

ANNUAL REPORT

2020/21



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Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

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CONTENTS

PART A: GENERAL INFORMATION 3

1.	DEPARTMENT'S GENERAL INFORMATION	4
2.	GENERAL INFORMATION OF REGIONAL MANAGERS	5
3.	LIST OF ABBREVIATIONS/ACRONYMS	6
4.	FOREWORD BY THE MINISTER	9
5.	ACCOUNTING OFFICER'S OVERVIEW	13
6.	STATEMENT OF RESPONSIBILITY AND CONFIRMATION OF ACCURACY FOR THE ANNUAL REPORT	16
7.	STRATEGIC OVERVIEW	17
8.	LEGISLATIVE AND OTHER MANDATES	18
9.	HIGH-LEVEL ORGANISATIONAL STRUCTURE	21
10.	ENTITIES REPORTING TO THE MINISTER	22

PART B: PERFORMANCE INFORMATION 25

1.	AUDITOR-GENERAL'S REPORT: PRE-DETERMINED OBJECTIVES	26
2.	OVERVIEW OF DEPARTMENTAL PERFORMANCE	26
3.	PROGRESS TOWARDS THE ACHIEVEMENT OF INSTITUTIONAL IMPACT AND OUTCOMES	53
4.	INSTITUTIONAL PROGRAMME PERFORMANCE INFORMATION	63
4.1	PROGRAMME 1: ADMINISTRATION	63
4.2	PROGRAMME 2: PLANNING, POLICY AND STRATEGY	68
4.3	PROGRAMME 3: UNIVERSITY EDUCATION	74
4.4	PROGRAMME 4: TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING	83
4.5	PROGRAMME 5: SKILLS DEVELOPMENT	93
4.6	PROGRAMME 6: COMMUNITY EDUCATION AND TRAINING	98
5.	TRANSFER PAYMENTS	122
6.	CONDITIONAL GRANTS	126
7.	DONOR FUNDS	126
8.	CAPITAL INVESTMENT	134



PART C: GOVERNANCE

135

1.	INTRODUCTION	136
2.	RISK MANAGEMENT	136
3.	FRAUD AND CORRUPTION	137
4.	MINIMISING CONFLICT OF INTEREST	137
5.	CODE OF CONDUCT	138
6.	HEALTH SAFETY AND ENVIRONMENTAL ISSUES	138
7.	PORTFOLIO COMMITTEES	139
8.	SCOPA RESOLUTIONS	140
9.	PRIOR MODIFICATIONS TO AUDIT REPORTS	140
10.	INTERNAL CONTROL UNIT	140
11.	INTERNAL AUDIT AND AUDIT COMMITTEES	141
12.	AUDIT COMMITTEE REPORT	142
13.	B-BBEE COMPLIANCE PERFORMANCE INFORMATION	142

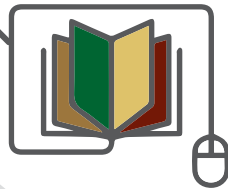
PART D: HUMAN RESOURCE MANAGEMENT

143

1.	INTRODUCTION	144
2.	OVERVIEW OF HUMAN RESOURCES	144
3.	HUMAN RESOURCES OVERSIGHT STATISTICS	146

PART E: FINANCIAL INFORMATION

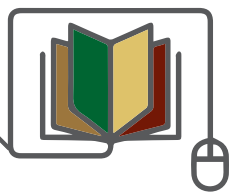
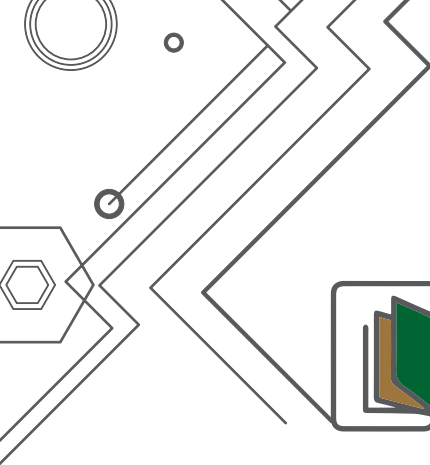
173





→ PART A GENERAL INFORMATION





PART A GENERAL INFORMATION

1. DEPARTMENT'S GENERAL INFORMATION

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Career Advice Helpline: 086 999 0123

Career Advice Website: www.careerhelp.org.za

Fraud Hotline: 0800 701 701





2. GENERAL INFORMATION OF REGIONAL MANAGERS

Provincial Clusters	Regional Managers	E-mail Address	Cell-phone/Tel: Number	Physical Address
Eastern Cape	Mr L Ngubelanga Ms Vuyokazi Ncedani	Luvuyo.ngubelanga@lovedale.org.za vuyokazincedani@gmail.com	043 604 0701/ 072 540 4854	4th Floor, FNB Building Corner Oxford and Union Street East London
Kwa-Zulu Natal	Dr SJ Nzimande	Nzimande.S@dhet.gov.za Phungula.n@dhet.gov.za	082 775 6834/ 033 684 0110	47 Princess Street Pietermaritzburg KwaZulu-Natal
Limpopo	Mr FL Ramonyatse	Ramonyatse.F@dhet.gov.za Sesanashingange@gmail.com	082 544 2848/ 015 291 2662	Limpopo Provincial Education Building Corner 113 Biccard and 24 Excelsior Street Polokwane
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Mpumalanga and North West	Dr N Balkrishen	Balkrishen.P@dhet.gov.za Maduo.g@dhet.gov.za	082 808 7351/ 018 388 2563	Provincial Department of Education Building Dr Albert Luthuli Drive Mafikeng
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3. LIST OF ABBREVIATIONS/ACRONYMS

ABBREVIATIONS/ACRONYMS

AET	Adult Education and Training
OAG	Office of the Accountant-General
AGSA	Auditor-General South Africa
APP	Annual Performance Plan
BAC	Bid Adjudication Committee
BEC	Bid Evaluation Committee
B-BBEE	Broad-Based Black Economic Empowerment
BRICS	Brazil, Russia, India, China, South Africa
BSC	Bid Specification Committee
CAS	Central Application Service
CDS	Career Development Services
CET	Community Education and Training
CETA	Construction Sector Education and Training Authority
CHE	Council on Higher Education
CLC	Community Learning Centre
COS	Centres of Specialisation
CPD	Continuous Professional Development
CPI	Consumer Price Index
CRG	COVID-19 Responsiveness Grant
CUT	Central University of Technology
DCDT	Department of Communications and Digital Technologies
DHET	Department of Higher Education and Training
DoH	Department of Health
DPME	Department of Planning, Monitoring and Evaluation
DPSA	Department of Public Service Administration
DSI	Department of Science and Innovation
DVV	Deutscher Volkshochschul-Verband
EDHE	Entrepreneurship Development in Higher Education
ERRP	Economic Reconstruction and Recovery Plan
ETDP SETA	Education, Training and Development Practices Sector Education and Training Authority
FPP	Future Professors Programme
GBV	Gender-Based Violence
GETC	General Education and Training Certificate
GITO	Government Information Technology Officer
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
HEQSF	Higher Education Qualifications Sub-Framework
HDIs	Historically Disadvantaged Individuals
HDI-DG	Historically Disadvantaged Institutions Development
HEIs	Higher Education Institutions
HEAIDS	Higher Education HIV/Aids Programme
HELMP	Higher Education Leadership and Management Programme
HEQC	Higher Education Quality Committee
HR	Human Resources
HRP	Human Resource Plan
HSRC	Human Sciences Research Council
ICT	Information and Communication Technology



ABBREVIATIONS/ACRONYMS

IIDSP	Integrated Infrastructure Development Support Programme
INDLELA	Institute for the National Development of Learnerships, Employment Skills and Labour Assessments
IT	Information Technology
ITSC	Information Technology Steering Committee
L/CMS	Learning Content Management System
LTSM	Learning and Teaching Support Materials
LGBTQI	Lesbian, Gay, Bisexual, Transgender, Queer, & Intersex Life
LPO	List of Priority Occupations
MICT-SETA	Media, Information and Communication Technologies Sector Education and Training Authority
MIF	Macro-Infrastructure Framework
MoA	Memorandum of Agreement
MTEF	Medium-Term Expenditure Framework
MTSF	Medium-Term Strategic Framework
MTT	Ministerial Task Team
NAMB	National Artisan Moderation Body
NASCA	National Senior Certificate for Adults
NHLS	National Health Laboratory Service
NICD	The National Institute For Communicable Diseases
NRF	National Revenue Fund
NCAP	National Career Advice Portal
NC(V)	National Certificate (Vocational)
NDP	National Development Plan
NEDLAC	National Economic Development and Labour Council
NEET	Not in Education, Employment or Training
NESP	Nurturing Emerging Scholars Programme
nGAP	New Generation of Academics Programme
NOLS	National Open Learning System
NPPSET	National Plan for Post-School Education and Training
NQF	National Qualifications Framework
NSDS	National Skills Development Strategy
NSF	National Skills Fund
NSFAS	National Student Financial Aid Scheme
OER	Open Educational Resources
OIHD	Occupations in High Demand
OQSF	Occupational Qualifications Sub-Framework
PCHES	Portfolio Committee on Higher Education, Science and Technology
PCM	Pension Case Management
PDoH	Provincial Department of Health
PERSAL	Personnel Salary System
PFMA	Public Finance Management Act
PHEI	Private Higher Education Institution
PILIR	Policy and Procedure on Incapacity Leave and Ill-Health Retirement
PLP	Pre-Vocational Learning Programme
PPE	Personal Protective Equipment
PPN	Post Provisioning Norms
PQM	Programme Qualification Mix
PSC	Public Service Commission



ABBREVIATIONS/ACRONYMS

PSET	Post-School Education and Training
PSP	Priority Skills Plan
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
SABEN	South African Broadband Education Networks
SABS	South African Bureau of Standards
SACPO	South African College Principals Organisation
SADC	South African Development Community
SANReN	South African National Research Network
SAUS	South African Union of Students
SAQA	South African Qualifications Authority
SB-DP	Sibusiso Bengu Development Programme
SETMIS	Sector Education and Training Management Information System
SEIAS	Socio-Economic Impact Assessment System
SEZ	Special Economic Zone
SITA	State Information Technology Agency
SMS	Senior Management Service
SMU	Sefako Makgatho University
SPU	Sol Plaatje University
SRC	Student Representative Council
SSP	Sector Skills Plan
TIMIS	TVET Infrastructure Management System
TLDCIP	Teaching and Learning Development Capacity Improvement Programme
TVET	Technical and Vocational Education and Training
TVETMIS	Technical and Vocational Education and Training Management Information System
UCDP	University Capacity Development Programme
UFH	University of Fort Hare
UJ	University of Johannesburg
UL	University of Limpopo
UMP	University of Mpumalanga
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNISA	University of South Africa
USAf	Universities South Africa
USDP	University Staff Doctoral Programme
WBL	Workplace-Based Learning
W&RSETA	Wholesale and Retail SETA
WSU	Walter Sisulu University



4. FOREWORD BY THE MINISTER



Dr BE Nzimande, MP
Minister of Higher Education,
Science and Innovation

I am pleased to present the Annual Report of the Department of Higher Education and Training for the reporting period 2020/21. This edition represents the tenth iteration since the establishment of our Department.

The report reflects on the achievements and relevant financial information in relation to our Department's continued efforts in developing and improving the South African Post-School Education and Training system.

The reporting period has undoubtedly been one dominated by the tumultuous emergence and rampant spread of the COVID-19 pandemic in our country and across the globe. Like many other sectors, the Post-School Education and Training sector has also been negatively affected at all functional levels by the COVID-19 pandemic.

As a result, we re-assessed and recalibrated our services portfolio at all levels, across all programmes and within our institutions. All these happened under marked budget cuts which was across all of government.

Our efforts have since seen a groundswell in support for and adoption of our hybrid, digitised and remote modes of learning and teaching, including the distribution of laptops through the National Student Financial Aid Scheme to all our deserving university and TVET College students.

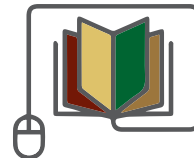
Again, in response to COVID-19 pandemic, during the 2020/21 financial year, we have established the COVID-19 Responsiveness Grant aimed at supporting the implementation of our multi-modal teaching and learning interventions, coupled with campus readiness and safety protocols to ensure the successful ending of the 2020 academic year.

In this important task, as a Department we were supported by HIGHER HEALTH, our national agency responsible for improving the health and well-being of our students, which worked closely with all stakeholders across the sector.

HIGHER HEALTH provided appropriate support and advice in effectively managing the impact of the COVID-19 pandemic within our sector. HIGHER HEALTH issued guidelines aimed at assisting institutions in managing their localised COVID-19 pandemic responsiveness, as well as facilitating the requisite training of staff.

Directives were published periodically to provide legal guidance, including the dissemination of information related to the return of students to campuses under different lockdown levels.

One of the most important milestones is that we also developed a framework for the management of tuition and accommodation fees.



“ In response to COVID-19 pandemic, during the 2020/21 financial year, we have established the COVID-19 Responsiveness Grant aimed at supporting the implementation of our multi-modal teaching and learning interventions, coupled with campus readiness and safety protocols to ensure the successful ending of the 2020 academic year.



In relation to the administrative and financial challenges experienced by the National Student Financial Aid Scheme, an Administrator was appointed on 21 August 2018 and re-appointed in August 2019 to take over the governance, management and administration of entity.

His tenure was subsequently extended to 31 December 2020 to facilitate a smooth hand-over to the newly appointed Board. The new NSFAS Board was appointed for a period of four years and commenced with their responsibilities on 1 January 2021.

The process of the appointment of the National Student Financial Aid Scheme Board was followed by the appointment of a new Chief Executive Officer on 1 December 2020.

During the period under review, the Ministerial Committee of Inquiry into National Student Financial Aid Scheme was appointed to provide recommendations in relation to the future business processes, systems, policies and capacity required at National Student Financial Aid Scheme. The Ministerial Committee submitted its final draft report to the Department in February 2021.

In order to restore proper governance and management at the University of Fort Hare and the Vaal University of Technology respectively, we appointed Administrators at these institutions.

The Higher Education Quality Committee, the Council of Higher Education, the South African Qualifications Authority and the Department continued to collaborate in providing regulatory oversight and ensuring the integrity of the post-school education and training system.

Due to the concerted and collaborative efforts of our regulatory bodies over the past few years, we significantly reduced the challenges brought by the proliferation of illegal (or bogus) colleges. We indeed restored the integrity, effectiveness and credibility of the private higher education sector.

During the period under review, I constituted a Ministerial Task Team to advise me on instances of sexual harassment, gender-based violence and harm within our Post-School Education and Training sector. This intervention culminated in the release of the Policy Framework to address Gender-Based Violence in the Post-School Education and Training system. We have also released the Sexual and Gender Related Misconduct Contextual Guidelines, Procedural Guidelines for the Protection from Sexual and Gender Related Misconduct as well as two Protocols on the Post-School Education and Training Code of Ethics and Protocols on Rape and Sexual Assault Cases within the sector.

I have also appointed a Ministerial Task Team to conduct an independent review of UNISA, focusing on the strategic mandate and purpose of this university. The Task Team was also tasked to make recommendations on Unisa's business model, governance and management.

The Ministerial Task Team on the Recruitment, Retention and Progression of Black South African Academics finalised its report with recommendations which were shared with our universities for their comments. Universities inputs have since been integrated as part of our precursor to the Cabinet Memorandum.

During 2019/20, I also appointed a Ministerial Task Team on the Implications of the Fourth Industrial Revolution (4IR) for the PSET sector. The Task Team submitted a report at the end of May 2021 for consideration.

In this current reporting period, we have also concluded an independent strategic evaluation of the National Institute for Humanities and Social Sciences. This review was the first to be conducted and focusses on the initial five-year period of the existence and operations of the Institute.

Significant progress has also been made in the development of the Imbali Education and Innovation Precinct with additional support facilitated by the Teaching and Learning Development Capacity Improvement Programme.

The Imbali Education and Innovation Precinct is a pilot project that explores an alternative modality of education delivery.

The project comprises of an inter-connected set of institutions, which are able to collaborate and support each other in the delivery of their individual mandates, including through establishing strong relationships with the communities in which they are located, and with industry and civil society organisations in their locality.

The Historically Disadvantaged Institutions Development Grant was introduced across the higher education landscape during 2015/16 with funding made available for several project interventions to all qualifying Historically Disadvantaged universities.

During 2019/20, the Department decided to review the efficacy of the grant and found that the funding dissemination processes had little strategic focus. Projects supported, had limited or no continuity with institutional strategic plans and allocations were generally insignificant in rendering any institutional impact.

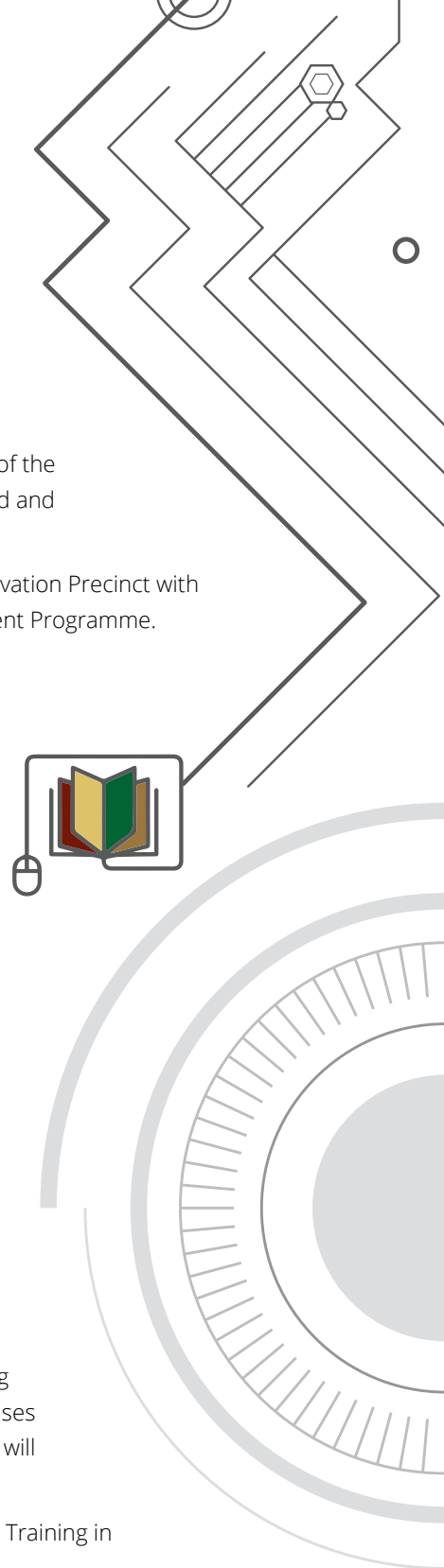
Subsequent to the review, we developed a new framework, the Sibusiso Bhengu Development Programme, which utilises earmarked capacity-building resources at both the Department of Higher Education and Training and the Department of Sciences and Innovation, other government departments, partners and universities themselves, to disseminate requisite resources in an efficient and cohesive manner.

The latter programme was accordingly utilised during 2020/21 as a vehicle towards supporting critical developments at the eight Historically Disadvantaged Institutions and university campuses in response to challenges brought by the advent of the COVID-19 pandemic. This programme will continue to be implemented in the next five-years.

The Department also published the tenth issue of the Statistics on Post-School Education and Training in South Africa on 31 March 2021.

The report provides details on the 2019 student enrolment and study completion numbers in relation to public and private Higher Education Institutions, Technical and Vocational Education and Training, as well as Community Education and Training colleges.

The report further provides statistics in relation to staffing levels at all our institutions and information on Workplace-Based Learning, financial data and notably, information regarding the National Student Financial Aid Scheme, the Skills Levy and Voted funds respectively.



GENERAL INFORMATION

As a Department, we will continue to produce various reports aimed at providing relevant information on planning and provision of education and training, as well as assisting individuals in making appropriate career and educational choices. These include among other, the Post-School Education and Training Monitor, Skills Supply, Demand and Critical Skills reports.

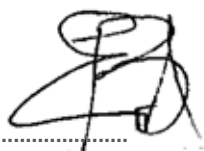
I wish to congratulate the Department on achieving an unqualified audit once-more for the period under review.

Gratitude goes to the Executive Management Committee of the Department, my staff in the Ministry, the Boards and Executives of our Entities, and everybody who contributed toward the achievement of our mandate as a Department.

I also would like to thank the Universities South Africa, South African College Principals Organisation, South African Union of Students, South African Technical Vocational Education and Training Student Association and our labour unions for working with us through the Ministerial Task Team to find collective solution to the challenges posed by COVID-19.

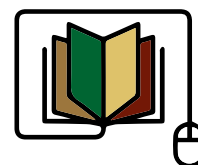
Going forward, I trust that even greater levels of success will be achieved and that we will continue to forge cordial and mutual relationships with all our institutions and students in ensuring the expansion of our valuable Post-School Education and Training system.

I hereby present the 2020/21 Annual Report for the Department of Higher Education and Training to Parliament.



Dr BE Nzimande, MP

Minister of Higher Education, Science and Innovation



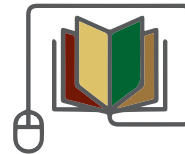
5. ACCOUNTING OFFICER'S OVERVIEW



Dr Phil Mjwara
Acting Accounting Officer



The 2020/21 Annual Report aims to accurately account for and reflect on the status of the Department of Higher Education and Training's administration during the period under review and with specific emphasis on its financial management and performance in relation to pre-determined objectives. The Department, despite the ensuing instability brought about by the advent of the COVID-19 pandemic during March 2020 across the Post-School Education and Training System, has continued to receive a clean administration evidenced by the achievement of another unqualified audit outcome, a position maintained since the commencement of its mandated operations on 1 April 2010.



The emergence of the COVID-19 pandemic and the subsequent announcement by the President regarding the implementation of a National State of Disaster during March 2020 in response to its impact, alongside the enforcement of its concomitant lockdown levels, invariably had a significant influence on the management and oversight functions of the Department concerning its programmes and subsequent operations across the higher education landscape. With a view in ensuring the viability, efficacy and continuity of its services portfolio as a response to the challenges brought about by the pandemic, while at the same time bolstering the safety of staff members in the Department and its subsidiaries, a Departmental COVID-19 Master Plan was developed with impactful implementation managed by way of the National COVID-19 Steering Committee. In tandem with this process, similar structures were accordingly established at universities, Technical and Vocational Education and Training, as well as Community Education and Training colleges so as to ensure synchronicity of responses in uniformly addressing the challenges brought about by the pandemic, across the system. The pandemic has also compelled the Department to seriously reflect on- and reconsider how to manage its administrative processes and core functions with safety and efficiency as primary goals, a process which has seen a profound shift towards the comprehensive digitisation of functions and processes in tandem with the progressive adoption of hybrid, remote modes of service provision and educational instruction on the one hand and on-site, in-person instruction on the other.

During the period under review, the skills development service delivery environment was adversely affected by the COVID-19 pandemic and its subsequent lockdown levels and in particular, workplaces where the training of students are facilitated and catered for. Against this backdrop, the majority of employers have been compelled to prioritise the safety of their employees before the continuance of training activity and even the Department has delayed the intake of new interns, rather opting to encourage its staff contingent to work remotely as far as possible and reporting for duty on a rotational basis in accordance with COVID-19 safety protocols.

The Minister of Finance during June 2020, tabled the Special Adjustment Budget for 2020/21 before Parliament as part of the Government's drive in addressing the severe impact of the COVID-19 pandemic on revenue and expenditure and its ensuing impact across the economy. The Department together with its public entities, reviewed its commitments pertaining to both its 2020 to 2025 Strategic and 2020/21 Annual Performance plans (APP), in order to facilitate the adjusted budget allocation, responses to the COVID-19 pandemic and the reprioritisation of Departmental programmes as well as projects, in ensuring continued service delivery throughout the 2020/21 financial year. In further bolstering the continued efficiency of this process a Departmental Budget Review and Expenditure Committee has subsequently been established.





The COVID-19 pandemic has also compelled the Department to seriously reflect on- and reconsider how to manage its administrative processes and core functions with safety and efficiency as primary goals, a process which has seen a profound shift towards the comprehensive digitisation of functions and processes in tandem with the progressive adoption of hybrid, remote modes of service provision and educational instruction on the one hand and on-site, in-person instruction on the other.



By and large, the Department has still managed to administer its mandated functions and programmes, with exception of Sector Education and Training Authorities accordingly adversely effected by pandemic lockdown levels, with limited disruption for the period under review.

The Economic Reconstruction and Recovery Plan, introduced by Cabinet during October 2020, identifies skills development, science and innovation as not only critical in driving South Africa's economic reconstruction and recovery process, but also key to sustaining its evolution. Work is underway in developing a Skills Strategy in supporting planned efforts towards realising the thrust of the Economic Recovery Plan. The Strategy envisions a balance between short and long-term skills needs creation across the country, while ensuring that the skills system is strengthened by its implementation.

During 2020/21, focus was directed towards strengthening collaboration in relation to the National Qualifications Framework between the Department, the Department of Basic Education, the South African Qualifications Authority, as well as the three Quality Councils. These efforts have since assisted the Department and public regarding the verification of qualifications, as well as the evaluation of foreign qualifications, particularly for the purpose of appointments and the facilitation of further studies.

There has also been a concerted effort to further develop the policy environment for social inclusion across the Post-School Education and Training sector. A Policy Framework to address Gender-Based Violence within the Post-School Education and Training System was published on 31 July 2020 to coincide with the advent of Women's Month during August 2020. It is aligned with and responds to Government initiatives geared towards combatting Gender-Based Violence and challenging patriarchal practices within South African society

The Department introduced the new Departmental Bursary Scheme during 2018, providing fully-subsidised funding for poor and working class students from families with gross combined annual incomes of up to R350 000-00. The 2021 academic year represents the fourth cycle of a fully-subsidised funding system to the benefit of students.

Following on intensive re-modelling by the National Student Financial Aid Scheme, Cabinet agreed that additional funding for the 2021 academic year be reprioritised and derived from the 2021/22 budget of the Department and its entities, with a view to ensure that all deserving and qualifying students are able to access funding. The Department and National Treasury have also been tasked with developing requisite policy, while exploring viable funding options detailed by the 2021, Medium-Term Budget Policy Statement.

The advent of the COVID-19 pandemic has also negatively impacted the Department's construction programmes underway at the Sol Plaatje University and the University of Mpumalanga. The envisioned projects were delayed as a result of pandemic lockdown levels five and four in particular and thereafter, the ensuing shortage of building materials. It is apparent that these projects have since recommenced and are progressing satisfactorily, albeit slowly due to sporadic student and community protests.

In relation to the University landscape, the 2020 academic year marked the third year implementation of the University Capacity Development Programme, which remains key in developing capacity and driving transformation in the three areas of student, staff and curriculum development across the university education sector. In addition the Higher Education Leadership and Management Programme is being implemented in partnership with Universities South Africa and the second programme phase was approved during March 2021 and will be implemented until the 2023/24 financial year. The Teaching and Learning Development Capacity Improvement Programme is currently in its final implementation phase, with most universities finalising activities to realise programme deliverables by March 2023. The Student Housing Infrastructure Programme has also commenced with feasibility studies for the development of large scale student housing at six additional University and six Technical and Vocational Education and Training College sites, respectively. Cabinet also approved the publication of the draft Central Application Service (CAS) Bill, 2019, for the Post-School Education and Training System for public comment on 27 February 2019. The final version of the Bill has been finalised during the year under review and will accordingly be presented to Parliament for approval in due course.



In relation to Technical and Vocational Education and Training Colleges, the College Infrastructure Efficiency Grant is aimed at creating a conducive environment for teaching and learning. The grant expenditures for the periods 2018/19, 2019/20 and 2020/21 has seen a cumulative amount of R527 887 235 directed towards maintenance services at identified colleges. An amount of R7.9 million has been identified for further skills development within the parameters of the grant. In addition, focus has been directed towards engaging local construction companies set at a minimum of 30% or R158 million in relation to the overall grant allocation. This intervention has in turn, contributed significantly towards developing Broad-Based Black Economic Empowerment and investment in relation to college infrastructure improvement. The programme has also aggressively supported the involvement of women as project managers.

The college academic calendar for 2020 had to be revised subsequent to the advent of the COVID-19 pandemic and as a result, certain registration cycles were accordingly extended in enabling students to complete the curriculum and their examinations. As a concurrent process, the Department ensured that National Student Financial Aid Scheme funding for all qualifying students, particularly in relation to tuition fees and allowances, continued without interruption for the entire extended academic calendar and while examinations were concluded. The Department is continually engaged in measures aimed at enhancing the integrity and validity of examinations and assessment processes and has achieved significant success in circumventing question papers leaks over the past three-year period. An amended policy pertaining to the Conduct, Management and Administration of Examinations offered by Technical and Vocational Education and Training and Community Education and Training colleges is at an advanced stage of development and is envisaged to be promulgated by the Minister once completed. The Department has established a National Examination and Assessment Task Team with requisite sub-committees in sharing best practices with regions and colleges, validating examinations and where apparent, submitting reports focussed on evident irregularities.

With regard to Community Education and Training colleges for the period under review, the Department reconfigured the institutional landscape by reducing the number of Community Learning and Satellite Learning Centres in accordance with the Community Education and Training College System, National Plan for the Implementation of the White Paper for Post-School Education and Training System. Despite the reconfiguration, the majority of these centres remain utilising public school system infrastructure and facilities. In relation to further policy and concurrent legislation development, there has been no further movement. The sector continues to be guided by the injunctions of the National Development Plan, *the Continuing Education and Training Act, Act No.16 of 2006*, as well as the set of principles as articulated by the National Policy on Community Colleges.

In closing, I wish to express my sincere appreciation to the Minister and Deputy Minister for their leadership during a difficult year. I further wish to extend a special word of appreciation to my senior management and all staff for their continued support and dedicated hard work, especially since the advent of the COVID-19 pandemic, in ensuring an improved Post-School Education and Training System and its achievements.

I hereby present the 2020/21 Annual Report for subsequent tabling before Parliament.



Dr Phil Mjwara
Acting Accounting Officer
Date: 30 August, 2021



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

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

- All information and amounts disclosed throughout the Annual Report are consistent.
- The Annual Report is complete, accurate and free of any omissions.
- The Annual Report has been prepared in accordance with the guidelines for Annual Reports, as issued by National Treasury.
- The Annual Financial Statements (Part 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 the judgements made as part of this information.
- The Accounting Officer is responsible for establishing and implementing a system of internal control that has been designed to provide reasonable assurance as to the integrity and reliability of performance and human resources information, as well as the Annual Financial Statements.
- The external auditors have been engaged to express an independent opinion on the Annual Financial Statements.

