	**(241 651)**	**100.5%**	**47 397 621**	**46 828 528**
Compensation of employees	45 409 361	-	10 097	45 419 458	45 415 591	3 867	100.0%	42 892 737	42 269 607
Goods and services	4 744 463	-	(20 636)	4 723 827	4 969 343	(245 516)	105.2%	4 502 546	4 556 583
Interest and rent on land	-	-	6 743	6 743	6 745	(2)	100.0%	2 338	2 338
Transfers and subsidies	**1 866 819**	**-**	**-**	**1 866 819**	**1 890 555**	**(23 736)**	**101.3%**	**1 754 420**	**1 778 290**
Provinces and municipalities	2 100	-	-	2 100	1 820	280	86.7%	2 081	2 151
Departmental agencies and accounts	34 169	-	-	34 169	17 085	17 084	50.0%	-	-
Non-profit institutions	1 608 788	-	-	1 608 788	1 608 026	762	100.0%	1 590 406	1 563 401
Households	221 762	-	-	221 762	263 624	(41 862)	118.9%	161 933	212 738
Payments for capital assets	**2 167 709**	**-**	**3 796**	**2 171 505**	**2 131 262**	**40 243**	**98.1%**	**1 831 596**	**1 737 111**
Buildings and other fixed structures	2 124 650	-	(3 605)	2 121 045	2 082 389	38 656	98.2%	1 810 002	1 728 452
Machinery and equipment	25 812	-	7 395	33 207	30 849	2 358	92.9%	16 117	7 156
Software and other intangible assets	17 247	-	6	17 253	18 024	(771)	104.5%	5 477	1 503
Payments for financial assets	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**

Programme 1: Administration

	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Sub programme									
1.1 Office of the MEC	20 169	-	1 563	21 732	21 732	-	100.0%	19 855	12 484
1.2 Corporate Services	1 114 207	-	32 814	1 147 021	1 184 554	(37 533)	103.3%	1 001 763	1 052 884
1.3 Education Management	754 726	-	(24 187)	730 539	726 256	4 283	99.4%	674 554	650 303
1.4 Human Resource Development	5 612	-	980	6 592	6 592	-	100.0%	3 424	3 424
1.5 Education Mgt. Information System (EMIS)	42 692	-	(11 170)	31 522	29 790	1 732	94.5%	50 249	30 750
Total for sub programmes	**1 937 406**	**-**	**-**	**1 937 406**	**1 968 924**	**(31 518)**	**101.6%**	**1 749 845**	**1 749 845**
Economic classification									
Current payments	**1 877 085**	**-**	**-**	**1 877 085**	**1 888 094**	**(11 009)**	**100.6%**	**1 705 647**	**1 718 342**
Compensation of employees	1 254 230	-	-	1 254 230	1 249 841	4 389	99.7%	1 258 404	1 163 226
Salaries and wages	1 091 752	-	(19 049)	1 072 703	1 068 825	3 878	99.6%	1 064 385	995 101
Social contributions	162 478	-	19 049	181 527	181 016	511	99.7%	194 019	168 125
Goods and services	**622 855**	**-**	**(6 735)**	**616 120**	**631 518**	**(15 398)**	**102.5%**	**444 907**	**552 780**
Administrative fees	1 518	-	1 706	3 224	3 224	-	100.0%	2 422	2 422
Advertising	17 700	-	5 023	22 723	22 723	-	100.0%	11 178	11 178
Minor assets	1 776	-	405	2 181	2 181	-	100.0%	429	429
Audit costs: External	12 097	-	1 864	13 961	13 961	-	100.0%	11 762	11 762
Bursaries: Employees	14 579	-	(170)	14 409	14 409	-	100.0%	1 339	1 339
Catering: Departmental activities	3 362	-	(21)	3 341	3 341	-	100.0%	2 772	2 772
Communication	34 283	-	(4 152)	30 131	30 131	-	100.0%	34 675	36 224

Computer services	63 902	-	(32 639)	31 263	31 263	-	100.0%	60 001	60 001
Consultants: Business and advisory services	-	-	1 624	1 624	1 624	-	100.0%	6 805	6 805
Laboratory services	-	-	-	-	-	-	-	-	-
Legal services	11 331	-	9 478	20 809	20 809	-	100.0%	21 625	30 264
Contractors	16 003	-	(2 756)	13 247	13 247	-	100.0%	2 780	2 780
Agency and support / outsourced services	2 045	-	4 365	6 410	6 410	-	100.0%	4 004	4 004
Entertainment	12	-	2	14	14	-	100.0%	7	7
Fleet services	45 160	-	10 203	55 363	55 363	-	100.0%	46 373	46 373
Housing	-	-	-	-	-	-	-	-	-
Inventory: Clothing material and supplies	190	-	839	1 029	1 029	-	100.0%	614	614
Inventory: Food and food supplies	49	-	3	52	52	-	100.0%	54	54
Inventory: Fuel, oil and gas	90	-	(83)	7	7	-	100.0%	7	7
Inventory: Learner and teacher support material	150	-	(81)	69	69	-	100.0%	-	-
Inventory: Materials and supplies	-	-	-	-	-	-	-	-	-
Inventory: Medical supplies	-	-	-	-	-	-	-	-	-
Inventory: Other supplies	509	-	(170)	339	339	-	100.0%	751	751
Consumable supplies	4 885	-	541	5 426	5 426	-	100.0%	1 864	1 864
Consumable: Stationery, printing and office supplies	16 152	-	1 478	17 630	17 630	-	100.0%	17 463	17 463
Operating leases	138 667	-	(23 197)	115 470	115 470	-	100.0%	58 884	95 388
Property payments	127 349	-	(16 959)	110 390	125 788	(15 398)	113.9%	54 925	116 106
Transport provided: Departmental activity	50	-	23	73	73	-	100.0%	-	-
Travel and subsistence	91 138	-	33 772	124 910	124 910	-	100.0%	96 237	96 237
Training and development	612	-	(612)	-	-	-	-	43	43

Operating payments	16 268	-	2 636	18 904	18 904	-	100.0%	3 861	3 861
Venues and facilities	1 778	-	259	2 037	2 037	-	100.0%	2 082	2 082
Rental and hiring	1 200	-	(116)	1 084	1 084	-	100.0%	1 950	1 950
Interest and rent on land	-	-	6 735	6 735	6 735	-	100.0%	2 336	2 336
Interest	-	-	6 735	6 735	6 735	-	100.0%	2 336	2 336
Rent on land	-	-	-	-	-	-	-	-	-
Transfers and subsidies	**41 750**	**-**	**-**	**41 750**	**64 797**	**(23 047)**	**155.2%**	**37 185**	**27 366**
Provinces and municipalities	2 100	-	-	2 100	1 820	280	86.7%	2 081	2 081
Provinces	2 100	-	-	2 100	1 820	280	86.7%	2 081	2 081
Provincial agencies and funds	2 100	-	-	2 100	1 820	280	86.7%	2 081	2 081
Households	39 650	-	-	39 650	62 977	(23 327)	158.8%	35 104	25 285
Social benefits	20 500	-	6 263	26 763	50 090	(23 327)	187.2%	27 931	18 112
Other transfers to households	19 150	-	(6 263)	12 887	12 887	-	100.0%	7 173	7 173
Payments for capital assets	**18 571**	**-**	**-**	**18 571**	**16 033**	**2 538**	**86.3%**	**7 013**	**4 137**
Buildings and other fixed structures	-	-	33	33	33	-	100.0%	-	-
Buildings	-	-	33	33	33	-	100.0%	-	-
Other fixed structures	-	-	-	-	-	-	-	-	-
Machinery and equipment	13 324	-	(39)	13 285	10 747	2 538	80.9%	5 855	2 979
Transport equipment	-	-	5 641	5 641	5 641	-	100.0%	1 274	1 274
Other machinery and equipment	13 324	-	(5 680)	7 644	5 106	2 538	66.8%	4 581	1 705
Software and other intangible assets	5 247	-	6	5 253	5 253	-	100.0%	1 158	1 158
Payments for financial assets	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Total	**1 937 406**	**-**	**-**	**1 937 406**	**1 968 924**	**(31 518)**	**101.6%**	**1 749 845**	**1 749 845**

1.1 Office of the MEC

	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
Current payments	**20 169**	**-**	**1 557**	**21 726**	**21 726**	**-**	**100.0%**	**18 376**	**11 005**
Compensation of employees	11 405	-	450	11 855	11 855	-	100.0%	10 462	3 091
Goods and services	8 764	-	1 107	9 871	9 871	-	100.0%	7 914	7 914
Transfers and subsidies	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**1 335**	**1 335**
Households	-	-	-	-	-	-	-	1 335	1 335
Payments for capital assets	**-**	**-**	**6**	**6**	**6**	**-**	**100.0%**	**144**	**144**
Machinery and equipment	-	-	-	-	-	-	-	144	144
Software and other intangible assets	-		6	6	6	-	100.0%	-	-

1.2 Corporate Services

	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
Current payments	**1 069 102**	**-**	**31 794**	**1 100 896**	**1 116 294**	**(15 398)**	**101.4%**	**979 341**	**1 033 338**
Compensation of employees	645 268	-	1 862	647 130	647 130	-	100.0%	672 866	618 990
Goods and services	423 834	-	29 900	453 734	469 132	(15 398)	103.4%	304 146	412 019
Interest and rent on land	-	-	32	32	32	-	100.0%	2 329	2 329
Transfers and subsidies	**31 750**	**-**	**-**	**31 750**	**53 885**	**(22 135)**	**169.7%**	**16 655**	**16 655**
Provinces and municipalities	2 100	-	-	2 100	1 820	280	86.7%	2 081	2 081
Households	29 650	-	-	29 650	52 065	(22 415)	175.6%	14 574	14 574
Payments for capital assets	**13 355**	**-**	**1 020**	**14 375**	**14 375**	**-**	**100.0%**	**5 767**	**2 891**
Machinery and equipment	8 108	-	1 020	9 128	9 128	-	100.0%	5 076	2 200
Software and other intangible assets	5 247	-	-	5 247	5 247	-	100.0%	691	691

1.3 Education Management

	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
Current payments	**740 990**	**-**	**(23 161)**	**717 829**	**713 951**	**3 878**	**99.5%**	**654 269**	**639 837**
Compensation of employees	569 911	-	(2 312)	567 599	563 721	3 878	99.3%	530 238	515 806
Goods and services	171 079	-	(27 552)	143 527	143 527	-	100.0%	124 024	124 024
Interest and rent on land	-	-	6 703	6 703	6 703	-	100.0%	7	7
Transfers and subsidies	**10 000**	**-**	**-**	**10 000**	**10 739**	**(739)**	**107.4%**	**19 183**	**9 364**
Households	10 000	-	-	10 000	10 739	(739)	107.4%	19 183	9 364
Payments for capital assets	**3 736**	**-**	**(1 026)**	**2 710**	**1 566**	**1 144**	**57.8%**	**1 102**	**1 102**
Buildings and other fixed structures	-	-	33	33	33	-	100.0%	-	-
Machinery and equipment	3 736	-	(1 059)	2 677	1 533	1 144	57.3%	635	635
Software and other intangible assets	-	-	-	-	-	-	-	467	467
Payments for financial assets	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**

1.4 Human Resource Development

	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
Current payments	**5 612**	**-**	**980**	**6 592**	**6 592**	**-**	**100.0%**	**3 424**	**3 424**
Compensation of employees	-	-	-	-	-	-	-	2	2
Goods and services	5 612	-	980	6 592	6 592	-	100.0%	3 422	3 422
Payments for capital assets	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Machinery and equipment	-	-	-	-	-	-	-	-	-

1.5 Education Mgt. Information System (EMIS)

	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
Current payments	**41 212**	**-**	**(11 170)**	**30 042**	**29 531**	**511**	**98.3%**	**50 237**	**30 738**
Compensation of employees	27 646	-	-	27 646	27 135	511	98.2%	44 836	25 337
Goods and services	13 566	-	(11 170)	2 396	2 396	-	100.0%	5 401	5 401
Transfers and subsidies	**-**	**-**	**-**	**-**	**173**	**(173)**	**-**	**12**	**12**
Households	-	-	-	-	173	(173)	-	12	12
Payments for capital assets	**1 480**	**-**	**-**	**1 480**	**86**	**1 394**	**5.8%**	**-**	**-**
Machinery and equipment	1 480	-	-	1 480	86	1 394	5.8%	-	-
Software and other intangible assets	-	-	-	-	-	-	-	-	-

Programme 2: Public Ordinary School Education									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Sub programmes									
2.1 Public Primary Schools	25 367 243	-	56 215	25 423 458	25 446 639	(23 181)	100.1%	24 248 257	23 892 881
2.2 Public Secondary Schools	18 056 531	-	(29 110)	18 027 421	18 070 237	(42 816)	100.2%	16 678 721	16 568 784
2.3 Human Resource Development	118 488	-	(14 232)	104 256	104 256	-	100.0%	145 023	71 992
2.4 School Sport, Culture and Media Services	29 720	-	(1 091)	28 629	28 688	(59)	100.2%	27 780	25 362
2.5 National School Nutrition Programme	1 638 181	-	-	1 638 181	1 628 447	9 734	99.4%	1 664 215	1 647 325
2.6 EPWP Integrated Grant for Provinces	2 028	-	-	2 028	2 028	-	100.0%	2 000	2 025
2.7 Social Sector EPWP Incentive Grant for Provinces	24 814	-	-	24 814	30 441	(5 627)	122.7%	27 004	31 473
2.8 Maths Science and Technology Grant	64 974	-	-	64 974	67 200	(2 226)	103.4%	67 351	67 015
Total for sub programmes	**45 301 979**	**-**	**11 782**	**45 313 761**	**45 377 936**	**(64 175)**	**100.1%**	**42 860 351**	**42 306 857**
Economic classification									
Current payments	**43 761 824**	**-**	**11 782**	**43 773 606**	**43 817 786**	**(44 180)**	**100.1%**	**41 387 527**	**40 815 413**
Compensation of employees	40 769 351	-	13 198	40 782 549	40 827 616	(45 067)	100.1%	38 397 640	38 004 541
Salaries and wages	34 880 200	-	(27 370)	34 852 830	34 897 719	(44 889)	100.1%	32 912 146	32 518 816
Social contributions	5 889 151	-	40 568	5 929 719	5 929 897	(178)	100.0%	5 485 494	5 485 725
Goods and services	2 992 473	-	(1 424)	2 991 049	2 990 162	887	100.0%	2 989 885	2 810 870
Administrative fees	8 754	-	(3 318)	5 436	5 436	-	100.0%	2 869	2 869

Advertising	-	-	-	-	-	-	-	393	393
Minor assets	7 200	-	(7 200)	-	-	-	-	-	-
Audit costs: External	-	-	417	417	417	-	100.0%	273	273
Bursaries: Employees	11 084	-	(11 084)	-	-	-	-	28 489	6 160
Catering: Departmental activities	27 602	-	5 222	32 824	32 824	-	100.0%	16 864	16 946
Communication	-	-	199	199	201	(2)	101.0%	100	100
Computer services	-	-	-	-	-	-	-	10 652	10 652
Consultants: Business and advisory services	95 804	-	624	96 428	96 428	-	100.0%	178 145	123 722
Infrastructure and planning services	-	-	-	-	-	-	-	-	-
Laboratory services	-	-	-	-	-	-	-	-	-
Legal services	-	-	-	-	-	-	-	-	-
Contractors	-	-	385	385	385	-	100.0%	61	61
Agency and support / outsourced services	1 387 300	-	(6 569)	1 380 731	1 370 998	9 733	99.3%	1 631 478	1 621 422
Entertainment	-	-	-	-	-	-	-	-	-
Fleet services	-	-	-	-	-	-	-	-	-
Inventory: Clothing material and supplies	-	-	6	6	6	-	100.0%	62	62
Inventory: Food and food supplies	-	-	-	-	-	-	-	74	74
Inventory: Fuel, oil and gas	162	-	(162)	-	-	-	-	1	1
Inventory: Learner and teacher support material	702 441	-	2 582	705 023	705 023	-	100.0%	594 294	589 871
Inventory: Materials and supplies	-	-	-	-	-	-	-	7 057	-
Inventory: Other supplies	382 180	-	24 069	406 249	408 475	(2 226)	100.5%	181 531	181 411
Consumable supplies	63 146	-	26 871	90 017	96 633	(6 616)	107.3%	63 173	52 844

Consumable: Stationery, printing and office supplies	13 417	-	(3 389)	10 028	10 028	-	100.0%	31 856	31 856
Operating leases	6 273	-	(2 207)	4 066	4 066	-	100.0%	5 113	5 113
Property payments	114 659	-	2 477	117 136	117 136	-	100.0%	50 616	50 616
Transport provided: Departmental activity	7 670	-	(3 062)	4 608	4 608	-	100.0%	7 519	7 519
Travel and subsistence	59 251	-	21 848	81 099	81 101	(2)	100.0%	57 794	58 104
Training and development	3 711	-	15 926	19 637	19 637	-	100.0%	71 805	1 134
Operating payments	99 219	-	(69 408)	29 811	29 811	-	100.0%	42 644	42 645
Venues and facilities	2 300	-	4 203	6 503	6 503	-	100.0%	6 668	6 668
Rental and hiring	300	-	146	446	446	-	100.0%	354	354
Interest and rent on land	-	-	8	8	8	-	100.0%	2	2
Interest	-	-	8	8	8	-	100.0%	2	2
Transfers and subsidies	**1 524 302**	**-**	**-**	**1 524 302**	**1 543 468**	**(19 166)**	**101.3%**	**1 464 824**	**1 490 552**
Provinces and municipalities	-	-	-	-	-	-	-	-	70
Provinces	-	-	-	-	-	-	-	-	70
Provincial agencies and funds	-	-	-	-	-	-	-	-	70
Non-profit institutions	1 353 647	-	-	1 353 647	1 353 777	(130)	100.0%	1 339 820	1 313 958
Households	170 655	-	-	170 655	189 691	(19 036)	111.2%	125 004	176 524
Social benefits	170 655	-	(207)	170 448	189 127	(18 679)	111.0%	125 004	176 373
Other transfers to households	-	-	207	207	564	(357)	272.5%	-	151
Payments for capital assets	**15 853**	**-**	**-**	**15 853**	**16 682**	**(829)**	**105.2%**	**8 000**	**892**
Buildings and other fixed structures	-	-	-	-	-	-	-	-	-
Other fixed structures	-	-	-	-	-	-	-	-	-
Machinery and equipment	3 853	-	-	3 853	3 911	(58)	101.5%	4 000	866