In my opinion, the Annual Report fairly reflects the operations, performance and human resources information, as well as financial affairs of the Department for the financial year ended 31 March 2021.

Yours faithfully



Dr Phil Mjwara
Acting Accounting Officer
Date: 30 August, 2021

7. STRATEGIC OVERVIEW

7.1 Vision

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

7.2 Mission

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

7.3 Values



7.4 Medium-Term Strategic Framework

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

Priority 1: Economic Transformation and Job Creation

Priority 2: Education, Skills and Health

Priority 3: Consolidating the Social Wage through Reliable and Quality Basic Services

Priority 4: Spatial Integration, Human Settlements and Local Government

Priority 5: Social Cohesion and Safe Communities

Priority 6: A Capable, Ethical and Developmental State

Priority 7: A Better Africa and World

While these priorities are inter-related, the Department's focus will be geared in the main, towards Priority 2 (Education, Skills and Health). The Department therefore, supports the implementation of Priority 2 and is in the process of developing a Priority Skills Plan (PSP) for the country, which will also align with the implementation of the Economic Reconstruction Recovery Plan.



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

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

8. LEGISLATIVE AND OTHER MANDATES

8.1 Legislative and other Mandates

8.1.1 CONSTITUTIONAL MANDATES

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

- (1) Everyone has the right -
 - (a) to a basic education, including adult basic education; and
 - (b) to further education, which the State, through reasonable measures, must make progressively available and accessible.
- (2) Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. In order to ensure effective access to and implementation of this right, the State must consider all reasonable educational alternatives, including single-medium institutions, taking into account-
 - (a) equity;
 - (b) practicability; and
 - (c) the need to redress the results of past racially discriminatory laws and practices.
- (3) Everyone has the right to establish and maintain, at their own expense, independent educational institutions that -
 - (a) do not discriminate on the basis of race;
 - (b) are registered with the State; and
 - (c) maintain standards that are not inferior to standards at comparable public educational institutions.
- (4) Sub-section (3) does not preclude State subsidies for independent educational institutions"

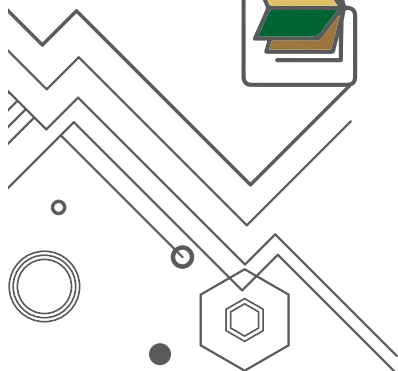
8.1.2 LEGISLATIVE AND OTHER MANDATES

Legislation	Principal Minister	Relevant to the Minister of Higher Education, Science and Innovation
<p>The Continuing Education and Training Act, 2006 (Act No. 16 of 2006), (CET Act) previously known as the Further Education and Training Act, 2006 (Act No. 16 of 2006) (FET Act)</p> <p>Provides for the governance and funding of both Community Education and Training (CET) colleges, TVET colleges and related matters in providing continuing education and training.</p>	The Minister of Higher Education, Science and Innovation	The entire Act
<p>The General and Further Education and Training Act, 2001 (Act No. 58 of 2001) (GENFETQA Act)</p> <p>Provides for the General and Further Education and Training Quality Assurance Council and for quality assurance of continuing education and training in TVET and CET colleges</p>	The Act is primarily assigned to the Minister of Basic Education, except for those sections relevant to continuing education and training assigned to the Minister of Higher Education, Science and Innovation	In as far as public CET and TVET colleges, as well as private colleges offering continuing education; Relevant sections: 2(b) and (c), 3, 16 to 21, 23, 26 and 28
<p>The Higher Education Act, 1997 (Act No. 101 of 1997) (HE Act)</p> <p>Provides for a unified and nationally planned system of higher education and for the statutory Council on Higher Education (CHE)</p>	The Minister of Higher Education, Science and Innovation	The entire Act
<p>The National Qualifications Framework Act, 2008 (Act No. 67 of 2008) (NQF Act) as amended</p> <p>Provides for NQF, the South African Qualifications Authority (SAQA) and the Quality Councils for Education comprising of the CHE, the Quality Council for Trades and Occupations (QCTO) and UMALUSI as well as the Council for Quality Assurance in General and Further Education and Training, for qualifications and quality assurance of qualifications required on the sub-frameworks of the NQF</p>	The Minister of Higher Education, Science and Innovation	The entire Act
<p>The National Student Financial Aid Scheme Act, 1999 (Act No. 56 of 1999) (NSFAS Act)</p> <p>Provides for the granting of loans and bursaries to eligible students attending public HEIs, as well as for the administration of such loans and bursaries</p>	Minister of Higher Education, Science and Innovation	The entire Act

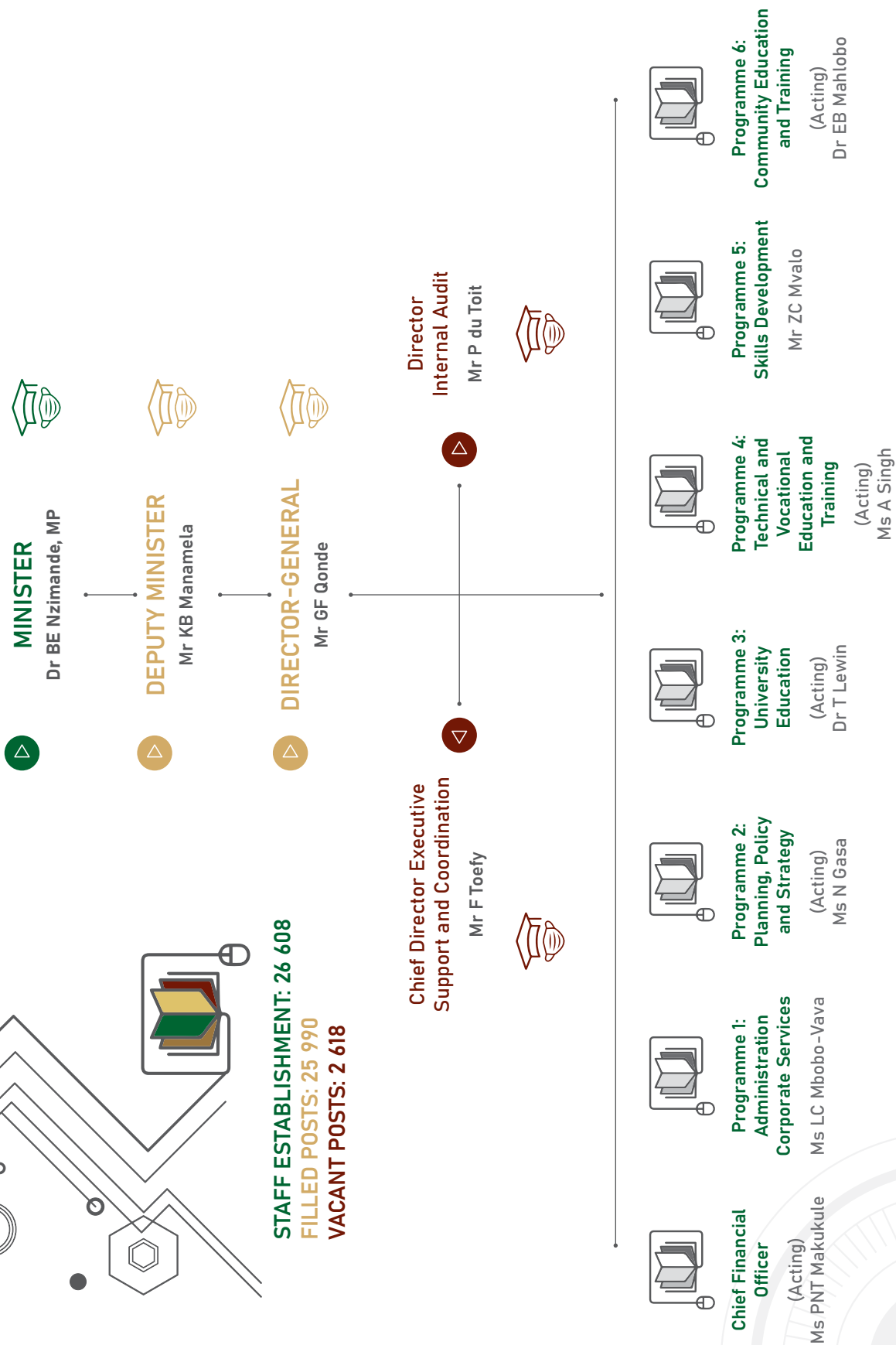


Legislation	Principal Minister	Relevant to the Minister of Higher Education, Science and Innovation
South African Council for Educators Act, 2000 (Act No. 31 of 2000) Provides for the continued existence of the South African Council for Educators, as well as the composition and functions of Council	The Minister of Higher Education, Science and Innovation	The Minister of Higher Education, Science and Innovation in-so-far as the administration and the powers and functions pertain to the mandate of the South African Council for Educators in relation to adult learning centres, as defined in Section 1 of the Act, including, but not limited to the powers and functions entrusted by Section 5 of the Act in relation to those centres
Skills Development Levies Act, 1999 (Act No. 9 of 1999) (SDL Act) Provides for the imposition of skills development levies and matters related thereto	The Minister of Higher Education, Science and Innovation	The entire Act
The Skills Development Act, 1998 (Act No. 97 of 1998) (SD Act) Provides for the National Skills Authority, QCTO and regulates apprenticeships, learnerships and matters related to skills development	The Act primarily assigned to the Minister of Higher Education, Science and Innovation, except those sections relevant to labour matters assigned to the Minister of Labour	The entire Act, except the following sections assigned to the Minister of Labour: Sections 2(1) g and h, 2(2) (a)(v), (vi) and (xii), 5(4) (only with respect to the productivity SA), 22(1), 23(1)(a) and (d), (2), (3), 24, 25, 26, 26K, 26L, 26M, 26N, 32(2), 36(o), (p) and (q), Item 7 of Schedule 2A and Schedule 4 and Section 32(1), 33 and 36 (a) and (s) and any other provision to the extent that these provisions apply to "employment services", as defined in Section 1, or Productivity, South Africa, as established by Section 26K, but excluding Section 23(1)(b) and (c)





9. HIGH-LEVEL ORGANISATIONAL STRUCTURE



10. ENTITIES REPORTING TO THE MINISTER

The following entities report to the Minister of Higher Education, Science and Innovation:

Name of Entity	Legislation	Financial Relationship	Nature of Operations
Agriculture Sector Education and Training Authority (AGRISETA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development within both primary and secondary agriculture sectors
Banking Sector Education and Training Authority (BANKSETA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development within the banking and micro-finance sector
Chemical Industries Education and Training Authority (CHIETA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development within the chemical industries sector
Construction Sector Education and Training Authority (CETA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development within the construction industry
Council on Higher Education (CHE)	Higher Education Act 101 of 1997	Transfer payments	Advising the Minister of Higher Education, Science and Innovation on all higher education policy matters, implementing the system of quality assurance for all HEIs, monitoring the state of the higher education system and contributing to the development of higher education through intellectual engagement
Culture, Arts, Tourism Hospitality and Sports Sector Education and Training Authority (CATHSETA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development within the tourism, hospitality and sport sector
Education, Training and Development Practices Sector Education and Training Authority (ETDP-SETA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development within the education, training and development sector
Energy and Water Sector Education and Training Authority (EWSETA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development within the energy and water sector
Fibre, Processing and Manufacturing Sector Education and Training Authority (FP&M SETA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development within the fibre, processing and manufacturing sector



Name of Entity	Legislation	Financial Relationship	Nature of Operations
Financial Accounting Services Sector Education and Training Authority (FASSET)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development within the financial and accounting services sector
Food and Beverages Sector Education and Training Authority (FOODBEV-SETA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development within the food and beverages sector
Health and Welfare Sector Education and Training Authority (HWSETA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development within the health and welfare sector
Insurance Sector Education and Training Authority (INSETA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development within the insurance sector
Local Government Sector Education and Training Authority (LGSETA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development within the local Government sector
Manufacturing, Engineering and Related Services Sector Education and Training Authority (MERSETA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development within the manufacturing, engineering and related services sector
Media, Information and Communication Technologies Sector Education and Training Authority (MICT-SETA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development within the information system, electronics and telecommunications technologies sector
Mining Qualifications Authority (MQA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development within the mining and minerals sector
National Skills Fund (NSF)	Skills Development Act 97 of 1998	Transfer payments	Funding national skills development priority projects as identified in the National Skills Development Plan in relation to achieving the purpose of the Act as determined by the Accounting Authority

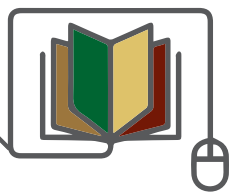
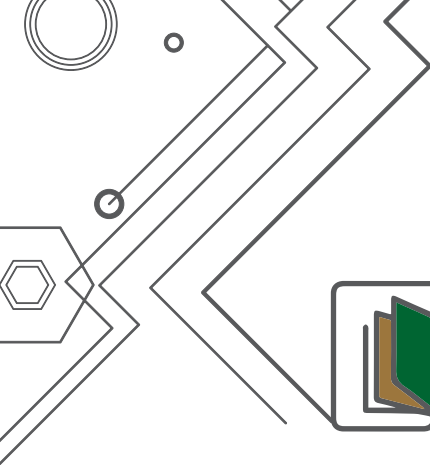


Name of Entity	Legislation	Financial Relationship	Nature of Operations
National Student Financial Aid Scheme (NSFAS)	NSFAS Act 56 of 1999	Transfer payments	NSFAS is responsible for administering loans and bursaries and allocating these to eligible students, developing criteria and conditions for the granting of loans and bursaries to eligible students in consultation with the Minister of Higher Education, Science and Innovation, raising funds, recovering loans, maintaining and analysing a database for loans and bursary administration, undertaking research for the better utilisation of financial resources and advising the Minister on matters relating to student financial aid incentives
Public Services Sector Education and Training Authority (PSETA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development within the public services sector
Quality Council for Trades and Occupations (QCTO)	National Qualifications Framework Act 67 of 2008 and Skills Development Act 97 of 1998	Transfer payments	Developing and quality assuring occupational qualifications that are responsive to labour market and the developmental state initiatives
Safety and Security Sector Education and Training Authority (SASSETA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development within the safety and security sector
Services Sector Education and Training Authority (SERVICES SETA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development within the services sector
South African Qualifications Authority (SAQA)	SAQA Act 58 of 1995	Transfer payments	SAQA focuses on the further development and implementation of the NQF, which includes upholding the principles and objectives of the NQF and ensuring access, quality, redress and development for all learners, through an integrated national framework of learning achievements
Transport Education and Training Authority (TETA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development within the transport sector
Wholesale and Retail Sector Education and Training Authority (W&RSETA)	Skills Development Act 97 of 1998	Transfer payments	Provision of relevant, quality and accessible education, training and development within the wholesale and retail sector



→ PART B PERFORMANCE INFORMATION





PART B

PERFORMANCE INFORMATION

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

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

2. OVERVIEW OF DEPARTMENTAL PERFORMANCE

2.1 SERVICE DELIVERY ENVIRONMENT

Introduction

During the financial year under review, the Department of Higher Education and Training (hereafter referred to as the Department) made significant progress towards achieving the five-year Strategic Outcomes amid significant restrictions posed by the COVID-19 pandemic and the impact of its concurrent lock-down levels. The influence of the pandemic on the performance of the Department and the public sector as a whole became manifest particularly in relation to the budget adjustment and review of the Departmental Strategic and Annual Performance Plans (APP), against which this Report seeks to appraise overall performance for the 2020/21 reporting cycle.

2.2 OVERVIEW OF THE CONTEXT AND ENVIRONMENT WITHIN WHICH THE DEPARTMENT HAS OPERATED DURING THE 2020/21 FINANCIAL YEAR

2.2.1 PLANNING, POLICY AND STRATEGY

Labour Market Intelligence Programme

The Minister on 26 November 2020, launched two critical research activities emanating from the Labour Market Intelligence Programme in support of planning and decision-making processes within Government and comprising of:

- The 2020, National List of Occupations in High Demand (OIHD) consisting of occupations for which labour demand remains high and increasing and which is an important report for planning across the PSET System and career guidance for youth.
- A Technical Report following on the 2020, Critical Skills List which the President referred to in his State of the Nation Address on 11 February 2021 and aims to assist with the recruitment of critically skilled foreign nationals, especially where the South African labour market is unable to create such skills during the short-term.

The Economic Reconstruction and Recovery Plan, introduced by Cabinet during October 2020, identifies skills development, science and innovation as not only critical in driving South Africa's economic reconstruction and recovery process, but is also key in sustaining it. Work is underway in developing a Skills Strategy in supporting planned efforts towards realising the thrust of the Economic Recovery Plan. The Strategy envisions a balance between short- and long-term skills needs creation across the country while ensuring that the skills system is strengthened by its implementation. This process has progressed to an advanced stage and should be finalised together with the Priority Skills Implementation Plan during the first quarter of 2021/22.



The Department will also produce various reports over the 2021 Medium-Term Expenditure Framework (MTEF) aimed at informing the planning and provision of education and training, as well as assisting individuals in making appropriate career and educational choices. These include the PSET Monitor, Skills Supply and Demand and Critical Skills, among other. These reports are expected to influence the responsiveness of the PSET System regarding skills needs within the economy as well as society at large, by supporting decision-making on matters pertaining to improved skills.

Management Information Systems

The Department published the tenth issue of the Statistics on PSET in South Africa on 31 March 2021, providing statistics regarding 2019 student enrolment and completion numbers (which are key measures for access and success) in relation to public and Private Higher Education Institutions (PHEI), Technical and Vocational Education and Training (TVET) as well as Community Education and Training (CET) colleges, as well as other performance data pertaining to public and private PSET sectors. The report also includes statistics on staffing levels at PSET institutions and information on Workplace-Based Learning (WBL), financial data and notably, that pertaining to the NSFAS, the Skills Levy Fund and Voted funds.

Data on access to education defined by gender is provided in the report and provides an indication of how far the country has come in ensuring that there is equal gender access at all levels of the PSET System, while access to education for students with disabilities is also catered for by public HEIs, TVET and private colleges.

The report serves as an important resource towards planning and the allocation of financial resources across the PSET System and serves as a reference document for reporting purposes by government, alongside monitoring and evaluation of the PSET System. In addition, it provides statistics for utilisation in relation to research, policy and decision-making processes at the different levels within the system, as well as the public. All stakeholders utilise the report for the continuous analysis of the PSET data and it serves as a crucial resource towards the achievement of the goals of the PSET System.

Research Programme on Technical and Vocational Education and Training

The research programme aims to build a significant local body of knowledge that will inform policymakers, practitioners, prospective employers, learners and their communities, about the inputs, practices, performance and outcomes of public TVET colleges, with a view to enhancing knowledge and understanding for planning and delivery of interventions. During the 2020/21 financial year, two research projects were completed.

Urban-rural Classification of TVET Colleges

Colleges are referred to as “urban” or “rural”, but there is no agreed classification or a researched definition of these terms. In some instances a college referred to as “urban”, has a campus in a traditional township, which has a very different set of characteristics than a TVET college in a deep rural area, a suburb or in a city centre. Developing a classification system for TVET colleges is important to enable the different contexts and histories of colleges which should be considered when developing policy and strategy; a differentiated understanding of the colleges; a differentiated strategy in terms of financial and non-financial support; helping inform differentiation in terms of programmes and offerings at different colleges and enabling improved performance. The project has developed a model that may be used to better define colleges within their different socio-economic contexts. The three dimensions are geography, industry/level of economic development and socio-economic conditions.

Government Information Service Mapping of TVET Colleges

The study profiles each public TVET college to identify business and commercial activities within a nearby vicinity. The geographic profiling considers factors such as business descriptions, points of interest and demographic data. The data was mainly sourced from the Companies and Intellectual Property Commission, Statistics South Africa and Geospatial Information Scientists. Fifty TVET college maps have been developed. The maps display the locations of each of the TVET colleges as well as straight-line distances from each college. The distance bands have been divided into 2, 5, 10, 15, 30 and 50km bands. The graphs depict counts of Companies and Intellectual Property Commission, demographic and points of interest data within each of the latter mentioned bands.

National Qualifications Framework

During 2020/21, focus was directed towards strengthening collaboration in relation to the NQF between the Department, the Department of Basic Education, the South African Qualifications Authority (SAQA) and the three Quality Councils. These efforts have assisted the public regarding the verification of qualifications, as well as the evaluation of foreign qualifications, particularly for the purpose of appointments and the facilitation of further studies. The Department, SAQA and the Quality Councils continuously support the public in relation to queries regarding qualifications, the registration of private providers,



articulation and the Recognition of Prior Learning (RPL). A report on recommendations and proposed amendments to the RPL Coordination Policy was approved by the Director-General on 4 March 2021. Following on broad consultation, a model for programme articulation of TVET college programmes into university programmes was also approved by the Director-General on 3 March 2021 and the Minister on 30 March 2021, respectively. Through extensive consultation and subsequent to four consultative workshops, the Department initiated the amendment of the NQF Act, 2008.

Social Inclusion in the PSET System

There has been a concerted effort to further develop the policy environment for social inclusion within the PSET sector. The Policy Framework to Address Gender-Based Violence in the PSET System was published on 31 July 2020 to coincide with the advent of Women's Month during August 2020. It is aligned with government initiatives aimed at combatting the incidence of Gender-Based Violence (GBV) and challenging patriarchal practices in South African society. Through this Policy Framework, the Department aims to create an enabling environment for the eradication of GBV and instill respect for, as well as the protection, promotion and fulfilment of human rights enshrined by the Bill of Rights in the Constitution of the Republic of South Africa. The Policy Framework compels PSET institutions to both create awareness regarding GBV policies and prevent incidents thereof, while assisting PSET institutions to address the incidence of GBV. It also provides a monitoring instrument for the Department in assessing the implementation of the Policy Framework and more specifically, serves as a guide to PSET institutions in effectively addressing all forms of GBV at PSET institutions.

Career Development Services

The Khetha National Career Development Service (CDS), which aims to ensure that citizens of all ages have access to quality career information and career development services throughout their lives, is fully operational. It develops and manages the national, shared services and the provision of quality career development information by means of which career, study and funding information, as well as advisory and counselling services are offered to members of the public. These include a national career telephone helpline which can be accessed via SMS, telephone, mail, Facebook and an online Live Chat service. A total number of 13 083 clients were assisted during 2020.

The service provides career information to the public during career exhibitions, school visits and career information sessions for Not in Education, Employment or Training (NEET) youth in communities, as well as training of teachers and career development practitioners, such as incumbents working at the Khetha Centres. During the period under review the training and support team reached and assisted 55 301 clients.

The administration of career and subject choice assessments for groups and individuals in conjunction with career counselling in terms of career planning, as well as subject choice and labour market information has successfully taken place on an ongoing basis. In addition, life skills workshops have been facilitated and the Career Counselling and Assessment Unit developed a Career Interest Questionnaire for the TVET sector, so as to complement aptitude testing conducted at colleges during 2020. Training was also provided in assisting TVET colleges in implementing the questionnaire.

Through the various platforms, the Information Services and Support mechanism provides free access to quality and current career information. This includes the facilitation of the CareerHelp website and National Career Advice Portal (NCAP) platforms. During 2020, 609 932 users accessed the NCAP platform, while 1 420 432 users logged onto and used the CareerHelp website.

A total of 24 advocacy and communication campaigns aimed at promoting Khetha, CDS services and messages were launched during 2020. The number of activities and CDS users were constrained by the advent of the COVID-19 pandemic, however.

Open Learning

The development of the National Open Learning System (NOLS), collectively comprising of a Content Repository, as well as the Learning Management and Student Record Management Systems was prioritised and the development of the system was managed under the auspices of the State Information Technology Agency (SITA). Learning and Teaching Support Materials (LTSM) have been developed for priority programmes of the Department and comprise of the Occupational Certificate for Electricians, five subjects for the National Senior Certificate for Adults (NASCA) and a further two subjects for the National Certificate (Vocational) NC(V) programme. These learning materials are available as self-directed learning opportunities on NOLS.



International Relations

The Department through the Chief Directorate: International Relations (CDIR), ensures that the country as a co-signatory, meets its diplomatic obligations in relation to PSET-related, bi-lateral and multi-lateral agreements and conventions. The Department also accesses international resources in support of its programmes.

During the financial year under review, the Department played a critical role regarding the repatriation of South African TVET students who completed their studies in China. Together with other stakeholders, the Department managed to bring home 561 students.

Several online meetings aimed at implementing and honouring the country's international obligations and commitments as agreed to in conjunction with other multi-lateral organisations, such as the South African Development Community (SADC), the United Nations Educational, Scientific and Cultural Organisation (UNESCO), the Brazil, Russia, India, China, South Africa alliance (BRICS), G20 member states and the African Union, were convened during the period under review.

During 2020/21, scholarships were received from China, Turkey, Hungary, Russia, Iran, Algeria, Mauritius, the United Arab Emirates, Tunisia, the Julius Nyerere African Union and UNESCO and accordingly referred to the International Scholarship Office for processing and implementation.

2.2.2. UNIVERSITY EDUCATION

The higher education system comprises 26 public universities differentiated into eleven traditional universities, nine comprehensive universities and six universities of technology, as well as the private higher education sector, currently consisting of 135 registered PHEIs, the National Institute for Humanities and Social Sciences, as well as the Council on Higher Education (CHE) which implements a system of quality assurance for higher education, while advising the Minister on all aspects of higher education and undertakes research to inform further development of the system.

The service delivery environment of the Department includes both the public and the private sector, although the public sector is the larger of the two and has greater focus.

The higher education sector, both public and private, is governed in terms of the *Higher Education Act (Act 101 of 1997, as amended)*.

The Public Higher Education Context and Environment

Three steering mechanisms underpin and support the development of the public university sector namely planning, funding and quality assurance. The Department steers the system through funding and planning oversight, while the CHE is mandated to quality assure the system. The NSFAS provides funding for financially needy, academically qualifying students in accessing university education.

The 2020/21 academic year was unusual due to the significant impact of the COVID-19 pandemic on learning, teaching, research and the administration of universities. Following an early shut-down at the advent of the 2020 academic year, universities closed for a period and moved to emergency remote multi-modal forms of teaching and learning. The Department worked closely with universities in providing support and advice for the duration of the 2020 academic year which was extended to many institutions during 2021. This included the facilitation of regular meetings and provision of ongoing support and monitoring activities. Regular monitoring reports were produced, with a particular focus on health and safety issues and teaching and learning matters. This enabled regular reporting to the Minister and the Portfolio Committee on Higher Education, Science and Technology (PCHEST).

The Minister established and approved the COVID-19 Responsiveness Grant (CRG) aimed at supporting the implementation of university, multi-modal teaching and learning in conjunction with ensuring campus readiness and safety across the country, to enable the successful completion of the 2020 academic year. The total cost of the CRG was R2.7 billion derived from internally reprioritised funds towards all 26 public universities in the country.

This grant assisted all universities in completing the academic year. The Department was also greatly assisted by Higher Health, which worked closely with all stakeholders across the sector in ensuring the provision of appropriate support and advice in managing aspects of the impact of the COVID-19 pandemic, producing guidelines on a range of matters and supporting institutions in managing their COVID-19 responsiveness, as well as training of staff where necessary.



Directives were published to provide legal guidance and enable compliance with the National State of Disaster, including the dissemination of information related to the return of students to campuses under different lockdown levels, as well as the development of a framework for the management of tuition and accommodation fees.

The Department also produced the *Students' Access to and Use of Learning Materials Survey Report* which was published during December 2020, in collaboration with the University of the Free State.

The National Student Financial Aid Scheme

The Administrator of NSFAS was appointed on 21 August 2018 and re-appointed on 21 August 2019 to take over the governance, management and administration of NSFAS. The Minister subsequently extended the term of appointment from 21 August 2020 to 31 December 2020 so as to enable the Administrator to carry out a proper hand-over process to the new Board and thereby ensuring a smooth transition from administration to governance on conclusion of his tenure in terms of Section 5 of the *National Student Financial Aid Scheme Act, 1999 (Act No. 56 of 1999) (NSFAS Act)*. It also allowed for the appointment of a new Executive Officer at the end of the Administrator's extended term of office. The new Executive Officer was appointed on 1 December 2020.

The Minister also appointed the new NSFAS Board in terms of Section 5(1)(a)(iii) of the NSFAS ACT for a period of four-years, with effect from 1 January 2021.

During the period under review, the Minister appointed a Ministerial Committee of Inquiry by way of Government Gazette, Number 43345, of 21 May 2020, to determine the root causes of problems experienced in relation to the roll-out of the "student-centred" model at NSFAS and the implementation of the new bursary scheme from 2018, as well as make recommendations regarding future business processes, systems, policies and capacity required at NSFAS in administering student financial aid effectively. The Ministerial Committee of Inquiry submitted its final draft report to the Department during February 2021.

The Department of Higher Education Bursary Scheme (DHET Bursary Scheme)

The Department introduced the new DHET Bursary Scheme during 2018, providing fully-subsidised funding for poor and working class students from families with gross combined annual incomes of up to R350 000, a process which has been phased in on a year-by-year basis to first-time entering university students over the last five-year period. The 2021 academic year will represent the fourth year of the fully-subsidised funding system for students. In terms of the NSFAS, 2019/20 Annual Report, 393 767 university students were funded, of whom 374 625 students met the criteria as set out in the Guidelines for DHET Bursary Scheme for University Students. The remainder of students were funded from other government departments and public entities. The total number of funded TVET college students meeting the TVET Rules and Guidelines for the Administration and Management of the DHET, TVET Bursary Scheme was 346 270 students.

The NSFAS saw significant growth in the proportion of university students qualifying for support during 2020 (with an increase of approximately 20% from 2019 to 2020) and it is anticipated that, in view of the impact of the pandemic during the reporting period, the growth could be significant for 2021. The proportion of students qualifying for NSFAS funding has increased considerably and at a higher rate than anticipated when the scheme was first planned and budgets estimated, in turn putting the sustainability of the current scheme at risk.

Following intensive modelling by NSFAS, Cabinet agreed that additional funding for the 2021 academic year be reprioritised and accordingly derived from the 2021/22 budget of the Department and its entities with a view to ensure that all deserving NSFAS-qualifying students are able to access funding. The Department and National Treasury were also tasked with developing appropriate policy and to consider viable funding options as detailed in the 2021, Medium-Term Budget Policy Statement).

The Department could only finalise the 2021, Guidelines for the Departmental Bursary Scheme for university students by 26 March 2021, due to uncertainty around the demand for funding and an available budget. The 2021 Guidelines were aligned as far as possible to those of the 2020 academic year with the objective to limit any changes to the broader administration of the scheme. However, two policy changes within the context of the available funding were considered. In terms of the current policy related to academic programme criteria, a university student is eligible for funding for only one under-graduate qualification. During previous years exceptions to this rule were considered, with NSFAS funding for identified second qualifications required for the purposes of professional registration. Following extensive engagements with NSFAS, the increased demand on the current NSFAS allocation from first-time entering students, as well as the review of requests from some institutions to fund a second under-graduate qualification in providing students with an articulation route to a profession, a policy decision was taken to consider the principles of fairness, rationality, affordability and sustainability of the bursary allocation received from government. In considering the current fiscal situation, the priority for government



should remain focused on support for poor and working class students through funding for only a single under-graduate qualification. Exceptions are considered and endorsed for students who have obtained a Higher Certificate and meet the requirements to proceed to Diploma or Degree studies. For 2021, NSFAS will continue honouring all commitments pertaining to the 2020 cohort of continuing NSFAS students who have been funded within the ambit of the N+ rule. On considering the apparent funding constraints, it was also agreed to retain allowances for student living expenses, transportation and learning materials at the 2020 funding level, while it was agreed to increase fees for tuition and accommodation at 4.7% and 6.7%, respectively. Provision has also been made for NSFAS students to utilise their learning material allowances for the purchase of a learning device such as a laptop.



Bogus Colleges Campaign,
Gauteng



Deputy Minister B Manamela, MP with dignitaries
during the CoS Launch-Welding Boland College event

Fee-Regulatory Framework

The Department, in collaboration with Universities South Africa (USAf), has consulted experts, interrogated previous reports on fee recommendations and analysed fee data emanating from institutions and the Department during 2019 and 2020. It was initially estimated that a framework for 2021 to 2023 would be finalised by September 2020. However, due to uncertainty around the budgets due to the impact of the COVID-19 pandemic, the envisaged activities were delayed, necessitating once again, a process for a negotiated fee increase for 2021. The agreement led to a Consumer Price Index (CPI)-linked increase on tuition fees of 4.7% and a CPI+2% on accommodation fees of 6.7%. A first draft of a proposed framework was developed during March 2020 and work will continue on the draft policy framework during 2021, with the objective of submitting a final framework and three-year agreement for the approval of the Minister by December 2021.

The Central Applications Service

A process towards the implementation of the Central Application Service (CAS) pilot was initiated at six pilot universities and eighteen pilot TVET colleges. Preparations for the pilot commenced during January 2021, following on the approval of the collaboration agreement between the Department and the Central Applications Office in KwaZulu-Natal. The Central Applications Office will provide the Department with the requisite technology and staff capacity to effectively conduct the pilot.

Regarding the Central Applications Service Bill, the Department has finalised its review of public comments duly received and will initiate a consultative process with the National Economic Development and Labour Council (NEDLAC) prior to the Socio-Economic Impact Assessment System (SEIAS) process.

Staffing Data

In terms of university staffing, progress has also been made in addressing key staff transformation challenges apparent at universities, but is still not progressing at the required pace nor being applied uniformly across the system. Educational, social and economic factors such as an inadequate under-graduate and post-graduate pipeline, funding challenges and exclusionary institutional cultures are key factors slowing the rate of progress. These challenges must decisively be addressed through interventions at both a national systems and institutional level.

During 2019, 19 901 permanent instructional/research staff were appointed at universities, of which 9 587 (48.2%) were female and 10 314 (51.8%) were male. In terms of the demographic profile of staff, 8 223 (41.3%) were African, 1 447 (7.3%) were Coloured, 1 619 (8.1%) were Indian and 8 204 (41.2%) were White. With regard to staff qualifications, 9 492 (48%) held Doctoral degrees.



Expansion of the System

The advent of the COVID-19 pandemic has negatively impacted the construction programmes at Sol Plaatje University (SPU) and the University of Mpumalanga (UMP). Projects were initially delayed as a result of no work being performed during the Level 5 and 4 lockdown periods and subsequently further delayed due to a shortage of building materials arising from these lockdown levels. Quarterly oversight visits could also not be concluded prior to September 2020 and as a result, the Department only managed to undertake the required visits during September 2020 and March 2021, respectively. It is apparent that projects are now progressing as envisioned and maintenance work performed in relation to existing infrastructure is satisfactory. In addition, site shut-downs and disruptions brought about by student protests, the community or local business people also remain a major concern.

The Private Higher Education Context and Environment

PHEIs enrolled a total of 208 978 students across 126 registered PHEIs during the 2020 academic year. This figure represents an increase in the total number of 197 898 students enrolled at 130 institutions during 2018. This constitutes an increase of 5.6% in headcount enrolments from 2018 to 2019. It is notable that during the previous year, enrolments also increased significantly by 13.7% on the 2017 student enrolment. The private higher education sector during 2019, accounted for 16.29% of the 1 283 290 headcount enrolments within the higher education sector as a whole. This represents an increase from 13.14% of total higher education enrolments during 2018.

The highest proportion of students comprising a total of 70 905 or 33.9% were enrolled for 360-credit Bachelor degrees, followed by 57 046 or 27.3% in 360-credit Diploma programmes. The enrolment in Higher Certificate programmes was 39 881 (19.1%), while students registered for Master's degrees comprised 6 194 (3.0%) and 437 students (0.2%) for Doctoral enrolments.

PHEIs collectively offered a total of 803 programmes regarding the Higher Education Qualifications Sub-Framework (HEQSF), of which twenty-one PHEIs also offered 263 programmes on the Occupational Qualifications Sub-Framework (OQSF) and with four offering eight programmes on the General and Further Education and Training Qualifications Sub-Framework.

More than half of the total number of students (122 526 or 58.6%) in PHEIs during 2019 were enrolled for programmes within the fields of Business, Commerce and Management Studies. This trend is consistent with what has been reported over the past nine-year period. The enrolment on programmes within the field of Education, Training and Development has decreased slightly from 22 140 in 2018 to 20 808 during 2019. However, the enrolment represents the second highest after Business, Commerce and Management Studies. This is followed by enrolments in programmes within the category of Physical, Mathematical, Computer and Life Sciences with 17 929 students or 8.6% of the total enrolments (208 978), and comprises an increase of 10.6%, or a total of 1 723 students when compared to enrolment figures for 2018.

Regarding the demographic profile of students, the highest proportion were African (128 519 or 67.1%), followed by White (32 131 or 17.8%), Coloured (16 260 or 8.5%) and Indian (14 594 or 7.6%). In terms of gender, female students (122 021 or 58.4%) outnumbered their male counterparts (86 037 or 41.2%), with a small number not disclosing their gender (920 or 0.4%). A substantial number of students (16 554 or 8.0%) originated from other countries. The number of graduates for the reporting period comprised a total of 42 526 students, with the highest percentage being for the Bachelor's degree (32.2%) and followed by the Higher Certificate (26.3%).

The private higher education sector within the broader PSET System, produced graduates with recognised qualifications, linked to employment at mostly under-graduate level and straddling the occupational and vocational space. It is strategically placed to assist with challenges in relation to articulation and integration. It will prove useful and opportune for the sector to undertake tracer/graduate destination studies in better understanding the role and contribution of PHEIs.

The Higher Education Quality Committee (HEQC) of the CHE, SAQA and the Department continue to collaborate in providing regulatory oversight and ensuring the integrity of the system. The effective monitoring of quality across the system is critical in ensuring an effective and credible private higher education sector.

Despite a concerted and collaborative effort by the regulatory bodies over the past few years, the challenge of illegal (or bogus) colleges remains a threat to the system. Another challenge to the private higher education sector has been identified as the ongoing misrepresentation of qualifications. The key areas of misrepresentation include the incorrect application of specialisations to qualifications, the incorrect number of credits duly allocated and irregular claims regarding a qualification and its link to employment. In attempting to address these issues, the Department will continue to provide close oversight, while working together with SAQA and the CHE to intervene where these practices are identified.



The Department continues to engage closely with schools, district offices and foreign Embassies in ensuring that correct information is disseminated. Oversight of the system, including site visits to institutions reported as operating illegally in conjunction with visible monitoring in partnership with the South African Police Services, continues to be implemented. The Department's campaign aimed at eliminating illegal colleges continues to gain momentum.

The steady growth in registered PHEIs and its improved integrity can be attributed to the Department's attempts to curb illegal and unregistered colleges in tandem with the CHE and SAQA quality assurance and registration functions.

SIGNIFICANT ACHIEVEMENTS DURING 2020/21

Councils and Governance

Administrators were appointed at two universities as a measure to restore proper governance during 2019. Professor Loyiso Nongxa was appointed as the Administrator for the University of Fort Hare (UFH) and his appointment was published in Government Notice No. 618, Government Gazette No. 42425 on 29 April 2019. Following the conclusion of his term of office, the Minister in May 2020, appointed Mr Nhlanganiso Dladla as an Administrator for a further six-month period taking over from Professor Nongxa. A new Council has since been constituted at the university following on the conclusion the Administrator's term in office. Professor Ihron Rensburg was also appointed as an Administrator for the Vaal University of Technology and the appointment was published in Government Notice No. 650, Government Gazette No. 42639 on 15 August 2019. Professor Rensburg's term comes to an end during August 2021. The Department also supported these Administrators in their work with a view to restore proper governance at the respective institutions.

During the 2020/21 financial year, a number of universities amended their institutional statutes and submitted the latter to the Minister for approval and publication in the Government Gazette. These statutes were reviewed in consultation with the particular universities. Of the revised statutes, only a total for the Vaal University of Technology was finalised and approved by the Minister and published in the Government Gazette before the end of the financial year.

The third submission regarding self-assessment scorecards by councils of public universities in line with the Guidelines for Good Governance Practice and Governance Indicators for Councils of South African Public Higher Education Institutions were received. These, together with other information submitted as part of university Annual Reports, were accordingly utilised in developing a report on system-wide university governance and the assessment of governance across the university sector as a whole. Governance of universities remains a challenge, despite the good performance record of some universities. Having taken into account several factors, such as the timeous submission and results relating to Governance Scorecards, compliance with the submission date of Annual Reports; those governance issues requiring the Minister's intervention, as well as audit reports pertaining to financial statements, pre-determined objectives, internal controls and institutional compliance with legislation, 78% of institutions still met the overall standards of good governance.

The Department has supported a number of induction and/or strategic workshops of councils and institutional fora of several universities, namely the North West and Walter Sisulu Universities, the University of the Free State, Mangosuthu University of Technology and the University of Fort Hare.

Student Leadership Development

The Department has supported the South African Union of Students (SAUS) with their programmes since taking office, with financial and administrative assistance being provided in an effort to ensure that the Union effectively implements its Programme of Action, alongside participating during national policy debates across the country. An amount of R5.5 million was set aside to enable the activities of SAUS for a period of three-years (2020 to 2022). The Department also facilitated the establishment of an administrative office for the Union at UNISA. An amount of R2 million, transferred as an earmarked allocation requiring annual reporting, was accordingly also transferred to UNISA to support the Union during 2020/21.

A Memorandum of Agreement (MOA) in relation to the transfer and management of funds as well as ensuring the efficient and appropriate utilisation of the allocated funding was signed between the Director-General of the Department and the Vice Chancellor of UNISA. An implementation plan providing further details regarding the expected areas of support and the requisite controls to be set in place, was developed and submitted to UNISA. A progress report in this regard was expected to be submitted to the Department by end of June 2021.

The COVID-19 pandemic also had a significant impact on the implementation of the Student Leadership Capacity Development Programme. The planned induction workshops for newly elected Student Representative Councils (SRC) which were scheduled to be convened during 2020, were cancelled due to the various lockdown levels. The Elective Congress of SAUS was also postponed indefinitely.



Implementation of the University Capacity Development Programme

The 2020 academic year marked the third year of the University Capacity Development Programme (UCDP) implementation cycle, which comprises the cornerstone programme aimed at developing capacity and driving transformation within three key areas of the university education sector namely, student and staff development, as well as programme/curriculum development. During 2020/21 financial year, R1 052 806 million was allocated towards:

- Supporting the implementation of university capacity development plans at all the universities, including other sub-programmes in terms of the Staffing South Africa's Universities Framework in tandem with other national sub-programmes that were funded from 2019/20 unspent funds;
- Supporting the implementation of university-led collaborative projects; and
- Supporting the implementation of the New Generation of Academics Programme (nGAP).

For the academic year of 2020, which represents the last of the implementation of the first (three-year) cycle of the UCDP, an analysis of the UCDP plans across the universities indicate that 40% of the University Capacity Development Grant funds available to universities for implementation of their UCDP plans was allocated to student development/success initiatives, 47% to staff development activities, 8.9% to curriculum/programme development activities and 5% to the costs of managing the programme at the universities. This aligns well with the ratio's that were provided in the Ministerial Statement on the management and implementation of the UCDP.

A range of indicators are being tracked to monitor whether the UCDP and other programmes being implemented across university sector are having an impact in terms of student success and staff development. By all indications a positive increase over time is apparent on assertion which is supported by the Statistics on PSET in South Africa, 2019, as released during March 2021.

In terms of success rates, the average under-graduate success rate for students enrolled through both contact and distance modes of learning increased when compared to 2018. For contact mode, it was 82% during 2019, which was 0.1 of a percentage point higher when compared with 2018. The average under-graduate success rate for students enrolled through distance mode of learning was 69.9% in 2019, which was 1.1 percentage point higher, when compared with 2018.

The number of graduates reached 221 942 in 2019, reflecting a 2.3% (5 246) decline when compared with the number of graduates reported in 2018 (227 188). UNISA was the main contributor to the decline in the number of graduates between 2018 and 2019, while the majority of universities that include Tshwane University of Technology and the Durban University of Technology recorded high increases. Looking at the indicator over the eleven-year period (2009 to 2019), graduates increased by 52.6% (76 516) over this period with notable increases recorded in Business and Management (73.5% or 24 851) and Society for Education and Training (55.7% or 23 125) fields of study. Despite the overall decline in the number of graduates between 2018 and 2019, increases were recorded in certain programmes, such as the advanced diplomas and the post-graduate certificate in education (63.4% or 2 540), under-graduate degrees (1.6% or 1 647) and Doctoral degrees (3.0% or 101).

There were more female graduates compared to males in all fields of study during the 2019 academic year with almost two-thirds of the 221 942 graduates being females (62.5%), as compared with 37.4% as males.

Data on other indicators tracked through the implementation of the UCDP such as the first-year drop-out rate, throughput rate, the percentage of permanent university instructional staff that hold Doctoral degrees and the weighted, per capita research output, is not yet available for 2019.

The improvement as presented above is an indication that the system is improving and an increased intensity of implementation regarding programmes such as the UCDP will enable the country to more rapidly meet the student and staff success targets that have been set in documents such as the NDP, the White Paper on PSET and the draft National Plan for Post-School Education and Training (NPPSET), in ways that also address the key transformation imperatives.

The onset of the COVID-19 pandemic that was followed by lockdown levels had an impact in the implementation of the UCDP and some universities thirteen had to move University Capacity Development Grant funds to a newly created grant: CRG to support universities in responding to the challenges of the pandemic. A total amount of R122 716 141 was transferred from the University Capacity Development Grant to the CRG in the 2020/21 financial year. An extension on the implementation of a number of UCDP programmes had to be instituted in response to the challenges posed by the pandemic and as a result, reports are still being analysed.





Dr BE Nzimande addressing participants during the Ethics and Integrity campaign



Participants attending the Ethics and Integrity campaign

The Higher Education Leadership and Management Programme

The Higher Education Leadership and Management Programme (HELMP) is being implemented in partnership with USAf. The second phase of the plan for HELMP was approved during March 2021 and will be implemented until 2023/24, while the close-out report for Phase 1 was submitted during May 2021.

The Teaching and Learning Development Capacity Improvement Programme

The Teaching and Learning Development Capacity Improvement Programme (TLDCIP) is in its close-out phase for conclusion by March 2023, with most universities finalising activities within their planned deliverables. During 2020, the following thirteen value-add projects, approved by the Director-General, emerged as a response to the needs of the sector:

- The development and offering of a Higher Certificate in Early Childhood Care and Education;
- Staff capacity building and development of a Diploma in Early Childhood Care and Education;
- Research Study aimed at strengthening the Performing Arts in the Bachelor of Education Programme;
- Further development of the Centre for Neuro-developmental Learning Needs;
- Further development of Mathematics and English First Additional Language tests for Bachelor of Education students in the Primary Teacher Education project;
- Establishment of a Centre for African Languages Teaching [isiXhosa];
- Supply and Demand in Initial Teacher Education;
- Collaborative development and implementation of a teaching practice module to strengthen initial teacher education programmes;
- Establishment of the Imbali Education and Innovation Projects;
- The development and implementation of the Post-Graduate Diploma in Technical Vocational Education and Training programme in Educational Leadership;
- Supporting the initial implementation of the Advanced Diploma in Technical and Vocational Teaching Programme;
- The development and implementation of an Honours programme in Community, Adult and Worker Education; and
- The development and implementation of a Diploma in Adult and Community Education and Training.

The latter are being funded by way of the European Union Sector Support Grant and derived from tranches duly not paid in full to universities as a result of under-expenditure. The TLDCIP now consists of 65 projects. The COVID-19 pandemic has impacted on the progress of the project activities and consequently, universities were allowed to submit substantive annual and cost centre progress reports by the end of April 2021. These reports provide information that is incorporated into the Annual Implementation Report to be submitted to the Director-General. The annual report has been delayed as many universities were unable to submit signed narrative and cost centre reports by the extended deadline, citing institutional challenges due to student registration and the start of the academic year.



International Scholarships Programme

The International Scholarships Programme has during 2020 provided direct support to 365 students on scholarships offered under partnerships with the Chinese, Hungarian and Russian governments. Of these, 67 students have successfully completed their studies and returned to South Africa, while a further 84 were awarded new scholarships. International travel for students could only be facilitated by means of repatriation flights due to stringent travel restrictions brought about by the COVID-19 pandemic. The Department identified nominees or supported international scholarship agencies regarding the selection of scholarship recipients for studies in Ireland, Japan, Sweden, Italy, Serbia, the United Kingdom and Mauritius, with 42 new scholarships provided by these countries during 2020. The Department also promoted 30 other individual international scholarship opportunities during the year under review. The total number of available scholarships and applications subsequently received, declined during 2020 as a result of the COVID-19 pandemic however. Many scholarship recipients had to commence with online studies, as they could not travel to their respective host countries due to travel restrictions enforced at the time.

Ministerial Task Teams

The Ministerial Task Team (MTT) on the Recruitment, Retention and Progression of Black South African Academics report was circulated across the system and inputs pertaining to its recommendations requested. Fifteen institutions submitted comments and a review/analysis of these inputs is being consolidated into a single report which will be used to finalise a Cabinet Memorandum incorporating all the MTT recommendations contained in reports and received from the Department and the Department of Science and Innovation (DSI).

The Minister also appointed a MTT on the Implications of the Fourth Industrial Revolution for PSET during 2019/20. The Task Team Report was submitted to the Minister during 2020.

The MTT established to advise the Minister on issues of sexual harassment and GBV within the university sector and with support provided by the Department, conducted a comprehensive analysis of existing policies and processes adopted by all public universities, with a view to informing the Minister on apparent policy gaps and proposing further minimum standards for policy development, processes and support systems to be set in place in an effort the better manage and prevent GBV within the higher education system. The Task Team convened virtual engagements with various stakeholders across the higher education sector so as to exchange ideas and provide inputs towards better understanding, supporting and enriching the work of the Task Team as a precursor to providing additional inputs for reflection and analysis. Given the complexity of the legal issues involved within this area of focus, legal advice was also sought from experts working in the higher education sector. The ensuing pandemic lockdown periods invariably affected the work and time-frames of the MTT. However, the Task Team has been able to conclude its discussions and consolidate all recommendations into a final report which was accordingly submitted to the Minister during July 2021.

The University Governance Support Programme was initiated during the 2020/21 financial year as part of the UCDP, in partnership with the University of the Western Cape. The programme is aimed at supporting and strengthening institutional governance at universities, focusing on councils and institutional forums. The first phase of the project will focus on research pertaining to higher education governance in the form of a needs-assessment, which will serve as a knowledge base for enhancing programme design and delivery that is responsive to key systemic issues impacting effective governance at higher education institutions. The work will also feed into the review of the *Higher Education Act, No 101 of 1997*.

The Minister appointed a task team to conduct an independent review of UNISA, focusing on the institution's strategic mandate and purpose within the broader South African context. This MTT has been mandated to examine all contextual and institutional factors that impact on the current challenges facing the University, advise on the mandate of the institution, assess its scope of work as a distance education provider and make recommendations on measures required to ensure that UNISA is strategically positioned as an institution with a clear mandate and mission and supported by the necessary structures and capacity for a sustainable future.

The National Institute for Humanities and Social Sciences Strategic Review

An independent strategic evaluation of the National Institute for Humanities and Social Sciences (NIHSS) was concluded during the second half of 2020. The review was the first of its kind in relation to the Institute and has focussed on the first five years of its performance and operations. Although the Institute was initially established for the enhancement and development of humanities and social sciences, its mandate was expanded during 2015 to include the hosting and coordination of the South African BRICS Think Tank activities. The review report was received during March 2021.



The Imbali Education and Innovation Precinct

The development of the Imbali Education and Innovation Precinct has continued throughout 2020, with additional support provided by way of the TLDCIP. The Durban University of Technology (DUT) has also since appointed a project manager to coordinate the project. A revised Imbali Education and Innovation Precinct plan that includes recommendations of Steering Committee members and proposed draft Terms of References for the Committee has been submitted by DUT and has been processed for the Minister's approval.

Macro-Infrastructure Framework

During 2020/21, the Department continued supporting the university system through its Macro-Infrastructure Framework Support Team consisting of the following services:

- **Macro-Infrastructure Framework (MIF) Guidelines:** The MIF Guidelines were updated and improved as part of the third edition.
- **MIF ICT Cloud Based Platform:** On-going management of the platform as a knowledge repository and information management and reporting tool continued.
- **Infrastructure Development Support:** The Universities of Fort Hare, Zululand and Venda were provided with intensified support at Level 3, while other universities were provided with pro-active and ad-hoc support on an intermittent basis.
- **Monitoring of Construction Activities at the Sol Plaatje University (SPU) and the University of Mpumalanga (UMP):** Quarterly oversight visits were undertaken at SPU and UMP and relevant oversight reports produced for tabling during quarterly development meetings.
- **Spatial Planning Support Provided to Universities:** Spatial planning support and site visits were conducted at the Walter Sisulu University (WSU). Various other spatial planning support activities were also carried out at other institutions.
- **Review of Existing University Spatial Norms:** A comprehensive document summarising the Spatial Norms and Efficiency Report/Framework was developed during the period under review.
- **Review of Student Housing Norms and Standards:** The process for the review of the student housing norms and standards was finalised and the draft policy review approved by the Minister for the publication of a notice for public comment.
- **The Relocation of the Department to the Premises of the Council for Scientific and Industrial Research:** The Corporate Service Branch requested the assistance of the MIF Support Team to carry out a feasibility study regarding the proposed relocation due to a lack of appropriate capacity within the Branch. The study has since been completed and presented to the Department with recommendations for the Department to: i) appoint a Transaction Advisor; ii) resolve high-level critical issues (the development of a long-term relocation strategy, financial modelling and the identification of strategic needs); and iii) reflect and act on possible scenarios. It is anticipated that the Corporate Services Branch will still require support for this process during 2020/21.
- **The Construction Health and Safety Committee:** Support has been provided on matters related to the Department's role as a member of the Construction Health and Safety Committee.
- **Ad-Hoc Technical Assistance/Advice Provided to the Department:** The Department on an ongoing basis utilised the services of the MIF Support Team for ad-hoc assistance/advice on technical matters, such as the assessment of costing norm templates and technical reports duly submitted by universities for funding applications.
- **Feasibility Study for the New Higher Education Institutions:** The MIF Support Team provided assistance pertaining to the development of a high-level plan in relation to a feasibility study regarding the construction of two new Higher Education Institutions, accordingly announced by the President during his February 2020 State of the Nation Address. The Plan was approved by the Minister in June 2020. During March 2021, the Minister signed letters inviting the Ministers of Finance and Police, the Mayors of Ekurhuleni and Tshwane, the CEO of USAf and the Vice-Chancellors of the Gauteng-based universities to nominate representatives to serve on the Steering Committee.
- **Implementation of Construction Projects in line with COVID-19 Pandemic Regulations:** Guidelines on the implementation of construction projects in line with COVID-19 pandemic regulations and requirements were developed during the period under review.



The Student Housing Infrastructure Programme

The Student Housing Infrastructure Programme Management Office commenced with feasibility studies undertaken for the development of large scale student housing projects at six additional universities and six TVET colleges, comprising of the following sites:

- The Cape Peninsula University of Technology: **provision of 2 150 beds**
- The Central University of Technology: **provision of 2 000 beds**
- Tshwane University of Technology: **provision of 3 500 beds**
- The University of Johannesburg: **provision of 2 048 beds**
- The University of KwaZulu-Natal: **provision of 3 000 beds**
- Walter Sisulu University: **provision of 3 200 beds**
- Lephalale TVET College: **provision of 1 200 beds**
- Gert Sibande TVET College: **provision of 1 500 beds**
- Northlink TVET College: **provision of 1 500 beds**
- Majuba TVET College: **provision of 1 500 beds**
- Sekhukhune TVET College: **provision of 1 500 beds**
- Vhembe TVET College: **provision of 1 300 beds**

The Historically Disadvantaged Institutions Development Framework

The Historically Disadvantaged Institutions Development Grant (HDI-DG) was first announced as part of the 2015/16 Ministerial Statement on University Funding. Since the introduction of the HDI-DG, a number of projects across all eight HDI universities were approved and implemented. During 2019/20, the Department decided to review the HDI-DG, which determined that the deployment of the HDI-DG had insufficient strategic focus, as well as that the projects accordingly supported, exhibit little continuity with institutional strategic plans and generally were too small to have an institution-wide impact. Moreover, that there was little or no alignment between the projects and initiatives that were being supported across the various earmarked Departmental support grants, further reducing the potential for meaningful impact and diluting the strategic focus from the perspective of the Department.

Subsequent to the completion of the HDI-DP review during the 2020/21 reporting period, the Department developed a new framework directing the development programme and renamed the Sibusiso Bengu Development Programme (SB-DP), in honour of the first Minister of Education in Democratic South Africa, to replace the former HDI-DP. The review resulted in the development of a new strategic development implementation programme for HDI development which draws on the SB-DG as its key resource, while also accessing a range of other earmarked capacity-building resources that the Department, the DSI, other government departments, as well as other partners and the universities respectively, have at their disposal. Following extensive consultation which identified core, critical cross-cutting challenges facing the Historically Disadvantaged Individuals (HDIs), the SB-DP was conceptualised and an SB-DP Framework developed for approval by the Minister. The HDI-DG was utilised during 2020/21 to support critical activities at the eight HDIs and HDI campuses of other universities in response to the adverse impact of the COVID-19 pandemic on their functions and ensure the successful completion of the academic year, by making available resources for the provision for teaching and learning materials, while ensuring campus readiness. The new programme comprising of seven key strategic priorities, is envisaged for implementation over the next five-year period.

The Central Application Service

Cabinet approved the publication of the draft Central Application Service (CAS) Bill, 2019, for the PSET System in the Government Gazette for public comment on 27 February 2019. The Department has finalised its review of public comments duly received and a final version of the Bill will duly be presented to Cabinet for consideration and approval and thereafter, to Parliament for further processing.



Research Outputs

The Department oversees the implementation of the Research Outputs policy which provides for research subsidy allocations to universities. The quality of research outputs has been raised as a matter of concern in recent years, largely because institutions are progressively focussing on quantity rather than quality, in order to maximise the accrual of subsidies. During the evaluation of the research outputs for 2019, the Department noticed several anomalies in relation to research output submissions and accordingly has withdrawn a number of claims.

When considering the R4.8 billion investment of public funds and the key role that the Policy on Research Output plays within the University sector, it is crucial that the quality, integrity and transparency of policy implementation is ensured. It is equally important to continuously monitor the process whereby research outputs (books and published conference proceedings) are evaluated by field-specific, peer review sub-panels using pre-determined evaluation criteria in line with the Research Output Policy.

The Department is in a process of developing a Research Quality Framework to assist with adherence to quality research outputs by South African universities. The concept framework was approved by the Director-General on 29 March 2021 and will guide the sector in this regard.

Evaluation of Creative and Innovation Outputs

Following on an extensive consultation process across the sector between 2014 and 2016, a Policy on the Evaluation of Creative Outputs and Innovations produced by South African Public Higher Education Institutions (2017) was published in Government Gazette No. 395, on 28 April 2017. The period preceding the implementation of the policy was used to develop an implementation plan and guide for the evaluation of creative outputs and innovations. Institutions submitted their outputs produced and publicised during 2016, 2017 and 2018, for evaluation in terms of the policy during 2019. The evaluation outcomes pertaining to the first round of submissions by public higher education institutions was published during December 2020. The subsidies allocated in terms of the evaluation have been included as part of the university budget allocations for the 2021 financial year.

BRICS and G20 Engagements

BRICS meetings scheduled during 2020 were organised by the Russian Federation under the broad theme of *“Partnerships for Global Stability, Common Security and Innovative Growth”*. In line with the theme, different work-streams organised their annual meetings during the period leading up to the Summit which was convened on 17 November 2020. As a result of the COVID-19 pandemic and the subsequent ban on international travel, all 2020 BRICS meetings were facilitated through virtual platforms.



Deputy Minister B Manamela attending the IADR conference

The Department is responsible for the coordination and oversight of higher education-related BRICS meetings. The meetings are scheduled annually and include: (i) the BRICS Think Tanks Council and Academic Forum; (ii) BRICS Senior Officials and Education Ministers meetings; as well as (iii) meetings of the BRICS Network University. The BRICS Think Tanks Council and Academic Forum are managed by the National Institute for Humanities and Social Sciences on behalf of the Department.

Despite the challenges presented by the COVID-19 pandemic, the afore-mentioned meetings were convened successfully as planned and all BRICS partners were able to connect and engage in discussions

virtually. The overarching aim of BRICS education cooperation seeks to facilitate and strengthen BRICS collaboration in areas of higher education and research. The engagements create a unique platform for the exchange of research experience and insights between institutions of higher learning across the BRICS member countries. Academic mobility of staff and students is also promoted through these networks.