Transport equipment	3 853	-	-	3 853	3 852	1	100.0%	4 000	866
Other machinery and equipment	-	-	-	-	59	(59)	-	-	-
Software and other intangible assets	12 000	-	-	12 000	12 771	(771)	106.4%	4 000	26
Payments for financial assets	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Total	**45 301 979**	**-**	**11 782**	**45 313 761**	**45 377 936**	**(64 175)**	**100.1%**	**42 860 351**	**42 306 857**

2.1 Public Primary Schools

	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
Current payments	**24 443 468**	**-**	**41 249**	**24 484 717**	**24 491 333**	**(6 616)**	**100.0%**	**23 348 223**	**22 956 279**
Compensation of employees	23 662 065	-	(34 187)	23 627 878	23 627 878	-	100.0%	22 549 452	22 157 508
Goods and services	781 403	-	75 432	856 835	863 451	(6 616)	100.8%	798 771	798 771
Interest and rent on land	-	-	4	4	4	-	100.0%	-	-
Transfers and subsidies	**916 575**	**-**	**14 966**	**931 541**	**947 335**	**(15 794)**	**101.7%**	**900 034**	**936 602**
Provinces and municipalities	-	-	-	-	-	-	-	-	70
Non-profit institutions	813 175	-	14 966	828 141	828 271	(130)	100.0%	822 449	821 200
Households	103 400	-	-	103 400	119 064	(15 664)	115.1%	77 585	115 332
Payments for capital assets	**7 200**	**-**	**-**	**7 200**	**7 971**	**(771)**	**110.7%**	**-**	**-**
Software and other intangible assets	7 200	-	-	7 200	7 971	(771)	110.7%	-	-

2.2 Public Secondary

	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
Current payments	**17 444 404**	**-**	**(14 351)**	**17 430 053**	**17 469 497**	**(39 444)**	**100.2%**	**16 113 931**	**16 015 250**
Compensation of employees	16 867 856	-	41 559	16 909 415	16 948 859	(39 444)	100.2%	15 788 645	15 788 645
Goods and services	576 548	-	(55 914)	520 634	520 634	-	100.0%	325 284	226 603
Interest and rent on land	-	-	4	4	4	-	100.0%	2	2
Transfers and subsidies	**607 327**	**-**	**(14 759)**	**592 568**	**595 940**	**(3 372)**	**100.6%**	**564 790**	**553 534**
Non-profit institutions	540 472		(14 966)	525 506	525 506	-	100.0%	517 371	492 758
Households	66 855	-	207	67 062	70 434	(3 372)	105.0%	47 419	60 776
Payments for capital assets	**4 800**	**-**	**-**	**4 800**	**4 800**	**-**	**100.0%**	**-**	**-**
Buildings and other fixed structures	-	-	-	-	-	-	-	-	-
Machinery and equipment	-	-	-	-	-	-	-	-	-
Software and other intangible assets	4 800	-	-	4 800	4 800	-	100.0%	-	-

2.3 Human Resource Development

	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
Current payments	**118 488**	**-**	**(14 232)**	**104 256**	**104 256**	**-**	**100.0%**	**145 023**	**71 992**
Compensation of employees	16 600	-	4 388	20 988	20 988	-	100.0%	14 106	14 106
Goods and services	101 888	-	(18 620)	83 268	83 268	-	100.0%	130 917	57 886

2.4 School Sport, Culture and Media Services

	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
Current payments	**29 320**	**-**	**(884)**	**28 436**	**28 436**	**-**	**100.0%**	**27 780**	**24 946**
Compensation of employees	12 822	-	22	12 844	12 844	-	100.0%	12 733	11 114
Goods and services	16 498	-	(906)	15 592	15 592	-	100.0%	15 047	13 832
Interest and rent on land	-	-	-	-	-	-	-	-	-
Transfers and subsidies	**400**	**-**	**(207)**	**193**	**193**	**-**	**100.0%**	**-**	**416**
Households	400	-	(207)	193	193	-	100.0%	-	416
Payments for capital assets	**-**	**-**	**-**	**-**	**59**	**(59)**	**-**	**-**	**-**
Machinery and equipment	-	-	-	-	59	(59)	-	-	-

2.5 National School Nutrition Programme

	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
Current payments	**1 634 328**	**-**	**-**	**1 634 328**	**1 624 595**	**9 733**	**99.4%**	**1 660 215**	**1 646 459**
Compensation of employees	183 166	-	1 416	184 582	184 582	-	100.0%	3 700	-
Goods and services	1 451 162	-	(1 416)	1 449 746	1 440 013	9 733	99.3%	1 656 515	1 646 459
Interest and rent on land	-	-	-	-	-	-	-	-	-
Payments for capital assets	**3 853**	**-**	**-**	**3 853**	**3 852**	**1**	**100.0%**	**4 000**	**866**
Buildings and other fixed structures	-	-	-	-	-	-	-	-	-
Machinery and equipment	3 853	-	-	3 853	3 852	1	100.0%	4 000	866
Software and other intangible assets	-	-	-	-	-	-	-	-	-

2.6 EPWP Integrated Grant for Provinces

	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
Current payments	**2 028**	**-**	**-**	**2 028**	**2 028**	**-**	**100.0%**	**2 000**	**2 025**
Compensation of employees	2 028	-	-	2 028	2 025	3	99.9%	2 000	2 023
Goods and services	-	-	-	-	3	(3)	-	-	2
Payments for capital assets	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Machinery and equipment	-	-	-	-	-	-	-	-	-

2.7 Social Sector EPWP Incentive Grant for Provinces

	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
Current payments	**24 814**	**-**	**-**	**24 814**	**30 441**	**(5 627)**	**122.7%**	**27 004**	**31 473**
Compensation of employees	24 814	-	-	24 814	30 440	(5 626)	122.7%	27 004	31 145
Goods and services	-	-	-	-	1	(1)	-	-	328

2.8 Maths Science and Technology Grant

	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
Current payments	**64 974**	**-**	**-**	**64 974**	**67 200**	**(2 226)**	**103.4%**	**63 351**	**66 989**
Compensation of employees	-	-	-	-	-	-	-	-	-
Goods and services	64 974	-	-	64 974	67 200	(2 226)	103.4%	63 351	66 989
Transfers and subsidies	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Non-profit institutions	-	-	-	-	-	-	-	-	-
Payments for capital assets	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**4 000**	**26**
Buildings and other fixed structures	-	-	-	-	-	-	-	-	-
Machinery and equipment	-	-	-	-	-	-	-	-	-
Software and other intangible assets	-	-	-	-	-	-	-	4 000	26

Programme 3: Independent School Subsidies

	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Sub programmes									
3.1 Primary Phase	55 879	-	1 272	57 151	57 151	-	100.0%	53 761	52 957
3.2 Secondary Phase	30 246	-	(1 272)	28 974	28 123	851	97.1%	30 267	30 064
Total for sub programmes	**86 125**	**-**	**-**	**86 125**	**85 274**	**851**	**99.0%**	**84 028**	**83 021**
Economic classification									
Current payments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Goods and services	-	-	-	-	-	-	-	-	-
Legal services	-	-	-	-	-	-	-	-	-
Transfers and subsidies	**86 125**	**-**	**-**	**86 125**	**85 274**	**851**	**99.0%**	**84 028**	**83 021**
Non-profit institutions	86 125	-	-	86 125	85 274	851	99.0%	84 028	83 021
Payments for capital assets	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Payments for financial assets	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Total	**86 125**	**-**	**-**	**86 125**	**85 274**	**851**	**99.0%**	**84 028**	**83 021**

3.1 Primary Phase

	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
Current payments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Goods and services	-	-	-	-	-	-	-	-	-
Transfers and subsidies	**55 879**	**-**	**1 272**	**57 151**	**57 151**	**-**	**100.0%**	**53 761**	**52 957**
Non-profit institutions	55 879	-	1 272	57 151	57 151	-	100.0%	53 761	52 957
Payments for capital assets	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Payments for financial assets	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**

3.2 Secondary Phase

	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
Current payments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Goods and services	-	-	-	-	-	-	-	-	-
Transfers and subsidies	**30 246**	**-**	**(1 272)**	**28 974**	**28 123**	**851**	**97.1%**	**30 267**	**30 064**
Non-profit institutions	30 246	-	(1 272)	28 974	28 123	851	97.1%	30 267	30 064
Payments for capital assets	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Payments for financial assets	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**

Programme 4: Public Special School Education									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Sub programmes									
4.1 Public Special Schools	1 263 132	-	2 729	1 265 861	1 278 889	(13 028)	101.0%	1 182 787	1 171 385
4.2 Human Resource Development	3 861	-	(2 729)	1 132	1 132	-	100.0%	2 934	1 232
4.3 Learners with Profound Intellectual Disabilities Grant	37 617	-	-	37 617	42 237	(4 620)	112.3%	28 330	22 992
Total for sub programmes	**1 304 610**	**-**	**-**	**1 304 610**	**1 322 258**	**(17 648)**	**101.4%**	**1 214 051**	**1 195 609**
Economic classification									
Current payments	**1 151 634**	**-**	**(3 796)**	**1 147 838**	**1 165 218**	**(17 380)**	**101.5%**	**1 068 119**	**1 050 817**
Compensation of employees	1 112 164	-	8 681	1 120 845	1 134 338	(13 493)	101.2%	1 053 092	1 039 169
Salaries and wages	938 745	-	4 277	943 022	956 413	(13 391)	101.4%	890 460	876 537
Social contributions	173 419	-	4 404	177 823	177 925	(102)	100.1%	162 632	162 632
Goods and services	39 470	-	(12 477)	26 993	30 880	(3 887)	114.4%	15 027	11 648
Administrative fees	630	-	205	835	835	-	100.0%	2 373	696
Minor assets	425	-	(425)	-	-	-	-	215	215
Catering: Departmental activities	60	-	252	312	312	-	100.0%	303	303
Communication	10	-	116	126	126	-	100.0%	-	-
Contractors	-	-	-	-	-	-	-	854	854
Agency and support / outsourced services	-	-	6	6	6	-	100.0%	-	-
Fleet services	2 900	-	(2 900)	-	-	-	-	-	-
Inventory: Learner and teacher support material	12 914	-	(5 254)	7 660	7 660	-	100.0%	164	164

Inventory: Materials and supplies	-	-	-	-	-	-	-	-	-
Inventory: Other supplies	2 600	-	4 571	7 171	11 058	(3 887)	154.2%	915	915
Consumable supplies	72	-	275	347	347	-	100.0%	721	721
Consumable: Stationery, printing and office supplies	-	-	1 586	1 586	1 586	-	100.0%	607	607
Operating leases	240	-	(164)	76	76	-	100.0%	32	32
Property payments	-	-	-	-	-	-	-	-	-
Transport provided: Departmental activity	-	-	-	-	-	-	-	-	-
Travel and subsistence	6 506	-	1 667	8 173	8 173	-	100.0%	6 809	6 809
Training and development	12 513	-	(12 323)	190	190	-	100.0%	1 716	14
Operating payments	600	-	(600)	-	-	-	-	162	162
Venues and facilities	-	-	476	476	476	-	100.0%	123	123
Rental and hiring	-	-	35	35	35	-	100.0%	33	33
Transfers and subsidies	**144 803**	**-**	**-**	**144 803**	**145 211**	**(408)**	**100.3%**	**139 670**	**141 612**
Non-profit institutions	139 076	-	-	139 076	139 085	(9)	100.0%	137 845	137 844
Households	5 727	-	-	5 727	6 126	(399)	107.0%	1 825	3 768
Social benefits	5 727	-	-	5 727	6 126	(399)	107.0%	1 825	3 768
Other transfers to households	-	-	-	-	-	-	-	-	-
Payments for capital assets	**8 173**	**-**	**3 796**	**11 969**	**11 829**	**140**	**98.8%**	**6 262**	**3 180**
Machinery and equipment	8 173	-	3 796	11 969	11 829	140	98.8%	6 262	3 180
Transport equipment	7 700	-	4 129	11 829	11 829	-	100.0%	3 750	2 146
Other machinery and equipment	473	-	(333)	140	-	140	-	2 512	1 034
Total	**1 304 610**	**-**	**-**	**1 304 610**	**1 322 258**	**(17 648)**	**101.4%**	**1 214 051**	**1 195 609**

4.1 Public Special Schools

	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
Current payments	**1 111 229**	**-**	**(1 067)**	**1 110 162**	**1 122 782**	**(12 620)**	**101.1%**	**1 043 117**	**1 029 773**
Compensation of Employees	1 096 723	-	8 681	1 105 404	1 118 024	(12 620)	101.1%	1 042 355	1 029 011
Goods and services	14 506	-	(9 748)	4 758	4 758	-	100.0%	762	762
Interest and rent on land	-	-	-	-	-	-	-	-	-
Transfers and subsidies	**144 803**	**-**	**-**	**144 803**	**145 211**	**(408)**	**100.3%**	**139 670**	**141 612**
Non-profit institutions	139 076	-	-	139 076	139 085	(9)	100.0%	137 845	137 844
Households	5 727	-	-	5 727	6 126	(399)	107.0%	1 825	3 768
Payments for capital assets	**7 100**	**-**	**3 796**	**10 896**	**10 896**	**-**	**100.0%**	**-**	**-**
Machinery and equipment	7 100	-	3 796	10 896	10 896	-	100.0%	-	-
Payments for financial assets	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**

4.2 Human Resource Development

	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
Current payments	**3 861**	**-**	**(2 729)**	**1 132**	**1 132**	**-**	**100.0%**	**2 934**	**1 232**
Goods and services	3 861	-	(2 729)	1 132	1 132	-	100.0%	2 934	1 232

4.3 Learners with Profound Intellectual Disabilities Grant

	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
Current payments	**36 544**	**-**	**-**	**36 544**	**41 304**	**(4 760)**	**113.0%**	**22 068**	**19 812**
Compensation of Employees	15 441	-	-	15 441	16 314	(873)	105.7%	10 737	10 158
Goods and services	21 103	-	-	21 103	24 990	(3 887)	118.4%	11 331	9 654
Payments for capital assets	**1 073**	**-**	**-**	**1 073**	**933**	**140**	**87.0%**	**6 262**	**3 180**
Machinery and equipment	1 073	-	-	1 073	933	140	87.0%	6 262	3 180

Programme 5: Early Childhood Development									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Sub programmes									
5.1 Grade R Public Schools	1 155 943	-	35 122	1 191 065	1 217 108	(26 043)	102.2%	1 007 198	1 000 254
5.2 Grade R Early Childhood Development Centres	87 428	-	(396)	87 032	84 275	2 757	96.8%	164 297	164 297
5.3 Pre-Grade R Training	96 612	-	(39 031)	57 581	34 295	23 286	59.6%	47 735	8 007
5.4 Human Resource Development	1 803	-	(1 803)	-	-	-	-	1 442	-
Total for sub programmes	**1 341 786**	**-**	**(6 108)**	**1 335 678**	**1 335 678**	**-**	**100.0%**	**1 220 672**	**1 172 558**
Economic classification									
Current payments	**1 310 346**	**-**	**(6 108)**	**1 304 238**	**1 304 890**	**(652)**	**100.0%**	**1 191 959**	**1 143 503**
Compensation of employees	1 176 029	-	(6 108)	1 169 921	1 143 878	26 043	97.8%	1 070 137	1 042 105
Salaries and wages	1 061 729	-	10 470	1 072 199	1 048 913	23 286	97.8%	974 945	954 195
Social contributions	114 300	-	(16 578)	97 722	94 965	2 757	97.2%	95 192	87 910
Goods and services	134 317	-	-	134 317	161 012	(26 695)	119.9%	121 822	101 398
Administrative fees	20	-	65	85	85	-	100.0%	130	130
Bursaries: Employees	-	-	-	-	-	-	-	-	-
Catering: Departmental activities	-	-	-	-	-	-	-	76	76
Communication (G&S)	20	-	(6)	14	14	-	100.0%	-	-
Computer services	-	-	-	-	-	-	-	-	-
Consultants: Business and advisory services	11 945	-	8 884	20 829	20 829	-	100.0%	21 054	21 054
Contractors	-	-	-	-	-	-	-	-	-
Agency and support / outsourced services	-	-	-	-	-	-	-	-	-
Fleet services	-	-	-	-	-	-	-	-	-
Inventory: Clothing material and accessories	-	-	-	-	-	-	-	-	-
Inventory: Learner and teacher support material	79 631	-	24 879	104 510	131 205	(26 695)	125.5%	88 700	77 978
Inventory: Materials and supplies	-	-	-	-	-	-	-	-	-

Inventory: Other supplies	-	-	-	-	-	-	-	-	-
Consumable supplies	-	-	-	-	-	-	-	-	-
Consumable: Stationery, printing and office supplies	-	-	-	-	-	-	-	-	-
Operating leases	-	-	-	-	-	-	-	-	-
Property payments	-	-	-	-	-	-	-	-	-
Transport provided: Departmental activity	-	-	-	-	-	-	-	-	-
Travel and subsistence	5 760	-	(3 543)	2 217	2 217	-	100.0%	6 419	2 154
Training and development	36 941	-	(30 308)	6 633	6 633	-	100.0%	5 062	-
Operating payments	-	-	29	29	29	-	100.0%	375	-
Venues and facilities	-	-	-	-	-	-	-	-	-
Rental and hiring	-	-	-	-	-	-	-	6	6
Transfers and subsidies	**31 440**	**-**	**-**	**31 440**	**30 788**	**652**	**97.9%**	**28 713**	**29 055**
Non-profit institutions	29 940	-	-	29 940	29 890	50	99.8%	28 713	28 578
Households	1 500	-	-	1 500	898	602	59.9%	-	477
Social benefits	1 500	-	-	1 500	898	602	59.9%	-	477
Payments for capital assets	-	-	-	-	-	-	-	-	-
Machinery and equipment	-	-	-	-	-	-	-	-	-
Other machinery and equipment	-	-	-	-	-	-	-	-	-
Total	**1 341 786**	**-**	**(6 108)**	**1 335 678**	**1 335 678**	**-**	**100.0%**	**1 220 672**	**1 172 558**