2.2.3. TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

TVET Infrastructure Maintenance

The College Infrastructure Efficiency Grant is focussed towards creating a conducive environment for teaching and learning. The College Infrastructure Efficiency Grant expenditure for the periods 2018/19, 2019/20 and 2020/21 has seen a total amount of R527 887 235 utilised for maintenance interventions and of which 1.5% or R7.9 million has been identified for skills development within the College Infrastructure Efficiency Grant allocation per project. In addition, local contracting processes at college level has been set at a minimum of 30% or R158 million. These activities have significantly contributed to developing Broad-Based Black Economic Empowerment (B-BBEE) investment at college sites. The programme has also supported the involvement of women (at 24%) as project managers at college level. The next round of funding will prioritise access for disabled persons.

National Student Financial Aid

The college academic calendar for 2020 had to be revised due to the advent of the COVID-19 pandemic and as a result, several registration cycles were extended to enable students in successfully completing the curriculum and examinations. As a result, the Department ensured that NSFAS funding for all qualifying students, specifically in relation to tuition fees and allowances, continued uninterrupted for the entire academic calendar extension periods and until requisite exams were written.

Implementation of the 80% attendance policy requirement as a precursor to the payment of allowances to NSFAS students was waived due to the impact of the COVID-19 pandemic on teaching and learning activities. In addition, regulations adopted to contain the spread of the Corona virus were implemented on a continuous basis. The Department also initiated a process to procure laptops for NSFAS students in effectively supporting multi-modal blended learning.

Examination and Assessments

The Department is continuously engaged in measures to enhance the integrity and validity of examination and assessment processes. Over a period of three-years, the Department has achieved significant success in eliminating the leaking of question papers and is also amending a policy pertaining to the conduct, management and administration of examinations facilitated by TVET and Community Education and Training (CET) colleges. The policy development process is at an advanced stage and is envisaged for promulgation by the Minister once all the developmental stages are completed, with envisioned completion determined by the end of the 2021 academic year. The Department has established the National Examination and Assessment Task Team with designated sub-committees, such as the National Assessment, Irregularities and Resulting committees, to share best practices with regions and colleges, while validating examination and irregularities reports. These structures are meant to improve examination and assessment practices in the TVET and CET colleges respectively.

The appointment of experienced and qualified external moderators at public and private examination centres has enabled the Department to expand the scope of monitoring activities. There has been a notable improvement in the quality of question papers and the marking process. These developments have enhanced overall improvement in the credibility of examinations. All public examination centres having participated in the 2020 examinations released results to eligible students in accordance with the management plan. The Executive Council of Umalusi has lauded the Department for managing successful and credible examinations during the period under review, especially noting the absence of question paper leaks, which were prevalent during previous years.

The Department has also made significant strides regarding the reduction of certification backlogs which have marred its image during previous reporting cycles. A dedicated task team comprising of the Department, SITA and Umalusi and established by the Director-General, has managed to reduce the certification backlog by 95% in accordance with its previous undertaking made to the Portfolio Committee on Higher Education. Regional Task Teams constituted to address current and future certification matters were established with a view to strengthening capacity at college level and averting any future backlogs. The Department continues to address the root causes which initially contributed to the certification backlogs.

Governance in TVET Institutions

The planned target for developing Governance Standards and Regulations has been deemed as '*ultra vires*' by the Office of the State Legal Advisor. As a result, the Department therefore does not have the authority to issue regulations pertaining to Council governance.

The Department will provide support regarding the development of voluntary governance standards in cooperation and with the full consent of TVET college councils.



2.2.4. SKILLS DEVELOPMENT

The skills development service delivery environment has been negatively impacted by challenges brought about by the COVID-19 global health pandemic and its related lockdown levels, especially in relation to workspaces where training takes place. It is estimated that during alert Level 5 capacity was reduced to 40% of the workforce, while under alert Level 4 it increased slightly to 55%. A further increase was apparent under alert Level 3, with 71% of the workforce returning to workplaces, while under alert Level 2, 94% of the workforce return being evident and the full workforce returning in terms of alert Level 1. Against this backdrop most employers identified and prioritised their own employee numbers returning to workspaces at different periods of lockdown and even the Department was compelled to delay the intake of new Interns due to the implementation of rotational staff numbers reporting for duty in accordance with the restriction and protocols brought about by the various alert levels.

Several Sector Education and Training Authorities (SETAs) such as the Media, Information and Communication Technologies Sector Education and Training Authority (MICT-SETA) conducted surveys which across its sector indicated that 42% of businesses canvassed, reported that their business will take up to a year to recover, while 5% indicated that they would never recover from the impact of the pandemic.

The Manufacturing, Engineering and Related Services Sector Education and Training Authority (MERSETA) indicated that despite employers doing as much as possible in protecting jobs and employment, companies across the sector have still been compelled to impose retrenchments and a similar scenario is apparent for both the Banking Sector Education and Training Authority (BANKSETA) and the Insurance Sector. The BANKSETA indicated that within its sector and despite the adoption and implementation of digital work processes and methodologies, employers did not prioritise accommodating learners, as is apparent within other sectors of the economy or where SETAs have a presence and provide their functions.

The Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (CATHSSETA) sector remains among those most severely affected by the COVID-19 pandemic, especially in the travel and tourism industry, as at the peak of the pandemic, all sporting events were suspended and hotels and related establishments brought to a close. With regard, to the Insurance Sector Education and Training Authority (INSETA) sector, both in relation to short- and long-term insurance, the industry has been severely impacted by the increased number of claims arising from business losses, in conjunction with mental, physical health and death claims.

With regard to the Agriculture Sector Education and Training Authority (AGRISSETA), the latter indicated that following the closure of international export markets during the height of the pandemic, especially the fruit industry and the whole value chain across the wine industry was impacted across primary production activities to exports and local sales. With regard to the mining sector in which the Mining Qualifications Authority operates, the SETA indicated that operations were scaled down significantly, particularly in relation to deep-level mining which is labour intensive, while only collieries, albeit at reduced levels remained operational, as the latter are regarded as essential for the supply of coal to Eskom. Industries that were scaled down included mining for gold, chrome, manganese and surface materials within the Platinum Group Metals sub-sector. As a result, mines were compelled to undergo upscaled, intermitted maintenance services for the duration of the lockdown period in an effort to avoid the further deterioration of operations.

The trade sector, within which the Wholesale and Retail Sector Education and Training Authority (W&RSETA) renders its services, was most affected, in terms of a loss of revenue, jobs and in the most extreme circumstances, the loss of businesses, as a result of permanent shut-down process. This in turn has adversely affected the SETA's mission in developing a skilled, capable, competent and professional workforce across the wholesale and retail sector. In respect of the Community and Social Services Sector, where government-focussed SETAs render their respective services, their operations have also been severely affected, while the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA) reported that in relation to the Early Childhood Development portfolio, 99% of operators reported that caregivers suspended paying fees with nearly 30 000 centres at risk of being closed and in turn approximately 1.5 million recipients no longer having access to a place of care. The majority of schools, universities and colleges were compelled to suspend their activities and in turn, services migrated towards the implementation of multi-modal and on-line teaching options.

All these factors coupled with the decrease in the collection of skills levies from an estimated R19.413 billion to R12.4 billion (actual collection) in conjunction with the four-month skills development holiday accordingly announcing by the President on 21 April 2020, culminated in the downward revision of performance targets by the Department and in the SETA Annual Performance Plans (APPs) for the financial year under review. Even though targets were revised downward, the impact of the COVID-19 health pandemic on the broader service delivery environment could not be mitigated and as a result not all performance targets as envisaged in the revised Annual Performance Plan could be attained either.



2.2.5. COMMUNITY EDUCATION AND TRAINING

During the financial year under review, the Department reconfigured the CET institutional landscape by reducing the number of Community Learning Centres (CLCs) from 3 276 to 200 CLCs and 1 591 Satellites Learning Centres as pronounced in the Community Education and Training College System: National Plan for the Implementation of the White Paper for PSET System. Despite the reconfiguration, the majority of CLCs and Satellites Learning Centres continue to be hosted in the infrastructure of the public school system and located under the nine provincial Departments of Education.

With regard to policy and legislation, there has been no amendments or changes apparent during the period under review. The sector continued to be guided by the injunctions of the NDP, the principal legislation of the *Continuing Education and Training Act, Act No.16 of 2006*, as well as the set of principles articulated in terms of the National Policy on Community Colleges, which comprise of the following:

- Social justice;
- Community determination, access, participation, success and development;
- Partnerships, as well as employer and work organisational involvement;
- Local community developmental agenda determination;
- Inter-departmental cooperation;
- Agency for the State's developmental agenda; and
- Research, monitoring and evaluation.

Despite the 2020/21 financial year being a challenging academic period, the performance of CET colleges has been monitored in line with the focal areas stipulated in the Monitoring and Evaluation policy developed for CET colleges. The Department has focused on the implementation and monitoring of the prescribed steering mechanisms and frameworks. Critical to the monitoring process has been the introduction of a bi-weekly questionnaire to monitor the level of readiness in resuming teaching and learning activities within the context of the COVID-19 pandemic, compliance with the relevant regulations and the impact of the COVID-19 pandemic across the CET system.

Labour instability, which resulted from disparate conditions of service for CET lecturers and which impacted negatively on teaching and learning, has since been resolved. Importantly, the claims system was converted into monthly stipends for all eligible lecturers. The approved standardisation of the Conditions of Service (pay and benefits) by the Minister will also bring much needed teaching and learning stability within the sector.

In terms of human resource capacity, the Branch has operated with eight senior managers located across the three sub-programmes and an Acting Programme Head. The middle management layer remains under-capacitated and has been worsened by the dispensation of early retirement offers.

The situation extends to all nine CET colleges. At the central offices, human resource capacity is dire, comprising of only the Principals and their three Deputies. The finalisation and implementation of the Post Provisioning Norm (PPN) Model as well as the proposed Organisational Structure for colleges remains urgent and critical for the efficient functionality of the CET college system.

Student Enrolments

Data collected from the CET colleges confirms that performance remains below enrolment targets as set out in the Community Education and Training Colleges System: National Plan for the Implementation of the White Paper for PSET System 2019 to 2030. The plan is informed by the National Development Plan which enjoins CET colleges to collectively achieve a target of one million enrolments by 2030. Data collected from the colleges for 2019 academic year depict a bleak picture, with colleges missing the 2019 target of 340 000 enrolments by more than 40%.

With the planned introduction of programme diversification and skills programmes, colleges are expected to significantly bridge the gap between enrolments and the target. The overall enrolment at CET colleges comprised 171 409 students during 2020, with the majority of enrolments recorded for the General Education and Training Certificate (GETC): ABET, Level 4 programmes (75 704 incumbents or 44%), followed by enrolments for Grade 12 (72 735 incumbents or 42.3%). Fewer students enrolled for Grade 11 and Occupational Qualifications (2 and 504 incumbents, respectively).



Over 70% of students enrolled at CET colleges were female (121 031 incumbents or 70.6%) compared to 50 378 male students and this tendency was observed across all programmes. The largest gender disparity was recorded for GETC: ABET, Level 4 and Grade 12, where female enrolments were almost three times higher than that of their male counterparts.

Most students enrolled at CET colleges were African (159 712 incumbents or 93.2%), while a lower proportion were White and Indian/Asian (632 and 675 incumbents respectively). Approximately 44.6% or 71 158 of African students enrolled for GETC: ABET Level 4 programmes, followed by enrolments for Grade 12 (67 889 incumbents or 42.5%). On the other hand, Coloured, Indian/Asian and White students enrolled mainly for Grade 12, followed by GETC: ABET Level 4.

Enrolment at CET colleges was dominated by youth, aged 20 to 24 years old (55 901 incumbents or 32.6%), followed by 25 to 29 year olds (32 883 incumbents or 19.2%), making up a total of over 50%. The majority of students in almost all the age groups enrolled for GETC: ABET Level 4, while those aged 20 to 24 years old enrolled mainly for Grade 12. More than a third of students aged 15 years and younger, enrolled for the Adult Education and Training (AET) Level 3 offering.

There were generally more females enrolled across CET colleges as compared to males in almost all age groups, except for those aged 14 years and younger. The gender gap was narrow for the younger age groups (24 years and younger) and widened for the older age groups (25 to 29 years, 30 to 34 years and 40 years and older), where a gap of more than 50% has been recorded.

Strengthening the CET System

The mandate of the CET sector as stated in the WP-PSET and by way of the CET system's Vision can be summarised as: *'Providing communities with education and training programmes that are responsive to their needs, aligned to local economic drivers, labour demands and government priorities'*. One of the strategic levers that the Department has identified as a powerful steering mechanism in enabling CET colleges to realise the CET college system Vision comprising of: Qualifications, Programme, Curriculum and Assessment.

Diversification of Programmes

During the 2020/21 reporting period, all nine CET colleges increased their programme offerings in response to identified community demands, indicated as follows:

Academic Programmes	Occupational Skills Programmes (CET colleges offered these programmes in collaboration with various SETAs)	Non-Formal Programmes
<ul style="list-style-type: none"> AET Sub-Levels 1, 2 and 3 Literacy programmes General Education and Training Certificate: ABET NQF 1 Senior Certificate (as amended) Senior Certificate 	<ul style="list-style-type: none"> Computer Training Carpentry Plumbing Automotive Body Repair Tractor Operators Heavy Duty Drivers' license 	<ul style="list-style-type: none"> Garment Making Financial Literacy First Aid

Assessment and Examinations

Despite the advent of the COVID-19 pandemic and its related lockdown levels which disrupted teaching and learning processes, the CET colleges managed to prepare and present candidates for the 2020 November examination. A total of 28 CET examination centres could not take part during the examination process, with only 2 409 of the 2 437 registered centres having participated.

A total of 41 689 candidates wrote the November 2020 examination, 30 469 of whom were female and 11 220 were male candidates, representing a decline of 4 671 (or 10.1%) when compared with the November 2019 examinations. The student profile constituted a total of 39 623 African, 1 802 Coloured, 150 Indian and 114 White candidates.

Preliminary data indicates that a total of 8 974 candidates obtained GETC passes, while 31 900 candidates obtained passes in the different learning areas accordingly registered for.



The Living Labs Project with the Department of Science and Innovation

The CET Branch, in collaboration with the DSI is in the process of piloting a Living Labs project at Bofolo CLC on the premises of the Eastern Cape CET College. The project provides innovation hubs utilising Information and Communication Technology (ICT) support to enable beneficiaries in commercialising their ideas and/or skills.

The Department and the DSI have identified three CET colleges in the KwaZulu-Natal, North West and Northern Cape provinces for the expansion of the pilot during the 2021/22 and 2022/23 financial years.

Accreditation of CET Colleges

The Quality Council for Trade Occupations (QCTO) in collaboration with the Department has finalised the development of fourteen skills programmes designed for the CET sector. While all these programmes are linked to existing programmes at TVET colleges and thereby opening pathways to further learning, others comprise of part-qualifications with portable credits.

CET colleges have identified skills programmes requiring accreditation and engagements to ensure that these colleges are accredited by the QCTO regarding the latter programmes currently underway.

Provision of ICT Infrastructure at CET Pilot Centres

The W&RSETA has been allocated R49 million for funding the development of ICT infrastructure at 54 pilot centres in terms of a project with a five-year completion time-frame. The W&RSETA accordingly entered into MoAs with nine CET colleges. A Project Steering Committee has been established and requisite Project Charters developed. The funding will be utilised for the procurement of mobile ICT laboratories and/or the refurbishment of existing structures, the sourcing and provision of laboratory equipment such as computers, network support, as well as project management and administration fees. All nine CET colleges have commenced with the procurement process and two Project Steering Committee meetings were convened with colleges during which progress reports were tabled to facilitate payment of the first tranche by the SETA.

Provision of Entrepreneurship Programmes

The Department is currently in the process of finalising a MoA with the Small Enterprise Development Agency (SEDA) for the provision of a skills transfer programme to CET college lecturers with a view to ensure sustainability regarding the provision of the programme, training of students in entrepreneurial skills, as well as effective monitoring of and support rendered to structures across the CET college sector. A national structure for oversight of the project was also established.

Teaching and Learning

The CET college sector inherited disparate curricula and assessment management practices from Provincial Education Departments (PEDs) during the function shift. The Department subsequently developed appropriate curriculum and assessment management plans, guidelines and templates which were mediated to CET college centre managers, Regional CET officials and Deputy Principals/Academic Services to standardise curricula and assessment management practices across the nine CET colleges.

Partnerships

The Department has also signed a MoA with the MICT-SETA which aims to:

- Provide training in ICT programmes to CET students;
- Ensure skills transfer to CET lecturers for sustainability of the programme, post project implementation;
- Provide colleges with computers; and
- Accredite CET Colleges in selected ICT programmes.

While the agreement has been signed between the MICT-SETA and the Department, from an operational perspective, it in reality comprises a three-way collaboration which also includes the involvement of the DSI.

The Deutscher Volkshochschul-Verband (DVV) is a German Adult Education Association which has also entered into partnership with the Department for collaboration towards the provision of non-formal programmes within CET colleges.

CET Governance

The Councils for all nine CET colleges concluded their five-year terms during September 2020. New Council members have since been appointed for eight CET colleges, with the exception of Northern Cape CET College which has been placed under administration until October 2021. New Council members assumed office during November 2020 and were inducted during December 2020.

SIGNIFICANT ACHIEVEMENTS DURING 2020/21

Programme Diversification

The Department issued a register of programmes approved by the Director-General which is aligned to the programme offerings contained in the College APPs and in line with the National Policy on Curriculum Development and Implementation at CET colleges. These programmes have been offered in collaboration with other stakeholders and SETAs.

Partnerships

The Department has initiated and formalised several strategic partnerships to facilitate the diversification of programme offering in CET colleges. These partners include the DSI, the W&RSETA tasked with the provision of ICT infrastructure at CET colleges, the MICT-SETA co-opted for the provision of ICT skills training in CET colleges and DWV, South Africa (the German Adult Education Association) for the provision of non-formal programmes at CET colleges.

The Financial Management System

During the period under review, the financial management system for CET colleges was implemented to ensure compliance with the standards set by the Public Finance Management Act (PFMA), 1999 and its relevant regulations. CET colleges have been complying with the full implementation of the Financial Management System as required by the Section 38(1)(j) of the PFMA, 1999. During the 2020/21 reporting period, all nine CET colleges complied with the standards defined in Section 38(1)(j) of the PFMA, 1999 and its concomitant regulations. The Department continued to transfer the subsidy allocations directly to CET bank accounts, as well as ensuring consistency in providing ongoing support to colleges by way of a Financial Management Forum established during 2018.

Earmarked Budget Allocation

The Department, in terms of its 2020/21 APP, has earmarked a minimum of ten percent of funds from the subsidy baseline allocation of CET colleges with a view to capacitate 54 pilot centres. In addition, twenty percent was also earmarked and allocated to colleges through a transfer payment with the purpose of capacitating 54 CLCs to pilot the CET college concept.

SIGNIFICANT DEVELOPMENTS THAT IMPACTED ON THE WORK OF THE PROGRAMME

Development of a Sustainable Funding Model for CET colleges

The Department also committed to developing a Terms of Reference for the appointment of a service provider to finalise a sustainable college funding model for CET colleges. The development of the funding model however, has been subject to the availability of funding which unfortunately could not be made available during the 2020/21 financial year and as a result, the funding model for CET colleges could not be developed. This target was accordingly revised to 2021/22 during which the required funding has been made available.

The advent of the COVID-19 pandemic during 2020/21 significantly derailed plans related to curriculum and assessment services delivery and related aspects as encapsulated by the CET mandate. Planned activity time-frames accordingly affected are:

- the accreditation of CET colleges;
- the introduction of entrepreneurship Programmes; and
- the introduction of digitised skills.

Another area consequently affected by the pandemic and its related lock-down levels, has been class attendance by students which in return resulted in a lower turn-out for examination sessions.

The Department has finalised a National Policy on Student and Community Support Services as an enabler to focus on areas of student support, including persons with disabilities. There has also been ongoing engagement with the South African National Council of the Blind to facilitate improved access for disabled students at CLCs. In terms of this partnership, several centres in the Gauteng and Free State provinces have been provided with computers and software by the Council.



2.3 SERVICE DELIVERY IMPROVEMENT PLAN

Main services	Beneficiaries	Current/actual standard of service	Desired standard of service	Actual achievement
To issue certificates for all eligible candidates within 90 working days following on the release of examination results, or within 150 working days for candidates who are involved in examination irregularities or having applied for remarking papers.	Students Public TVET colleges Examination centres	To issue certificates for all eligible candidates within 90 working days following on the release of examinations results or within 150 working days for candidates who are involved in examinations irregularities or having applied for remarking of papers	<ul style="list-style-type: none"> Improving reporting on certification backlogs by analysing student data to exclude those who do not qualify for results or have completed all subjects Overhauling examination IT systems 	<ul style="list-style-type: none"> The current overall performance against the target of 95% based on the report presented to PCHEST on 18 February. The 2020 reduction rate is 95.18%. The SITA IT system overhaul is continuing while the development of a new examinations system is underway

Batho Pele Arrangements with Beneficiaries (consultation, access etc.)

Current/Actual Arrangements	Desired Arrangements	Actual Achievements
Access	<ul style="list-style-type: none"> 100% certification of students who qualified after one examination session and satisfied all qualification requirements. The Department has issued certificates to all eligible students within 90 or 150 working days after the release of results. 95.5% certification of students who do not qualify after one examination session and repeat the courses over multiple examinations or those who struggle to receive their certificates on time. 	The current overall performance against the target of 95% based on the report presented to PCHEST on 18 February 2020. The reduction rate is 95.18%.
Consultation	Monthly Certification Task Team meetings with TVET colleges and Provincial Education Departments in addressing all certification issues.	<ul style="list-style-type: none"> Multi-faceted Task Team meetings chaired by the Director-General on a monthly basis. Fortnightly Task Team meetings chaired by the Deputy Director: TVET Branch. Weekly operational meetings chaired by the Chief Directorate: National Examinations and Assessment. Regional college structure meetings every month.

Current/Actual Arrangements	Desired Arrangements	Actual Achievements
Information	<ul style="list-style-type: none"> Information is provided by way of the Departmental Annual Report. Annual publication of Statistics on PSET in South Africa posted on the Departmental website. Ongoing generation of all TVET certification dashboards. Conducting annual roadshows and/or webinars to remind TVET colleges and students regarding all qualification certificate requirements and targets in all regions. 	<ul style="list-style-type: none"> The Annual Report will be published during September 2021. Annual publication of Statistics on PSET in South Africa published on the Departmental website.
Transparency	Publishing certificate backlog in the Departmental Annual Report.	Reporting on certification backlogs is a target in the Annual Performance Plan of the Department. Progress regarding certification backlogs is also reported as part of the quarterly and annual performance reporting process.
Redress	<ul style="list-style-type: none"> Advocacy on the part of TVET colleges regarding the use of e-Query certification services. Approximately 5 000 certification requests on the Department's e-Query system processed. Approximately 5 000 users accessing self-service platforms (i.e. e-Transcript). 	<ul style="list-style-type: none"> Ongoing audits of outstanding certificates conducted by NEA. Training of college examination officials on certification processes on an ongoing basis for improved service delivery.
Value for money	<ul style="list-style-type: none"> Implementing the IT examination system to reduce data challenges. Reducing certificate backlogs to 0.5% in relation to candidates whom qualified during multiple examinations cycles to 0.5%. 	<ul style="list-style-type: none"> SITA IT system overhaul process continuing while the development of a new examinations system is underway. User acceptance testing for the new IT examinations system completed, while factory acceptance testing remains incomplete.
Courtesy	Strengthening a decentralised certification service at TVET colleges and/or examination centres in line with the TVET college student affairs strategy.	Provision of access to examinations officials on the mainframe system at all TVET colleges with a view to decentralise the certifications services. Registered 147 officials on the mainframe system and 86 of those users have the mainframe system installed on their respective machines.

Current/Actual Arrangements	Desired Information Tools	Actual Achievements
Websites	<ul style="list-style-type: none"> Timely and accurate content uploads. 98% website uptime. 	<ul style="list-style-type: none"> 531 067 users who initiated at least one session. 528 773 first time users. 2 027 886 pages viewed. <p>Call Centre and Client Services Website/ Emails:</p> <ul style="list-style-type: none"> 6 721 enquiries/queries received. 6 550 queries resolved (96.6%).



Current/Actual Arrangements	Desired Information Tools	Actual Achievements
Walk-In Client/visit to the Departmental Head Office 222 Struben Street, DHET Examinations Helpdesk, Basic Education Building	<ul style="list-style-type: none"> Registration status of private tertiary institutions and TVET colleges. TVET Exams enquiries and queries (pending Nated certificates, academic records, pending diploma applications). Career related issues. Archived Teacher Qualifications. Trade Certificates enquiries/queries. 	1 381 walk-in clients received by the Department and their enquiries finalised.
Toll-free line	<ul style="list-style-type: none"> NSFAS enquiries and queries (registration, accommodation books, food and other allowances). CACH queries. Registration of students at tertiary institutions. Registration of PHEIs and private TVET colleges. TVET Exam-related enquiries. Trade-related enquiries. QCTO-related enquiries/queries. SETA-related enquiries/queries. 	<ul style="list-style-type: none"> 8 232 Toll-free enquiries received. 8 219 (99.98%) resolved.

Complaints Mechanism

Current/Actual Arrangements	Desired Information Tools	Actual Achievements
Walk-in client visit to the Department	All walk-in clients/visitors to the Department attended to within an hour of arrival	1 381 Reception walk-in visits
Toll-free line	<ul style="list-style-type: none"> The toll-free line is staffed by officials during business hours when the Department is in operation Presidential Hotline queries are closed out with at least a 90% closure rate. 	8 232 Toll-free enquiries received 8 219 (99.984%) resolved

2.4 ORGANISATIONAL ENVIRONMENT

During the period under review, the Department had a total number of 24 131 employees on its establishment, with 1 338 incumbents based at the National Office, 238 staff members at Regional Offices and a staff compliment of 22 555 interred at colleges. The Department during 2020/21 managed to achieve the majority of its APP targets in relation to the Programme: Administration. These, among others include, reducing the vacancy rate to just over 11% even though it currently takes an average 139 days to fill a vacancy, as well as uptime network operationality increase by 98%. The Interim Organisational Structure was approved by the Minister during March 2019, a development which in turn has significantly contributed in normalising the post establishment, providing certainty and improved cohesion regarding the improved management of the establishment. The development and finalisation of the Post Provisioning Norms (PPN) Implementation Policy and Procedure Manual guided by the PPN Task Team and envisioned as tools to be utilised in guiding TVET colleges on the implementation model and a standardised generic organisational structure also commenced during the year under review. However, due to lack of funding the model and structure were not submitted to the Minister for approval.

The decentralisation of human resource functions related to pensions and the improvement of qualification has remained a significant challenge due to only a few colleges being capable in taking over the identified functions. The delay has since affected the timeous processing and delivery of these functions across all colleges.

The Conditions of Service Unit has also had to deal with an increased number of transactions, while capacity remains severely constrained. A Case Management System has since been established with a view to better address these challenges and has contributed to a reduction of turn-around times regarding the processing of pension applications in particular.

Pension Case Management System and Leave Mandates

All colleges have received training on the processing of pension cases via the Pension Case Management (PCM) system. Training was also provided in relation to the preparation of leave mandates. Challenges are currently experienced in respect of several colleges that do not want to accept the responsibility for leave mandates or service terminations accordingly processed by way of the PCM system. A need for the provision of further refresher training courses has also been identified and arrangements to facilitate the latter requirement has commenced.

The Government Pension Administration Agency has implemented a user-friendly, interactive and secure self-service platform for employees by means of which to update their personal and beneficiary details, as well as view the cumulative value of their pensions. This facility is available to all employees contributing towards the Government Employees Pension Fund. The subsequent upgrading of the PCM system by adding the latter service has unintentionally created a challenge, as it has interfered with the capturing and verifying of pension cases processes on the PCM system. This has since been brought to the attention of PCM Online with the system being tested so as to determine how best to address the issue.

The Next Generation Networks scanning facility was also decentralised to 50 TVET and nine CET colleges. The migration of the Lobo system to the Next Generation Networks scanning facility was also met with challenges, as some scanned documents were directed to exception folders as a result of incorrect scanning processes and employees were duly retrained on how to scan documents correctly. The required machines have been installed at all TVET and CET colleges and support is being provided on an ongoing basis.

The Decentralisation of Recruitment, Housing and Incapacity Leave and Ill-Health Retirement Functions

The Conditions of Service Unit together with the South African Institute of Chartered Accountants (SAICA), has conducted an investigation focused on the decentralisation of Recruitment, Housing and Policy and Procedure on Incapacity Leave and Ill-Health Retirement (PILIR) functions. In an effort to prepare for the decentralisation process at colleges, the following activities first had to be set in place:

- The finalisation of a consolidated plan pertaining to the roll-out of refresher PERSAL training to colleges;
- The identification of PERSAL approvers and authorisers;
- The identification of at least two employees who would be responsible for management of the PILIR function. These names are provided to Soma (Health Risk Manager) as the approved contact persons, where-after training will commence;
- The development and finalisation of procedure manuals as a precursor to the commencement of training; and
- The identification of specific colleges in receiving the decentralised functions as offices for pilot implementation of the system.

Ten human resource policies were approved by the Accounting Officer during May 2020 for implementation, while several other have been developed and revised during the 2020/21 reporting period.

Financial disclosure processes under the auspices of the Ethics Committee were concluded as planned. Non-compliance regarding the disclosure of financial interests has been significantly reduced and disclosure submission time-frames in the main, were complied with at all operational levels of the Department (the senior and middle manager corps, as well as incumbents from Level 12 and below located within the Financial and Supply Chain Management directorates of the Department, respectively).

The impact of the COVID-19 pandemic has compelled the Department to reconsider its operational mandate and functions as performed in the past and pro-actively amend and adapt generic practices in effectively addressing the challenges posed by the Corona Virus, while ensuring the continuity and efficacy of its functions. As a result, the nature of the Departments functions continue to undergo a profound shift towards an increasingly digitised and inter-connected operational environment. Concepts such as connectivity, data and resilience have become and will continue to be the new buzzwords for change, as the organisation seeks to adjust to an altered and ever-morphing future reality.



The COVID-19 pandemic led to the President announcing a National State of Disaster, which categorised the severity of the pandemic at different times, by way of five lockdown levels, each representing a different level of gravity. The country accordingly adopted a risk adjusted approach in responding to opening up economic and social activity. However, some restrictions, such as the prohibition of large gatherings among other, has negatively impacted communications programmes, especially in relation to planned exhibitions and career guidance activities which invariably had to be cancelled. Due to the reduction of crowded in-and-outdoor activities and events, journalism, branding and to a limited extent, social media activities, were also negatively affected.

The COVID-19 pandemic also required the reprioritisation of funds by National Treasury during the 2020/21 financial year, making it difficult for the Corporate Services Branch to implement the PPN Model as previously planned, with effect from 1 April 2020. The Department sought approval from National Treasury to ring-fence the budget for PPN implementation, which was granted during December 2020. The final, approved adjusted budget was confirmed by January 2021, requiring the re-adjustment of the project roll-out period from 1 April 2020 to March 2023 and 1 April 2021 to March 2024, as well as a delay in the review of the PPN Implementation Plan for each college. These revised time-lines have also resulted in delays for obtaining approval of the PPN Model and Standardised Structure for CET colleges, mainly due to an initial lack of funding.

Due to the nature of work performed by the Organisational Development Unit of the Department, all functions are centralised at the National Office and the unit is currently not fully capacitated in providing services collectively to the Head Office, Regional Offices, TVET and CET colleges. The lack of capacity therefore continues to remain a constraint negatively impacting the performance of the unit in providing effective and efficient services. With limited options in addressing these challenges, the use of overtime remains a viable means by which to bolster capacity constraints, with the objective of ensuring that the unit is able to meet its strategic and operational objectives and functions.

The dependence on both SITA and the Department's supply chain management processes in relation to procurement requirements continue contributing to challenges facing Government Information Technology Officer (GITO) on a continuous basis. Attempts have been made to engage SITA in terms of a monthly service level agreement, scheduled meetings and regular requests in providing feedback pertaining to projects experiencing challenges. Further engagements have also been facilitated by way of a broader stakeholder forum comprising of all GITO's in an attempt at improving the services portfolio rendered by SITA.

Inefficient internal supply chain management processes have also contributed to delays regarding a number of procurement service requirements. These delays have in turn impacted on the ability of GITO in resolving software requirements, the latter highlighted in audit findings.

The respective lockdown levels emanating from the COVID-19 pandemic have adversely impacted the efficacy of Information Technology (IT) service delivery in relation of staff members rendering their services remotely from home. As a result resident IT technicians not having been provided with the requisite data or tools of trade to ensure connectivity in providing IT related support services cannot render their functions optimally. It is apparent that without these IT measures provided, the realisation of key performance indicators are invariably be affected severely. In addition, financial constraints have impeded the IT Team's ability to provide quality work and planned activities are invariably delayed due to the availability of sufficient resources.

The External Communication and Media Liaison Team have been required to utilise outdated equipment which has negatively affected the realisation of service-related outputs. The situation is further compacted by several vacant posts. The position of the Director in the Marketing and Public Relations Unit remains vacant and the Chief Director: Corporate Communications and Media Liaison is accordingly compelled to assist in rendering these services in conjunction with her own services portfolio.

One of the requisite outputs of the Corporate Communications unit is the production of TVET Times publication on an annual basis. In responding to the recent challenges brought about by the pandemic and embracing the Internet of Thing concept, the unit has since taken a decision to convert the TVET Times to a wholly electronic publication and move the entire production process in-house. At present a team of three staff members manage the end-to-end production of the publication and it has expanded exponentially in terms of online reach since the move to an electronic format. For the period under review, three of four quarterly publications were produced. The June 2020 edition however, could not be finalised and disseminated due to the advent of the Level 5 lockdown in response to the COVID-19 pandemic and also as the higher education sector is a key contributor to the publication and accordingly could not do so at the time.

The activities of the Risk Management Unit has also been constrained by insufficient staff capacity. It has as a result, been difficult to provide the required, regular support to both regions and colleges. In addition, plans supporting the regions and colleges as part of the Risk Management Implementation Plan for 2020/21 could not be implemented, both because of the apparent capacity constraints in conjunction with the COVID-19 pandemic.





Departmental employees participating during the Jerusalem Dance Challenge at the National Office

Limited human resources and lack of tools of trade have seriously impeded the performance of the Sub-Directorate: Anti-Corruption and Fraud Prevention. By way of example, the reported allegations of fraud and corruption could not be effectively and efficiently investigated. Vacant posts have been advertised and it is expected that the filling of these vacancies will be prioritised during the 2021/22 financial year. In an effort to alleviate apparent staff shortages interns will be appointed during the first quarter of the 2021/22 financial year. In terms of other enabling operational resources for investigators, tools of trade are in the process of being procured.

Personnel shortages, alongside required skills and capacity development processes within the Security Management component have also severely constrained its functionality. Although not the most desired alternative, the staffing challenge is currently alleviated to some extent, by the utilisation of overtime so as to ensure that the Directorate is in a position to meet its strategic and operational objectives. In following on the fore-mentioned decision, the Directorate accordingly applies the provisions of Circular 18 of 2017 Public Service Regulation [PSR 34 (C)] regarding the management of overtime within the 30% threshold relevant in terms of the remuneration, while in part outsourcing identified security functions, as the requisite skill-set is lacking internally. The same measures have also been effected in relation to security services at the INDLELA Trade Institute located at Olifantsfontein.

The COVID-19 lockdown restrictions have also played a significant role in delaying the finalisation of misconduct hearings. The Department has taken longer in resolving disciplinary cases as a result of inexperienced Presiding Officers and the difficulty in identifying process initiators through the Department of Public Service Administration (DPSA). A backlog of appeals emanating from the 2017/18 and 2018/19 financial years has been apparent due to changes in Departmental administrations. The appointment of the three different Appeals Committees by the current administration, namely the National and Regional Offices, as well as Inland and Coastal Regions Appeals Committees, has since culminated in the reduction of the outstanding appeals by 76%. Notably, all outstanding appeals from 2017/18 and 2018/19 were finalised during the period under review subsequent to the appointment of these new Appeals Committees.

Measures that were adopted to mitigate the Impact of these Events on Service Delivery

The Department has identified an internal pool of Presiding Officers and initiators and conducted the requisite training during the 2020/21 financial year. The approval of guidelines for the management of misconduct cases by managers will have a positive impact in facilitating the resolution of misconduct cases, either formally or informally, going forward.



2.5 KEY POLICY DEVELOPMENTS AND LEGISLATIVE CHANGES

Within the context of higher education and training, key legislation was developed and is accordingly summarised as follows:

- **The Central Application Service Bill**

Cabinet approved the publication of the draft Central Application Service Bill, 2019, for the PSET System by way of a Government Gazette for public comment on 27 February 2019. Subsequent to receiving public comments, the Bill was approved during December 2019.

- **The National Qualifications Framework Amendment Act, 2019 (Act No. 12 of 2019)**

This piece of legislation assented to the President during September 2019 and was published for general information. The Department has through the Office of the Minister, requested the President endorse the Act for implementation on 1 July 2021 by Proclamation in the Government Gazette.

- **Policy Framework for Internationalisation of Higher Education in South Africa**

The Department published the Policy Framework for Internationalisation of Higher Education in South Africa in Government Gazette No 43872, Notice Number 1176 of Friday, 6 November 2020. The publication of the Policy Framework follows years of dialogue as well as consultative meetings and workshops with experts across the sector. The Policy Framework will guide and regulate activities associated with the internationalisation of higher education by South African Higher Education Institutions.

The policy serves as a national framework for internationalisation of higher education within which Higher Education Institutions can develop and align their institutional internationalisation policies and strategies. Universities can also implement some parts of the policy, while the Department develops the National Implementation Strategy and Plan which will be available during 2022.

- **The Language Policy Framework for Higher Education**

The Language Policy Framework for Higher Education (2020), published in the Government Gazette 43860 replaces the 2002 Language Policy for Higher Education. The development of the revised policy follows an extensive process carried out by the Department which began with broad consultative workshops and meetings and culminated in the publication of the 2015 Report of the Ministerial Panel on the Use of African Languages as Mediums of Instruction in Higher Education and was established to investigate the status of indigenous African Languages at South African universities.

The main purpose of the revised Language Policy for higher education is geared towards:

- Providing a framework for the development and strengthening of official African languages as languages of scholarship, teaching and learning, as well as communication at universities;
- Providing guidelines for the development, implementation, monitoring and evaluation of institutional language policies; and
- Contributing to the transformation of higher education by enhancing the status and roles of previously marginalised languages in fostering institutional inclusivity and social cohesion.

The policy addresses the teaching and learning of the historically marginalised indigenous languages, alongside communication at universities, as well as the role of higher education in promoting and creating conditions for the development of all South African languages. This development will include the Khoi, Nama and San languages, as well as Sign Language.

3. PROGRESS TOWARDS THE ACHIEVEMENT OF INSTITUTIONAL IMPACT AND OUTCOMES

3.1. THE IMPACT OF THE BUDGET ADJUSTMENT ON THE 2020/21 ANNUAL PERFORMANCE PLAN AND STRATEGIC OUTCOMES OF THE DEPARTMENT

The Minister of Finance on 24 June 2020, tabled the Special Adjustment Budget for 2020/21 in Parliament as part of the Government's drive to address the severe impact of the COVID-19 pandemic on Government revenue and expenditure, as well as the impact on the economy of the country as a whole. The Department together with its public entities had to review its commitments in relation to both the current Strategic Plan (2020 to 2025) and the 2020/21 Annual Performance Plan, in order to incorporate the adjusted budget allocation, interventions in response to the COVID-19 pandemic, as well as the prioritisation of Departmental programmes and projects to ensure continued service delivery during the 2020/21 financial year.

Time-frames related to the delivery of several outputs in relation to Programme 2: Planning, Policy and Strategy, Programme 3: University Education, Programme 4: Technical and Vocational Education and Training, Programme 5: Skills Development and Programme 6: Community Education and Training were adjusted and moved to subsequent quarters within the current financial year and the 2022/23 financial year as a result of the budget re-adjustment and review of the APP (*Refer to Table, sub-sections 1, 2, 3, 4 and 5 in the pre-tabled Annual Performance Plan provided*).

Several amendments were characterised by functional shifts among branches. For instance, the coordination of infrastructure and respective outputs, were moved from Programme 3: University Education to Programme 2: Planning, Policy and Strategy.

There was a significant impact on the university sector in relation to teaching, learning and assessment activities. Funds were reprioritised by institutions from their block and earmarked grants to develop teaching and learning platforms so as to facilitate new modes of teaching and learning remotely. Universities had to resort to multi-modal teaching and submit learning and assessment plans to enable completion of the 2020 academic year. Certain infrastructure projects also had to be reviewed as a result of the cut regarding the Infrastructure and Efficiency Grant and a general slowing down of the infrastructure programme.

Within the TVET college sector, the impact of the subsidy cut on 2020 student enrolment was calculated at approximately 6 200 enrolments, lower than originally planned. This represents the number of students who would not have been able to register during the lockdown period. The main impact of the cut was anticipated during the new 2021 student intake, particularly in relation to the Centres of Specialisation (COS), as the funding that was due during January 2021, was reprioritised for the COVID-19 pandemic-related expenditure. Furthermore, the impact of lockdown levels led to the suspension of the trimester and semester of the 2020 academic year.

Across the Skills Development sector, the impact of the COVID-19 pandemic manifested itself subsequent to the implementation of a four-month holiday regarding the payment of the skills levy. The tax relief measures also negatively impacted the delivery of various learning programmes, such as apprenticeships, learnerships, internships, as well as WBL programmes. The budget adjustment affected the targets of these programmes in relation to the number of:

- Students placed in WBL programmes, which was reduced from 170 000 to 100 000 students;
- Learners entering artisanal programmes, which was reduced from 30 500 to 20 000 learners;
- Artisans found competent, which was reduced from 24 500 to 19 000 artisans;
- Learners who complete learnerships, which was reduced from 50 000 to 30 000; and
- Learners who complete internships, which was reduced from 7 000 to 4 550 learners.



The table below indicates how the special budget adjustment has impacted on the targets at a systemic level:

INSTITUTION	OUTPUT INDICATOR	ORIGINAL TARGET (2020/21)	ADJUSTED TARGET
TVET COLLEGES	Number of student enrolments at TVET colleges annually	710 000	680 000
SETAS/NSF	Number of learners entering artisanal programmes annually	30 500	20 000
	Annual number of learners or students placed in WBL programmes	170 000	100 000
	Number of artisans found competent annually	24 500	18 000
	Number of learners who complete learnerships annually	50 000	30 000
	Number of learners who complete internships annually	7 000	4 550
CET COLLEGES	Number of CET lecturers trained	2 440	1 220

3.2. PERFORMANCE IN RELATION TO INSTITUTIONAL IMPACT AND OUTCOMES

Expanded access to PSET System

The total audited student headcount enrolment at universities, all of which are public higher education institutions, was 1 074 912 during the 2019 academic year (accordingly verified by October 2020), which includes both full-time and part-time enrolments for contact and distance studies. This represents a decrease of 10 656 (or -1.0%) of enrolments in comparison to the audited headcount enrolment of 1 085 568 students during the 2018 academic year.

The 2019 enrolments did not meet the mid-term Ministerial enrolment targets, which had projected that the system would grow to 1 080 000 headcount enrolments during the 2019 academic year. The 2020 enrolments will be monitored against the new Ministerial Statement on Enrolment Planning 2020 to 2025.

The decrease of student enrolments across the system needs to be understood in terms of access to higher education for previously disadvantaged groups of students, as well as the success of students in terms of graduate numbers and throughput rates.

The student demographic profile within the system is transforming and slowly moving towards the overall South African demographic, with almost three quarters of university students during 2019 identified as African (77.3% or 830 797), White (11.8% or 126 755), Coloured (5.8% or 62 362) and 4.0% Indian/Asian (4.0% or 43 330). This can be compared to 2014, where the proportions were 70.1% African, 17.1% White, 6.3% Coloured, and 5.5% Indian/Asian and 2008 when they were 64.4% African, 22.3% White, 6.5% Coloured and 6.6% Indian/Asian.

In terms of gender during the 2019 academic year, 59.6% of students were female (640 333), while 40.4% were male (434 514). This can be compared to 58.3% female and 41.7% male students during 2014 and 56.4% female and 43.6% male students during 2008. The gap between the proportions of male to female students has slowly been widening and further research is required in better understanding why the proportion of male students is decreasing at universities. In addition, females are more successful than their male counterparts in their studies across all demographic groups.

The total Gross Enrolment Ratio across the public system, sometimes referred to as the participation rate, was 21.9% during the 2019 academic year. However, this participation is differentiated across gender and demographic lines, with female participation at 26.3% being substantially higher than that of males at 17.6% and participation of White students at 49.0% far exceeding that of other demographic groups (with Indian student participation at 41.6%, African student participation, 20.1% and Coloured student participation 14.6%). Nevertheless the participation rate has improved over the last five-year period from 18.4% in 2014 (White 53.1%; African, 15.4%; Coloured, 14.2%; Indian/Asian, 48.9%, with female participation at 21.7% being substantially higher than that of males at 15.2%).

Data from the CET colleges for the 2019 academic year indicates a total headcount enrolment of 171 409 (50%) against the target of 340 000 students. The majority of enrolments were recorded for GETC: ABET Level 4 programmes (75 704 students or 44.0%), followed by enrolments for Grade 12 (72 735 students or 42.3%). Fewer students enrolled for Grade 11 and Occupational Qualifications (2 and 504 students respectively). The performance is far below the target of one million enrolments as set out in the Community Education and Training Colleges System, National Plan for the Implementation of the White Paper for the PSET System, 2019 to 2030.



Following on the planned introduction of programme diversifications and skills programmes, colleges are expected to significantly bridge the gap between enrolments and the target.

Participation in the skills development programmes has not been without challenges brought about by the advent of the COVID-19 pandemic. The impact of the pandemic and its related lockdown periods have compelled the retention of duly targets for the skills programme and culminated in budget adjustments aimed at mitigating the impact of the pandemic. The revised target of 146 000 learners registered in skills development programmes could not be met and instead, 43 885 (30%) learners were registered. Similarly, the revised target of 20 000 artisans entering artisanal programmes was not achieved and only 10 302 (52%) artisans registered for the latter.

Improved Success and Efficiency of the PSET System

In addition to a growth in enrolments, the public higher education sector has also seen improvements in graduations. The total number of university graduates produced per annum during the 2019 academic year was 221 942 graduates, which exceeded the expected target of 216 948 by 4 994. The annual number of graduates increased from 185 373 graduates during the 2014 academic year, representing a growth of 19.7% over the five-year period to 2019, which is an average annual growth in graduates of 4.2%. This can be compared to the average annual growth in enrolments over the same period which was only 2.1%. This signals that the system is improving its efficiency, as output (graduates) are increasing at a substantially higher rate than inputs (enrolments).

The number of Research Masters and Doctoral graduates increased at a higher rate than the overall number of graduates, which is critical as it is on these post-graduates that the country depends for its future academics, researchers and other leaders within knowledge-intensive professions. The number of Research Masters' graduates increased from a total of 7 229 graduates in the 2014 academic year to 8 635 in the 2019 academic year, representing a 19.4% increase over the five-year period, or an annual average growth of 3.6%. The number of Doctoral graduates increased by 51.4% from 2 258 to 3 344 over the same period, at an average annual growth of 8.7%.

The system has also improved significantly in terms of its research productivity. Since the introduction of the Policy and Procedures for the Measurement of Research Output of Public Higher Education Institutions during 2004 (and the first reporting by institutions during 2005), research publications outputs from universities have grown exponentially. During 2005, universities produced 7 230 publication units and by 2019 a total of 21 019,69 units. This constitutes a 20% increase from the 2018 research outputs (19 129,55 units).

The Compound Average Growth Rate shows that the rate of growth in publication outputs rose and reached its peak between 2010 and 2012, at 12.62%. It has since gradually decreased to 10.70% during 2019, even though the year-on-year units increased.

While graduate output improved across all levels, the system did not achieve all targets set out in the APP for scarce skills areas. While it again exceeded the system targets set for Engineering Sciences, Natural and Physical Sciences and Teacher Education graduates, it did not achieve the target set for Animal and Human Health graduates. During 2019, the system produced 13 714 Engineering graduates (314 more graduates than the target), 10 760 Animal and Human Health graduates (285 less graduates than the target), 9 121 Natural and Physical Science graduates (101 more graduates than the target) and 28 335 Teacher Education graduates (865 graduates below the target).

While there has been an improvement in graduate outputs, it is also important to monitor students success across the system by undertaking cohort studies to track throughput. The annual under-graduate cohort reports shows that while there has been a general improvement in the throughput rates when comparing the 2000 cohort to that of 2010 (where ten years of data is available) and the 2013 cohort where only seven years of data is available, the overall throughput remains relatively low, with 62.2% of the 2010 cohort graduating after 10 years and 64.3% of the 2013 cohort graduating after seven years. This means that just under two-fifths of young people entering under-graduate degrees or diplomas (in either contact or distance modes of tuition) may never graduate. This is a major challenge to the system, as it is not only costly in monetary terms, with the huge investment in subsidies and bursaries that do not result in graduates, but also in human terms as these young people leave the system without qualifications.

In comparing under-graduate drop-outs and throughputs between contact and distance modes of tuition, a stark difference is noted. Students studying by way of distance tuition have a very low throughput rate over ten years of study, with 19.9% of students entering during the 2010 cohort in the contact mode and graduating after three-years of study, 64% after six years of study and 71.7% after ten years of study. By comparison, 18.5% of students entering during the 2010 cohort in the distance mode had graduated after six years and 28.8% after ten years of study.



From a system perspective, the poor throughputs in distance education remain a major challenge. Approximately one third of all enrolments across the system are facilitated through distance education. It is imperative that research is undertaken to better understand how these students can be supported in succeeding when studying remotely, as well as the pedagogic model required if we are to consider further expansion of the system through this mode of study. Given the changes being heralded by the fourth industrial revolution, there is a need to transform the way in which institutions deliver such educational opportunities and support students in distance-learning programmes to succeed.

Transformation imperatives within the system are also challenged by the differential success according to demographic groups, with African and Coloured students performing very poorly when compared to their Indian and White counterparts. While all students need to improve their throughput rates within a minimum time-frame, support for African and Coloured students in improving their performance remains a critical equity issue. This is apparent across all under-graduate programmes, whether three-year diplomas, or three or four-year degrees.

By way of example, when the cohort of students entering three-year degrees during 2010 are considered, 17.3% of the 2010 African cohort will have graduated within the minimum time ascribed, while 52% graduating by year six and 60.2% by year ten. This can be compared to 15.4% of the 2010, Coloured cohort graduating by year three, 46.1% by year six and 54% by year ten; 17.4% of the 2010, Indian cohort graduating by year three, 54.2% by year six and 62.7% by year ten; and 32.4% of the 2010, White cohort graduating by year three, 66.3% by year six and 74.2% by year ten.

When considering the 2010 cohort in the four-year degrees; 27.2% of the 2010, African cohort graduated in minimum time, with 59.4% having graduated by year eight and 63.2% by year ten, compared to 30.9% of the 2010, Coloured cohort having graduated by year four, 59.6% by year eight and 62.2% by year ten; 27.5% of the 2010, Indian cohort having graduated by year four, 73.4% by year eight and 77.3% by year ten and 44.8% of the 2010, White cohort having graduated by year four, 76.5% by year eight and 78.7% by year ten.

The throughput rates of African and Coloured students are markedly lower than their Indian and White counterparts. This remains a major transformation challenge for the system. Many of these students would have come from disadvantaged backgrounds and as a result require various forms of support in succeeding.

In addition, another issue is the differential performance by gender, with female students outperforming male students in all under-graduate cohort studies. This is illustrated using the results of the 2010 cohort study of three-year degree programmes.

In the three-year degree qualification 24% of the 2010 female cohort had graduated by year three, 59% by year six and 67.5% by year ten, compared to 18% of the 2010 male cohort graduating by year three, 51.5% by year six and 59% by year ten.

The Department has been engaging with institutions to identify ways in which the quality of higher education can be improved and how students, especially first-generation incumbents and students from economically disadvantaged backgrounds can be better supported to succeed. An aspect of the UCDP, which was implemented during the 2018 academic year for the first time, is focused towards attaining student success.

Within the TVET sector, a total of 114 012 students were estimated to have completed their N6 qualification annually (2019 academic year). The report indicates that 70 880 (62%) of the planned 114 012 students have completed their studies on time. The Department has put measures in place to improve the processing of certification. This has included the monitoring of a sub-minimum of 40% for National Accredited Technical Diploma in Internal Continuous Assessment which disqualifies students to participate in external examinations. This measure was implemented during November 2016 and has improved the results for over a four-year period.

A total number of 10 921 TVET colleges students had been estimated to complete the NC(V) Level 4 annually and 12 144 students have actually completed their studies during the 2019 academic year. While the target has been exceeded, it is apparent that the overall number of NC(V) enrolments has steadily been decreasing over the years, necessitating the adjustment of the completion rates.

A total of 15 107 (80%) artisans were found competent when measured against the revised target of 19 000 artisans. Although the target was not met, it has reflected a relatively better performance in comparison with other programmes given the restrictions imposed by COVID-19 protocols and requirements and also noting that INDLELA, which is responsible for trade testing, had to close several times due to identified COVID-19 positive cases.



Improved Quality of Post-School Education and Training Provisioning

• The Nurturing Emerging Scholars Programme

The first phase of the Nurturing Emerging Scholars Programme (NESP) was initiated during the 2019/20 reporting period. It involves the recruitment of 105, NESP candidates into scholar/intern positions at universities. The recruits are being supported to undertake a two-year Masters scholarship followed by a one-year academic internship at the recruiting university. A notable feature of Phase 1 of the programme, is that it includes a partnership with the French Embassy whereby five scholars were able to enrol for their Master's degree at French universities.

• The New Generation of Academics Programme

Phase 7 of the nGAP was developed and implemented during the last quarter of the 2020/21 reporting period. The process saw the allocation of 100 additional posts to universities. The Programme continues to recruit new academics in tandem with carefully designed and balanced equity considerations and identifying and allocating permanent positions for specified areas with urgent skills needs at universities, while supporting incumbents through an intensive development programme. This brings the cumulative number of academic staff posts allocated to universities through the nGAP programme to 563 posts across the university system.

• The University Staff Doctoral Programme

The University Staff Doctoral Programme (USDP) continues to support existing academics at South African universities in achieving Doctoral degrees. The four phases of the USDP are continuing and all universities leading these projects are on track with regards to programme implementation. A few challenges resulted from delays as a result of the COVID-19 pandemic and the related lockdown levels. A database of academics whom are currently participating in all the programme phases is in the process of being developed.

• The Future Professors Programme

The Future Professors Programme (FPP) aims to recruit high achieving academics in universities who can be supported to form part of the next generation professoriate. Phase 1 of the FPP, which is implemented in partnership with the University of Stellenbosch was initiated during 2019/20 with the selection of the first cohort of 29 aspirant professors and recruited from across the university system. They completed the first-year of their two-year programme during the 2020 academic year. A further cohort of 31 FPP, Phase 1 scholars was recruited during 2020 and a final cohort is expected to be brought on board during 2021.

Phase 2 of the FPP was approved during 2019/20 and is being implemented in partnership with the University of Johannesburg (UJ). A selection of the first cohort of 26 scholars whom were to be recruited during 2020, was delayed due to the COVID-19 pandemic and subsequent lockdown levels. As a result, this first cohort for UJ, FPP is expected to commence with the programme during 2021, with further cohorts of 26 scholars to be recruited during 2022 and 2023, respectively.

A Responsive Post-School Education and Training System

• The Entrepreneurship Development in Higher Education Programme

The Entrepreneurship Development in Higher Education (EDHE) Programme, also implemented in partnership with USAf, is contributing to exponential growth and the institutionalisation of entrepreneurship development initiatives at universities. The planned second phase of the EDHE programme was approved during March 2021 and will be implemented until 2023/24. The close-out report for Phase 1 was submitted to the Department during May 2021.





3.3. PERFORMANCE AGAINST THE TARGETS IN THE 2020/21 PRE-TABLED ANNUAL PERFORMANCE PLAN

TABLE 1: PLANNING, POLICY AND STRATEGY

PROGRAMME 2: PLANNING, POLICY AND STRATEGY

Outcome	Output	Output indicator	Audited actual performance 2018/19	Audited actual performance 2019/20	Planned annual target 2020/21	Actual achievement until the date of re-tabling 2020/21	Deviation from the planned target to actual achievement	Reason for deviation	Reasons for revisions to the Outputs/Output indicators/Annual targets
Expanded access to PSET opportunities	Integrated Infrastructure Development Support Programme (IIDSP) for PSET implemented	IIDSP for PSET submitted for approval			The IIDSP for PSET submitted to the Minister for implementation by 30 September 2020				The movement of the Integrated Infrastructure Coordination from the University Education to the Planning Branch
	Multifaceted student accommodation strategy developed and submitted to the Minister for approval	Multifaceted student accommodation strategy developed and submitted to the Minister for approval			Multifaceted student accommodation strategy developed and submitted to the Minister for approval by 31 March 2021				

At the time of review, two targets namely: “Multifaceted student accommodation strategy developed and submitted to the Minister for approval by 31 March 2021 and the IIDSP for PSET submitted to the Minister for implementation by 30 September 2020” were managed by Programme 3: University Education. These targets were transferred to Programme 2: Planning, Policy and Strategy, at the request of the Minister in addressing the fragmented manner in which infrastructure development is managed within the Department. These targets were planned for completion by end of the second quarter and they were moved to the fourth quarter to ensure that other administrative issues do not negatively impact their achievement. By the end of the fourth quarter, both targets were achieved as planned. It should be noted that the performance for these targets were not directly impacted by the review process of the APP, as they were planned prior to the quarter affected by the review process. It is for this reason that the actual performance of these targets has been integrated into the performance information for the revised and re-tabled APP under Programme 2: Planning, Policy and Strategy (Refer to Programme Performance Information for more details).



TABLE 2: UNIVERSITY EDUCATION

PROGRAMME 3: UNIVERSITY EDUCATION

Outcome	Output	Output indicator	Audited actual performance 2018/19	Audited actual performance 2019/20	Planned annual target 2020/21	Actual achievement until the date of re-tabling 2020/21	Deviation from the planned target to actual achievement	Reason for deviation	Reasons for revisions to the Outputs/Output indicators/Annual targets
Expanded access to PSET opportunities	A five year enrolment plan for universities for 2020-2025, including equity targets implemented and achievements monitored	Enrolment plan monitoring framework approved			A framework for monitoring annual enrolment targets approved by the Director-General on September 2020	None			The reprioritisation of funds to deal with COVID-19 pandemic Delayed processing of planned outputs during the first quarter of the 2020/21 financial year
	Implementation of the Historically Disadvantaged Institutions (HDI) Development Programme	HDI Development Framework approved			HDI Development Framework approved by the Minister for implementation by 30 June 2020	None			None
Improved quality for PSET provisioning	Effective reporting by public HEIs and PHEIs and entities to enable monitoring of governance and management	A report on the financial health of all public HEIs approved annually	A report on the financial health of all public HEIs approved annually	A report on the financial health of all public HEIs approved annually	A report on the financial health of all public HEIs approved by the Director-General on 30 September 2020	None			The reprioritisation of funds to deal with the COVID-19 pandemic Delayed processing of planned outputs during the first quarter of the 2020/21 financial year

The University Education programme had four targets that were revised as a result of the impact of the COVID-19 pandemic. One target which was due for completion during the first quarter, namely “Historically Disadvantaged Institutions (HDI) Development Framework approved by the Minister for implementation on 30 June 2020”, was moved to the end of the second quarter (July to September 2020). Progress report on the achievement of this target was finished in the second quarter. The reason for this review was the delayed completion of the target due to the restrictions imposed by the COVID-19 pandemic. The HDI Development Framework was finally recorded as achieved in the re-tabled APP. As a result, the requirement to report against the target in the original APP ceased once it was reviewed. Two other targets namely “The framework was approved by the Director-General on 30 September 2020, and a report on the financial health of all public HEIs” approved by the Director-General on 30 September 2020, were moved to the third quarter and fourth quarter respectively. Reported performance information for these targets was recorded during the quarters to which they have been moved. The main reason for the review was also the possible administrative delays which resulted from the impact of COVID-19 on the staff responsible.



**TABLE 3: TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING****PROGRAMME 4: TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING**

Outcome	Output	Output indicator	Audited actual performance 2018/19	Audited actual performance 2019/20	Planned annual target 2020/21	Actual achievement until the date of re-tableting 2020/21	Deviation from the planned target to actual achievement	Reason for deviation	Reasons for revisions to the Outputs/Output indicators/Annual targets
Improved quality of PSET provisioning	TVET college lecturers holding appropriate qualifications supported to acquire professional qualifications	Number of TVET college lecturers holding appropriate qualification supported to acquire professional qualifications			200				The target was reduced to 100 Budget reprioritisation

The TVET programme had planned to support 200 lecturers to acquire professional qualification by end of March 2021. However, due to budget prioritisation, the target was reduced to 100. Performance for this target was reported in the fourth quarter (1 January – 30 March 2021). This could not have been possible in the first quarter, as the target was planned in the fourth quarter, although there may have been an impact on the planned preparatory work in the first quarter. The target was finally achieved as planned in the fourth quarter of the re-tabled APP.