5.1 Grade R in Public Schools

	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
Current payments	**1 124 503**	**-**	**35 188**	**1 159 691**	**1 186 386**	**(26 695)**	**102.3%**	**978 485**	**971 203**
Compensation of Employees	1 032 897	-	1 406	1 034 303	1 034 303	-	100.0%	978 476	971 194
Goods and services	91 606	-	33 782	125 388	152 083	(26 695)	121.3%	9	9
Interest and rent on land	-	-	-	-	-	-	-	-	-
Transfers and subsidies	**31 440**	**-**	**(66)**	**31 374**	**30 722**	**652**	**97.9%**	**28 713**	**29 051**
Non-profit institutions	29 940	-	-	29 940	29 890	50	99.8%	28 713	28 574
Households	1 500	-	(66)	1 434	832	602	58.0%	-	477
Payments for capital assets	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Machinery and equipment	-	-	-	-	-	-	-	-	-

5.2 Grade R Early Childhood Development Centres

	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
Current payments	**87 428**	**-**	**(462)**	**86 966**	**84 209**	**2 757**	**96.8%**	**164 297**	**164 297**
Compensation of Employees	86 076	-	(1 406)	84 670	81 913	2 757	96.7%	62 915	62 915
Goods and services	1 352	-	944	2 296	2 296	-	100.0%	101 382	101 382
Transfers and subsidies	**-**	**-**	**66**	**66**	**66**	**-**	**100.0%**	**-**	**-**
Households	-	-	66	66	66	-	100.0%	-	-

5.3 Pre-Grade R Training

	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
Current payments	**96 612**	**-**	**(39 031)**	**57 581**	**34 295**	**23 286**	**59.6%**	**47 735**	**8 003**
Compensation of Employees	57 056	-	(6 108)	50 948	27 662	23 286	54.3%	28 746	7 996
Goods and services	39 556	-	(32 923)	6 633	6 633	-	100.0%	18 989	7
Transfers and subsidies	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**4**
Non-profit institutions	-	-	-	-	-	-	-	-	4

5.4 Human Resource Development

	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
Current payments	**1 803**	**-**	**(1 803)**	**-**	**-**	**-**	**-**	**1 442**	**-**
Goods and services	1 803	-	(1 803)	-	-	-	-	1 442	-

Programme 6: Infrastructure Development

	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Sub programmes									
6.1 Administration	95 831	-	(55 570)	40 261	43 234	(2 973)	107.4%	60 896	59 633
6.2 Public Ordinary School Education	2 377 630	-	156 105	2 533 735	2 682 072	(148 337)	105.9%	2 136 966	2 150 093
6.3 Public Special School Education	109 949	-	(76 229)	33 720	33 720	-	100.0%	132 180	132 180
6.4 Early Childhood Development	62 962	-	(24 306)	38 656	-	38 656	-	32 179	32 179
Total for sub programmes	**2 646 372**	**-**	**-**	**2 646 372**	**2 759 026**	**(112 654)**	**104.3%**	**2 362 221**	**2 374 085**
Economic classification									
Current payments	**521 722**	**-**	**-**	**521 722**	**672 988**	**(151 266)**	**129.0%**	**551 900**	**645 314**
Compensation of employees	31 591	-	-	31 591	32 809	(1 218)	103.9%	29 916	28 653
Salaries and wages	31 591	-	(2 388)	29 203	29 203	-	100.0%	26 819	25 556
Social contributions	-	-	2 388	2 388	3 606	(1 218)	151.0%	3 097	3 097
Goods and services	490 131	-	-	490 131	640 179	(150 048)	130.6%	521 984	616 661
Minor assets	-	-	258	258	258	-	100.0%	-	-
Communication (G&S)	-	-	126	126	126	-	100.0%	-	-
Consultants: Business and advisory services	-	-	-	-	91 044	(91 044)	-	-	94 677
Contractors	-	-	2 050	2 050	2 056	(6)	100.3%	281	281
Inventory: Other supplies	26 000	-	(1 696)	24 304	24 304	-	100.0%	12 771	12 771
Operating leases	-	-	-	-	-	-	-	28 774	28 774
Property payments	464 131	-	(2 201)	461 930	519 217	(57 287)	112.4%	477 637	477 637
Travel and subsistence	-	-	1 358	1 358	3 069	(1 711)	226.0%	2 521	2 521
Operating payments	-	-	105	105	105	-	100.0%	-	-
Transfers and subsidies	**-**	**-**	**-**	**-**	**44**	**(44)**	**-**	**-**	**-**
Households	-	-	-	-	44	(44)	-	-	-
Social benefits	-	-	-	-	44	(44)	-	-	-
Payments for capital assets	**2 124 650**	**-**	**-**	**2 124 650**	**2 085 994**	**38 656**	**98.2%**	**1 810 321**	**1 728 771**
Buildings and other fixed structures	2 124 650	-	(3 725)	2 120 925	2 082 269	38 656	98.2%	1 810 002	1 728 452
Buildings	2 124 650	-	(3 725)	2 120 925	2 082 269	38 656	98.2%	1 810 002	1 728 452
Machinery and equipment	-	-	3 725	3 725	3 725	-	100.0%	-	-
Other machinery and equipment	-	-	3 725	3 725	3 725	-	100.0%	-	-
Software and other intangible assets	-	-	-	-	-	-	-	319	319
Total	**2 646 372**	**-**	**-**	**2 646 372**	**2 759 026**	**(112 654)**	**104.3%**	**2 362 221**	**2 374 085**

6.1 Administration

	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
Current payments	**36 591**	**-**	**-**	**36 591**	**39 520**	**(2 929)**	**108.0%**	**60 022**	**58 759**
Compensation of employees	31 591	-	-	31 591	32 809	(1 218)	103.9%	28 727	27 464
Goods and services	5 000	-	-	5 000	6 711	(1 711)	134.2%	31 295	31 295
Transfers and subsidies	**-**	**-**	**-**	**-**	**44**	**(44)**	**-**	**-**	**-**
Households	-	-	-	-	44	(44)	-	-	-
Payments for capital assets	**59 240**	**-**	**(55 570)**	**3 670**	**3 670**	**-**	**100.0%**	**874**	**874**
Buildings and other fixed structures	59 240	-	(59 022)	218	218	-	100.0%	874	874
Machinery and equipment	-	-	3 452	3 452	3 452	-	100.0%	-	-

6.2 Public Ordinary School Education

	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
Current payments	**485 131**	**-**	**-**	**485 131**	**633 468**	**(148 337)**	**130.6%**	**491 852**	**586 529**
Compensation of employees	-	-	-	-	-	-	-	1 189	1 189
Goods and services	485 131	-	-	485 131	633 468	(148 337)	130.6%	490 663	585 340
Payments for capital assets	**1 892 499**	**-**	**156 105**	**2 048 604**	**2 048 604**	**-**	**100.0%**	**1 645 114**	**1 563 564**
Buildings and other fixed structures	1 892 499	-	155 832	2 048 331	2 048 331	-	100.0%	1 644 795	1 563 245
Machinery and equipment	-	-	273	273	273	-	100.0%	-	-
Software and other intangible assets	-	-	-	-	-	-	-	319	319

6.3 Public Special School Education

	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
Current payments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**26**	**26**
Goods and services	-	-	-	-	-	-	-	26	26
Payments for capital assets	**109 949**	**-**	**(76 229)**	**33 720**	**33 720**	**-**	**100.0%**	**132 154**	**132 154**
Buildings and other fixed structures	109 949	-	(76 229)	33 720	33 720	-	100.0%	132 154	132 154

6.4 Early Childhood Development

	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
Current payments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Goods and services	-	-	-	-	-	-	-	-	-
Payments for capital assets	**62 962**	**-**	**(24 306)**	**38 656**	**-**	**38 656**	**-**	**32 179**	**32 179**
Buildings and other fixed structures	62 962	-	(24 306)	38 656	-	38 656	-	32 179	32 179

Programme 7: Examination and Education Related Services									
	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Sub programmes									
7.1 Payments to SETA	34 169	-	-	34 169	17 085	17 084	50.0%	-	-
7.2 Professional Services	636 988	-	(19)	636 969	652 701	(15 732)	102.5%	661 589	649 363
7.3 External Examinations	833 680	-	(5 655)	828 025	822 044	5 981	99.3%	771 958	758 234
7.4 HIV and AIDS (Life-Skills) Grant	65 237	-	-	65 237	72 570	(7 333)	111.2%	58 922	54 357
Total for sub programmes	**1 570 074**	**-**	**(5 674)**	**1 564 400**	**1 564 400**	**-**	**100.0%**	**1 492 469**	**1 461 954**
Economic classification									
Current payments	**1 531 213**	**-**	**(5 674)**	**1 525 539**	**1 542 703**	**(17 164)**	**101.1%**	**1 492 469**	**1 455 139**
Compensation of employees	1 065 996	-	(5 674)	1 060 322	1 027 109	33 213	96.9%	1 083 548	991 913
Salaries and wages	971 371	-	(3 907)	967 464	936 920	30 544	96.8%	947 534	902 279
Social contributions	94 625	-	(1 767)	92 858	90 189	2 669	97.1%	136 014	89 634
Goods and services	465 217	-	-	465 217	515 592	(50 375)	110.8%	408 921	463 226
Administrative fees	3 215	-	550	3 765	3 765	-	100.0%	3 070	3 070
Advertising	-	-	-	-	-	-	-	-	-
Minor assets	-	-	1 264	1 264	1 264	-	100.0%	62	62
Audit costs: External	-	-	-	-	-	-	-	-	-
Bursaries: Employees	-	-	-	-	-	-	-	-	-
Catering: Departmental activities	31 894	-	14 363	46 257	46 257	-	100.0%	40 982	40 982
Communication	2 576	-	303	2 879	2 879	-	100.0%	584	584
Computer services	6 784	-	(348)	6 436	6 436	-	100.0%	4 524	4 524
Contractors	650	-	(563)	87	87	-	100.0%	296	296
Agency and support / outsourced services	858	-	(653)	205	205	-	100.0%	302	302
Entertainment	-	-	-	-	-	-	-	-	-
Fleet services	-	-	126	126	126	-	100.0%	11	11
Inventory: Clothing material and supplies	12	-	10	22	22	-	100.0%	171	171
Inventory: Fuel, oil and gas	47	-	1	48	48	-	100.0%	-	-
Inventory: Learner and teacher support material	60	-	507	567	567	-	100.0%	581	581

Inventory: Materials and supplies	-	-	-	-	-	-	-	-	-
Inventory: Medical supplies	-	-	-	-	-	-	-	-	-
Inventory: Other supplies	500	-	(303)	197	197	-	100.0%	1 362	1 362
Consumable supplies	440	-	13	453	453	-	100.0%	392	392
Consumable: Stationery, printing and office supplies	24 456	-	(19 412)	5 044	5 969	(925)	118.3%	7 963	7 963
Operating leases	4 236	-	(1 586)	2 650	2 650	-	100.0%	2 728	2 728
Property payments	36 586	-	3 798	40 384	70 363	(29 979)	174.2%	33 998	44 042
Transport provided: Departmental activity	1 079	-	223	1 302	1 302	-	100.0%	4 841	4 841
Travel and subsistence	140 935	-	7 575	148 510	167 981	(19 471)	113.1%	133 261	146 493
Training and development	562	-	299	861	861	-	100.0%	2 247	2 247
Operating payments	190 486	-	6 200	196 686	196 686	-	100.0%	155 264	187 094
Venues and facilities	18 868	-	(15 192)	3 676	3 676	-	100.0%	15 590	14 789
Rental and hiring	973	-	2 825	3 798	3 798	-	100.0%	692	692
Interest and rent on land	-	-	-	-	2	(2)	-	-	-
Interest	-	-	-	-	2	(2)	-	-	-
Transfers and subsidies	**38 399**	**-**	**-**	**38 399**	**20 973**	**17 426**	**54.6%**	**-**	**6 684**
Departmental agencies and accounts	34 169	-	-	34 169	17 085	17 084	50.0%	-	-
Departmental agencies	34 169	-	-	34 169	17 085	17 084	50.0%	-	-
Non-profit institutions									
Households	4 230	-	-	4 230	3 888	342	91.9%	-	6 684
Social benefits	4 100	-	(5)	4 095	3 757	338	91.7%	-	6 684
Other transfers to households	130	-	5	135	131	4	97.0%	-	-
Payments for capital assets	**462**	**-**	**-**	**462**	**724**	**(262)**	**156.7%**	**-**	**131**
Buildings and other fixed structures	-	-	87	87	87	-	100.0%	-	-
Buildings	-	-	87	87	87	-	100.0%	-	-
Machinery and equipment	462	-	(87)	375	637	(262)	169.9%	-	131
Transport equipment	-	-	-	-	-	-	-	-	-
Other machinery and equipment	462	-	(87)	375	637	(262)	169.9%	-	131
Total	**1 570 074**	**-**	**(5 674)**	**1 564 400**	**1 564 400**	**-**	**100.0%**	**1 492 469**	**1 461 954**

7.1 Payments to SETA

	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
Transfers and subsidies	**34 169**	**-**	**-**	**34 169**	**17 085**	**17 084**	**50.0%**	**-**	**-**
Departmental agencies and accounts	34 169	-	-	34 169	17 085	17 084	50.0%	-	-

7.2 Professional Services

	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
Current payments	**632 926**	**-**	**-**	**632 926**	**648 696**	**(15 770)**	**102.5%**	**661 589**	**643 374**
Compensation of Employees	543 842	-	-	543 842	541 057	2 785	99.5%	582 047	540 556
Goods and services	89 084	-	-	89 084	107 638	(18 554)	120.8%	79 542	102 818
Interest and rent on land	-	-	-	-	1	(1)	-	-	-
Transfers and subsidies	**3 630**	**-**	**-**	**3 630**	**3 592**	**38**	**99.0%**	**-**	**5 989**
Households	3 630	-	-	3 630	3 592	38	99.0%	-	5 989
Payments for capital assets	**432**	**-**	**(19)**	**413**	**413**	**-**	**100.0%**	**-**	**-**
Buildings and other fixed structures	-	-	87	87	87	-	100.0%	-	-
Machinery and equipment	432	-	(106)	326	326	-	100.0%	-	-

7.3 External Examinations

	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
Current payments	**833 080**	**-**	**(5 674)**	**827 406**	**821 437**	**5 969**	**99.3%**	**771 958**	**757 408**
Compensation of Employees	493 299	-	(5 674)	487 625	456 936	30 689	93.7%	471 306	424 926
Goods and services	339 781	-	-	339 781	364 500	(24 719)	107.3%	300 652	332 482
Interest and rent on land	-	-	-	-	1	(1)	-	-	-
Transfers and subsidies	**600**	**-**	**-**	**600**	**296**	**304**	**49.3%**	**-**	**695**
Households	600	-	-	600	296	304	49.3%	-	695
Payments for capital assets	**-**	**-**	**19**	**19**	**311**	**(292)**	**1636.8%**	**-**	**131**
Machinery and equipment	-	-	19	19	311	(292)	1636.8%	-	131

7.4 HIV and AIDS (Life-Skills) Grant

	2019/20							2018/19	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**	**R'000**
Current payments	**65 207**	**-**	**-**	**65 207**	**72 570**	**(7 363)**	**111.3%**	**58 922**	**54 357**
Compensation of Employees	28 855	-	-	28 855	29 116	(261)	100.9%	30 195	26 431
Goods and services	36 352	-	-	36 352	43 454	(7 102)	119.5%	28 727	27 926
Transfers and subsidies	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Non-profit institutions	-	-	-	-	-	-	-	-	-
Payments for capital assets	**30**	**-**	**-**	**30**	**-**	**30**	**-**	**-**	**-**
Machinery and equipment	30	-	-	30	-	30	-	-	-

KWA-ZULU NATAL - DEPARTMENT OF EDUCATION - NOTES TO THE APPROPRIATION STATEMENT for the year ended 31 March 2020

1. Detail of transfers and subsidies as per Appropriation Act (after Virement):

Detail of these transactions can be viewed in the note on Transfers and subsidies, disclosure notes and Annexure 1 (A-C) to the Annual Financial Statements.

2. Detail of specifically and exclusively appropriated amounts voted (after Virement):

Detail of these transactions can be viewed in note 1 (Annual Appropriation) to the Annual Financial Statements.

3. Detail on payments for financial assets:

Detail of these transactions per programme can be viewed in the note on Payments for financial assets to the Annual Financial Statements.