Heritage Expo, Limpopo





TABLE 4: SKILLS DEVELOPMENT

PROGRAMME 5: SKILLS DEVELOPMENT

Outcome	Output	Output indicator	Audited actual performance 2018/19	Audited actual performance 2019/20	Planned annual target 2020/21	Actual achievement until the date of re-tabling 2020/21	Deviation from the planned target to actual achievement	Reason for deviation	Reasons for revisions to the Outputs/Output indicators/Annual targets
Expanded access to PSET opportunities	Revised Service Level Agreement (SLA) Framework implemented	Annual number of learners or students placed in workplace-based learning (WBL) programmes	182 852	158 651	170 000				Target was reduced to 100 000 The national state of disaster and nationwide lockdown has impacted on delivery of interventions during the period under review
		Number of learners entering artisanal programmes annually	29 982	16 692	30 500				Target was reduced to 20 000. The national state of disaster and nationwide lockdown has impacted on delivery of interventions during the period under review
Improved success and efficiency of the PSET System	Revised SLA Framework approved	Number of artisans found competent annually	19 625	24 049	24 500				Target was reduced to 19 000
		Number of learners who completed learnerships annually	61 841	49 000	50 000				Target was reduced to 30 000
		Number of learners who completed internships annually	6 123	6 500	7 000				Target was reduced to 4 550

The targets in relation to learning programmes in the skills sector were mainly affected due to the skills levy holiday of four months as announced by the government during lockdown. The COVID-19 tax relief measures have negatively impacted the attainment of targets such as learnerships and internships initially planned, and these figures were reduced in response with limited available resources. (Refer to the table above to see actual achievements in this regard).





TABLE 5: COMMUNITY EDUCATION AND TRAINING

PROGRAMME 6: COMMUNITY EDUCATION AND TRAINING

Outcome	Output	Output indicator	Audited actual performance 2018/19	Audited actual performance 2019/20	Planned annual target 2020/21	Actual achievement until the date of re-tabling 2020/21	Deviation from the planned target to actual achievement	Reason for deviation	Reasons for revisions to the Outputs/Output indicators/Annual targets
Expanded access to PSET opportunities	Sustainable funding model for CET centres developed and implemented	Sustainable funding model for CET centres approved			Q1- Terms of Reference for the appointment of a service provider to develop a sustainable funding model for CET centres approved by the Deputy Director-General: CET by 30 June 2020 Q2- Terms of Reference for the appointment of a service provider to develop a sustainable funding model for CET centres approved by the Bid-Adjudication Committee for advertisement of a tender by September 2020 Q3 - Tender for the appointment of a service provider advertised by 31 December 2020 Q4- Service provider for the development of a sustainable funding model for CET centres appointed by 31 March 2021	The target was revised to the Terms of Reference for the development of the sustainable funding model for CET colleges approved by the Director-General on 31 March 2021 The target was not achieved			Unavailability of funding to develop a sustainable funding model

The CET programme had planned for quarterly milestones towards the appointment of a service provider by end of March 2021. At the time of the APP review, the first quarter milestone was negatively affected by the COVID-19 pandemic and its impact in restricting organised meetings. The milestone was not achieved. The expected, prolonged the COVID-19 pandemic and the budget adjustment, necessitated revision of the quarterly milestones to one annual target namely "Terms of Reference for the development of the sustainable funding model for CET colleges approved by the Director-General on 30 March 2021". While other milestones were monitored operationally, the target was ultimately not achieved, due to unavailability of funding. (Refer to table on programme performance information).

4. INSTITUTIONAL PROGRAMME PERFORMANCE INFORMATION

4.1 PROGRAMME 1: ADMINISTRATION

4.1.1 PROGRAMME PURPOSE

Provide strategic leadership, management and support services to the Department.

There were six budget sub-programmes for 2019/20 and five budget sub-programmes for 2020/21. The following sub-programmes are apparent for 2020/21:

- Departmental Management
- Corporate Management Services
- Office of the Chief Financial Officer
- Internal Audit
- Office Accommodation

4.1.2 SIGNIFICANT ACHIEVEMENTS OF THE OUTPUTS AND HOW THEY CONTRIBUTE TO THE ACHIEVEMENT OF STRATEGIC OUTCOMES

Excellent Business Operations are maintained within the Department

ICT services stability has significantly improved at a 99% success rate accordingly corroborated by a monitoring report issued by SITA following on the incorporation of a fully outsourced Virtual Private Network, which saw the upgrading of the wide area network of the Department. This development has enabled the efficient and effective implementation of operational activities across the Department.

The Office of the Auditor-General has conducted an ICT audit and accordingly issued several findings in relation to the ICT systems. In an effort to mitigate these challenges, monthly engagements with relevant system administrators have been convened, monthly progress reports signed off by designated Branch Heads and the Accounting Officer respectively and ongoing, intermittent monitoring of patch management and information security awareness raising interventions facilitated. These actions have culminated in the reduction of several findings, with most since having been successfully addressed.

Furthermore, the Department has sourced systems via SITA that will further address most outstanding audit findings. This process was concluded by end of June 2021. A planned strategic review of the ICT landscape is also in the process of being finalised by SITA and the latter review aims to align the existing ICT environment with the Department's new five-year Strategic Plan for the period 2020 to 2025 in tandem with the development of the revised, five-year ICT Strategy.

The GITO has been instrumental in managing and ensuring the roll-out of the SmarHET system, an enterprise business automation and content management mechanism which has improved efficiency of the business processes across the Department. Several functions such as e-leave, submissions, payments and invoice tracking, quotations management, Parliamentary Questions, requisitions, as well as Director-General related information management processes are now fully automated, with the e-Personnel Management and Development Service (PDMS) process due for implementation during the 2021/22 reporting period.

Under the auspices of the Organisational Development Unit, the implementation of the PPN Model and Standardised Structure will provide a platform from which the Minister can on an informed basis create posts within the allocated budget and in accordance with associated strategic plans of the Department. This measure will ensure that from an administrative perspective, the Department guided by the Minister, is enabled to:

- Clearly identify required posts to deliver on Ministerial Programmes and priorities across the sector;
- Manage and monitor spending in relation to the compensation budget for Ministerial posts across the sector;
- Ensure the delivery of a standardised college structure with posts and salaries nationally and accordingly implemented by College Principals who are held accountable for implementation in terms of the Public Service Administration; and
- Minimise labour disputes arising from unfair labour practices.



The Human Resource Management and Administration Directorate has implemented the decentralisation of several Human Resources (HR) functions to TVET colleges, alongside the roll-out of the Next Generation Scanning system at TVET and CET colleges. The complete decentralisation of HR, PERSAL functions will ensure that all colleges eventually have access to and are able to process required HR functions at a local level, in turn allowing for greater national efficiency and reducing HR-related backlogs as a result of limited National Office capacity in dealing with HR transactions linked to colleges. In addition, the Next Generation Scanning system will also allow for the immediate accessibility to and scanning of all PERSAL-related documents at the National Office and will also expedite the processing of information requested by the Office of the Auditor-General for processing.

The Human Resource Planning, Employment Equity, Policy and Strategy sub-directorates concluded the MTEF HR Plan and finalised the review of ten Human Resource Management policies. The Human Resource Management and Development Directorate also conducted a series of workshops on performance management and development alongside the initiation of a Skills Audit. The Change Management and Transformation Sub-Directorate also concluded a project regarding a review of the Department's organisational culture, the development of a Service Delivery Model, as well as a Service Delivery Improvement plan.

Other activities during the period under review relate to the decentralisation of several HR functions such as leave and pension management, as well as terminations in relation to TVET colleges, the roll-out of Performance Management and Development System workshops, a Skills Audit, as well as the finalisation of the matching and placement process of National Office officials interred on salary levels 2 to 12 in alignment with the approved interim organisational structure.

The requisite COVID-19 pandemic regulations do not allow for gatherings comprising of large groups and as a result, significant events such as the Department's flagship Mandela Day commemorations have not taken place. The planned Career EXPO was also accordingly cancelled.

The Budget Vote and related speeches were delivered via virtual platforms, with appropriate support rendered by the Communications Team. Despite these constraints, the Communications Team was able to provide support where required and in particular, to the Ministry during the financial year under review.

Key social media messages, publications and direct engagements were facilitated in relation to several initiatives, with identified staff members compelled to work during the hard lockdown levels. Health promotions and messaging in relation to events and campaigns were relayed to employees on an intermittent basis during the period under review.

The Facilities Management Sub-Directorate concluded a feasibility study in relation to the identification of additional office accommodation on a medium-to-long term basis. The Infrastructure Support Team headed by the University Education Branch also submitted a preliminary report on the prospective relocation of the Department to the Council for Scientific and Industrial Research and Facilities Management has since been engaging key stakeholders in conjunction with the Department of Public Works and Infrastructure as the custodian of state accommodation and infrastructure in how best to facilitate the relocation process. In preparation for conclusion of the latter phase, the Department has set aside an amount of R30 million for the appointment of a project manager and commissioned the services of a Transactional Advisor from the Government Technical Advisory Committee to assist the Department in finalising an infrastructure feasibility study aligned with the strategic objectives of the Department. Suitable office accommodation for the Gauteng Regional Office located at Bram Fischer House in Johannesburg was also secured during the reporting period.

The Sub-Directorate is currently negotiating the extension of existing parking facilities as well as the sourcing of additional parking bays located within the Central Business District of Pretoria in close proximity of the National Office.

The mandatory COVID-19 pandemic cleaning and hygiene protocols, including the provision of requisite Personal Protective Equipment (PPE) were effectively enforced and disseminated during the period under review.



4.1.3 ADMINISTRATION: PROGRAMME PERFORMANCE, OUTCOME INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS

PROGRAMME 1: ADMINISTRATION

Outcome	Output	Output indicator	Audited actual performance 2018/19	Audited actual performance 2019/20	Planned annual target 2020/21	Actual achievement 2020/21	Deviation from the planned target	Reason for deviation
1. Excellent business operations within the Department	Timeous filling of funded vacancies	Average number of days to fill an advertised post per annum	159 days	108.14 days	150 days	Target achieved 136 days		
	Departmental disciplinary cases finalised	Percentage of disciplinary cases resolved within 90 days per annum	78%	100%	100%	Target not achieved 79%	21% of disciplinary cases were resolved outside 90 days	Some of the misconduct cases were delayed by the COVID-19 lockdown restrictions. The shortage of an experienced chairperson also had an impact for under achievement
	An up-to-date and reliable ICT infrastructure implemented	Percentage of network connectivity uptime per annum	99.05%	99.50%	98%	Target achieved 99.5%		
	Annual Departmental procurement plan on goods and services aligned to programmes implemented	Demand and procurement plan approved			Demand and procurement plan for 2021/22 approved by the Director-General on 31 March 2021	Target achieved Demand and procurement plan for 2021/22 approved by the Director-General on 29 March 2021		





PROGRAMME 1: ADMINISTRATION

Outcome	Output	Output indicator	Audited actual performance 2018/19	Audited actual performance 2019/20	Planned annual target 2020/21	Actual achievement 2020/21	Deviation from the planned target	Reason for deviation
	Timeous payment of suppliers	Percentage of valid invoices received from creditors paid within 30 days		99.6%	100%	97%	3% of valid invoices received from creditors were paid outside 30 days	<ul style="list-style-type: none"> Faulty email migrations causing backlogs A lack of resources to facilitate remote performance by staff members from their homes (as a result of the COVID-19 pandemic) Staff members contracting the COVID-19 pathogen resulting in protracted periods of staff isolation Invoice discrepancies Faulty Information Management Systems
	Obtain an unqualified audit opinion	Audit opinion received from the Auditor-General of South Africa	None	Unqualified audit opinion	Unqualified audit opinion	Target achieved Unqualified audit opinion		
	Investigations on irregular, fruitless and wasteful expenditure concluded	Percentage of investigations on irregular, fruitless and wasteful expenditure concluded within 90 days	None	None	100% investigations on irregular, fruitless and wasteful expenditure concluded within 90 days	N/A	No investigations on irregular, fruitless and wasteful expenditure were concluded	There was no instruction or request to conduct investigation on irregular, fruitless and wasteful expenditure

4.1.4 STRATEGY TO DEAL WITH UNDER-PERFORMANCE

- **100% of disciplinary cases resolved within 90 days, per annum:**

Only 79% of disciplinary cases were resolved within 90 days. In better dealing with under-performance, the Department will finalise the training of Presiding Officers and initiators during the 2021/22 financial year. Thereafter, a pool of Presiding Officers and initiators will be identified, developed and these acquired skills applied in relation to resolving cases in the regions and at colleges. The Department has also forwarded a Circular to regional offices and colleges alerting the latter to the importance of finalising all disciplinary cases within 90 days.

- **100% of valid invoices received from creditors paid within 30 days:**

Only 97% of valid invoices received from creditors were paid within the mandatory 30-day period. The strategy in improving under-performance in this regard, includes among other, ensuring that electronic systems and facilities are fully operational at all times. Letters pertaining to delayed payments are also issued on a monthly basis to the relevant branches as a further means to ensure compliance.

- **100% investigations on irregular, fruitless and wasteful expenditure concluded within 90 days:**

No investigations on irregular, fruitless and wasteful expenditure were conducted during the period under review and the Department also did not receive any enquiries in this regard, requiring the initiation of an investigation.

4.1.5 LINKING PROGRAMME PERFORMANCE WITH BUDGETS

Sub-programme	2020/21			2019/20		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Ministry	-	-	-	29 445	28 906	539
Department Management	30 036	26 677	3 359	30 512	29 005	1 507
Corporate Management Services	188 219	184 580	3 639	187 650	181 872	5 778
Office of the Chief Financial Officer	81 577	76 383	5 194	92 104	86 526	5 578
Internal Audit	9 626	9 044	582	12 733	12 549	184
Office Accommodation	102 724	102 724	-	94 801	82 713	12 088
Total	412 182	399 408	12 774	447 245	421 571	25 674



4.2 PROGRAMME 2: PLANNING, POLICY AND STRATEGY

4.2.1 PROGRAMME PURPOSE

Provide strategic direction in the development, implementation and monitoring of Departmental policies and in the human resource development strategy for South Africa.

There are six budget sub-programmes:

- Programme Management: Planning, Policy and Strategy
- Human Resource Development Council of South Africa
- Policy, Planning, Monitoring and Evaluation
- International Relations
- Legal and Legislative Services
- Social Inclusion and Quality

4.2.2 SIGNIFICANT ACHIEVEMENT OF OUTPUTS AND HOW THEY CONTRIBUTE TOWARDS THE ACHIEVEMENT OF THE OUTCOMES

Expanded Access to Public Sector Education and Training Opportunities

Various scholarship opportunities extended to the Department by China, Turkey, Hungary, Russia, Iran, Algeria, Mauritius, United Arab Emirates, Tunisia, the Julius Nyerere African Union Scholarship and UNESCO have been referred to the International Scholarships Office. These offers are crucial in ensuring continued access to international opportunities for South African youth and students.

Improved Quality of Public Sector Education and Training Provisioning

The alignment of Departmental Policy Frameworks with the SADC Qualification and SADC, TVET Frameworks, as well as Higher Education and Training Frameworks on Centres of Excellence, Open and Distance Learning and other global and regional frameworks continue strengthening the PSET System. The Department has also provided support towards the ratification of the UNESCO global convention regarding global recognition of qualifications and certificates which is aimed at improving the quality of PSET policy provisioning. These alignment processes will also improve efficiency across the PSET System once complete alignment has been attained in response to international trends.

A Responsive PSET System

The Minister launched two critical research projects emanating from the Labour Market Intelligence Programme with a view to support planning and decision-making processes within Government and comprising of:

- The 2020, National List of OIHD comprising of occupations for which labour demand is high and increasing. This is an important report in so far as it will guide the Department's planning across the PSET System and in particular, the provision of effective career guidance for youth.
- A Technical Report in relation to the 2020 List of Critical Skills, which the President referenced during the State of the Nation Address earlier during the year. The Report seeks to accelerate the recruitment of critically skilled foreign nationals, especially where the South African labour market in the short- to medium-term is unable to provide the required skills.-





4.2.3 PLANNING, POLICY AND STRATEGY: PROGRAMME PERFORMANCE, OUTCOME INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS

PROGRAMME 2: PLANNING, POLICY AND STRATEGY

Outcome	Output	Output indicator	Audited actual performance 2018/19	Audited actual performance 2019/20	Planned annual target 2020/21	Actual achievement 2020/21	Deviation from the planned target	Reason for deviation
1. Expanded access to PSET opportunities	Strategy for expanding online-learning in PSET developed	Strategy for expanding online-learning in PSET approved			Strategy for expanding online-learning in PSET approved by the Minister by 31 March 2021	Target achieved Strategy for expanding online-learning in PSET through an Educational network has been approved by the Minister on 30 March 2021		
	Courses or subjects available on NOLS	Number of courses or subjects available on NOLS			Two courses or subjects available on NOLS by 31 March 2021	Target achieved and exceeded 44 courses/ subjects were made available on NOLS by 31 March 2021		
	NQF-related policies developed or reviewed and monitored	RPL Policy Gazetted		Proposed amendments to the NQF-Act Gazetted for public comment	A report on the recommendations and proposed amendments to the RPL Coordination policy approved by the Director-General on 31 March 2021	Target achieved A report on the recommendations and proposed amendments to the RPL Coordination Policy was approved by the Director-General on 4 March 2021		
		A model for programme articulation of TVET college programmes into university programmes approved			A model for programme articulation of TVET college programmes into university programmes approved by the Director-General on 31 March 2021	Target achieved A model for programme articulation of TVET college programmes into university programmes was approved by the Director-General on 3 March 2021		





PROGRAMME 2: PLANNING, POLICY AND STRATEGY

Outcome	Output	Output indicator	Audited actual performance 2018/19	Audited actual performance 2019/20	Planned annual target 2020/21	Actual achievement 2020/21	Deviation from the planned target	Reason for deviation
	At least two new agreements for international scholarships signed per annum	Number of new agreements on international scholarships entered with foreign countries per annum		At least two	At least two	Target not achieved One international scholarship agreement was signed between South Africa and France	The agreement with the Hungarian side was not signed as anticipated	The Hungarian government insisted on referring to the 2016 agreement in the Memorandum of Understanding that is currently being negotiated
	Policy on social inclusion in PSET implemented and monitored	Monitoring report on the implementation of social inclusion in the PSET System approved annually	A report on the implementation of social inclusion in the PSET System approved by the Director-General on 29 March 2019	A report on the implementation of social inclusion in the PSET System approved by the Director-General on 29 March 2020	A report on the implementation of social inclusion in the PSET System approved by the Director-General on 31 March 2021	Target achieved A report on the implementation of social inclusion in the PSET System was approved by the Director-General on 31 March 2021		
	Integrated Infrastructure Development Support Programme (IIDSP) for PSET implemented	The IIDSP for PSET submitted for approval			The IIDSP for PSET submitted to the Minister for approval for implementation by 31 March 2021	Target achieved The IIDSP for PSET submitted to the Minister for approval for implementation 20 October 2020		
	Multifaceted student accommodation strategy developed and submitted to the Minister for approval	Multifaceted student accommodation strategy submitted to the Minister for approval			Multifaceted student accommodation strategy developed and submitted to the Minister for approval by 31 March 2021	Target achieved Policy on accommodation strategy was developed and approved by the Minister on 31 March 2021		





PROGRAMME 2: PLANNING, POLICY AND STRATEGY

Outcome	Output	Output indicator	Audited actual performance 2018/19	Audited actual performance 2019/20	Planned annual target 2020/21	Actual achievement 2020/21	Deviation from the planned target	Reason for deviation
2. Improved success and efficiency of the PSET System	Reports aimed at supporting decision-making in respect to enrolment planning, funding and policy making produced	Number of PSET System reports approved	Report on Statistics on PSET submitted to the Director-General on 29 March 2019 A report on Macro Indicator Trends on PSET was developed and approved by the Director-General on 27 March 2019	Report on Statistics on PSET submitted to the Director-General for approval on 27 March 2020	Report on Statistics on PSET submitted to the Director-General for approval by 31 March 2021 PSET monitoring report submitted to the Director-General for approval by 31 March 2021	Target achieved Report on Statistics on PSET was approved by the Director-General on 26 March 2021 Target achieved PSET monitoring report was approved by the Director-General on 29 and published on 31 March 2021		
3. Improved quality of PSET provisioning	Amended NQF Act assented to and promulgated by the President for implementation	NQF Amendment Bill approved for public comments			NQF Amendment Bill approved by the Minister for public comments by 31 March 2021	Target not achieved	NQF Amendment Bill was not approved by the Minister as planned	The 2019 NQF Amendment Act has not yet come into operation, it would therefore be pointless to publish a second draft Amendment Bill for public comment when the first Amendment Act has not even come into operation The proposed amendments are substantial and voluminous, as such, the drafts had to go through them meticulously Legislative drafting by its very nature is a complex process that cannot be undertaken hastily more so in view of the substantial proposed changes





PROGRAMME 2: PLANNING, POLICY AND STRATEGY

Outcome	Output	Output indicator	Audited actual performance 2018/19	Audited actual performance 2019/20	Planned annual target 2020/21	Actual achievement 2020/21	Deviation from the planned target	Reason for deviation
4. A responsive PSET System	Research reports aimed at supporting decision-making in respect to improving the responsiveness of the PSET System	Number of reports aimed at supporting decision-making in respect to enrolment planning, funding and policy making approved annually			A research report on Critical Skills approved by the Director-General on 31 March 2021	Target achieved A research report on Critical Skills approved by the Director-General on 31 March 2021		
					List of OIHD Gazetted by 31 March 2021	Target achieved List of OIHD Gazetted by 31 March 2021		
					PSP approved by the Director-General on 31 March 2021	Target not achieved	An draft PSP was developed based on the engagements with Master Plan teams and other stakeholders	The PSP was re-conceptualised to become an implementation plan for the ERRP Skills Strategy The development of Master Plans, and the attendant identification of skills needs were significantly impeded by the COVID-19 pandemic and the economic contraction
	A conceptual framework on integrated planning for the PSET System is developed	A conceptual framework on integrated planning for the PSET System approved			A conceptual framework on integrated planning for the PSET System approved by the Director-General on 31 March 2021	Target not achieved	A Concept Note and desktop assessment of the current state of planning in the sector was undertaken and submitted to the Director-General for approval	Integrated Planning Framework (IPF) development to be based on final (approved) NPPSET which is still awaiting approval



4.2.4 STRATEGY TO DEAL WITH UNDER-PERFORMANCE

- **Signing of Agreements:**

During the reporting period the Department entered into only one scholarship agreement with France and a Memorandum of Understanding with the Hungarian Government will be signed during 2021/22. The Department is in the process of drafting a submission for the Minister to note South Africa (and the Department's) intention to terminate the 2016, Scholarship Agreement which will be followed by the continuation of negotiations regarding the contents of a new Scholarship Agreement and the subsequent signing thereof, after both parties are in agreement.

- **The Priority Skills Plan approved:**

The PSP was not finalised as planned. While the draft PSP was developed, it was decided to rather re-develop the document as a comprehensive implementation plan for the Economic Reconstruction and Recovery Plan (ERRP) and Skills Strategy. The PSP will serve as the primary mechanism for monitoring and annual reporting regarding achievements attained in terms of the Strategy and identifying challenges and corrective measures as required. Meetings have been convened with the departments of Trade Industry and Competition and Department of Planning, Monitoring and Evaluation (DPME) to sensitise the latter to the envisioned changes and garner their support for the PSP. The PSP completion time-frame will be aligned to that of the ERRP Skills Strategy.

- **Conceptual Framework for Integrated Planning:**

Extensive stakeholder engagements, which were delayed while awaiting approval of the National Plan on Post-School Education and Training (PPSET), commenced during the 2021/22 financial year, with a view to inform stakeholders regarding progress in relation to the development of the Conceptual Framework for Integrated Planning.

- **National Qualifications Framework Amendment Bill approved:**

The NQF Bill was not approved as planned. The proposed amendments in relation to the Bill are substantial and voluminous and as legislative drafting comprise of a complex process, there is a need to interrogate the latter amendments thoroughly.

4.2.5 LINKING PROGRAMME PERFORMANCE WITH BUDGETS

Sub-programme	2020/21			2019/20		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Programme Management: Planning, Policy and Strategy	8 935	8 617	318	1 581	1 466	115
Human Resource Development Council of South Africa	8 170	7 850	320	9 028	8 841	187
Policy, Planning, Monitoring and Evaluation	21 941	21 079	862	25 224	24 964	260
International Relations	13 530	12 644	886	15 730	14 333	1 397
Legal and Legislative Services	12 315	11 753	562	14 972	12 104	2 868
Social Inclusion and Quality	130 236	129 381	855	115 117	113 460	1 657
Total	195 127	191 324	3 803	181 652	175 168	6 484



4.3 PROGRAMME 3: UNIVERSITY EDUCATION

4.3.1 PROGRAMME PURPOSE

Develop and coordinate policy and regulatory frameworks for an effective and efficient university education system. Provide financial and other support to universities, the NSFAS and national institutes for higher education.

There are six budget sub-programmes:

- Programme Management: University Education
- University Planning and Institutional Funding
- Institutional Governance and Management Support
- Higher Education Policy Development and Research
- Teaching, Learning and Research Development
- University Subsidies

4.3.2 SIGNIFICANT ACHIEVEMENT OF OUTPUTS AND HOW THEY CONTRIBUTE TOWARDS THE ACHIEVEMENT OF THE OUTCOMES

Expansion of Access to Post-School Education and Training opportunities

Continued support for students from poor and working class backgrounds through the DHET bursary scheme has ensured that students were supported to access higher education and training opportunities and were provided with sufficient financial support to succeed in their studies. The 2020 to 2025 Enrolment Plan guides the system in terms of approved and agreed enrolments.

Success and Efficiency of the Post-School Education and Training System

Subsidy and earmarked funding allocated to institutions and supported by extensive system monitoring of earmarked grants, contributes to the success and efficiency of the PSET System. In addition, the varied initiatives supported through the Infrastructure and Efficiency Grant, as well as the work conducted through the Macro-Infrastructure Programme, assist institutions towards increasing their infrastructure capacity to support improved teaching, learning and research activities.

Quality Provisioning of the Post-School Education and Training System

The ongoing support outlined above and derived from the UCDP and other earmarked grants, has ensured that the Department continues to support public universities in improving the capacity of academic staff, as well as enhancing teaching and learning as well as curriculum development activities towards improved quality in relation to the core work activities of institutions.

The programmes accordingly supported by means of the Teaching and Learning Capacity Improvement Programme have contributed to improving teacher education from schooling through to post-schooling education.

Responsiveness of the Post-School Education and Training System

The EDHE and HELMP which are supported through the UCDP have provided support to institutions in terms of entrepreneurship education and development, as well as the development of leadership and management skills within public higher education and improving skills needed in higher education.





4.3.3 UNIVERSITY EDUCATION: PROGRAMME PERFORMANCE, OUTCOME INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS

PROGRAMME 3: UNIVERSITY EDUCATION

Outcome	Output	Output indicator	Audited actual performance 2018/19	Audited actual performance 2019/20	Planned annual target 2020/21	Actual achievement 2020/21	Deviation from the planned target	Reason for deviation
1. Expanded access to PSET opportunities	A five-year enrolment plan for universities for 2020–2025, including equity targets implemented and achievement monitored	Enrolment plan monitoring framework approved			A framework for monitoring annual enrolment targets approved by the Director-General on 31 December 2020	Target achieved A framework for monitoring annual enrolment targets approved by the Director-General on 18 December 2020		
		A report on the achievement of Ministerial enrolment planning targets approved annually	A report on the achievement of Ministerial enrolment planning targets approved by the Director-General on 25 March 2019	A report on the achievement of Ministerial enrolment planning targets approved by the Director-General on 31 March 2021		Target achieved A report on the achievement of Ministerial enrolment planning targets was approved by the Director-General on 26 March 2021		
	The Macro Infrastructure Framework (MIF) implemented and fully complied to by all institutions by 2025	A monitoring report on progress towards the achievement of the MIF milestones approved annually			A monitoring report on progress towards the achievement of the MIF milestones approved by the Director-General on 31 March 2021	Target achieved A monitoring report on progress towards the achievement of the MIF milestones was approved by the Director-General on 29 March 2021		
		Norms and standards for PSET student housing to the Minister for approval			Draft norms and standards for PSET student housing submitted to the Minister for approval to publish for public comment by 31 March 2021	Target achieved Draft norms and standards for PSET student housing were approved by the Minister for public comments on 31 March 2021		





PROGRAMME 3: UNIVERSITY EDUCATION

Outcome	Output	Output indicator	Audited actual performance 2018/19	Audited actual performance 2019/20	Planned annual target 2020/21	Actual achievement 2020/21	Deviation from the planned target	Reason for deviation
	Implementation of the Historically Disadvantaged Institutions (HDI) Development Programme	HDI Development Framework approved			HDI Development Framework approved by the Minister for implementation by 30 September 2020	Target achieved HDI Development Framework approved by the Minister on 13 September 2020		
	Establishment of Imbali Education Precinct	An updated Imbali Education Precinct Development Plan submitted for approval			An updated Imbali Education Precinct Development Plan submitted to the Minister by 31 March 2021	Target achieved An updated Imbali Education Precinct Development Plan was submitted to the Minister on 31 March 2021		
	Guidelines for the DHET bursary scheme for poor and working class students at public universities implemented	Updated guidelines for the implementation of the DHET bursary scheme for poor and working class students at public universities submitted for approval annually		Guidelines for student funding for the DHET bursary scheme for students at public universities developed and approved by the Minister on 6 December 2019	Updated guidelines for the implementation of bursary scheme for poor and working class students at public universities submitted to the Minister for approval by 31 December 2020	Target achieved (achieved outside planned timeframe but within the financial year)	Updated guidelines for the implementation of the DHET bursary scheme for poor and working class students at public universities submitted to the Minister for approval on 26 March 2020	Reduced 2021 MTEF allocation meant that the guidelines could not be finalised until the funding issues were resolved
	The CAS developed and fully implemented by 2025	Number of public universities and TVET colleges utilising the CAS			Six public universities and nine TVET colleges utilising CAS by 31 March 2021	Target not achieved	Only two universities (SMU and UL) agreed to participate in the pilot	Six pilot universities and eighteen colleges requested an extension for sign-off between April and June 2021



PROGRAMME 3: UNIVERSITY EDUCATION

Outcome	Output	Output indicator	Audited actual performance 2018/19	Audited actual performance 2019/20	Planned annual target 2020/21	Actual achievement 2020/21	Deviation from the planned target	Reason for deviation
2. Improved success and efficiency of the PSET System	Implementation of student success initiatives by universities supported	Number of three-year funded UCDP plans approved			26 three-year funded UCDP plans approved by the Director-General on 31 December 2020	Target achieved 26 three-year funded UCDP plans have been approved by the Director-General, 12 plans were signed on 17 December, 2 plans on 18 December and the two submissions were approved on 18 December by the Director-General A further 12 plans were signed and the third submission approved on 28 December 2020 by the Acting Director-General		
		A report on the UCDP approved annually	A report on the UCDP approved by the Director-General on 27 March 2019	A report on the UCDP approved by the Director-General on 31 March 2021	A report on the UCDP approved by the Director-General on 31 March 2021	Target achieved A report on the UCDP was approved by the Director-General on 30 March 2021		
3. Improved quality of PSET provisioning	The Staffing South Africa's Universities Framework implemented	Number of nGAP lecturer posts allocated to universities		100	100	Target achieved 100 posts were allocated to 24 universities		
		Number of awards made to permanent instructional or research staff at universities to participate in the FPP			25	Target achieved 31 participants were sent letters of award		





PROGRAMME 3: UNIVERSITY EDUCATION

Outcome	Output	Output indicator	Audited actual performance 2018/19	Audited actual performance 2019/20	Planned annual target 2020/21	Actual achievement 2020/21	Deviation from the planned target	Reason for deviation
Effective reporting by public HEIs and PHEIs and entities to enable monitoring of governance and management	A report on the financial health of all public HEIs approved annually	A report on the financial health of all public HEIs approved annually	A report on the financial health of all public HEIs approved by the Director-General on 13 December 2018	A report on the financial health of all public HEIs approved by the Director-General on 13 December 2019	A report on the financial health of all public HEIs approved by the Director-General on 31 March 2021	Target achieved A report on the financial health of all public HEIs approved by the Director-General on 29 March 2021		
		A report on effective governance of all public HEIs approved annually	A report on effective governance of all public HEIs approved by the Director-General on 21 March 2019	A report on institutional governance of all public HEIs approved by the Director-General on 31 March 2020	A report on effective governance of all public HEIs approved by the Director-General on 31 March 2021	Target achieved A report on effective governance of all public HEIs was approved by the Director-General on 11 March 2021		
		A report on the compliance of PHEIs to the regulations approved annually	A report on the compliance of PHEIs to the regulations approved by the Director-General on 28 March 2019	A report on the compliance of PHEIs to the regulations approved by the Director-General on 31 March 2020	A report on the compliance of PHEIs to the regulations approved by the Director-General on 31 March 2021	Target achieved A report on the compliance of PHEIs to the regulations was approved by the Director-General on 30 March 2021		
Support to improve university governance and management practices provided	The HELMP approved for implementation	The HELMP approved for implementation			The HELMP approved by the Director-General on 31 March 2021	Target achieved The HELMP report was approved by the Director-General on 29 March 2021		
		A research quality evaluation framework approved			A research quality evaluation framework approved by the Director-General on 31 March 2021	Target achieved A research quality evaluation framework was approved by the Director-General on 29 March 2021		



PROGRAMME 3: UNIVERSITY EDUCATION

Outcome	Output	Output indicator	Audited actual performance 2018/19	Audited actual performance 2019/20	Planned annual target 2020/21	Actual achievement 2020/21	Deviation from the planned target	Reason for deviation
4. A responsive PSET System		A report on the evaluation of research outputs of public universities approved annually		A report on the evaluation of the 2019 research outputs of public universities approved by the Director-General on 31 March 2020	A report on the evaluation of the 2019 research outputs of public universities approved by the Director-General on 31 March 2021	Target achieved A report on the evaluation of the 2019 research outputs of public universities was approved by the Director-General on 29 March 2021		
		A report on the evaluation of creative and innovation outputs by public universities approved annually			A report on the evaluation of creative and innovation outputs by public universities approved by the Director-General on 31 December 2020	Target achieved A report on the evaluation of creative and innovation outputs by public universities approved by the Director-General on 28 December 2020		
	Programme for Entrepreneurship Development in universities developed and implemented	Programme for EDHE approved for implementation			Programme for EDHE approved by the Director-General on 31 March 2021	Target achieved The Programme for EDHE was approved by the Director-General on 26 March 2021		
	International scholarship programme coordinated	Number of intergovernmental International Scholarship Forum meetings convened annually			2	Target achieved Two intergovernmental scholarship forum meetings were convened (However one meeting was held outside of the planned timeframe)		



**PROGRAMME 3: UNIVERSITY EDUCATION**

Outcome	Output	Output indicator	Audited actual performance 2018/19	Audited actual performance 2019/20	Planned annual target 2020/21	Actual achievement 2020/21	Deviation from the planned target	Reason for deviation
		A report on the implementation of the International Scholarships Programme approved annually			A report on the implementation of the International Scholarships Programme approved by the Director-General on 31 March 2021	Target achieved A report on the implementation of the International Scholarships Programme was developed and approved by the Director-General on 29 March 2021		
	Centres for African Languages Teaching supported	Number of Centres for African Language Teaching supported annually			2	Target achieved Two Centres for African Language Teaching supported		

4.3.4 STRATEGIES TO DEAL WITH UNDER-PERFORMANCE

- Six public universities and nine TVET colleges utilising the Central Application System:**

Only two universities, the Sefako Makgatho Health Sciences University and University of Limpopo (UL), initially agreed to participate during the pilot implementation phase of the CAS testing process. In an effort to ensure that all identified universities and TVET colleges also acceded to and participate during piloting of the CAS, the Department has undertaken a functional and technical gap analysis with these institutions as a precursor to the sign-off of the Service Level Agreement with the respective universities and colleges. Pilot university sites will conclude functional gap analysis by the end of April 2021, followed by finalisation of technical analysis by May 2021. A completion date for the gap analysis in relation to colleges will be identified in due course.

- Updated guidelines for the implementation of a bursary scheme for poor and working class students at public universities submitted to the Minister for approval by 31 December 2020:**

The planned date of 31 December 2020 for the finalisation and approval of updated guidelines for the implementation of bursary scheme for poor and working class students at public universities was planned to be approved by the Minister was not realised as a result of the reduced 2021 MTEF allocation and the implementation of the guidelines was only approved on 26 March 2021. The approval followed on subsequent negotiations with key stakeholders such as the National Treasury and Cabinet with a view to reprioritise funding for the NSFAS. Notwithstanding the delay, the process was concluded within the financial year under review.





4.3.5 PROGRESS ON FIVE-YEAR SYSTEM TARGETS

Performance Indicator	5 year targets	Annual planned targets	Actual performance	Comment
PROGRAMME 3: UNIVERSITY EDUCATION				
Number of student enrolments at public universities annually	1 131 000	1 080 000	Target not achieved 1 074 912	-0.47% deviation. Universities are permitted to move within 2% deviation. However due to UNISA not enabling registrations on qualifications not registered on the NQF they did not meet their targets.
Number of university students receiving funding through NSFAS bursaries annually	450 000	395 591	Target not achieved 393 767	This is the 2019 academic year final audited numbers as per the 2019/20 NSFAS Annual Report.
Number of students completing a university qualification annually	237 000	229 000	Target not achieved 221 942	-3% deviation. Universities are permitted to move within 2% deviation.
Number of graduates in engineering annually	14 800	13 400	Target achieved 13 714	2.3% deviation. Universities exceeded the planned output.
Number of graduates in natural and physical sciences annually	11 400	9 020	Target achieved 9 121	1.1% deviation. Universities are permitted to move within 2% deviation and therefore exceeded the planned output.
Number of human and animal health sciences graduates annually	11 600	11 000	Target not achieved 10 760	-2.2% deviation. Universities are permitted to move within 2% deviation.
Number of Master's graduates (all master's) annually	16 600	14 000	Target not achieved 13 519	-3.4% deviation. Universities are permitted to move within 2% deviation.
Number of Doctoral graduates annually	4 300	3 500	Target achieved 3 445	-1.6% deviation. Universities are permitted to move within 2% deviation.
Number of initial teacher education graduates annually	30 000	29 200	Target not achieved 28 335	-3% deviation. Universities are permitted to move within 2% deviation.
Percentage increase of first-time students entering university	5%	210 800	Target not achieved 187 722	-10.9% deviation. Universities are permitted to move within 2% deviation. However due to UNISA not enabling registrations on qualifications not registered on the NQF they did not meet their targets.
Percentage of university lecturers (permanent instruction or research staff) who hold Doctoral degrees	51%	49%	Target achieved 48%	Universities are permitted to move within 2% deviation.
Number of nGAP posts allocated to universities annually	100	100	Target achieved 100	N/A
Number of universities offering accredited TVET college lecturer qualifications	10	2	Target achieved 9	2 additional universities are awaiting CHE accreditation.
Number of universities that are implementing student-focused entrepreneurship development activities	26	10	Target not achieved 8	8 draft reports have been submitted by universities thus far.



4.3.6 LINKING PROGRAMME PERFORMANCE WITH BUDGETS

Sub-programme	2020/21			2019/20		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Programme Management: University Education	3 981	3 655	326	4 625	4 559	66
University Planning and Institutional Funding	15 548	13 854	1 694	32 975	16 770	16 205
Institutional Governance and Management Support	35 244 166	35 242 943	1 223	30 935 079	30 933 625	1 454
Higher Education Policy Development and Research	9 271	8 200	1 071	9 657	8 986	671
Teaching, Learning and Research Development	19 982	18 308	1 674	21 216	19 324	1 892
University Subsidies	43 070 510	43 070 379	131	42 359 022	42 358 941	81
Total	78 363 458	78 357 339	6 119	73 362 574	73 342 205	20 369



The Deputy Director-General: Skills Development, Mr ZMC Mvalo participating during the NSF's handover of a house to an elderly in the Eastern Cape

4.4 PROGRAMME 4: TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

4.4.1 PROGRAMME PURPOSE

Plan, develop, implement, monitor, maintain and evaluate national policy, programme assessment practices and systems for technical and vocational education and training. To provide financial and other support to TVET colleges and Regional Offices.

There are six budget sub-programmes:

- Programme Management: Technical and Vocational Education and Training
- Technical and Vocational Education and Training System Planning and Institutional Support
- Programmes and Qualifications
- National Examinations and Assessment
- Technical and Vocational Education and Training Financial Planning
- Regional Offices

4.4.2 SIGNIFICANT ACHIEVEMENTS OF THE OUTCOMES AND OUTPUT AND HOW THEY CONTRIBUTED TO THE STRATEGIC OUTCOMES

Expanded Access to Post-School Education and Training Opportunities

Despite the challenges posed by the COVID-19 pandemic the overall performance in relation to relevant indicators has been positive, with achievements registered mainly in terms of strengthening the TVET system by developing plans and strategies for improving student access and enrolment as well as support for multi-nodal, blended and remote-learning. As at 31 March 2021, unaudited enrolment figures indicate that while student enrolments were lower than projected and mainly attributed to the impact of the COVID-19 pandemic, financial support for students through bursaries was significantly higher than projected.

Measures undertaken to address the needs of students with disabilities, as well as the promotion of student entrepreneurship are noteworthy interventions towards ensuring TVET colleges are sought-after learning institutions that meet the needs of students accessing Vocational Education.

The development of a framework guiding and improving infrastructure planning and delivery, seeks to address a key challenge regarding the TVET system and is intended to provide impetus pertaining to the utilisation of infrastructure funding at colleges, going forward.

The three-year integrated enrolment plan will also enable TVET colleges to plan activities which are aligned with relevant legislation and policies, including the National Skills Development and Sector Skills plans as well as the WBL and Performance Agreement Regulations.

Improved Success and Efficiency of the Post-School Education and Training System

A progressive strategy geared towards increasing the capacity of TVET college lecturers and managers was approved so as to ensure that required skills in high demand, as well as identified mid-level skills in effectively responding to the ERRP of government, is delivered by competent lecturers.

A report titled: *'Saving the Academic Year amidst the COVID-19 pandemic: National interventions, Regional Support and TVET College response'* regarding the implementation of the Teaching and Learning Plans by TVET colleges during the 2020 academic year was signed-off by the Director-General of the Department.

The focus of monitoring and support was directed towards poor performing subjects offered at exit levels of the NC(V) and Report 191 programmes. These subjects were identified from the previous year's National Examination results.

One of the major changes emanating from national interventions was the revision of the TLP monitoring tool to effectively include COVID-19 pandemic regulations and the adaptation and subsequent use of different learning modalities by TVET colleges. Aspects such as social distancing protocols, acceptable student numbers in lecture rooms, the finalisation of practical examinations, use of online information and Learner Management Systems, as well as social media and remote-learning options were accordingly added to the monitoring tool.

The number of TVET students enrolled in the Pre-Vocational Learning Programme (PLP) is 3 597 students (the 2019 enrolment number was duly verified and published). A total of 5 254 student (2020 enrolment unverified and unaudited, while some remained undeclared). The PLP serves the critical purpose of better preparing new entrants for TVET college studies so as to ensure success in the programmes into which incumbents wish to enroll and in so doing, address the issue of poor throughput among TVET college students.





4.4.3 TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING: PROGRAMME PERFORMANCE, OUTCOME INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS

PROGRAMME 4: TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

Outcome	Output	Output indicator	Audited actual performance 2018/19	Audited actual performance 2019/20	Planned annual target 2020/21	Actual achievement 2020/21	Deviation from the planned target	Reason for deviation
1. Expanded access to PSET opportunities	Three-year enrolment plan with differentiation in programme enrolment developed and implemented	Three-year enrolment plan with differentiation in programme enrolment approved			Final conceptual framework for the development of a three-year enrolment plan with differentiation in programme enrolment approved by the Director-General on 10 December 2020	Target achieved (outside planned timeframe) The final three-year enrolment plan for the development of a three-year enrolment plan with differentiation in programme enrolment was approved by the Director-General on 31 March 2021	Final conceptual framework for the development of a three-year enrolment plan with differentiation in programme enrolment was planned for approval on 10 December 2020 by the Director-General	The delayed process of preparing the Strategic and Annual Performance Plans because of the delayed budget determination by the National Treasury and the limited staff contingent on the ground made it difficult to make much progress
	Framework and guidelines to accommodate students with disabilities developed and implemented	Framework and guidelines to accommodate students with disabilities approved			Draft framework to accommodate students with disabilities approved by the Minister by 31 March 2021	Target achieved The draft framework and guidelines have been completed by the Minister on 26 March 2021		
	CoS to support students with disabilities in TVET colleges established	Number of CoS's to support students with disabilities in TVET colleges established			A report with recommendations on the investigation of services offered to students with disabilities in TVET colleges approved by the Director-General on 31 March 2021	Target achieved The report on the number of CoS's to support students with disabilities in TVET colleges has been completed and approved by the Director-General on 18 March 2021		





PROGRAMME 4: TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

Outcome	Output	Output indicator	Audited actual performance 2018/19	Audited actual performance 2019/20	Planned annual target 2020/21	Actual achievement 2020/21	Deviation from the planned target	Reason for deviation
2. Improved success and efficiency of the PSET System	Cooperation agreement with Germany on SAIVCET work implemented	Annual report on cooperation with Germany on SAIVCET work approved			A report on cooperation agreement with Germany on SAIVCET work approved by the Director-General on 31 March 2021	Target achieved A report on cooperation agreement with Germany on SAIVCET work has been approved by the Director-General on 18 March 2021		
	Comprehensive proposal for the expansion of the TVET college system developed	A comprehensive proposal for the expansion of the TVET college system approved			A comprehensive proposal for the expansion of the TVET college system approved by the Minister by 31 March 2021	Revised Terms of Reference with the African Development bank have been developed	Revised Terms of Reference with the African Development bank has been developed	The MoA between the Department and the African Development Bank was not signed by both parties
	New examination system operational	Examinations system updated and functional			Report on User Acceptance Tests and Factory Acceptance Tests approved by the Director-General on 31 March 2021	Target achieved Progress report has been approved by Director-General on 29 March 2021		





PROGRAMME 4: TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

Outcome	Output	Output indicator	Audited actual performance 2018/19	Audited actual performance 2019/20	Planned annual target 2020/21	Actual achievement 2020/21	Deviation from the planned target	Reason for deviation
	Certification backlog reduced	Percentage reduction in certification backlog of qualifying students			Certification backlog reduced to less than 0.5% of qualifying students per exam by 31 March 2021	Target not achieved The certification backlog was reduced to 4.82% of outstanding certificates for qualifying students	4.32%	In terms of the 4.82% actual reported achievement in terms of the reduction of the TVET certification backlog, there is a slight deviation of 4.32% towards the achievement of the 0.5% backlog certification reduction, which was an ambitious target set by the Department in consultation with the National Assembly. This achievement of 4.82% is still a remarkable achievement with only 6 038 outstanding certificates remaining as at 31 March 2021
	Revised policy on examinations, conduct, management and administration approved and implemented	Revised policy on examinations, conduct, management and administration Gazetted			Revised policy on examinations, conduct, management and administration Gazetted by 31 March 2021	Target achieved Revised policy on examinations, conduct, management and administration was Gazetted by 15 March 2021		
	Strategy for building the capacity of TVET college lecturers and managers developed and implemented	Strategy (regulations, guidelines, implementation plan) to build the capacity of TVET college lecturers and managers approved			Strategy (regulations, guidelines, implementation plan) to build the capacity of TVET college lecturers and managers approved by the Director-General on 31 March 2021	Target achieved Draft strategy to build the capacity of lecturers and managers approved by the Director-General on 31 March 2021	Draft strategy	Lack of staff capacity in the Directorate Lecturer Development and Support, lack of working tools for effective working from home by available staff and the number of competing tasks hindered timely completion of this performance indicator





PROGRAMME 4: TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

Outcome	Output	Output indicator	Audited actual performance 2018/19	Audited actual performance 2019/20	Planned annual target 2020/21	Actual achievement 2020/21	Deviation from the planned target	Reason for deviation
3. Improved quality of PSET provisioning	TVET college lecturers holding appropriate qualifications supported to acquire professional qualifications	Number of TVET college lecturers holding appropriate qualifications supported to acquire professional qualifications annually			100	Target achieved 161 lecturers obtained professional qualifications	61 more lecturers obtained professional qualifications	The Department set an initial target of 100 lecturers to be supported to acquire TVET specific professional qualifications. As Nelson Mandela University started providing a TVET specific professional qualification, they marketed their programme through some TVET colleges, a conference held in Cape Town in 2018 and its website. This attracted more lecturers from public TVET colleges as initially planned which contributed to the target being exceeded
	Governance standards and regulations for TVET college councils developed and implemented	Governance standards and regulations for TVET college councils approved and implementation monitored			Draft governance standards and regulations for TVET college councils approved by the Director-General on 31 March 2021	Target not achieved The draft governance standards and regulations were developed and not approved	The draft governance standards and regulations	The state legal advisor advised that the draft governance standards and regulations could not be promulgated as a regulation It could be developed as a voluntary document
	Institutional maturity model for TVET colleges developed and implemented	Institutional maturity model for TVET colleges approved and implementation monitored			Institutional maturity model for TVET colleges approved by the Director-General on 31 March 2021	Target achieved Institutional maturity model for TVET college approved by the Director-General on 26 March 2021		





PROGRAMME 4: TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

Outcome	Output	Output indicator	Audited actual performance 2018/19	Audited actual performance 2019/20	Planned annual target 2020/21	Actual achievement 2020/21	Deviation from the planned target	Reason for deviation
	Regulations to ensure the conduct of credible examinations developed and implemented	TVET college examination regulations approved for implementation			Draft regulations to ensure the conduct of credible examinations approved by the Minister by 31 March 2021	Target not achieved	No regulations were developed following advice from the State Law Advisors	In terms of advice received from the State Law Advisors the Minister does not have powers to develop regulations under the current CET Act
	Infrastructure maintenance plans for TVET colleges developed and implemented	Infrastructure maintenance plans for TVET colleges approved			Infrastructure maintenance plans for 2021/22 for TVET colleges relating to 50% of all sites of delivery approved by the Director-General on 31 March 2021	Target achieved	Infrastructure maintenance plans for 2021/22 for TVET colleges relating to 59% of all sites of delivery were approved by the Director-General on 24 March 2021	
	Norms for differentiated infrastructure linked to curriculum delivery developed	Norms for differentiated infrastructure curriculum delivery approved			Draft norms for differentiated infrastructure curriculum delivery approved by the Deputy Director-General: TVET by 31 March 2021	Target achieved	Norms for differentiated infrastructure curriculum delivery was approved by the Deputy Director-General: TVET on 4 March 2021	





PROGRAMME 4: TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

Outcome	Output	Output indicator	Audited actual performance 2018/19	Audited actual performance 2019/20	Planned annual target 2020/21	Actual achievement 2020/21	Deviation from the planned target	Reason for deviation
4. A responsive PSET System	Students and lecturers placed in workplaces for experiential learning	Percentage increase in student and lecturer placement in the workplace for experiential learning per annum			Guidelines for placement of students and lecturers in the workplace for experiential learning approved by the Director-General on 31 March 2021	Target not achieved	Strategy for the placement of lecturers in industry for experiential learning was developed and approved by Director-General	The guidelines for student placement in industry for experiential learning was developed but not completed due to disruptions caused by the COVID-19 pandemic
	Entrepreneurship hubs established in TVET colleges	Number of TVET colleges supported to establish entrepreneurship hubs			A plan for the establishment of entrepreneurship hubs in TVET colleges approved by the Director-General on 31 March 2021	Target achieved	A plan for the establishment of entrepreneurship hubs in TVET colleges was approved by the Director-General on 24 March 2021	
	TVET college curricula aligned with industry needs developed and implemented	Number of new or revised subject curricula for TVET colleges approved			Five new or revised subject curricula for TVET colleges approved by the Director-General for implementation by 31 March 2021	Target not achieved	The submission to Director-General for approval was delayed by a month	The delay of submission to Director-General was to accommodate more subjects which are close to completion beyond the targeted five. This is to avoid staggered submissions to Director-General
	Upscaling of digital training in TVET subjects	Number of TVET colleges offering digital skills training			25	Target not achieved	50 TVET colleges offered training programmes that include digital skills not approved by the Director-General through a submission	This was covered in the monitoring of the Teaching and Learning Plan during the financial year



4.4.4 STRATEGY TO DEAL WITH UNDER-PERFORMANCE

- **Conceptual Framework for Enrolment Planning:**

The conceptual framework for enrolment planning was not developed as planned during the third quarter of 2020/21. A Terms of Reference for a proposal on the expansion of the TVET colleges system was finalised in the absence of a MoA between the Department and the Development Bank of Southern Africa and will be signed during the 2021/22 financial year.

- **Draft Governance Standards and Regulations for TVET College Councils Approved:**

The draft governance standards and regulations were developed, but not approved. The State Legal Advisor advised however that the draft governance standards and regulations could not be promulgated as a regulation, thereby compelling TVET colleges to develop and adhere to the proposed Governance Standards and Regulations. The Department was advised to engage the college managements, as well as TVET College Governance Councils and the South African Public Colleges Organisation with a view to encourage voluntary participation in- and development as well as adoption of the standards and regulations.

- **Strategy (regulations, guidelines, implementation plan) to build the Capacity of TVET College Lecturers and Managers Approved:**

The draft strategy comprising of regulations, guidelines and an implementation plan aimed at increasing the capacity of TVET college lecturers was not developed. The inability to realise this target was brought about by a lack of staff capacity in the Directorate: Lecturer Development and Support, as well as access to electronic devices in facilitating remote work activities from home and excessive workloads hindering the timeous realisation of this performance indicator. The Director-General was requested to approve the completion of the consultation process and subsequently endorse the strategy by the end of May 2021. All processes were concluded before mid-June 2021.

- **Draft Regulations to Ensure the Conduct of Credible Examinations Approved:**

This target relates to the implementation of the approved regulations regarding the facilitation/conclusion of credible examinations by the examination centres. The implementation of the regulations requires that the TVET programme publish a list of all examination centres that have complied with these regulations. In an effort to deal with under-performance, the Department will use the report it submits to Umalusi (the relevant quality assurance body) prior to the approval of the results by the Council. Following on each examination cycle, an approval letter will be submitted to the Director-General by Umalusi declaring that the Department conducted credible examinations. The approval letter to the Director-General will going forward, be attached as proof of endorsement, rather than a list of centres.

- **Guidelines for placement of students and lecturers in the workplace for Experiential Learning approved :**

The strategy for the placement of lecturers in Industry for experiential learning was developed and approved by Director-General on 29 March 2021. However, the guidelines regarding the placement of students for experiential learning was developed, but not finalised. This process will be concluded during the 2021/22 financial year.

- **Five new or revised subject curricula for TVET colleges approved by the Director-General for implementation by 31 March 2021:**

At least five subject curricula were revised during the period under review, but their submission to Director-General for approval was delayed, so as to incorporate more subjects in addition to the initial five.

- **25 TVET colleges offering digital skills training:**

A total of fifty TVET colleges, during the period under review, offered training programmes that included digital skills capacitation which was approved by the Director-General on way of a submission. An Addendum has also been finalised and will be attached to the Teaching and Learning Plan which will be disseminated to colleges before by the end of May 2021.





4.4.5 PROGRESS ON FIVE-YEAR SYSTEM TARGETS

Performance Indicator	5 Year Targets	2020/21 Planned Targets	Actual Achievement	Comment(s)
PROGRAMME 4: TVET COLLEGES				
Number of student enrolments at TVET colleges annually	710 000	680 000	Target not achieved NC(V) - 138 912 Occupational Qualifications - 22 886 Other - 14 025 PLP - 3 597 Report 191 - 494 070 Grand Total 2019 - 673 490	99% achievement. Common reasons are: The funding of enrolment as outlined in the norms and standards for funding is not completely in alignment and colleges are receiving an allocation that is not fully covering all planned enrolment into the ministerial approved programmes. Thus contributing to enrolling fewer than planned; Reporting on enrolled numbers are in some cases problematic. For seven colleges in this dataset, the colleges failed to report the occupational programme enrolment; and The branch is putting strategies in place to improve enrolment and target planning as well as data reporting.
Number of TVET college students receiving funding through NSFAS bursaries annually	400 000	240 406	Target exceeded 289 418	The data reported in terms of the actual achievement was based on the initial NSFAS allocation over the MTEF without considering the additional budget that was received relating to the implementation of the fee free education policy. The set target had to be reviewed given the increased funding as a result of the introduction of fee free education, however it was not effected timeously. In addition, the number of beneficiaries increased due to the pronouncement of the fee free education policy as the funding cap was increased from R122 000 to R350 000 and this resulted in more students qualifying for NSFAS funding.
Number of COS's established to support students with disabilities	4	1	Target not achieved	The target was a report on the services available to students with disabilities which was approved by the DG on 18/03/2021.
Number of TVET college students completing N6 qualification annually	76 000	65 761	Target exceeded 113 393	The introduction of N+1 rule for the purpose of funding which requires the students to complete within the minimum period plus one more study period for them to receive funding may have motivated most N6 students to work hard to complete the qualification.
Number of TVET college students completing NC(V) Level 4 annually	14 000	12 144	Target not achieved 10 920	The pass rate could have been affected by the drop in NC(V) enrolment numbers. Colleges used to enrol matric graduate to bolster the results and this has been discouraged by the Department and this could be the reason for the drop in performance.
Throughput rate of TVET (NC(V))	45%	36%	Target exceeded 46.8%	Academic support has been strengthened in most TVET colleges, in preparation towards application of the N+1 rule, which serves as a motivation for students to complete in the minimum time allocated to the qualification, in order to qualify for financial support administered by NSFAS.
Number of students enrolled in PLP to improve success	7 000	3 500	Target exceeded 3 597	A great deal of advocacy around the PLP has been undertaken in colleges so its purpose is better understood. Initially students were averse to enrolling in the PLP, which is relatively new. However, its value as an academic support programme is slowly being realised, making it more amenable to students to improve their success in the TVET programmes.
Percentage of TVET college lecturers with professional qualifications	90%	75%	Target not achieved 59%	Not as many lecturers took up professional qualifications as expected leading to the end of this reporting period. However, 161 TVET lecturers graduated on 19 December 2020 from the Nelson Mandela University.





Performance Indicator	5 Year Targets	2020/21 Planned Targets	Actual Achievement	Comment(s)
PROGRAMME 4: TVET COLLEGES				
Percentage of TVET college lecturing staff appropriately placed in industry or in exchange programmes	33%	20%	Target not achieved 6%	Due to the COVID-19 pandemic and partial closure of many industries and businesses, access for placements was greatly reduced. Many TVET colleges could therefore not place their lecturers for experiential learning.
Number of hubs established to promote entrepreneurship	9	3	Target not achieved	The target for the period under review was the development of a plan which was approved by the DG on 24/03/2021.
Number of artisan learners trained in COS per annum	924	840	Target not achieved 200	Due to COVID-19 -19 lockdown, the planned enrolment at COS was deferred to 2021 to allow employers and SETAs to re-look on their commitment. The new process have started in preparation for 2021 and SETAs are finding it hard to make commitments due to the Skills Levy break.

4.4.6 LINKING PROGRAMME PERFORMANCE WITH BUDGETS

Sub-programme	2020/21			2019/20		
	Final Appropriation	Actual Expenditure	(Over)/Under	Final Appropriation	Actual Expenditure	(Over)/Under
	R'000	R'000	R'000	R'000	R'000	R'000
Programme Management: Technical and Vocational Education and Training	3 675	2 968	707	3 960	3 742	218
Technical and Vocational Education and Training System Planning and Institutional Support	11 767 394	11 765 642	1 752	11 536 380	11 533 128	3 252
Programmes and Qualifications	17 497	16 354	1 143	16 897	16 374	523
National Examinations and Assessment	489 751	424 102	65 649	708 285	648 737	59 548
Technical and Vocational Education and Training Financial Planning	11 829	11 218	611	12 594	11 860	734
Regional Offices	307 004	252 387	54 617	352 957	310 719	42 238
Total	12 597 150	12 472 671	124 479	12 631 073	12 524 560	106 513

4.5 PROGRAMME 5: Skills Development

4.5.1 PROGRAMME PURPOSE

Promote and monitor the national skills development strategy. Develop skills development policies and regulatory frameworks for an effective skills development system.

There are five budget sub-programmes:

- Programme Management: Skills Development
- Sector Education and Training Authority Coordination
- National Skills Authority Secretariat
- Quality Development and Promotion
- National Artisan Development

4.5.2 SIGNIFICANT ACHIEVEMENTS OF OUTPUTS AND HOW THEY CONTRIBUTED TOWARDS THE ACHIEVEMENT TO OUTCOMES

Expanded access to Post-School Education and Training opportunities:

The National Skills Development Plan and the SETA landscape have been finalised and implemented since 1 April 2020. SETA Accounting Authorities were appointed with effect from 1 April 2020 and the appointment process of the new SETA Chief Executive Officers was concluded during the period under review as well.