4. Explanations of material variances from Amounts Voted (after Virement):

4.1 Per programme	**Final Appropriation**	**Actual Expenditure**	**Variance R'000**	**Variance as a % of Final Appropriation**
Administration	1 937 406	1 968 924	(31 518)	(1.6%)
Goods and services was over-spent due to higher than budgeted costs. Households was overspent due to high staff exit costs.				
Public Ordinary School Education	45 313 761	45 377 936	(64 175)	(0.1%)
Compensation of employees was over-spent due to fluctuating educator numbers, including the appointment of temporary or substitute educators. Households was overspent due to high staff exit costs.				
Independent School Subsidies	86 125	85 274	851	1.0%
Transfers & subsidies: NPI was under-spent due to schools that were non-compliant in respect of transfer requirements.				
Public Special School Education	1 304 610	1 322 258	(17 648)	(1.4%)
Compensation of employees was over-spent due to higher than anticipated costs relating to salaries for specialist educators and therapists. The provision made for these costs was inadequate due to competing priorities within the vote.				
Early Childhood Development	1 335 678	1 335 678	-	0.0%
Infrastructure Development	2 646 372	2 759 026	(112 654)	(4.3%)
The programme was over-spent due to of costs for managing agent fees. Higher than budgeted property maintenance costs related to storm damaged schools as the magnitude was worse than anticipated. Provision of mobile classrooms to storm damaged schools, school safety programme and fast-tracked projects to reduce over-crowding in schools.				
Examinations and Education Related Services	1 564 400	1 564 400	-	0.0%

4.2 Per economic classification	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	R'000
Current payments				
Compensation of employees	45 419 458	45 415 591	3 867	0.0%
Goods and services	4 723 827	4 969 343	(245 516)	(5.2%)
Higher than anticipated expenditure is mainly attributed to limited financial resources to fund competing priorities within the vote.				
Interest and rent on land	6 743	6 745	(2)	(0.0%)
Transfers and subsidies				
Provinces and municipalities	2 100	1 820	280	13.3%
Lower than anticipated costs in respect of the renewal of motor vehicle licences .				
Departmental agencies and accounts	34 169	17 085	17 084	50.0%
The transfer to EDTP SETA is undertaken based on an invoice received. The second tranche was not received prior to year-end.				
Non-profit institutions	1 608 788	1 608 026	762	0.0%
Households	221 762	263 624	(41 862)	(18.9%)
Over-spent in respect of staff exit costs which are difficult to accurately budget for.				
Payments for capital assets				
Buildings and other fixed structures	2 121 045	2 082 389	38 656	1.8%
Costs were journalised from "Buildings and Other Fixed Structures" to "Goods and services" to cater for the managing agent fees relating to Infrastructure projects. These costs are current in nature.				
Machinery and equipment	33 207	30 849	2 358	7.1%
Lower than anticipated procurement of replacement IT equipment due to delays in procurement processes.				
Software and other intangible assets	17 253	18 024	(771)	(4.5%)
Higher than budgeted costs for Microsoft software licensing fees for school-based users.				
Payments for financial assets	-	-	-	0.0%

4.3 Per conditional grant

	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	R'000
National School Nutrition Programme (NSNP)	1 638 181	1 628 447	9 734	0.6%
EPWP Integrated Grant For Provinces Grant	2 028	2 028	-	0.0%
Social Sector EPWP Incentive Grant For Provinces Grant	24 814	30 441	(5 627)	(22.7%)
Maths, Science and Technology Grant (MST)	64 974	67 200	(2 226)	(3.4%)
Learners With Profound Intellectual Disabilities (LSPID)	37 617	42 237	(4 620)	(12.3%)
HIV and Aids (Life-Skills Education) Grants (HIV/Aids)	65 237	72 570	(7 333)	(11.2%)
Education Infrastructure Grant	2 287 162	2 287 987	(825)	(0.0%)

"National School Nutrition Programme" *under-spent due to the payment for feeding in March, as invoices are only paid in the following month once services have been rendered.* ***"Social Sector EPWP"*** *higher than anticipated costs for the payment of stipends to 1 810 Chief Food-handlers.* ***"Maths, Science & Technology"*** *higher than anticipated costs relating to travel & subsistence and purchase of equipment for schools.* ***"Learners with Profound Intellectual Disabilities"*** *higher than anticipated costs relating to T&S and purchase of equipment for schools.* ***"HIV and Aids"*** *over-spend relates to under-budgeting for the filling of vacant posts and high T&S costs.* ***"Education Infrastructure Grant"*** *over-spend relates to the provision of mobile classrooms to address over-crowding and in response to storm disasters that damaged schools. Included was the implementation of the school safety project.*

KWA-ZULU NATAL - DEPARTMENT OF EDUCATION - STATEMENT OF FINANCIAL PERFORMANCE as at 31 March 2020

	Note	2019/20 R'000	2018/19 R'000
REVENUE			
Annual appropriation	1	54 188 352	50 983 637
Departmental revenue	2	99 284	113 527
TOTAL REVENUE		**54 287 636**	**51 097 164**
EXPENDITURE			
Current expenditure			
Compensation of employees	3	45 415 591	42 269 607
Goods and services	4	4 969 343	4 556 583
Interest and rent on land	5	6 745	2 338
Total current expenditure		**50 391 679**	**46 828 528**
Transfers and subsidies			
Transfers and subsidies	6	1 890 555	1 778 290
Total transfers and subsidies		**1 890 555**	**1 778 290**
Expenditure for capital assets			
Tangible assets	7	2 113 238	1 735 608
Intangible assets	7	18 024	1 503
Total expenditure for capital assets		**2 131 262**	**1 737 111**
Unauthorised expenditure approved without funding	8	-	-
Payments for financial assets		-	-
TOTAL EXPENDITURE		**54 413 496**	**50 343 929**
SURPLUS FOR THE YEAR		**(125 860)**	**753 235**
Reconciliation of Net Surplus for the year			
Voted funds		(225 144)	639 708
Annual appropriation		(234 878)	612 579
Conditional grants		9 734	27 129
Departmental revenue and NRF Receipts	2	99 284	113 527
Aid assistance		-	-
SURPLUS FOR THE YEAR		**(125 860)**	**753 235**

KWA-ZULU NATAL - DEPARTMENT OF EDUCATION - STATEMENT OF FINANCIAL POSITION as at 31 March 2020

	Note	2019/20	2018/19
		R'000	R'000
ASSETS			
Current assets		**800 851**	**688 061**
Unauthorised expenditure	8	733 455	576 565
Cash and cash equivalents		-	-
Prepayments and advances	9	-	-
Receivables	10	67 396	111 496
Loans		-	-
Aid assistance prepayments		-	-
Aid assistance receivable		-	-
Non-current assets		**636 690**	**564 889**
Investments	11	1 901	1 792
Receivables	10	634 789	563 097
Loans		-	-
TOTAL ASSETS		**1 437 541**	**1 252 950**
LIABILITIES			
Current liabilities		**1 143 066**	**986 021**
Voted funds to be surrendered to the Revenue Fund	12	(89 415)	651 571
Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund	13	6 570	7 118
Bank overdraft	14	1 174 609	272 854
Payables	15	51 302	54 478
Aid assistance repayable		-	-
Aid assistance unutilised		-	-
Non-current liabilities			
Payables	16	1 905	1 795
TOTAL LIABILITIES		**1 144 971**	**987 816**
NET ASSETS		**292 570**	**265 134**

KWA-ZULU NATAL - DEPARTMENT OF EDUCATION - STATEMENT OF FINANCIAL POSITION as at 31 March 2020

	Note	2019/20	2018/19
		R'000	R'000
Represented by:			
Capitalisation reserve		-	-
Recoverable revenue		292 570	265 134
Retained funds		-	-
Revaluation reserves		-	-
TOTAL		**292 570**	**265 134**

KWA-ZULU NATAL - DEPARTMENT OF EDUCATION - STATEMENT OF CHANGES IN NET ASSETS for the year ended 31 March 2020

	Note	2019/20 R'000	2018/19 R'000
Capitalisation Reserves			
Opening balance		-	-
Transfers:		-	-
Movement in Equity		-	-
Movement in Operational Funds		-	-
Other movements		-	-
Closing balance		-	-
Recoverable revenue			
Opening balance		265 134	231 190
Transfers:		**27 436**	**33 944**
Irrecoverable amounts written off		-	-
Debts revised		-	-
Debts recovered (included in departmental receipts)		-	-
Debts raised		27 436	33 944
Closing balance		**292 570**	**265 134**
Retained funds			
Opening balance		-	-
Transfer from voted funds to be surrendered (Parliament/ Legislatures ONLY)		-	-
Utilised during the year		-	-
Other transfers		-	-
Closing balance		-	-
Revaluation Reserve			
Opening balance		-	-
Revaluation adjustment (Housing departments)		-	-
Transfers		-	-
Other		-	-
Closing balance		-	-
TOTAL		**292 570**	**265 134**

KWA-ZULU NATAL - DEPARTMENT OF EDUCATION VOTE 5 CASH FLOW STATEMENT for the year ended 31 March 2020

	Note	2019/20 R'000	2018/19 R'000
CASH FLOWS FROM OPERATING ACTIVITIES			
Receipts		**54 187 636**	**51 437 160**
Annual appropriated funds received	1.1	54 088 352	51 323 633
Departmental revenue received	2	98 948	113 338
Interest received	2.2	336	189
Net (increase)/decrease in working capital		(115 966)	(105 863)
Surrendered to Revenue Fund		(751 403)	(532 478)
Surrendered to RDP Fund/Donor		-	-
Current payments		(50 149 205)	(46 814 326)
Interest paid	5	(6 745)	(2 338)
Payments for financial assets		-	-
Transfers and subsidies paid		(1 890 555)	(1 778 290)
Net cash flow available from operating activities	17	**1 273 762**	**2 203 865**
CASH FLOWS FROM INVESTING ACTIVITIES			
Payments for capital assets	7	(2 131 262)	(1 737 111)
Proceeds from sale of capital assets	2.3	-	-
(Increase)/decrease in loans		-	-
(Increase)/decrease in investments		(109)	(106)
(Increase)/decrease in other financial assets		-	-
(Increase)/decrease in non-current receivables		(71 692)	-
Net cash flows from investing activities		**(2 203 063)**	**(1 737 217)**
CASH FLOWS FROM FINANCING ACTIVITIES			
Increase/(decrease) in net assets		27 436	33 944
Increase/(decrease) in non-current payables		110	106
Net cash flows from financing activities		**27 546**	**34 050**
Net increase/(decrease) in cash and cash equivalents		(901 755)	500 698
Cash and cash equivalents at beginning of period		(272 854)	(773 552)
Cash and cash equivalents at end of period	14	**(1 174 609)**	**(272 854)**

KWAZULU-NATAL DEPARTMENT OF EDUCATION VOTE 5 ACCOUNTING POLICIES FOR THE YEAR ENDED 31 MARCH 2020

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.

However, 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, Act 1 of 1999 (as amended by Act 29 of 1999), and the Treasury Regulations issued in terms of the Act and the Division of Revenue Act.

1. Presentation of the Financial Statements

1.1 Basis of preparation

The Financial Statements have been prepared on a modified cash standard basis of accounting, except where stated otherwise. The modified cash standard basis constitutes the cash basis of accounting supplemented with additional disclosure items where it is deemed to be useful to the users of the financial statements. Under the cash basis of accounting transactions and other events are recognised when cash is received or paid.

The "modification" results from the recognition of certain near-cash balances in the financial statements as well as the revaluation of foreign investments and loans and the recognition of resulting revaluation gains and losses.

1.2 Going concern

The financial statements have been prepared on a going concern basis.

1.3 Presentation currency

All amounts have been presented in the currency of the South African Rand (R) which is also the functional currency of the department.

1.4 Rounding

Unless otherwise stated all financial figures have been rounded to the nearest one thousand Rand (R'000).

1.5 Comparative figures

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 financial statements.

1.6 Errors

Current period errors in that period are investigated and corrected before the financial statements are authorised for issue. Material errors discovered in a subsequent period and these prior period errors are corrected in the comparative information presented in the financial statements for subsequent period.

1.7 Comparative figures - Appropriation Statement

A comparison between the approved, final budget and actual amounts for each programme and economic classification is included in the appropriation statement.

2. Revenue

2.1 Appropriated funds

Appropriated funds comprise of departmental allocations as well as direct charges against the revenue fund (i.e. statutory appropriation).

Appropriated funds are recognised in the financial records on the date the appropriation becomes effective. Adjustments to the appropriated funds made in terms of the adjustments budget process are recognised in the financial records on the date the adjustments become effective.

Total appropriated funds are presented in the Statement of Financial Performance.

The net amount of any appropriated funds due to / from the relevant revenue fund at the reporting date is recognised as a payable / receivable in the statement of financial position.

2.2 Departmental revenue

Departmental revenue is recognised in the statement of financial performance when received and is subsequently paid into the relevant revenue fund, unless stated otherwise.

Any amount owing to the relevant revenue fund at the reporting date is recognised as a payable in the statement of financial position.

2.2.1 Sales of goods and services other than capital assets

The proceeds received from the sale of goods and/or the provision of services is recognised in the Statement of Financial Performance when the cash is received.

2.2.2 Interest, dividends and rent on land

Interest, dividends and rent on land is recognised in the Statement of Financial Performance when the cash is received.

2.2.3 Sale of capital assets

The proceeds received on sale of capital assets are recognised in the Statement of Financial Performance when the cash is received.

2.2.4 Financial transactions in assets and liabilities

Repayments of loans and advances previously extended to employees and public corporations for policy purposes are recognised as revenue in the Statement of Financial Performance on receipt of the funds.

Cheques issued in previous accounting periods that expire before being banked is recognised as revenue in

the Statement of Financial Performance when the cheque becomes stale. When the cheque is reissued the payment is made from Revenue.

Forex gains are recognised on payment of funds.

2.2.5 Transfers received (including gifts, donations and sponsorships)

All cash gifts, donations and sponsorships are paid into the Provincial Revenue Fund and recorded as revenue in the Statement of Financial Performance when received. Amounts receivable at the reporting date are disclosed in the disclosure notes to the financial statements.

All in-kind gifts, donations and sponsorships are disclosed at fair value in an annexure to the financial statements.

2.3 Aid assistance

Local and foreign aid assistance is recognised as revenue when notification of the assistance is received from the National Treasury or when the department directly receives the cash from the donor(s).

All in-kind local and foreign aid assistance are disclosed at fair value in the annexures to the annual financial statements.

The cash payments made during the year relating to local and foreign aid assistance projects are recognised as expenditure in the Statement of Financial Performance. The value of the assistance expensed prior to the receipt of the funds is recognised as a receivable in the Statement of Financial Position.

Inappropriately expensed amounts using local and foreign aid assistance and any unutilised amounts are recognised as payables in the Statement of Financial Position.

3. Expenditure

3.1 Compensation of employees

3.1.1 Short-term employee benefits

Salaries and wages comprise payments to employees (including leave entitlements, thirteenth cheques and performance bonuses). Salaries and wages are recognised as an expense in the Statement of Financial Performance when final authorisation for payment is effected on the system (by no later than 31 March of each year).

All other payments are classified as current expense.

Short-term employee benefits that give rise to a present legal or constructive obligation are disclosed in the disclosure notes to the financial statements. These amounts are not recognised in the Statement of Financial Performance or Position.

3.1.2 Post-retirement benefits

The department provides retirement benefits (pension benefits) for certain of its employees through a defined benefit plan for government employees. These benefits are funded by both employer and employee contributions.

Employer contributions (i.e. social contributions) to the fund are expensed when the final authorisation for payment to the fund is effected on the system (by no later than 31 March of each year). No provision is made

for retirement benefits in the financial statements of the department. Any potential liabilities are disclosed in the financial statements of the National/Provincial Revenue Fund and not in the financial statements of the employer department.

The department provides medical benefits for certain of its employees. Employer contributions to the medical funds are expensed when final authorisation for payment to the fund is effected on the system (by no later than 31 March of each year).

3.1.3 Termination benefits

Termination benefits such as severance packages are recognised as an expense in the Statement of Financial Performance as a transfer (to households) when the final authorisation for payment is effected on the system (by no later than 31 March of each year).

3.1.4 Other long-term employee benefits

Other long-term employee benefits (such as capped leave) are recognised as an expense in the Statement of Financial Performance as a transfer (to households) when the final authorisation for payment is effected on the system (by no later than 31 March of each year).

Long-term employee benefits that give rise to a present legal or constructive obligation are disclosed in the disclosure notes to the financial statements. These amounts are not recognised in the Statement of Financial Performance or Position.

3.2 Goods and services

Payments made for goods and/or services are recognised as an expense in the Statement of Financial Performance when the final authorisation for payment is effected on the system (by no later than 31 March of each year). The expense is classified as capital if the goods and services were used for a capital project or an asset of R5,000 or more is purchased. All assets costing less than R5,000 will also be reflected under goods and services.

3.3 Interest and rent on land

Interest and rental payments are recognised as an expense in the Statement of Financial Performance when the final authorisation for payment is effected on the system (by no later than 31 March of each year). This item excludes rental for the use of buildings or other fixed structures. If it is not possible to distinguish between payment for the use of land and the fixed structures on it, the whole amount should be recorded under goods and services.

3.4 Financial transactions in assets and liabilities

Debts are written off when identified as irrecoverable. Debts written-off are limited to the amount of savings and/or under spending of appropriated funds. The write off occurs at year-end or when funds are available. No provision is made for irrecoverable amounts but amounts are disclosed as a disclosure note.

All **other losses** are recognised when authorisation has been granted for the recognition thereof.

3.5 Transfers and subsidies

Transfers and subsidies are recognised as an expense when the final authorisation for payment is effected on the system (by no later than 31 March of each year).

3.6 Unauthorised expenditure

The overspending of a vote or a main division within a vote; or expenditure that was not made in accordance with the purpose of a vote or, in the case of a main division, not in accordance with the purpose of the main division.

When discovered unauthorised expenditure is recognised as an asset in the statement of financial position until such time as the expenditure is either approved by the relevant authority, recovered from the responsible person or written off as irrecoverable in the Statement of Financial Performance.

Unauthorised expenditure approved with funding is recognised in the Statement of Financial Performance when the unauthorised expenditure is approved and the related funds are received. Where the amount is approved without funding it is recognised as expenditure, subject to availability of savings, in the Statement of Financial Performance on the date of approval.

3.7 Fruitless and wasteful expenditure

Fruitless and wasteful expenditure is recorded in the notes to the financial statements when confirmed. It is expenditure made in vain and would have been avoided had reasonable care been exercised.

Fruitless and wasteful expenditure is removed from the notes to the financial statements when it is resolved or transferred to receivables for recovery.

Fruitless and wasteful expenditure receivables are measured at the amount that is expected to be recoverable and are de-recognised when settled or subsequently written-off as irrecoverable.

3.8 Irregular expenditure

Irregular Expenditure is recorded in the notes to the financial statements when confirmed. Irregular expenditure comprises expenditure, other than unauthorised expenditure, incurred in contravention of or that is not in accordance with a requirement of any applicable legislation.

Irregular expenditure is removed from the note when it is either condoned by the relevant authority, transferred to receivables for recovery or not condoned and is not recoverable.

Irregular expenditure receivables are measured at the amount that is expected to be recoverable and are de-recognised when settled or subsequently written-off as irrecoverable.

3.9 Expenditure for capital assets

Payments made for capital assets are recognised as an expense in the Statement of Financial Performance when the final authorisation for payment is effected on the system (by no later than 31 March of each year).

4. Assets

4.1 Cash and cash equivalents

Cash and cash equivalents are carried in the Statement of Financial Position at cost.

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.

4.2 Other financial assets

Other financial assets are carried in the Statement of Financial Position at cost.

4.3 Prepayments and advances

Amounts prepaid or advanced are recognised in the Statement of Financial Position when the payments are made and derecognised as and when the goods/services are received or the funds are utilised.

Pre-payments and advances outstanding at the end of the year are carried in the Statement of Financial Position at cost.

4.4 Receivables

Receivables included in the Statement of Financial Position arise from cash payments made that are recoverable from another party (including departmental employees) and are derecognised upon recovery or write-off.

Receivables outstanding at year-end are carried in the Statement of Financial Position at cost. Amounts that are potentially irrecoverable are included in the disclosure notes.

4.5 Investments

Capitalised investments are shown at cost in the Statement of Financial Position. Any cash flows such as dividends received or proceeds from the sale of the investment are recognised in the Statement of Financial Performance when the cash is received.

Investments are tested for an impairment loss whenever events or changes in circumstances indicate that the investment may be impaired. Any loss is included in the disclosure notes.

4.6 Loans

Loans are recognised in the Statement of Financial Position at the nominal amount when cash is paid to the beneficiary. Loan balances are reduced when cash repayments are received from the beneficiary. Amounts that are potentially irrecoverable are included in the disclosure notes.

Loans that are outstanding at year-end are carried in the Statement of Financial Position at cost.

4.7 Inventory

Inventories purchased during the financial year are disclosed at cost in the notes. This would be inventory held in the form of materials or supplies that are to be consumed or distributed in the rendering of services.

4.8 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.

4.9 Capital assets

4.9.1 Movable assets

A capital asset is recorded on receipt of the item at cost. Cost of an asset is defined as the total cost of acquisition. Where the cost cannot be determined accurately, the movable capital asset is stated at fair value. Where fair value cannot be determined, the capital asset is included in the asset register at R1.

Subsequent expenditure of a capital nature is recorded in the Statement of Financial Performance as "expenditure for capital asset", recorded in the notes of the financial statements and is capitalised in the asset register of the department on completion of the project. Movable capital assets are subsequently

carried at cost and are not subject to depreciation or impairment.

Repairs and maintenance is expensed as current "goods and services" in the Statement of Financial Performance.

4.9.2 Immovable assets

A capital asset is recorded on receipt of the item at cost. Cost of an asset is defined as the total cost of acquisition. Where the cost cannot be determined accurately, the immovable capital asset is stated at R1 unless the fair value for the asset has been reliably estimated.

Work-in-progress of a capital nature is recorded in the Statement of Financial Performance as "expenditure for capital asset". Completed projects before final completion and handover to Department of Public Works is disclosed in the notes. On final completion and handover, the total cost of the project is included in the asset register of the department that legally owns the asset or the provincial/national Department of Public Works.

Repairs and maintenance is expensed as current "goods and services" in the Statement of Financial Performance.

4.9.3 Intangible assets

A capital asset is recorded on receipt of the item at cost. Cost of an asset is defined as the total cost of acquisition. Where the cost cannot be determined accurately, the movable capital asset is stated at fair value. Where fair value cannot be determined, the capital asset is included in the asset register at R1.

Subsequent expenditure of a capital nature is recorded in the Statement of Financial Performance as "expenditure for capital asset", recorded in the notes of the financial statements and is capitalised in the asset register of the department on completion of the project. Movable capital assets are subsequently carried at cost and are not subject to depreciation or impairment.

5. Liabilities

5.1 Voted funds to be surrendered to the Revenue Fund

Unexpended appropriated funds are surrendered to the Provincial Revenue Fund. Amounts owing to the Provincial Revenue Fund at the end of the financial year are recognised in the Statement of Financial Position.

5.2 Departmental revenue to be surrendered to the Revenue Fund

Amounts owing to the Provincial Revenue Fund at the end of the financial year are recognised in the Statement of Financial Position at cost.

5.3 Bank overdraft

The bank overdraft is carried in the Statement of Financial Position at cost.

5.4 Payables

Payables comprise of all money owed by the department which is due after reporting date. This is recognised in the Statement of Financial Position at cost.

5.5 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.

5.6 Commitments

Commitments are recorded at cost in the notes to the financial statements when there is a contractual arrangement or an approval by management in a manner that raises a valid expectation that the department will discharge its responsibilities thereby incurring future expenditure that will result in the outflow of cash.

5.7 Accruals

Accruals are not recognised in the Statement of Financial Position as a liability or as expenditure in the Statement of Financial Performance but are included in the notes.

Accrued expenditure payable is recorded in the notes to the financial statements. Accrued expenditure payable is measured at cost.

5.8 Payables not recognised

Accruals are not recognised in the Statement of Financial Position as a liability or as expenditure in the Statement of Financial Performance but are included in the notes.

5.9 Employee benefits

Short-term employee benefits that give rise to a present legal or constructive obligation are disclosed in the notes to the financial statements. These amounts are not recognised in the Statement of Financial Performance or the Statement of Financial Position.

5.10 Lease commitments

Lease commitments are not recognised in the Statement of Financial Position as a liability or as expenditure in the Statement of Financial Performance but are included in the notes.

Operating lease payments are recognised as an expense in the Statement of Financial Performance. The operating lease commitments are disclosed in the disclosure notes to the financial statements.

5.11 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 will be required to settle the obligation or 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.

6. Accrued departmental revenue

Accrued departmental revenue are disclosed in the notes to the annual financial statements. These accrued departmental revenues are written off when identified as irrecoverable and are disclosed separately.

7. Net assets

7.1 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 transferred to the National/Provincial Revenue Fund on disposal, repayment or recovery of such amounts.

7.2 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.

8. Related party transactions

Specific information with regards to related party transactions is included in the notes.

9. Key management personnel

Compensation paid to key management personnel including their family members where relevant, is included in the notes.

10. Principal-Agent

The Agents costs is recorded in the notes to the financial statements. These Agents are contracted to the Department of Education to manage and facilitate capital projects on its behalf.

KWA-ZULU NATAL - DEPARTMENT OF EDUCATION - NOTES TO THE ANNUAL FINANCIAL STATEMENTS for the year ended 31 March 2020

1. Annual Appropriation

1.1 Annual Appropriation

Included are funds appropriated in terms of the Appropriation Act (and the Adjustments Appropriation Act) for National Departments (Voted funds) and Provincial Departments:

	2019/20			2018/19		
	Final Appropriation	**Actual Funds Received**	**Funds not requested/ not received**	**Final Appropriation**	**Appropriation received**	**Funds not requested/ not received**
	R'000	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**
Programme 1	1 937 406	1 937 406	-	1 749 845	1 749 845	-
Programme 2	45 313 761	45 313 761	-	42 860 351	42 860 351	-
Programme 3	86 125	86 125	-	84 028	84 028	-
Programme 4	1 304 610	1 304 610	-	1 214 051	1 214 051	-
Programme 5	1 335 678	1 335 678	-	1 220 672	1 220 672	-
Programme 6	2 646 372	2 546 372	100 000	2 362 221	2 702 217	(339 996)
Programme 7	1 564 400	1 564 400	-	1 492 469	1 492 469	-
Total	**54 188 352**	**54 088 352**	**100 000**	**50 983 637**	**51 323 633**	**(339 996)**

Additional budget received amounting to R 100 000 ('000) through Provincial Treasury after adjustment estimates and at reporting date no funds have been received for "Infrastructure Development".

1.2 Conditional grants

	Note	2019/20	2018/19
		R'000	**R'000**
Total grants received	35	4 020 013	3 864 257
Provincial grants included in Total Grants received		2 187 162	2 016 435

KWA-ZULU NATAL - DEPARTMENT OF EDUCATION - NOTES TO THE ANNUAL FINANCIAL STATEMENTS for the year ended 31 March 2020

2. Departmental revenue

	Note	2019/20 R'000	2018/19 R'000
Tax revenue		-	-
Sales of goods and services other than capital assets	2.1	69 865	74 446
Interest, dividends and rent on land	2.2	336	189
Sales of capital assets	2.3	-	-
Transactions in financial assets and liabilities	2.4	29 083	38 892
Total revenue collected		99 284	113 527
Less: Own revenue included in appropriation		-	-
Departmental revenue collected		**99 284**	**113 527**

2.1 Sales of goods and services other than capital assets

	Note 2	2019/20 R'000	2018/19 R'000
Sales of goods and services produced by the department		69 865	74 446
Sales by market establishment		1 746	1 860
Administrative fees		-	-
Other sales		68 119	72 586
Sales of scrap, waste and other used current goods		-	-
Total		**69 865**	**74 446**

2.2 Interest, dividends and rent on land

	Note 2	2019/20 R'000	2018/19 R'000
Interest		336	189
Dividends		-	-
Rent on land		-	-
Total		**336**	**189**

2.3 Sale of capital assets

	Note	2019/20	2018/19
	2	R'000	R'000
Tangible assets		-	-
Buildings and other fixed structures		-	-
Machinery and equipment	30.2	-	-
Total		**-**	**-**

2.4 Transactions in financial assets and liabilities

	Note	2019/20	2018/19
	2	R'000	R'000
Loans and advances		-	-
Receivables		18 771	20 208
Forex gain		-	-
Stale cheques written back		-	-
Other Receipts including Recoverable Revenue		10 312	18 684
Gains on GFECRA		-	-
Total		**29 083**	**38 892**

3. Compensation of employees

3.1 Salaries and Wages

	Note	2019/20	2018/19
		R'000	R'000
Basic salary		33 094 601	30 993 883
Performance award		34 331	31 083
Service Based		43 613	40 154
Compensative/circumstantial		650 188	609 870
Periodic payments		10 604	8 587
Other non-pensionable allowances		5 104 655	4 588 907
Total		**38 937 992**	**36 272 484**

3.2 Social contributions

	Note	2019/20	2018/19
		R'000	R'000
Employer contributions			
Pension		4 253 813	3 953 155
Medical		2 208 624	2 031 655
UIF		4 212	1 450
Bargaining council		2 676	2 683
Official unions and associations		8 274	8 180
Insurance		-	-
Total		**6 477 599**	**5 997 123**
Total compensation of employees		**45 415 591**	**42 269 607**
Average number of employees		**103 265**	**103 335**

4. Goods and services

	Note	2019/20 R'000	2018/19 R'000
Administrative fees		13 345	9 187
Advertising		22 723	11 571
Minor assets	4.1	3 703	706
Bursaries (employees)		14 409	7 499
Catering		82 734	61 079
Communication		33 477	36 908
Computer services	4.2	37 699	75 177
Consultants: Business and advisory services		209 925	246 258
Infrastructure and planning services		-	-
Legal services		20 809	30 264
Contractors		15 775	4 272
Agency and support / outsourced services		1 377 619	1 625 728
Entertainment		14	7
Audit cost – external	4.3	14 378	12 035
Fleet services		55 489	46 384
Inventory	4.4	1 290 061	866 787
Consumables	4.5	138 072	113 710
Operating leases		122 262	132 035
Property payments	4.6	832 504	688 401
Rental and hiring		5 363	3 035
Transport provided as part of the departmental activities		5 983	12 360
Travel and subsistence	4.7	387 451	312 318
Venues and facilities		12 692	23 662
Training and development		27 321	3 438
Other operating expenditure	4.8	245 535	233 762
Total		**4 969 343**	**4 556 583**

4.1 Minor assets

	Note 4	2019/20 R'000	2018/19 R'000
Tangible assets			
Buildings and other fixed structures		-	-
Machinery and equipment		3 703	706
Transport assets		-	-
Intangible assets			
Software		-	-
Total		**3 703**	**706**

4.2 Computer services

	Note	2019/20	2018/19
	4	R'000	R'000
SITA computer services		36 156	60 873
External computer service providers		1 543	14 304
Total		**37 699**	**75 177**

4.3 Audit cost – External

	Note	2019/20	2018/19
	4	R'000	R'000
Regularity audits		14 378	12 035
Performance audits		-	-
Total		**14 378**	**12 035**

4.4 Inventory

	Note	2019/20	2018/19
	4	R'000	R'000
Clothing material and accessories		1 057	847
Farming supplies		-	-
Food and food supplies		52	128
Fuel, oil and gas		55	8
Learning, teaching and support material		844 524	668 594
Materials and supplies		-	-
Medical supplies		-	-
Medicine		-	-
Other supplies	4.4.1	444 373	197 210
Total		**1 290 061**	**866 787**

4.4.1 Other supplies

	Note	2019/20	2018/19
	4.4	R'000	R'000
Assets for distribution		443 541	195 761
Machinery and equipment		-	-
School furniture		443 541	195 761
Sports and recreation		-	-
Library material		-	-
Other assets for distribution		-	-
Other		832	1 449
Total		**444 373**	**197 210**

4.5 Consumables

	Note	2019/20	2018/19
	4	R'000	R'000
Consumable supplies		102 859	55 821
Uniform and clothing		16 124	8 452
Household supplies		84 356	45 289
Building material and supplies		1 546	767
Communication accessories		-	-
IT consumables		-	-
Other consumables		833	1 313
Stationery, printing and office supplies		35 213	57 889
Total		**138 072**	**113 710**

4.6 Property payments

	Note	2019/20	2018/19
	4	R'000	R'000
Municipal services		154 500	82 534
Property management fees		-	-
Property maintenance and repairs		523 849	482 730
Other		154 155	123 137
Total		**832 504**	**688 401**

4.7 Travel and subsistence

	Note	2019/20	2018/19
	4	R'000	R'000
Local		386 089	311 930
Foreign		1 362	388
Total		**387 451**	**312 318**

4.8 Other operating expenditure

	Note	2019/20	2018/19
	4	R'000	R'000
Professional bodies, membership and subscription fees		36	36 694
Resettlement costs		14 894	1 540
Other		230 605	195 528
Total		**245 535**	**233 762**

5. Interest and rent on land

	Note	2019/20 R'000	2018/19 R'000
Interest paid		6 745	2 338
Total		**6 745**	**2 338**

6. Transfers and subsidies

	Note	2019/20 R'000	2018/19 R'000
Provinces and municipalities	*36*	1 820	2 151
Departmental agencies and accounts	*Annex 1A*	17 085	-
Non-profit institutions	*Annex 1B*	1 608 026	1 563 401
Households	*Annex 1C*	263 624	212 738
Total		**1 890 555**	**1 778 290**

7. Expenditure for capital assets

	Note	2019/20 R'000	2018/19 R'000
Tangible assets		**2 113 238**	**1 735 608**
Buildings and other fixed structures		2 082 389	1 728 452
Machinery and equipment	*30.1*	30 849	7 156
Intangible assets		**18 024**	**1 503**
Software	*31*	18 024	1 503
Total		**2 131 262**	**1 737 111**

7.1 Analysis of funds utilised to acquire capital assets – 2019/20

	Voted funds R'000	Aid assistance R'000	Total R'000
Tangible assets	**2 113 238**	**-**	**2 113 238**
Buildings and other fixed structures	2 082 389	-	2 082 389
Machinery and equipment	30 849	-	30 849
Intangible assets	**18 024**	**-**	**18 024**
Software	18 024	-	18 024
Total	**2 131 262**	**-**	**2 131 262**

7.2 Analysis of funds utilised to acquire capital assets – 2018/19

	Voted funds	Aid assistance	Total
	R'000	R'000	R'000
Tangible assets	**1 735 608**	**-**	**1 735 608**
Buildings and other fixed structures	1 728 452	-	1 728 452
Machinery and equipment	7 156	-	7 156
Intangible assets	**1 503**	**-**	**1 503**
Software	1 503	-	1 503
Total	**1 737 111**	**-**	**1 737 111**

8. Unauthorised expenditure

8.1 Reconciliation of unauthorised expenditure

	Note	2019/20	2018/19
		R'000	R'000
Opening balance		576 565	564 701
Prior period error			-
As restated		576 565	564 701
Unauthorised expenditure – discovered in current year (as restated)	12	235 729	11 864
Less: Amounts approved by Parliament/Legislature with funding		(78 839)	-
Less: Amounts approved by Parliament/Legislature without funding and written off in the Statement of Financial Performance		-	-
Current		-	-
Unauthorised expenditure awaiting authorisation / written off		**733 455**	**576 565**

Analysis of closing balance

Unauthorised expenditure awaiting authorisation	733 455	576 565
Unauthorised expenditure approved without funding and not derecognised	-	-
Total	**733 455**	**576 565**

8.2 Analysis of unauthorised expenditure awaiting authorisation per economic classification

	2019/20	2018/19
	R'000	R'000
Current	718 167	564 701
Capital	(28 640)	11 864
Transfer and subsidies	43 928	-
Total	**733 455**	**576 565**

8.3 Analysis of unauthorised expenditure awaiting authorisation per type

	2019/20	2018/19
	R'000	R'000
Unauthorised expenditure relating to overspending of the vote or a main division within a vote	733 455	576 565
Unauthorised expenditure incurred not in accordance with the purpose of the vote or main division	-	-
Total	**733 455**	**576 565**

8.4 Details of unauthorised expenditure – current year

Incident	Disciplinary steps taken/criminal proceedings	2019/20
		R'000
Programme 1 (details below)	Still being investigated	31 518
Programme 2 (details below)	Still being investigated	73 909
Programme 4 (details below)	Still being investigated	17 648
Programme 6 (details below)	Still being investigated	112 654
Total		**235 729**

Programme 1 – Administration:

Goods and services was over-spent due to higher than budgeted costs. Households was overspent due to high staff exit costs.

Programme 2 - Public Ordinary Schools:

Compensation of employees was over-spent due to fluctuating educator numbers, including the appointment of temporary or substitute educators. Households was overspent due to high staff exit costs.

Programme 4 - Public Special Schools:

Compensation of employees was over-spent due to higher than anticipated costs relating to salaries for specialist educators and therapists. The provision made for these costs was inadequate due to competing priorities within the vote.

Programme 6 - Infrastructure Development:

The programme was over-spent due to of costs for managing agent fees. Higher than budgeted property maintenance costs related to storm damaged schools as the magnitude was worse than anticipated. Provision of mobile classrooms to storm damaged schools, school safety programme and fast-tracked projects to reduce over-crowding in schools.

9. Prepayments and advances

	Note	2019/20	2018/19
		R'000	R'000
Advances paid (Expensed)	9.1	-	-
Total		**-**	**-**

9.1 Advances paid (Expensed)

	Note	Balance as at 1 April 2019	Less: Received in current year	Add/Less: Other	Add: Current Year advances	Balance as at 31 March 2020
	9	R'000	R'000	R'000	R'000	R'000
Public entities		-	-	-	-	-
Total		**-**	**-**	**-**	**-**	**-**

Advances paid (Expensed)

	Note	Balance as at 1 April 2018	Less: Received in current year	Add/Less: Other	Add: Current Year advances	Balance as at 31 March 2019
	9	R'000	R'000	R'000	R'000	R'000
Public entities		-	-	-	-	-
Total		**-**	**-**	**-**	**-**	**-**

10. Receivables

		2019/20			2018/19		
		Current	Non-current	Total	Current	Non-current	Total
		R'000	R'000	R'000	R'000	R'000	R'000
	Note						
Claims recoverable	10.1	3 040	22 924	25 964	38 726	8 497	47 223
Staff debt	10.2	50 255	530 661	580 916	61 492	476 618	538 110
Fruitless and wasteful expenditure	10.4	-	19 924	19 924	-	19 924	19 924
Other debtors	10.3	14 101	61 280	75 381	11 278	58 058	69 336
Total		**67 396**	**634 789**	**702 185**	**111 496**	**563 097**	**674 593**

10.1 Claims recoverable

	Note	2019/20	2018/19
	10	R'000	R'000
National departments		1 867	15 626
Provincial departments		24 097	31 597
Total		**25 964**	**47 223**

10.2 Staff debt

	Note	2019/20	2018/19
	10	R'000	R'000
Staff Debt Account		579 582	536 731
Salary: Tax Debt		1 334	1 379
Total		**580 916**	**538 110**

10.3 Other debtors

	Note	2019/20	2018/19
	10	R'000	R'000
Advances to Public Corporations and Private Enterprises			
		1 095	1 095
Pension Recoverable		22	-
Debt Account: Supplier Debtors		2 765	1 992
Official Union Debt		57 368	48 908
Sal: Deduction Disall Acc:ca		273	290
Sal: Reversal Control:ca		7 823	12 407
Sal: Compliant Loan Deductions:cl		3	3
Sal: Finance Other Institution:cl		68	67
Sal: Housing:cl		17	17
Sal: Insurance Deductions:cl		1 386	1 390
Sal: Official Unions:cl		217	236
Sal: Pension Fund:cl		1 263	2 931
Online Travel Control Account		3 081	-
Total		**75 381**	**69 336**

10.4 Fruitless and wasteful expenditure

	Note	2019/20	2018/19
	10	R'000	R'000
Opening balance		19 924	19 924
Less amounts recovered		-	-
Less amounts written off		-	-
Transfers from note 26 Fruitless and Wasteful Expenditure		-	-
Total		**19 924**	**19 924**

10.5 Impairment of receivables

	Note	2019/20	2018/19
		R'000	R'000
Estimate of impairment of receivables		431 253	358 703
Total		**431 253**	**358 703**

Staff debts pertaining to ex-employees that is outstanding for 3 or more years.

11. Investments

	Note	2019/20	2018/19
		R'000	R'000
Non-Current			
Securities other than shares			
JMNA Hershensohnn Funds		253	248
Robert Acutt Scholarship Fund		238	229
FL Johnsson Scholarship Fund		119	115
Harry Escombe Scholarship Fund		176	167
HA Koch Scholarship Fund		1 022	945
Jean Miller Memorial Prize Fund		93	88
Total		**1 901**	**1 792**
Total Non-Current		**1 901**	**1 792**

	2019/20	2018/19
	R'000	R'000
Analysis of non-current investments		
Opening balance	1 792	1 686
Additions in cash	109	106
Closing balance	**1 901**	**1 792**

These trust funds were inherited from the erstwhile Natal Education Department and they stem from bequeaths of individuals who had left monies in their wills to the erstwhile Natal Education Department. The main purposes of these funds were to distribute bursaries to individuals in terms and conditions as stipulated in the wills of the individuals. These funds are invested in savings and money market instruments, thus earning market related interest. For the 2019/20 financial period the trusts earned R 108 952-73 (R 802 415 - from 2006/7 to 2018/19). The credit in respect of the interest is posted to the Payables-non-current - Note 16.

12. Voted funds to be surrendered to the Revenue Fund

	Note	2019/20	2018/19
		R'000	R'000
Opening balance		651 571	69 470
Prior period re-statement		-	-
As restated		651 571	69 470
Transfer from statement of financial performance (as restated)			
		(225 144)	639 708
Add: Unauthorised expenditure for current year	*8*	235 729	11 864
Voted funds not requested/not received	*1.1*	(100 000)	339 996
Paid during the year		(651 571)	(409 467)
Closing balance		**(89 415)**	**651 571**

The above closing balance consists of a 9 734 ('000) rand value to be surrendered to National Departments for unspent conditional grants and a 851 ('000) rand value to be surrendered to the Provincial Revenue Fund. The Department had been further allocated a 100 000 ('000) rand value after the mid-year adjustment estimates, which at reporting date was still not received from Provincial Treasury.

13. Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund

	Note	2019/20	2018/19
		R'000	R'000
Opening balance		7 118	16 602
Prior period error		-	-
As restated		7 118	16 602
Transfer from Statement of Financial Performance (as restated)			
		99 284	113 527
Paid during the year		(99 832)	(123 011)
Closing balance		**6 570**	**7 118**

14. Bank Overdraft

	Note	2019/20	2018/19
		R'000	R'000
Consolidated Paymaster General Account		1 174 609	272 854
Total		**1 174 609**	**272 854**

The department's financial health was unfavourable as indicated by significant increase in the bank overdraft balance and continuous increase on staff debts due to overpayments. The department's financial situation was affected by the outbreak of Covid-19 pandemic,

where some funds were reprioritised toward the procurement of personnel protective equipment such as face masks, gloves, hand sanitisers and cleaning equipment to ensure the safety of officials in head office, various district offices, teachers and learners at schools.

Furthermore, the additional funding needs, includes leasing of chemical toilets, provision of water to schools, broadcasting costs of lesson during the lockdown period, and appointment of temporary educators to assist with replacing those with comorbidities to ensure continuation of teaching and learning at school. These conditions, if not addressed and monitored with proper controls and budget processes, will result in material uncertainty that may cast significant doubt on the ability of the department to meets its future expenditure obligations.

15. Payables – current

	Note	2019/20 R'000	2018/19 R'000
Clearing accounts	15.1	39 677	35 505
Other payables	15.2	11 625	18 973
Total		**51 302**	**54 478**

15.1 Clearing accounts

	Note 15	2019/20 R'000	2018/19 R'000
Sal: ACB recalls		14 575	21 282
Sal: Bargaining council		189	69
Sal: Finance institution study loans		837	829
Sal: Disallowances		-	-
Sal: Garnishee order		970	512
Sal: Income tax		19 403	10 947
Sal: Medical aid		3 685	1 865
Sal: UIF		18	1
Total		**39 677**	**35 505**

15.2 Other payables

	Note 15	2019/20 R'000	2018/19 R'000
Salary: Pension Debt Account		1 169	855
Sal: GEHS refund control		10 456	18 118
Total		**11 625**	**18 973**

16. Payables – non-current

		2019/20				2018/19
		R'000	R'000	R'000	R'000	R'000
	Note	One to two years	Two to three years	More than three years	Total	Total
Other payables	16.1	216	97	1 592	1 905	1 795
Total		**216**	**97**	**1 592**	**1 905**	**1 795**

16.1 Other payables

	Note	2019/20	2018/19
	16	R'000	R'000
JMNA Hershensohnn Funds		256	251
Robert Acutt Scholarship Fund		238	229
FL Johnsson Scholarship Fund		120	115
Harry Escombe Scholarship Fund		176	167
HA Koch Scholarship Fund		1 021	944
Jean Miller Memorial Prize Fund		93	88
Umkomaas War Memorial Prize Fund		1	1
Total		**1 905**	**1 795**

17. Net cash flow available from operating activities

	Note	2019/20	2018/19
		R'000	R'000
Net surplus/(deficit) as per Statement of Financial Performance		(125 860)	753 235
Add back non-cash/cash movements not deemed operating activities		1 399 622	1 450 630
(Increase)/decrease in receivables – current		44 100	(98 474)
(Increase)/decrease in prepayments and advances		-	-
(Increase)/decrease in other current assets		78 839	-
Increase/(decrease) in payables – current		(3 176)	4 475
Proceeds from sale of capital assets		-	-
Proceeds from sale of investments		-	-
(Increase)/decrease in other financial assets		-	-
Expenditure on capital assets		2 131 262	1 737 111
Surrenders to Revenue Fund		(751 403)	(532 478)
Surrenders to RDP Fund/Donor		-	-
Voted funds not requested/not received		(100 000)	339 996
Own revenue included in appropriation		-	-
Other non-cash items		-	-
Net cash flow generated by operating activities		**1 273 762**	**2 203 865**

18. Reconciliation of cash and cash equivalents for cash flow purposes

	Note	2019/20	2018/19
		R'000	R'000
Consolidated Paymaster General account		(1 174 609)	(272 854)
Total		**(1 174 609)**	**(272 854)**

19. Contingent liabilities and contingent assets

19.1 Contingent liabilities

		Note	2019/20 R'000	2018/19 R'000
Liable to	**Nature**			
Motor vehicle guarantees	Employees		-	-
Housing loan guarantees	Employees	Annex 2A	1 253	1 518
Other guarantees			-	-
Claims against the department		Annex 2B	1 082 793	1 037 904
Intergovernmental payables (unconfirmed balances)		Annex 4	172 584	117 295
Environmental rehabilitation liability			-	-
Other		Annex 2B	5 912	5 912
Total			**1 262 542**	**1 162 629**

"Housing loan guarantees" reside with financial institutions and the uncertainty of when the department becomes liable.

"Claims against the department" are those claims made by third parties, where there is an uncertainty around the settlement amount.

"Intergovernmental payables (unconfirmed balances)" are balances that the department cannot confirm at date of reporting.

"Other" this category of amount that is uncertain, is disclosed separately, if it does not form a part of those listed above.

19.2 Contingent assets

	Note	*2019/20* *R'000*	*2018/19* *R'000*
Nature of contingent asset			
Termination Ex-employees (Without Reversals) and Frozen cases		*3 449*	*5 076*
Legal claims on behalf of the department		*545*	*545*
Transfers to other Departments		*5 835*	*2 777*
Disputed payments Ilembe Enterprises/NSNP		*6 304*	*6 304*
Total		*16 133*	*14 702*

20. Capital commitments

	Note	2019/20	2018/19
		R'000	R'000
Buildings and other fixed structures		3 909 263	2 493 228
Machinery and equipment		2 219	5 560
Software and other intangible assets		482	-
Total		**3 911 964**	**2 498 788**

Capital commitments amounting to R 4 022 641 ('000) is per the Infrastructure Reporting Template developed internally by the department. This amount is inclusive of infrastructure accruals.

21. Accruals and payables not recognised

21.1 Accruals

			2019/20	2018/19
			R'000	R'000
Listed by economic classification				
	30 Days	**30+ Days**	**Total**	**Total**
Goods and services	84 401	48 104	132 505	176 029
Interest and rent on land	-	-	-	-
Transfers and subsidies	17 085	-	17 085	25 169
Capital assets	102 787	-	102 787	13 892
Other	32 042	-	32 042	17 106
Total	**236 315**	**48 104**	**284 419**	**232 196**

Listed by programme level	*Note*	2019/20	2018/19
		R'000	R'000
Administration		53 928	132 687
Public ordinary school education		86 618	77 257
Independent school subsidies		-	-
Public special school education		155	72
Early childhood development		260	95
Infrastructure development		122 257	14 071
Examination and education related services		21 201	8 014
Total		**284 419**	**232 196**

21.2 Payables not recognised

			2019/20	2018/19
			R'000	R'000
Listed by economic classification				
	30 Days	**30+ Days**	**Total**	**Total**
Goods and services	47 817	3 749	51 566	60 665
Interest and rent on land	-	-	-	-
Transfers and subsidies	-	-	-	24
Capital assets	10 698	-	10 698	63 884
Other	13 544	-	13 544	54 138
Total	**72 059**	**3 749**	**75 808**	**178 711**

Listed by programme level	*Note*	2019/20	2018/19
		R'000	R'000
Administration		28 313	23 121
Public ordinary school education		18 374	54 174
Independent school subsidies		-	-
Public special school education		55	203
Early childhood development		1 658	307
Infrastructure development		26 097	94 398
Examination and education related services		1 311	6 508
Total		**75 808**	**178 711**

	Note	2019/20	2018/19
Included in the totals are the following:		R'000	R'000
Confirmed balances with other departments	*Annex 4*	121 979	51 543
Confirmed balances with other government entities		-	-
Total		**121 979**	**51 543**

22. Employee benefits

	Note	2019/20	2018/19
		R'000	R'000
Leave entitlement		160 796	152 521
Service bonus (Thirteenth cheque)		1 424 557	1 324 135
Performance awards		-	-
Capped leave commitments		2 451 685	2 539 950
Other		44 299	41 430
Total		**4 081 337**	**4 058 036**

The leave entitlement and capped leave balances as disclosed above are the net of negative balances. The negative balances amount is R 976 809-00 relating to 188 cases.

23. Lease commitments

23.1 Operating leases expenditure

2019/20	Specialised military equipment	Land	Buildings and other fixed structures	Machinery and equipment	Total
Not later than 1 year	-	4 522	52 902	7 977	65 401
Later than 1 year and not later than 5 years	-	17 554	106 599	6 921	131 074
Later than five years	-	-	20 147	-	20 147
Total lease commitments	**-**	**22 076**	**179 648**	**14 898**	**216 622**

2018/19	Specialised military equipment	Land	Buildings and other fixed structures	Machinery and equipment	Total
Not later than 1 year	-	4 327	79 274	32 255	115 856
Later than 1 year and not later than 5 years	-	17 366	171 274	5 717	194 357
Later than five years	-	-	39 475	-	39 475
Total lease commitments	**-**	**21 693**	**290 023**	**37 972**	**349 688**

Generally, the lease commitments of the Department relates to leased buildings whose period may be between periods of one to ten years. The other category relates to the leasing of machinery whose period is less than or equal to three years. The final category relates to the renting of public schools on private land which are termed Section 14 agreements per the South African Schools Act of 1996. These agreements are in perpetuity; however, the disclosure is made up of five years. The department has no renewal or purchase options. There are no lease restrictions.

23.2 Finance leases expenditure

2019/20	Specialised military equipment	Land	Buildings and other fixed structures	Machinery and equipment	Total
Not later than 1 year	-	-	-	2 145	2 145
Later than 1 year and not later than 5 years	-	-	-	300	300
Later than five years	-	-	-	-	-
Total lease commitments	**-**	**-**	**-**	**2 445**	**2 445**

24. Accrued departmental revenue

	Note	2019/20	2018/19
		R'000	R'000
Interest, dividends and rent on land		7 417	7 417
Other		21 092	21 092
Total	*24.1*	**28 509**	**28 509**

These are funds due to the department for LTSM discounts and interest from Managing Agents.

24.1 Analysis of accrued departmental revenue

	Note	2019/20	2018/19
		R'000	R'000
Opening balance		28 509	28 509
Add: amounts recognised		-	-
Less: amounts written-off/reversed as irrecoverable		-	-
Closing balance	*24*	**28 509**	**28 509**

25. Irregular expenditure

25.1 Reconciliation of irregular expenditure

	Note	2019/20	2018/19
		R'000	R'000
Opening balance		**6 571 945**	**4 726 440**
Prior period error		-	-
As restated		**6 571 945**	**4 726 440**
Add: Irregular expenditure – relating to prior year		-	-
Add: Irregular expenditure – relating to current year		1 583 515	1 878 809
Less: Prior year amounts condoned		-	-
Less: Current year amounts condoned		(1 442)	(33 304)
Less: Amounts not condoned and not recoverable		-	-
Closing balance		**8 154 018**	**6 571 945**
Analysis of awaiting condonation per age classification			
Current year		1 582 073	1 845 505
Prior years		6 571 945	4 726 440
Total		**8 154 018**	**6 571 945**

The Department initiated the bid process for the National School Nutrition Programme (NSNP), in the prior financial periods. Upon finalisation and award of the bid, the unsuccessful bidders appealed to the provincial treasury Bid Tribunal Committee about the validity period of the bid process. As per the Tribunal recommendations, the department's bid process was set aside and the department was instructed to start a new bid process. In order not to negatively impact on the service delivery of feeding at schools, the department was allowed to continue using the current NSNP service providers on a month to month basis until the new bid process has been finalised. The appeal mentioned above occurred in a previous financial period.

The department has also included local content for various categories of non-compliance to supply chain processes internally and through its Implementing Agents.

25.2 Details of irregular expenditure – current year

Incident	Disciplinary steps taken/criminal proceedings	2019/20 R'000
Goods and Services	Still being investigated	1 415 568
Payment of Capital Assets	Still being investigated	167 947
Total		**1 583 515**

25.3 Details of irregular expenditure condoned

Incident	Condoned by (condoning authority)	2019/20 R'000
Goods and Services		1 442
Total		**1 442**

25.4 Details of irregular expenditure not recoverable (not condoned)

Incident	Not condoned by (condoning authority)	2019/20 R'000
Total		**-**

25.4 Details of irregular expenditures under investigation (not included in main note)

Incident	2019/20 R'000
	-
Total	**-**

26. Fruitless and wasteful expenditure

26.1 Reconciliation of fruitless and wasteful expenditure

	Note	2019/20	2018/19
		R'000	R'000
Opening balance		**184 215**	**169 966**
Prior period error		-	-
As restated		**184 215**	**169 966**
Fruitless and wasteful expenditure – relating to prior year		-	272
Fruitless and wasteful expenditure – relating to current year		7 017	13 977
Less: Amounts resolved		-	-
Fruitless and wasteful expenditure awaiting resolution		**191 232**	**184 215**

26.2 Analysis of awaiting resolution per economic classification

	2019/20	2018/19
	R'000	R'000
Current	191 232	184 215
Total	**191 232**	**184 215**

26.3 Analysis of Current year's fruitless and wasteful expenditure

Incident	Disciplinary steps taken/criminal proceedings	2019/20
		R'000
Goods and Services	Still being investigated	7 017
Payment of Capital Assets	Still being investigated	-
Total		**7 017**

27. Related party transactions

The Department is involved in the KwaZulu-Natal Education Development Trust. This trust is operated in conjunction with major donors in the private sector. The Department exercises significant influence over the activities of the trust as majority of the Trustees are officials of the Department of Education. No voted funds were transferred to the trust during this 2019/20 financial period. No funds were received from the Flemish Government on behalf of the trust for 2019/20 financial period at year end, as a result no funds are credited to the KwaZulu-Natal Education Development Trust. The Department acts as an agent in respect of the receipt of these funds.

28. Key management personnel

	No. of Individuals	2019/20	2018/19
		R'000	R'000
Political office bearers	2	2 004	1 978
Officials:			
Level 15 to 16	4	5 403	5 068
Level 14 (incl. CFO if at a lower level)	11	13 441	12 573
Family members of key management personnel	22	8 967	9 348
Total		**29 815**	**28 967**

29. Provisions

	Note	2019/20	2018/19
		R'000	R'000
Provision 1 - S14 Schools Unsigned Leases		585	594
Provision 2 - Retentions for Infrastructure Projects (Capital)		100 295	80 396
Provision 3 – Legal Claims to be paid to Third Parties		22 922	19 364
Total		**123 802**	**100 354**

Provision 1 - S14 Schools Unsigned Leases - these leases may become recoverable if the landlords claim the rental.

Provision 2 - Retentions for Infrastructure Projects (Capital) - amounts due to contractors on final completion of projects.

Provision 3 - Legal Services to be paid to third parties - this is amounts to be paid to third parties where the department acts as a mediator.

29.1 Reconciliation of movement in provisions – 2019/20

	Provision 1	Provision 2	Provision 3	Total provisions
	R'000	R'000	R'000	R'000
Opening balance	594	80 396	19 364	100 354
Increase in provision	-	19 899	3 558	23 457
Settlement of provision	(9)	-	-	(9)
Closing balance	**585**	**100 295**	**22 922**	**123 802**

Reconciliation of movement in provisions – 2018/19

	Provision 1	Provision 2	Provision 3	Total provisions
	R'000	R'000	R'000	R'000
Opening balance	594	87 641	10 609	98 844
Increase in provision	-	-	8 755	8 755
Settlement of provision	-	(7 245)	-	(7 245)
Closing balance	**594**	**80 396**	**19 364**	**100 354**

30. Movable Tangible Capital Assets

MOVEMENT IN MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2020

	Opening balance	Value adjustments	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT					
	371 074	**-**	**29 680**	**1 804**	**398 950**
Transport assets	222 280	-	21 322	-	243 602
Computer equipment	114 691	-	1 762	1 424	115 029
Furniture and office equipment	32 019	-	5 723	372	37 370
Other machinery and equipment	2 084	-	873	8	2 949
TOTAL MOVABLE TANGIBLE CAPITAL ASSETS					
	371 074	**-**	**29 680**	**1 804**	**398 950**

30.1 Additions

ADDITIONS TO MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2020

	Cash	Non-cash	(Capital Work in Progress current costs and finance lease payments)	Received current, not paid (Paid current year, received prior year)	Total
	R'000	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	**30 849**	**-**	**(1 184)**	**15**	**29 680**
Transport assets	21 322	-	-	-	21 322
Computer equipment	2 946	-	(1 184)	-	1 762
Furniture and office equipment	5 713	-	-	10	5 723
Other machinery and equipment	868	-	-	5	873
TOTAL ADDITIONS TO MOVABLE TANGIBLE CAPITAL ASSETS	**30 849**	**-**	**(1 184)**	**15**	**29 680**

30.2 Disposals

DISPOSALS OF MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2020

	Sold for cash	Non-cash disposal	Total disposals	Cash Received Actual
	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	**-**	**1 804**	**1 804**	**-**
Transport assets	-	-	-	-
Computer equipment	-	1 424	1 424	-
Furniture and office equipment	-	372	372	-
Other machinery and equipment	-	8	8	-
TOTAL DISPOSAL OF MOVABLE TANGIBLE CAPITAL ASSETS	**-**	**1 804**	**1 804**	**-**

The "Non-cash" disposals are as a result of losses realized by the department through loss and disposal. The loss incurred was as a result of a fire that occurred at uMgungundlovu District and the department incurred a financial loss of 777 ('000) rand value of assets. The disposal was for assets at Umlazi District Office were these have become obsolete and redundant the disposal amount is 1 027 million rand value.

30.3 Movement for 2018/19

MOVEMENT IN TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2019

	Opening balance	Prior period error	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT					
	364 223	**-**	**6 851**	**-**	**371 074**
Transport assets	217 994	-	4 286	-	222 280
Computer equipment	113 139	-	1 552	-	114 691
Furniture and office equipment	31 128	-	891	-	32 019
Other machinery and equipment	1 962	-	122	-	2 084
TOTAL MOVABLE TANGIBLE CAPITAL ASSETS	**364 223**	**-**	**6 851**	**-**	**371 074**

30.4 Minor assets

MOVEMENT IN MINOR ASSETS PER THE ASSET REGISTER FOR THE YEAR ENDED AS AT 31 MARCH 2020

	Specialised military assets	Intangible assets	Heritage assets	Machinery and equipment	Biological assets	Total
	R'000	R'000	R'000	R'000	R'000	R'000
Opening balance	-	-	-	58 992	-	**58 992**
Value adjustments	-	-	-	-	-	**-**
Additions	-	-	-	3 703	-	**3 703**
Disposals	-	-	-	995	-	**995**
TOTAL MINOR ASSETS	**-**	**-**	**-**	**61 700**	**-**	**61 700**

	Specialised military assets	Intangible assets	Heritage assets	Machinery and equipment	Biological assets	Total
Number of R1 minor assets	-	-	-	40 931	-	40 931
Number of minor assets at cost	-	-	-	34 681	-	34 681
TOTAL NUMBER OF MINOR ASSETS	**-**	**-**	**-**	**75 612**	**-**	**75 612**

The "Non-cash" disposals are as a result of losses realized by the department through loss and disposal. The loss incurred was as a result of a fire that occurred at uMgungundlovu District and the department incurred a financial loss of 778 ('000) rand value of assets. The disposal was for assets at Umlazi District Office were these have become obsolete and redundant the disposal amount is 217 ('000) rand value.

MOVEMENT IN MINOR ASSETS PER THE ASSET REGISTER FOR THE YEAR ENDED AS AT 31 MARCH 2019

	Specialised military assets	Intangible assets	Heritage assets	Machinery and equipment	Biological assets	Total
	R'000	R'000	R'000	R'000	R'000	R'000
Opening balance	-	-	-	58 286	-	**58 286**
Prior period error	-	-	-	-	-	**-**
Additions	-	-	-	706	-	**706**
Disposals	-	-	-	-	-	**-**
TOTAL MINOR ASSETS	**-**	**-**	**-**	**58 992**	**-**	**58 992**

	Specialised military assets	Intangible assets	Heritage assets	Machinery and equipment	Biological assets	Total
Number of R1 minor assets	-	-	-	42 281	-	42 281
Number of minor assets at cost	-	-	-	32 495	-	32 495
TOTAL NUMBER OF MINOR ASSETS	**-**	**-**	**-**	**74 776**	**-**	**74 776**

30.4.1 Prior period error

	Note	2017/18
	30.4	R'000
Nature of prior period error		
Relating to 2018/19 and prior		**-**
		-
Total		**-**

31. Intangible Capital Assets

MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2020

	Opening balance	Value adjustments	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
SOFTWARE	3 137	-	18 024	-	21 161
TOTAL INTANGIBLE CAPITAL ASSETS	**3 137**	**-**	**18 024**	**-**	**21 161**

31.1 Additions

ADDITIONS TO INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2020

	Cash	Non-Cash	(Development work in progress – current costs)	Received current year, not paid (Paid current year, received prior year)	Total
	R'000	R'000	R'000	R'000	R'000
SOFTWARE	18 024	-	-	-	18 024
TOTAL ADDITIONS TO INTANGIBLE CAPITAL ASSETS	**18 024**	**-**	**-**	**-**	**18 024**

31.2 Disposals

DISPOSALS OF INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2020

	Sold for cash	Non-cash disposal	Total disposals	Cash Received Actual
	R'000	R'000	R'000	R'000
SOFTWARE	-	-	-	-
TOTAL DISPOSALS OF INTANGIBLE CAPITAL ASSETS	**-**	**-**	**-**	**-**

31.3 Movement for 2018/19

MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2019

	Opening balance	Prior period error	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
SOFTWARE	1 634	-	1 503	-	3 137
TOTAL INTANGIBLE CAPITAL ASSETS	**1 634**	**-**	**1 503**	**-**	**3 137**

32. Immovable Tangible Capital Assets

MOVEMENT IN IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2020

	Opening balance	Value adjustments	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
BUILDINGS AND OTHER FIXED STRUCTURES	**8 746 342**	**-**	**1 577 143**	**-**	**10 323 485**
Non-residential buildings	8 746 342	-	1 577 143	-	10 323 485
TOTAL IMMOVABLE TANGIBLE CAPITAL ASSETS	**8 746 342**	**-**	**1 577 143**	**-**	**10 323 485**

32.1 Additions

ADDITIONS TO IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2020

	Cash	Non-cash	(Capital Work in Progress current costs and finance lease payments)	Received current, not paid (Paid current year, received prior year)	Total
	R'000	R'000	R'000	R'000	R'000
BUILDING AND OTHER FIXED STRUCTURES	**2 082 389**	**838 801**	**(1 344 047)**	**-**	**1 577 143**
Non-residential buildings	2 082 389	838 801	(1 344 047)	-	1 577 143
TOTAL ADDITIONS TO IMMOVABLE TANGIBLE CAPITAL ASSETS	**2 082 389**	**838 801**	**(1 344 047)**	**-**	**1 577 143**

32.2 Movement for 2018/19

MOVEMENT IN IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2019

	Opening balance	Prior period error	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
BUILDINGS AND OTHER FIXED STRUCTURES	**7 484 927**	**-**	**1 261 415**	**-**	**8 746 342**
Non-residential buildings	7 484 927	-	1 261 415	-	8 746 342
TOTAL IMMOVABLE TANGIBLE CAPITAL ASSETS	**7 484 927**	**-**	**1 261 415**	**-**	**8 746 342**

32.3 Capital Work-in-progress

CAPITAL WORK-IN-PROGRESS AS AT 31 MARCH 2020

	Note	Opening balance 1 April 2019	Current Year WIP	Ready for use (Assets to the AR) / Contracts terminated	Closing balance 31 March 2020
	Annexure 6	R'000	R'000	R'000	R'000
Buildings and other fixed structures		3 901 670	2 082 389	1 635 899	4 348 160
TOTAL		**3 901 670**	**2 082 389**	**1 635 899**	**4 348 160**

Included in the WIP amount of R1 635 899 ('000) above, are the terminated projects to the value of R58 756 ('000). These projects were terminated due to various reasons being: poor performance by contractors and consultants, conflict among joint venture partners, litigation of the contracted companies, cash flow challenges, disputes between main business contractors and subcontractors, community unrest, negative interference by business forums, under-estimation of project costs by contractors and poor workmanship.

Age analysis on ongoing projects	Number of projects		2019/20
	Planned, Construction not started	Planned, Construction started	Total R'000
0 to 1 Year	628	579	1 462 819
1 to 3 Years	1 113	240	1 784 105
3 to 5 Years	17	127	1 098 124
Longer than 5 Years	-	2	3 112
Total	**1 758**	**948**	**4 348 160**

Accruals and payables not recognised relating to Capital WIP	**Note**	**2019/20**	**2018/19**
		R'000	R'000
Amounts relating to progress certificates received but not paid at year end and therefore not included in capital work-in-progress		10 698	77 776
Total		**10 698**	**77 776**

CAPITAL WORK-IN-PROGRESS AS AT 31 MARCH 2019

	Note	Opening balance 1 April 2018	Prior period error	Current Year WIP	Ready for use (Assets to the AR) / Contracts terminated	Closing balance 31 March 2019
	Annexure 6	R'000	R'000	R'000	R'000	R'000
Buildings and other fixed structures		3 464 543	-	1 728 452	1 291 325	3 901 670
TOTAL		**3 464 543**	**-**	**1 728 452**	**1 291 325**	**3 901 670**

Age analysis on ongoing projects	Number of projects		2018/19
	Planned, Construction not started	Planned, Construction started	Total R'000
0 to 1 Year	2 238	535	1 869 552
1 to 3 Years	49	361	770 729
3 to 5 Years	48	96	1 312 713
Longer than 5 Years	41	70	43 353
Total	**2 376**	**1 062**	**3 996 347**

33. Agent-principal arrangements

33.1 Department acting as the principal

	2019/20	2018/19
	R'000	R'000
COEGA	17 478	28 222
IDT	40 622	45 256
Ethekwini Water	10 081	2 492
Umhlathuze Water	-	-
DBSA	36 535	18 707
Total	**104 716**	**94 677**

The Agents listed above are contracted to the Department of Education to manage and facilitate capital and maintenance projects on its behalf. The amounts stated above are the management fees paid to these Implementing Agents.

34. Prior period errors

34.1 Correction of prior period errors

	Note	**Amount bef. error correction**	**Prior period error**	**Restated Amount**
		R'000	**R'000**	**R'000**
Expenditure:				
Goods and services		-	-	**-**
Tangible capital assets				
Net effect		**-**	**-**	**-**
Other:				
		-	-	**-**
Net effect		**-**	**-**	**-**

35. STATEMENT OF CONDITIONAL GRANTS RECEIVED

NAME OF GRANT	GRANT ALLOCATION						SPENT			2018/19	
	Division of Revenue Act/ Provincial Grants	Roll Overs	DORA Adjustments	Other Adjustments	Total Available	Amount received by department	Amount spent by department	Under / (Overspending)	% of available funds spent by department	Division of Revenue Act	Amount spent by department
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Division of Revenue Act:											
National Department of Education - HIV/AIDS	62 155	3 082	-	-	65 237	65 237	65 237	-	100%	58 922	54 357
National Department of Education - National School Nutrition Programme (NSNP)	1 621 291	16 890	-	-	1 638 181	1 638 181	1 628 447	9 734	99%	1 664 215	1 647 325
EPWP Integrated Grant for Provinces	2 028	-	-	-	2 028	2 028	2 028	-	100%	2 000	2 000
EPWP Social Sector Incentive Grant for Provinces	24 814	-	-	-	24 814	24 814	24 814	-	100%	27 004	27 004
Maths, Science and Technology Grant (MST)	64 638	336	-	-	64 974	64 974	64 974	-	100%	67 351	67 015
Learners with Profound Intellectual Disabilities grant (LSPID)	32 279	5 338	-	-	37 617	37 617	37 617	-	100%	28 330	22 992
Provincial Grants:											
Education Infrastructure Grant (EIG)	2 187 162	-	-	100 000	2 287 162	2 187 162	2 287 162	-	105%	2 016 435	2 016 435
Total	**3 994 367**	**25 646**	**-**	**100 000**	**4 120 013**	**4 020 013**	**4 110 279**	**9 734**		**3 864 257**	**3 837 128**

The Conditional Grants are limited to the budget amount if they are overspent for the "***Amount spent by department***".

36. STATEMENT OF CONDITIONAL/UNCONDITIONAL GRANTS AND TRANSFERS PAID TO PROVINCIAL DEPARTMENTS AND MUNICIPALITIES

NAME OF MUNICIPALITY / PROVINCIAL DEPARTMENTS	GRANT ALLOCATION				TRANSFER				2018/19	
	Division of Revenue Act	Roll Overs / Shifting of Funds	Adjustments	Total Available	Actual Transfer	Under / (Overspending)	Funds Withheld	Re-allocations by National Treasury or National Department	Division of Revenue Act	Actual Transfer
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	%		R'000
KwaZulu-Natal Department of Transport	2 100	-	-	2 100	1 820	280	-	-	2 081	2 151
Total	**2 100**	**-**	**-**	**2 100**	**1 820**	**280**	**-**	**-**	**2 081**	**2 151**

ANNEXURE 1A

STATEMENT OF TRANSFERS TO DEPARTMENTAL AGENCIES AND ACCOUNTS

	TRANSFER ALLOCATION				TRANSFER		2018/19
	Adjusted Appropriation	Roll Overs / Shifting of Funds	Adjustments	Total Available	Actual Transfer	% of Available funds Transferred	Appropriation Act
DEPARTMENT/ AGENCY/ ACCOUNT	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**
EDTP SETA	34 169	-	-	34 169	17 085	50%	-
Total	**34 169**	**-**	**-**	**34 169**	**17 085**		**-**

ANNEXURE 1B

STATEMENT OF TRANSFERS TO NON-PROFIT INSTITUTIONS

	TRANSFER ALLOCATION				EXPENDITURE		2018/19
	Adjusted Appropriation Act	Roll Overs / Shifting of Funds	Adjustments	Total Available	Actual Transfer	% of Available funds transferred	Appropriation Act
NON-PROFIT INSTITUTIONS	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**
Transfers							
Public Ordinary School Education	1 353 647	-	-	1 353 647	1 353 777	100%	1 339 820
Independent Schools	86 125	-	-	86 125	85 274	99%	84 028
Public Special School Education	139 076	-	-	139 076	139 085	100%	137 845
Early Childhood Development	29 940	-	-	29 940	29 890	100%	28 713
Examination and Education Related Services	-	-	-	-	-	-	-
Total	**1 608 788**	**-**	**-**	**1 608 788**	**1 608 026**		**1 590 406**

ANNEXURE 1C

STATEMENT OF TRANSFERS TO HOUSEHOLDS

	TRANSFER ALLOCATION				EXPENDITURE		2018/19
	Adjusted Appropriation Act	Roll Overs / Shifting of Funds	Adjustments	Total Available	Actual Transfer	% of Available funds Transferred	Appropriation Act
HOUSEHOLDS	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**%**	**R'000**
Transfers							
Employees	221 762	-	-	221 762	263 624	119%	161 933
Total	**221 762**	**-**	**-**	**221 762**	**263 624**		**161 933**

ANNEXURE 2A

STATEMENT OF FINANCIAL GUARANTEES ISSUED AS AT 31 MARCH 2020 – LOCAL

Guarantor institution	Guarantee in respect of	Original guaranteed capital amount	Opening balance 1 April 2019	Guarantees draw downs during the year	Guarantees repayments/ cancelled/ reduced/ released during the year	Revaluations due to foreign currency movements	Closing balance 31 March 2020	Revaluations due to inflation rate movements	Accrued guaranteed interest for year ended 31 March 2020
		R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
	Housing								
Standard Bank		-	924	-	248	-	676	-	-
FNB		-	61	-	17	-	44	-	-
ABSA		-	484	-	-	-	484	-	-
Ithala Limited		-	26	-	-	-	26	-	-
Green Start HL		-	23	-	-	-	23	-	-
	Subtotal	**-**	**1 518**	**-**	**265**	**-**	**1 253**	**-**	**-**
	Total	**-**	**1 518**	**-**	**265**	**-**	**1 253**	**-**	**-**

ANNEXURE 2B

STATEMENT OF CONTINGENT LIABILITIES AS AT 31 MARCH 2020

Nature of Liability	Opening Balance 1 April 201	Liabilities incurred during the year	Liabilities paid/ cancelled/reduced during the year	Liabilities recoverable (Provide details hereunder)	Closing Balance 31 March 2020
	R'000	R'000	R'000	R'000	R'000
Claims against the department					
Legal Claims	1 037 904	44 889	-	-	1 082 793
Subtotal	**1 037 904**	**44 889**	**-**	**-**	**1 082 793**
Other					
Ithala (Utilisation of own funds to pay contractors)	5 912	-	-	-	5 912
Subtotal	**5 912**	**-**	**-**	**-**	**5 912**
TOTAL	**1 043 816**	**44 889**	**-**	**-**	**1 088 705**

ANNEXURE 3

CLAIMS RECOVERABLE

Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total	
	31/03/2020	31/03/2019	31/03/2020	31/03/2019	31/03/2020	31/03/2019
	R'000	R'000	R'000	R'000	R'000	R'000
Department						
Gauteng Department of Education	-	-	1 875	3 902	1 875	3 902
Gauteng Department of Infrastructure and Development	-	-	5	5	5	5
Mpumalanga Department of Education	-	-	820	2 424	820	2 424
Eastern Cape Department of Education	-	-	190	2 299	190	2 299
KZN Agriculture	-	-	99	99	99	99
KZN Department of Social Development	-	-	693	693	693	693
KZN Arts & Culture	-	-	743	743	743	743
Free State Department of Education	-	-	1 192	183	1 192	183
KZN Department of Transport	-	-	16 335	19 040	16 335	19 040
Western Cape Department of Education	-	-	362	250	362	250
National Higher Education & Training	-	-	1 480	15 328	1 480	15 328
National Department of Correctional Services	-	-	301	269	301	269
North West Department of Education	-	-	484	454	484	454
Northern Cape Department of Education	-	-	71	71	71	71
KZN Safety and Security	-	-	163	163	163	163
Limpopo Department of Education	-	-	1 065	1 271	1 065	1 271
National Water Affairs	-	-	57	-	57	-
Total c/f	**-**	**-**	**25 935**	**47 194**	**25 935**	**47 194**

ANNEXURE 3 (continued)

CLAIMS RECOVERABLE

Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total	
	31/03/2020	31/03/2019	31/03/2020	31/03/2019	31/03/2020	31/03/2019
	R'000	R'000	R'000	R'000	R'000	R'000
Department						
Total b/f	**-**	**-**	**25 935**	**47 194**	**25 935**	**47 194**
South African Police Services	-	-	9	9	9	9
National Department of Justice	-	-	20	20	20	20
Other Government Entities	-	-	-	-	-	-
Total	**-**	**-**	**25 964**	**47 223**	**25 964**	**47 223**

ANNEXURE 4

INTER-GOVERNMENT PAYABLES

GOVERNMENT ENTITY	Confirmed balance outstanding		Unconfirmed balance outstanding		TOTAL	
	31/03/2020	31/03/2019	31/03/2020	31/03/2019	31/03/2020	31/03/2019
	R'000	R'000	R'000	R'000	R'000	R'000
DEPARTMENTS						
Current						
KwaZulu-Natal Department of Transport	-	1 262	15 484	8 162	15 484	9 424
KwaZulu-Natal Department of Public Works	121 979	46 391	154 377	108 883	276 356	155 274
Department of Justice	-	2 615	2 723	137	2 723	2 752
KZN Provincial Treasury	-	1 249	-	-	-	1 249
KwaZulu-Natal Department of Health	-	26	-	-	-	26
Department of Education - Free State	-	-	-	73	-	73
National Department of Home Affairs	-	-	-	40	-	40
Total	**121 979**	**51 543**	**172 584**	**117 295**	**294 563**	**168 838**

ANNEXURE 5

INVENTORY

INVENTORIES FOR THE YEAR ENDED 31 MARCH 2020	Note	LTSM - Inventory	Departmental Stores - Consumables	Total R'000
Opening balance		-	13 865	13 865
Add/(Less): Adjustments to prior year balance		-	-	-
Add: Additions/Purchases – Cash		743 463	22 194	765 657
Add: Additions - Non-cash		-	251	251
(Less): Disposals		-	-	-
(Less): Issues		(683 741)	(22 410)	(706 151)
Add/(Less): Received current, not paid (Paid current year, received prior year)		-	626	626
Add/(Less): Adjustments		-	(118)	(118)
Closing balance		**59 722**	**14 408**	**74 130**

No quantities have been disclosed as the inventory consists of different types of inventory and each type of inventory has a different unit of measure. This annexure discloses opening, movements and closing values relating to the departments stores and Ndabase Printing Solutions Warehouse. This excludes "Inventory" as represented by certain directorates that purchase on their own behalf and any other that the department buys on behalf of schools.

INVENTORIES FOR THE YEAR ENDED 31 MARCH 2019	Note	LTSM - Inventory	Departmental Stores - Consumables	Total R'000
Opening balance		4 148	12 288	16 436
Add: Additions/Purchases – Cash		655 710	19 710	675 420
Add: Additions - Non-cash		-	303	303
(Less): Issues		(659 858)	(18 399)	(678 257)
Add/(Less): Received current, not paid (Paid current year, received prior year)		-	26	26
Add/(Less): Adjustments		-	(63)	(63)
Closing balance		-	**13 865**	**13 865**

ANNEXURE 6

MOVEMENT IN CAPITAL WORK IN PROGRESS

MOVEMENT IN CAPITAL WORK IN PROGRESS FOR THE YEAR ENDED 31 MARCH 2020

	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	**3 901 670**	**2 082 389**	**(1 635 899)**	**4 348 160**
Non-residential buildings	3 901 670	2 082 389	(1 635 899)	4 348 160
Total	**3 901 670**	**2 082 389**	**(1 635 899)**	**4 348 160**

MOVEMENT IN CAPITAL WORK IN PROGRESS FOR THE YEAR ENDED 31 MARCH 2019

	Opening balance	Prior period error	Current Year Capital WIP	Ready for use (Asset register) / Contract terminated	Closing balance
	R'000	R'000	R'000	R'000	R'000
BUILDINGS AND OTHER FIXED STRUCTURES	**3 464 543**	**-**	**1 728 452**	**(1 291 325)**	**3 901 670**
Non-residential buildings	3 464 543	-	1 728 452	(1 291 325)	3 901 670
TOTAL	**3 464 543**	**-**	**1 728 452**	**(1 291 325)**	**3 901 670**

ANNEXURE 7

INTER-ENTITY ADVANCES PAID (note 9)

ENTITY	Confirmed balance outstanding		Unconfirmed balance outstanding		TOTAL	
	31/03/2019	31/03/2018	31/03/2019	31/03/2018	31/03/2019	31/03/2018
	R'000	R'000	R'000	R'000	R'000	R'000
PUBLIC ENTITIES						
	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-
Total	-	-	-	-	-	-

Kwa-Zulu Natal Department of Education - SCHEDULE – IMMOVABLE ASSETS, LAND AND SUB SOIL ASSETS

Opening balances – 2007/2008

In the 2006/07 financial year the Department applied Accounting Circular 1 of 2007. The impact of this circular on the financial statements resulted in the cumulative balances on buildings being transferred to the provincial Department of Works. The balance that was transferred was **R 2 384 355 000** under the category *Buildings and other fixed structures*.

Movements to immovable assets – 2007/2008

The department has applied the exemption as granted by the National Treasury and thus immovable assets have not been disclosed on the face of the annual financial statements.

Additions

The additions for the 2007/08 financial year on buildings recorded under the category *Buildings and other fixed structures* was **R 913 233 000**.

Disposals

The department did not dispose of any additions on buildings for the 2007/08 financial year.

Movements to immovable assets – 2008/2009

The department has applied the exemption as granted by the National Treasury and thus where there is uncertainty with regards to ownership of immovable assets; these have not been disclosed on the face of the annual financial statements.

Additions

The additions for the 2008/09 financial year on buildings recorded under the category *Buildings and other fixed structures* was **R 1 145 450 000**.

Disposals

The department did not dispose of any additions on buildings for the 2008/09 financial year.

Movements to immovable assets – 2009/2010

The department has applied the Guidelines as issued by the National Treasury and thus where there is doubt as to which department is responsible for the property and the GIAMA allocation process has not been finalised, these assets must not be disclosed in the notes to the annual financial statements. The register for immovables in the Province of Kwa-Zulu Natal resides with the Department of Public Works.

Additions

The additions for the 2009/2010 year recorded on *Buildings and other fixed structures* are **R 1 288 343 000**.

Work-In-Progress

The work-in-progress as at 31 March 2010 recorded on *Buildings and other fixed structures* are **R 798 381 000**.

Disposals/Transfers

The department did not dispose of any additions on buildings for the 2009/10 financial year.

Movements to immovable assets – 2010/2011

The department has applied the Guidelines as issued by the National Treasury and thus where there is doubt as to which department is responsible for the property and the GIAMA allocation process has not been finalised, these assets must not be disclosed in the notes to the annual financial statements. The register for immovables in the Province of Kwa-Zulu Natal resides with the Department of Public Works.

Additions

The additions for the 2010/2011 year recorded on *Buildings and other fixed structures* are **R 1 836 333 000**.

Work-In-Progress

The work-in-progress as at 31 March 2011 recorded on *Buildings and other fixed structures* are **R 960 359 000**.

Disposals/Transfers

The department did not dispose of any additions on buildings for the 2010/11 financial year.

Movements to immovable assets – 2011/2012

The department has applied the Guidelines as issued by the National Treasury and thus where there is doubt as to which department is responsible for the property and the GIAMA allocation process has not been finalised, these assets must not be disclosed in the notes to the annual financial statements. The register for immovables in the Province of Kwa-Zulu Natal resides with the Department of Public Works.

Additions

The additions for the 2011/2012 year recorded on *Buildings and other fixed structures* are **R 2 097 788 000**.

Work-In-Progress

The work-in-progress as at 31 March 2012 recorded on *Buildings and other fixed structures* are **R 1 521 296 000**.

Disposals/Transfers

The department did not dispose of any additions on buildings for the 2011/12 financial year.

Movements to immovable assets – 2012/2013

The department has applied the Guidelines as issued by the National Treasury and thus where there is doubt as to which department is responsible for the property and the GIAMA allocation process has not been finalised, these assets must not be disclosed in the notes to the annual financial statements. The register for immovables in the Province of Kwa-Zulu Natal resides with the Department of Public Works.

Additions

The additions for the 2012/2013 year recorded on *Buildings and other fixed structures* are **R 2 463 676 000.**

Work-In-Progress

The work-in-progress as at 31 March 2013 recorded on *Buildings and other fixed structures* are **R 2 313 991 000.**

Disposals/Transfers

The department did not dispose of any additions on buildings for the 2012/13 financial year.

Movements to immovable assets – 2013/2014

The department has applied the Guidelines as issued by the National Treasury and thus where there is doubt as to which department is responsible for the property and the GIAMA allocation process has not been finalised, these assets must not be disclosed in the notes to the annual financial statements. The register for immovables in the Province of Kwa-Zulu Natal resides with the Department of Public Works.

Additions

The additions for the 2013/2014 year recorded on *Buildings and other fixed structures* are **R 2 360 611 000**.

Work-In-Progress

The work-in-progress as at 31 March 2014 recorded on *Buildings and other fixed structures* are **R 1 944 036 000**.

Disposals/Transfers

The department did not dispose of any additions on buildings for the 2013/14 financial year.

Movements to immovable assets – 2014/2015

The department has applied the Guidelines as issued by the National Treasury and thus where there is doubt as to which department is responsible for the property and the GIAMA allocation process has not been finalised, these assets must not be disclosed in the notes to the annual financial statements. The register for immovables in the Province of Kwa-Zulu Natal resides with the Department of Public Works.

Additions

The additions for the 2014/2015 year recorded on *Buildings and other fixed structures* are **R 2 017 870 000**.

Work-In-Progress

The work-in-progress as at 31 March 2015 recorded on *Buildings and other fixed structures* are **R 1 084 899 000**.

Disposals/Transfers

The department did not dispose of any additions on buildings for the 2014/15 financial year.

Movements to immovable assets – 2015/2016

The department has applied the Guidelines as issued by the National Treasury and thus where there is doubt as to which department is responsible for the property and the GIAMA allocation process has not been finalised, these assets must not be disclosed in the notes to the annual financial statements. The register for immovables in the Province of Kwa-Zulu Natal resides with the Department of Public Works.

Additions

The additions for the 2015/2016 year recorded on *Buildings and other fixed structures* are **R 2 343 612 000**.

Work-In-Progress

The work-in-progress as at 31 March 2016 recorded on *Buildings and other fixed structures* are **R 1 827 536 000**.

Disposals/Transfers

The department did not dispose of any additions on buildings for the 2015/16 financial year.

Movements to immovable assets – 2016/2017

The department has applied the Guidelines as issued by the National Treasury and thus where there is doubt as to which department is responsible for the property and the GIAMA allocation process has not been finalised, these assets must not be disclosed in the notes to the annual financial statements. The register for immovables in the Province of Kwa-Zulu Natal resides with the Department of Public Works.

Additions

The additions for the 2016/2017 year recorded on *Buildings and other fixed structures* are **R 2 170 374 000**.

Work-In-Progress

The work-in-progress as at 31 March 2017 recorded on *Buildings and other fixed structures* are **R 2 170 374 000**.

Disposals/Transfers

The department did not dispose of any additions on buildings for the 2016/17 financial year.

Movements to immovable assets – 2017/2018

The department has applied the Guidelines as issued by the National Treasury and thus where there is doubt as to which department is responsible for the property and the GIAMA allocation process has not been finalised, these assets must not be disclosed in the notes to the annual financial statements. The register for immovables in the Province of Kwa-Zulu Natal resides with the Department of Public Works.

Additions

The additions for the 2017/2018 year recorded on *Buildings and other fixed structures* are **R 1 883 004 000**.

Work-In-Progress

The work-in-progress as at 31 March 2018 recorded on *Buildings and other fixed structures* are **R 1 883 004 000**.

Disposals/Transfers

The department did not dispose of any additions on buildings for the 2017/18 financial year.

Movements to immovable assets – 2018/2019

The department has applied the Guidelines as issued by the National Treasury and thus where there is doubt as to which department is responsible for the property and the GIAMA allocation process has not been finalised, these assets must not be disclosed in the notes to the annual financial statements. The register for immovables in the Province of Kwa-Zulu Natal resides with the Department of Public Works.

Additions

The additions for the 2018/2019 year recorded on *Buildings and other fixed structures* are **R 1 728 452 000**.

Work-In-Progress

The work-in-progress as at 31 March 2019 recorded on *Buildings and other fixed structures* are **R 1 728 452 000**.

Disposals/Transfers

The department did not dispose of any additions on buildings for the 2018/19 financial year.

Movements to immovable assets – 2019/2020

The department has applied the Guidelines as issued by the National Treasury and thus where there is doubt as to which department is responsible for the property and the GIAMA allocation process has not been finalised, these assets must not be disclosed in the notes to the annual financial statements. The register for immovables in the Province of Kwa-Zulu Natal resides with the Department of Public Works.

Additions

The additions for the 2019/2020 year recorded on *Buildings and other fixed structures* are **R 2 082 389 000**.

Work-In-Progress

The work-in-progress as at 31 March 2020 recorded on *Buildings and other fixed structures* are **R 2 082 389 000**.

Disposals/Transfers

The department did not dispose of any additions on buildings for the 2019/20 financial year.

The supplementary information presented does not form part of the annual financial statements and is unaudited.



PART F:
GENERAL INFORMATION

GLOSSARY OF PLANNING TERMS

The definitions attached to particular terms in this document are provided below

Accessibility indicators	Reflect the extent to which the intended beneficiaries are able to access services or outputs. Such indicators could include distances to service points, traveling time, waiting time, affordability, language, accommodation of the physically challenged.
Activities	The processes or actions that use a range of inputs to produce an output and ultimately an outcome.
Adequacy indicators	Reflect the quantity of input or output relative to the need or demand. They respond to the question: "Is enough being done to address the problem?".
Baseline	Baseline refers to the current level of performance that the institution aims to improve. The initial step in setting performance targets is to identify the baseline, which in most instances is the level of performance recorded in the year prior to the planning period.
Cost or Price indicators	Important in determining the economy and efficiency of service delivery.
Dates and time frame indicators	Reflect timeliness of service delivery. They include service frequency measures, waiting times, response time, turnaround times, time frames for service delivery and timeliness of service delivery.
Distribution indicators	Relate to the distribution of capacity to deliver services and are critical to assessing equity across geographical areas, urban-rural divides or demographic categories. Such information could be presented using geographic information systems
Economy indicators	Explore whether specific inputs are acquired at the lowest cost and at the right time; and whether the method of producing the requisite outputs is economical.
Effectiveness indicators	Explore the extent to which the outputs of an institution achieve the desired outcomes. An effectiveness indicator assumes a model of how inputs and outputs relate to the achievement of an institution's strategic objectives and goals.
Efficiency indicators	Explore how productively inputs are translated into outputs. An efficient operation maximises the level of output for a given set of inputs, or it minimises the inputs required to produce a given level of output. Efficiency indicators are usually measured by an input: Output ratio or an output: input ratio. These indicators also only have meaning in a relative sense. To evaluate whether an institution is efficient, its efficiency indicators need to be compared to similar indicators elsewhere or across time. An institution's efficiency can also be measured relative to predetermined efficiency targets.
Equity indicators	Explore whether services are being provided impartially, fairly and equitably. Equity indicators reflect the extent to which an institution has achieved and been able to maintain an equitable supply of comparable outputs across demographic groups, regions, urban and rural areas, and so on.
Inputs	The resources that contribute to the production and delivery of an output.
Outcomes	The medium-term results for specific beneficiaries that are the consequence of achieving particular outputs.

Outputs	The goods and services produced by an institution for delivery.
Performance Indicator	Identify specific numerical that tracks progress towards the achievement of a goal.
Performance standards	Express the minimum acceptable level of performance, or the level of performance that is generally expected.
Performance Target [PT]	A performance target is one numerical value for one future period in time with respect to a performance measure. Performance targets indicate in a precise manner the improvements that are envisaged in the education system.
Programme Performance Measure [PPM]	Performance measures are national indicators linked to specific statistics. They are used to gauge performance in the education system. Each performance measure is linked to one measurable objective. Each performance measure takes the form of one provincial time series statistic that tracks progress towards the achievement of a sector priority.
Quality indicators	Reflect the quality of that which is being measured against predetermined standards. Such standards should reflect the needs and expectations of affected parties while balancing economy and effectiveness. Standards could include legislated standards and industry codes.
Quantity indicators	Relate to the number of inputs, activities or outputs. Quantity indicators should generally be time-bound; e.g. the number of inputs available at a specific point in time, or the number of outputs produced over a specific time period.
Strategic Objective [SO]	Strategic objectives are one level below the strategic goals. Their focus is more specific than that of the strategic goals. Most strategic objectives are linked to one provincial budget programme, though some may be generic to the sector as a whole.