A responsive Post-School Education and Training System:

In response to the Economic Reconstruction and Recovery Plan, launched by the President during October 2020, the Department has developed the Skills Strategy in support of the plan. The Skills Strategy was presented during the Cabinet Lekgotla convened on 29 January 2021 and subsequently, to NEDLAC on 3 March 2021. NEDLAC has since established a Task Team to interrogate the Skills Strategy. The first session of the Task Team was convened on 22 April 2021, where the Skills Strategy was again presented and the following NEDLAC session was hosted during May 2021, where inputs were made by Social Partners. In addition, the Skills Strategy was also presented to the National Skills Authority.



Departmental COVID-19 pandemic training workshops facilitated at INDLELA during 2020





4.5.3 SKILLS DEVELOPMENT: PROGRAMME PERFORMANCE, OUTCOME INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS

PROGRAMME 5: SKILLS DEVELOPMENT

Outcome	Output	Output indicator	Audited actual performance 2018/19	Audited actual performance 2019/20	Planned annual target 2020/21	Actual achievement 2020/21	Deviation from the planned target	Reason for deviation
1. Expanded access to PSET opportunities	SETA Sector Skills Plan (SSP) Framework updated annually	Number of SSPs aligned to the updated SSP Framework approved			21 SSPs aligned to the updated SSP Framework approved by the Minister by 31 March 2021	Target achieved 21 SSPs aligned to the updated SSP Framework were approved by the Minister on 24 March 2021		
	Revised Service Level Agreement (SLA) Framework implemented	Revised SLA approved			Revised SLA approved by the Director-General on 31 March 2021	Target achieved The revised SLA was approved by the Director-General on 9 March 2021		
		Annual number of learners or students placed in workplace-based learning (WBL) programmes	182 852	158 651	100 000	Target not achieved 78 317 (78%)	21 683 learners could not be placed in the WBL programmes	Employers could not take in the learners because SETAs could not issue calls as expected to employers in the second and third quarter to take learners because of the restrictions placed by the COVID-19 pandemic
		Number of learners registered in skills development programmes annually			146 000	Target not achieved 43 885 (30%)	102 115 learners were not registered in the skills development programme	Employers could not take in the learners because SETAs could not issue calls to employers in the second and third quarter to take learners because of the restrictions placed by the COVID-19 pandemic
		Number of learners entering artisanal programmes annually			20 000	Target not achieved 10 302 (52%)	9 698 learners could not enter artisanal programmes	Employers could not take in the learners because SETAs could not issue calls as expected to employers in the second and third quarter to take learners because of the restrictions placed by the COVID-19 pandemic



PROGRAMME 5: SKILLS DEVELOPMENT

Outcome	Output	Output indicator	Audited actual performance 2018/19	Audited actual performance 2019/20	Planned annual target 2020/21	Actual achievement 2020/21	Deviation from the planned target	Reason for deviation
2. Improved success and efficiency of the PSET System	Revised SLA Framework approved	Number of artisans found competent annually			19 000	Target not achieved 15 107 (80%)	3 893 artisans could not be tested for competency	Due to the closure of trade test centres in the first and second quarter, trade test centres have a certification backlog
		Number of learners who completed learnerships annually			30 000	Target not achieved 24 136 (80%)	5 864 learners could not complete learnership programmes	Trade test centres were closed during the first and second quarter which resulted in certification backlog
		Number of learners who completed internships annually			4 550	Target achieved 5 284 (116%)	734 learners could not complete their internships programmes	Trade test centres were closed during the first and second quarter which resulted in certification backlog
3. A responsive PSET System	Sectoral occupations in high demand identified	Consolidated sectoral occupations in high demand approved			Sectoral occupations in high demand approved by the Director-General on 31 March 2021	Target achieved Sectoral occupations in high demand was approved by the Director-General on 2 December 2020		
	SETA monitoring reports developed	Number of SETA monitoring reports approved per annum	4 reports on the implementation of the National Skills Development Strategy (NSDS) by SETAs approved by the Director-General	4 reports on the implementation of the NSDS by SETAs approved by the Director-General	4 reports on the implementation of the NSDS by SETAs approved by the Director-General	Target achieved 4 reports on the implementation of the NSDS by SETAs were approved by the Director-General within planned time-frames		
	Average lead time from qualifying trade test applications received until trade test is conducted (days)	Average lead time from qualifying trade test applications received until trade test is conducted (days)	40 days	37 days	40 days	30 days Target achieved		



4.5.4 STRATEGY TO DEAL WITH UNDER-PERFORMANCE

- **Annual number (100 000) of learners or students placed in Workplace-Based Learning programmes:**

The target was not achieved. Only 78 317 learners (78%) were placed in WBL programmes and a total of 21 683 learners could not accordingly be placed, as employers were constrained by the emergence of the COVID-19 pandemic and its related lockdown levels in taking learners into service. In turn, SETAs also could not issue calls for learner intakes during the second and third quarters of the 2020/21 reporting period. The Department subsequently engaged SETAs requesting the latter to extend their intake time-frames to end of March 2021 so that employers could take on learners and apprentices. In an effort to mitigate against the apparent lethargy of employers in taking on learners for apprenticeships, the post-school system has increased the artisan learner grant from R168 000 to R206 290 for periods of training and the process having commenced from 1 April 2021.

- **Number (146 000) of learners registered in skills development programmes annually:**

The target was not achieved. Only 43 885 learners (30%) were registered in skills development programmes, while 102 115 learners could not be registered. Employers were constrained by the emergence of the COVID-19 pandemic and its related lockdown level in taking learners into service. In turn, SETAs also could not issue calls for learner intakes during the second and third quarters of the 2020/21 reporting period. The Department subsequently engaged SETAs requesting the latter to extend their intake time-frames to end of March 2021 so that employers could take on learners and apprentices.

- **Number (20 000) of learners entering artisanal programmes annually:**

The target was not achieved. Only 10 302 learners (52%) entered the artisanal programmes, and 9 698 learners were accordingly not placed. Employers were constrained by the emergence of the COVID-19 pandemic and its related lockdown levels in taking learners into service. In turn, SETAs also could not issue calls for learner intakes during the second and third quarters of the 2020/21 reporting period. The Department subsequently engaged SETAs requesting the latter to extend their intake time-frames to end of March 2021 so that employers could take on learners.

- **Number (19 000) of artisans found competent annually:**

The target was not achieved. Only 15 107 artisans (80%) were found to be competent, while 3 893 artisans could not be tested for competency. Due to closure of trade test centres during the first and second quarter of the period under review, these centres confirmed significant certification backlog. The Department will engage these trade centres to expedite efforts in addressing apparent backlogs.

4.5.5 CHANGES TO PLANNED TARGETS DURING THE YEAR

The emergence of the COVID-19 pandemic necessitated the closure and imposition of access restrictions on workplaces, inhibiting and bringing requisite activities to a standstill during the various lockdown levels, which in turn has compelled the Department to revise planned targets. The number of learners or students placed on WBL programmes was reduced from 170 000 to 100 000 learners, while the number of learners entering artisanal programmes was reduced from 30 500 to 20 000 and the number of artisans found competent reduced from 24 500 to 19 000 artisans. The anticipated number of learners who were expected to complete learnerships was reduced from 50 000 to 30 000 and the anticipated number of learners completing internships reduced from 7 000 to 4 550 learners.



4.5.6 PROGRESS ON FIVE-YEAR SYSTEM TARGETS

Performance indicator	5 Year target	2020/21 planned target	Actual Achievement	Comments
PROGRAMME 5: SKILLS DEVELOPMENT				
Number of learners who complete skills programmes annually	128 000	96 906	40 357 (42%)	Low registrations rate culminated into low completion rate of skills programmes, due to the COVID-19 pandemic

4.5.7 LINKING PROGRAMME PERFORMANCE WITH BUDGETS

Sub-programme	2020/21			2019/20		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Programme Management: Skills Development	4 967	4 720	247	23 977	23 679	298
Sector Education and Training Authority Coordination	147 765	147 266	499	89 306	87 181	2 125
National Skills Authority Secretariat	9 430	9 176	254	144 556	144 004	552
Quality Development and Promotion	25 507	25 507	-	11 494	10 225	1 269
National Artisan Development	87 435	87 076	359	26 079	26 078	1
Total	275 104	273 745	1 359	295 412	291 167	4 245



Participants during the Accelerated CIP Workshop



4.6 PROGRAMME 6: Community Education and Training

4.6.1 PROGRAMME PURPOSE

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

There are four budget sub-programmes:

- Programme Management: Community Education and Training
- Community Education and Training System Planning, Institutional Development and Support
- Community Education and Training Colleges Financial Planning and Management
- Education, Training and Development Assessment

4.6.2 SIGNIFICANT ACHIEVEMENTS OF OUTPUTS AND HOW THEY CONTRIBUTED TOWARDS THE ACHIEVEMENT OF STRATEGIC OUTCOMES DURING THE 2020/21 FINANCIAL YEAR

Expanded access to Post-School Education and Training opportunities:

The approved Advocacy Strategy for CET colleges will play an important role in expanding access to CET opportunities. The Strategy is expected to address the overall advocacy of the CET sector through providing innovative offerings to attract potential students, the branding of the sector and engaging relevant stakeholders and donors.

Improved success and efficiency of the Post-School Education and Training System:

The sector realised the standardisation of curriculum and assessment practices at all nine CET colleges through the development and adoption of standardised plans, guidelines and templates to bolster the Department's oversight role of these institutions. The CET Branch reviewed the National Performance Improvement Plan for Teaching and Learning which forms the basis for quality improvement and increased success rates at CET colleges. Bi-annual reports finalised in monitoring teaching and learning activities corroborate the successful implementation of intervention strategies and the recommendations contained in the Performance Improvement Plan.

Improved Quality of Post-School Education and Training provisioning:

The White Paper for PSET requires that community colleges ensure quality education and training is provided at CET colleges so as to enable recipients making significant progress in learning, teaching and development. This requires CET colleges to create enabling institutional environments that support students to actively participate in learning programmes and their successful completion. The approval and publication of National Policy on Student and Community Support Services for CET colleges is expected to improve quality of CET learning.

A Responsive Post-School Education and Training System:

CET colleges expanded their programme provision by adding occupational skills programmes (in collaboration with SETAs), some offered as part-qualifications while others were offered as non-formal programmes.





4.6.3 COMMUNITY EDUCATION AND TRAINING: PROGRAMME PERFORMANCE, OUTCOME INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS

PROGRAMME 6: COMMUNITY EDUCATION AND TRAINING

Outcome	Output	Output indicator	Audited actual performance 2018/19	Audited actual performance 2019/20	Planned annual target 2020/21	Actual achievement 2020/21	Deviation from the planned target	Reason for deviation
1. Expanded access to PSET opportunities	Sustainable funding model for CET colleges developed and implemented	Sustainable funding model for CET colleges approved			Terms of Reference for the development of the sustainable funding model for CET colleges approved by the Director-General on 31 March 2021	Target not achieved	Terms of Reference were not developed as planned	Unavailability of funding to develop a sustainable funding model
	Advocacy strategy for CET colleges developed and implemented	Advocacy strategy for CET colleges approved			Advocacy strategy for CET colleges developed and approved by the Director-General on 31 March 2021	Target achieved Advocacy Strategy for CET colleges was approved by the Director-General on 11 March 2021		
2. Improved success and efficiency of the PSET System	Teaching and learning improvement plans implemented and monitored	Bi-annual reports on teaching and learning improvement plans approved per annum			Reports on teaching and learning improvement plans approved by the Director-General on 30 September 2020 Reports on teaching and learning improvement plans approved by the Director-General on 31 March 2021	Target not achieved Target achieved Report on teaching and learning improvement plans was approved by the Director-General on 2 March 2020	A report on teaching and learning improvement plans was not developed	Monitoring of teaching and learning could not be conducted due to the national lockdown
	Open access Learning and Teaching Support Material (LTSM) for students in CET colleges increased	Open access LTSM for students in CET colleges approved			Guidelines on the provision of open access LTSM for students in CET colleges approved by the Director-General on 31 March 2021	Target achieved Guidelines on the provision of open access LTSM for students in CET colleges approved by the Director-General on 11 March 2021		





PROGRAMME 6: COMMUNITY EDUCATION AND TRAINING

Outcome	Output	Output indicator	Audited actual performance 2018/19	Audited actual performance 2019/20	Planned annual target 2020/21	Actual achievement 2020/21	Deviation from the planned target	Reason for deviation
3. Improved quality of PSET provisioning	CET lecturers trained	Number of CET college lecturers trained			1 220	Target not achieved No training was conducted for CET college lecturers	1 220	Training could not be conducted due to the impact of the COVID-19 pandemic CET lecturers did not have required equipment for virtual training
	Capacity-building workshops conducted to capacitate student leadership, centre managers, management and councils	Number of reports on capacity-building workshops conducted to capacitate student leadership, centre managers, management and councils approved			A report on capacity-building workshops conducted to capacitate centre managers, management and councils approved by the Director-General on 31 March 2021	Target achieved A report on capacity-building workshops conducted to capacitate centre managers, management and councils approved by the Director-General on 24 March 2021		
4. Improved quality of PSET provisioning	National policy on student and community support services for CET colleges developed and implemented	National policy on student and community support services for CET colleges approved			National policy on student and community support services for CET colleges approved by the Minister by 31 March 2021	Target achieved National policy on student and community support services for CET colleges approved by the Minister on 11 February 2021		
	Funding from the baseline allocation to capacitate 54 pilot centres earmarked	Percentage of earmarked funding allocated to capacitate 54 pilot centres			10%	Target achieved 20% of earmarked funding was allocated to CET colleges to capacitate 54 pilot centres	10%	
	CET colleges compliant with the policy on the conduct and management of examination and assessment	Percentage of CET colleges compliant with the policy on the conduct and management of examination and assessment per annum			100%	Target not achieved 99.5% CET colleges complied with the policy on the conduct and management of examinations and assessments	0.5%	Invigilators could not comply with the regulations for conducting examinations The Department will put measures in place to ensure that compliance is improved



PROGRAMME 6: COMMUNITY EDUCATION AND TRAINING

Outcome	Output	Output indicator	Audited actual performance 2018/19	Audited actual performance 2019/20	Planned annual target 2020/21	Actual achievement 2020/21	Deviation from the planned target	Reason for deviation
5. Improved quality of PSET provisioning	Pilot CLCs accredited	Number of pilot CLCs accredited			54	Target not achieved	50	The under-performance was due to the impact of the COVID-19 pandemic, lack of resources and budget reprioritisation
	System performance monitoring and evaluation reports on CET colleges developed and approved	Bi-annual reports on the performance of the CET colleges sector approved			Report on CET college sector's performance approved by the Director-General on 30 June 2020 Report on CET college sector's performance approved by the Director-General on 31 March 2021	Target achieved (outside planned timeframe) Target achieved Report on CET college sector's performance approved by the Director-General on 26 March 2021	Report on CET college sector's performance approved by the Director-General on 7 July 2020	Disruptions in the college system as a result of co-habitation with Basic Education in their facilities, reports could not be submitted timeously
6. A responsive PSET System	Diversified PQM	Register of CET programmes approved annually			Register of CET programmes approved by the Director-General on 31 March 2021	Target achieved Register of CET programmes was approved by the Director-General on 2 March 2021		
	Digital skills programmes introduced in CET colleges	Number of digital skills programmes in CET colleges approved			1	Target achieved One digital skills programme in CET colleges approved		
	Number of entrepreneurship programmes developed in the CET colleges	Number of entrepreneurship programmes in CET colleges approved			1	Target not achieved No entrepreneurship programme in CET colleges approved	1	The impact of the COVID-19 pandemic to introduce the programme



4.6.4 STRATEGY TO DEAL WITH UNDER-PERFORMANCE

- **Terms of Reference for the development of the sustainable funding model for CET colleges approved:**

The Terms of Reference for the development of a sustainable funding model for CET colleges was developed but no funding was made available in taking the process further. The Department has sourced funds for the implementation of the funding model and the target will be implemented during the 2021/22 financial year.

- **Reports on teaching and learning improvement plans approved:**

A report on Teaching and Learning Improvement plans was not developed as initially planned, as the monitoring of teaching and learning could not be conducted due to the COVID-19 pandemic and its concurrent national lockdown levels. In dealing with this challenge, the Department has revised the monitoring tool to focus on implementation of the Curriculum Recovery Plan, in tandem with monitoring the state of readiness for examinations.

- **1 220 CET college lecturers trained:**

No training was accordingly conducted due to the restrictions imposed during the COVID-19 pandemic lockdown levels. In addition, a large number CET college lecturers did not have access to electronic devices such as laptops, to administer and facilitate virtual training sessions. In an effort to deal with the ensuing under-performance, the Department has pursued partnership with various sectors (both public and private) to solicit more funding and the provision of requisite electronic as well as physical infrastructure to properly facilitate effective training and lecture sessions.

- **Percentage (100%) of CET colleges compliant with the policy on the conduct and management of examinations and assessments per annum:**

Only 99.5% of CET colleges have complied with the policy on the conduct and management of examinations and assessments. The under-performance of 0.5% was attributed to the invigilators who could not comply with the regulations when conducting examinations. In addressing such non-compliance, the Department will explore measures in ensuring improved adherence.

- **Fifty-four pilot community learning centres accredited:**

Only three of fifty-four pilot CLCs and one ordinary CLC were accredited. The under-performance was a consequence of the COVID-19 pandemic and related lockdown levels, the continued lack of resources and the subsequent budget reprioritisation. In dealing with some of these challenges, the Department will pursue partnerships with identified stakeholders to further augment access to financial resources and the provision of requisite infrastructure to accredit the remaining pilot CLCs.

- **One entrepreneurship programme in CET colleges approved:**

The advent and subsequent impact of the COVID-19 pandemic has made it difficult to introduce the programme. In dealing with the under-performance, the Department has signed a MoA with the MICT-SETA and the Small Enterprise Development Agency. Discussions with MICT-SETA and the Small Enterprise Development Agency were subsequently resumed and both programmes are expected to be introduced during the second quarter of 2021/22 financial year.





4.6.5 PROGRESS ON FIVE-YEAR SYSTEM TARGETS

Performance Indicator	5 year Target	Planned target for 2020/21	Actual Achievement	Comment(s)
PROGRAMME 6: COMMUNITY EDUCATION AND TRAINING				
Number of students enrolled at CET colleges annually	555 194	375 035	171 409	Target could not be achieved because of (a) inappropriate infrastructure to enable colleges to offer programmes that are attractive to adults and the youth and (b) the CET college sector does not have institutional identity as it largely operates in public schools and absence of a coherent advocacy at both national and institutional level. These challenges were aggravated by the impact of the COVID-19 pandemic. Preliminary data indicates the figure of 8 974. This will be amended once data cleaning and verification has been done.
Number of CET college students completing GETC: Level 4 annually	55 000	221 028	-	This target is misstated in the APP and both the Branch and the SP unit did not realise its meaning. The target as stated is a combination of the completion rates from AET levels 1-4.
Number of CET college students completing Grade 12 annually	110 000	96 384	-	The completion data is not yet available from both CET colleges and the Examinations Chief Directorate.
Number of CET lecturers trained	3 370 (Cumulative)	1 220	198	College data analysis not yet completed for the November 2020 examination cycle.
Number of programmes and qualifications offered in CET colleges increased	11	2	8	Training could not be conducted due to the impact of the COVID-19 pandemic. CET Lecturers did not have required equipment for virtual training. CET colleges offered these programmes in collaboration with SETAs. Examples of actual programmes implemented in the 2020 academic year were: <ul style="list-style-type: none"> • Auto-body repairs • Spray painting • Garment making • Heavy Duty Drivers licenses • Carpentry • Information and Communication Technology (ICT) Programmes • Literacy programmes • General Education and Training Certificate • Senior Certificate (as amended) • Senior Certificate
Percentage of NEET taking part in CET colleges' occupational skills programmes becoming economically active	90%	40%	-	DPME approved the removal of the target in the MTSF since the Department have no control.



4.6.7 LINKING PROGRAMME PERFORMANCE WITH BUDGETS

Sub-programme	2020/21			2019/20		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Programme Management: Community Education and Training	1 144	847	297	1 900	1 108	792
Community Education and Training System Planning, Institutional Development and Support	2 075 480	1 828 424	247 056	1 951 612	1 890 285	61 327
Community Education and Training Colleges Financial Planning and Management	164 034	163 515	519	156 769	155 906	863
Education, Training and Development Assessment	11 265	10 206	1 059	11 473	10 484	989
Total	2 251 923	2 002 992	248 931	2 121 754	2 057 783	63 971



Deputy Minister B Manamela, MP in discussions during the Higher Health GBV Dialogue & First things First Health and Wellness Activation campaign



4.6.8 TABLE: PROGRESS ON INSTITUTIONAL RESPONSE TO THE COVID-19 PANDEMIC

Interventions	Progress report (Achievements)	Budget	Expenditure	Immediate outcomes	Challenges What were the- learnings	Corrective Action
<p>Zero-rating of Departmental and Public Institution websites</p> <p>Regarding the zero-rating of university, TVET, CET, nursing and agricultural colleges, electronic communication service licensees (mobile network operators, internet service providers) providing zero-rated access to local educational content websites, the process has realised a 92% completion rate (in accordance with the prescripts of Regulation 10(8) of the <i>Disaster Management Act, 2002 (Act No. 57 of 2002)</i> and <i>Government Notice No 417 of 26 March 2020</i>). As from 1 June 2020, private HEIs and colleges, as well as private/publisher websites have been implemented. A total of 590 PSET websites have been submitted to the mobile network operators for zero-rating.</p>	<p>The zero-rating of Departmental and public institution websites (university, TVET, CET, nursing and agricultural colleges) reflect a 97% completion rate. This process commenced in response to directives issued in terms of Regulation 10(8) of the <i>Disaster Management Act, 2002 (Act No. 57 of 2002, Government Notice No 417 of 26 March 2020)</i>. Service providers providing zero-rating website allocations comprise of several Electronic Communications Service Licensees, such as Mobile Network Operators and Internet Service Providers.</p> <p>Geographic location/Province/District/Local Municipality:</p> <ul style="list-style-type: none"> All public and private institutions (that have applied), as well as selected Departmental electronic media are included in this initiative. Institutions are located across provinces, districts and municipalities. <p>Number of beneficiaries:</p> <ul style="list-style-type: none"> Anyone can access these specific websites using less data facilitated via Vodacom, MTN, Cell C and Telkom networks and some internet service providers including Vox, IS, Rail and MWeb; A total of 643 PSET institutions submitted their applications to the Department for zero-rating; These institutions include three CET, seven Agriculture, nine Nursing and 50 TVET colleges, as well as 13 Departmental sites; 26 universities, 31 private HEIs and 58 colleges, while 31 private enterprises having applied received approval alongside seven PASA sites. All these sites that have been zero-rated accordingly published on the individual institutional and Departmental websites. <p>Identification of beneficiaries:</p> <ul style="list-style-type: none"> Eligible beneficiaries were identified by way of Government Notice No 417 of 26 March 2020. Key beneficiaries are the Department, as well as the Departments of Basic Education and Health and the approval process was facilitated via each institution. <p>Preparation of Departmental entities for the implementation of interventions:</p> <ul style="list-style-type: none"> DCDT set up a task team and appointed a suitable service provider (ISPA) to manage the process; ISPA, the Department and TENET thereafter assisted institutions with the application process, as well as identifying the requisite technical information in qualifying for zero-rating. 	Costs covered by mobile network operators.	Only internal personnel budgets are affected. DCDT appointed the South African Internet Industry (ISPA) body to manage the zero-rating process.	<ul style="list-style-type: none"> All students and staff accessing zero-rated sites have benefitted cost-wise from the initiative. All institutions have adopted a multi-modal approach to save the academic year. This means that students have received remote support during the extended lockdown periods utilising a mix of teaching and learning strategies facilitated through various modalities and applying different technologies. 	<ul style="list-style-type: none"> Zero-rating does not mean everything on these sites is free. It means these specified sites consume less data than normal websites and may be free in some instances. You pay for embedded content, following outside links available on the website, accessing any data-rich content such as videos communications or collaborative tools. You will not use your own data to access these sites, but as soon as you open the website, costs will be associated with embedded content on the website, links, access to any communication or collaborative tools, as well as any data-rich content such as videos, in which case normal data-costs will apply. 	The MTT on zero-rating is working on a longer-term approach in supporting e-Learning and implement the e-Rate and Educational Network as promulgated in the Electronic Communications Act, 2005.





Interventions	Progress report (Achievements)	Budget	Expenditure	Immediate outcomes	Challenges What were the- learnings	Corrective Action
	<ul style="list-style-type: none"> Representatives of SANReN/TENET (Universities), SABEN (TVET colleges), Regional Managers, USAf, South African College Principals Organisation (SACPO) and TVET and CET branches provided requisite information to DCDT for zero-rating. All zero-rated websites were published on the Departmental website. The TVET branch subsequently conducted webinars on remote teaching and learning to support their lecturers. TVET colleges and Universities have implemented their own initiatives to support lecturers with remote teaching and learning, while regional and national training sessions were also arranged to support institutions. <p>The long-term objectives:</p> <p>The MTT on zero-rating is working on a longer-term strategy in supporting eLearning and driving the implementation of the eRate and Educational Network as enacted in the Electronic Communications Act, 2005. A two-pronged approach is envisaged that will cover both commercial access models for different institutions and institutional types, based on actual utilisation and skills acquired over the past months. Furthermore, it is envisaged that a relevant sector-wide offer for per-institution APN solutions will be developed under an umbrella framework to provide researchers, lecturers and students with fast, easy and secure network access from networks outside their institutions.</p>					
<p>Provision of Data bundles to students</p> <p>Most universities have entered into agreements with mobile network operators to provide 30 GB data bundles to students at more or less R99-00 per month.</p>	<p>In order to assist students with access to data, the Department has adopted a hybrid approach combining zero-rating and "educational data bundles". The Department and DCDT concluded negotiation on the standardisation of data pricing and conditions with the Mobile Network Operators (MNOs) and Internet Service Providers (ISPs). Students across the board can make use of these offers via their institutions.</p> <p>Funding of the initiative:</p> <p>Funding for this initiative at universities was made possible by the reprioritisation of existing university budgets, including the reprioritisation of earmarked grant funds where appropriate and in a manner that did not compromise the work supported by the latter grants. The reprioritised funds were pooled as a CRG. Universities submitted multi-modal teaching, learning and assessment plans to the Department. Each university was then allocated a CRG allocation to in part support the implementation of the approved multi-modal plans, together with the amounts universities allocated subsequent to their own budget reprioritisation processes. The CRG at the very least, covers the data costs of students. Universities also entered into individual agreements with MNOs and provided the latter with the necessary student details.</p>					





Interventions	Progress report (Achievements)	Budget	Expenditure	Immediate outcomes	Challenges What were the- learnings	Corrective Action
	<p>In this regard TVET colleges have been funded by way of savings apparent from previous year student bursary funding held by the NSFAS. It was agreed that colleges would sign student contracts with MNOs for three-months data packages for NSFAS students and NSFAS would then transfer the total amounts to the respective colleges. A process was set in place so as to ensure effective implementation aligned with audit requirements. This measure was linked to the provision of devices to NSFAS students and is a process currently being administered by the latter.</p> <p>Provision of data bundles for use by University students</p> <p>Requests received from Universities for data provision to students remains high across the system. The average across the system for all undergraduate students is 94%. Some reasons provided for a lower than 100% allocation made to several institutions include among other, as students not submitting their cell phone numbers, incorrect cell phone number details, no devices with which to connect, no connectivity, as well as service provider glitches such as SIM-cards blocked for various reasons.</p>					
	<p>There is a variance between the percentage of students that have been supported in obtaining laptops and the percentage of data provision for students using their own devices, or relying on smartphone connections. Data provision has decreased over the past few months as more students have returned to campus and accessed campus networks and on-campus Wi-Fi facilities.</p> <p>The extent to which students requiring laptops have been supported in obtaining these devices vary between universities, from no assistance apparent for three institutions, to close to 100% at fourteen institutions. The average percentage of students requiring laptops across the system is 68% and 69% of NSFAS students. Recently CUT, SMU, UPH, UL and WSU have made significant progress addressing these student needs.</p> <p>Data bundle provision for TVET College students</p> <p>Nationally only 10% of NSFAS students in TVET colleges currently have access to data which is provided by each of the colleges.</p> <p>Data for NSFAS students on the three-month, R65-00 for 30GB data initiative will take effect only when devices have been made available to students. However, the use of online modalities is much higher, with 49% of students actively utilising respective college-learning management systems.</p>					
<p>Provision of Data bundles for Funza Lushaka-funded students</p> <p>NSFAS and Funza Lushaka students in universities and TVET colleges will receive a three-month data bundle at a cost of R65-00 per month.</p>	<p>In total, 92% NSFAS/Funza Lushaka students at Universities have been provided with access to data, while an average of 63% NSFAS students requiring laptops are supported by their respective institutions. The procurement of the laptops are at various stages of progression at different institutions.</p>					



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<ul style="list-style-type: none"> The PSET sectors COVID-19 Guidelines were finalised as a collaborative intervention between Higher Health, in partnership with The National Institute For Communicable Diseases (NICD) and Department of Health (DoH), USAf, the SACPO and other organisations. The guidelines enable institutions to create and implement institutional plans synergised with Government policies, the NICD as well as the Departments of Higher Education and Training and Health and Labour. Furthermore, guidelines, protocols, algorithms and standard operating procedures for various disciplines have been developed that include, but are not limited to, senior management, health-care workers, student support services, employee wellness, occupational health, student leadership and peer educators. 	<ul style="list-style-type: none"> Higher Health has continued to monitor COVID-19 vulnerabilities across the PSET System, based on data received through the digital screening mechanism, the Health-Check facility, as well as monitoring tools facilitated by the tracking and tracing system in cooperation with the DoH and NICD regarding the positivity, incidence and infection rates across all campuses within the PSET System. Higher Health has also disseminated a new Protocol on Investigation of Tests and Examinations during the COVID-19 pandemic within PSET institutions (published 6 October 2020 with access on http://higherhealth.ac.za/wp-content/uploads/2020/10/HIGHER-HEALTH-Protocol-on-Investigation-During-COVID-19-within-the-PSET-institutions.pdf). By means of the Higher Health Daily Health-Check app and the issuing of daily 'health passport' to every student, as well as staff and stakeholders entering campuses, these interventions have assisted the sector in relation to the identification of moderate to high risk individuals and their subsequent referral for appropriate follow-up care, while reducing the probability of congestion during campus peak hours at campus entrances. It is notable that on average, 93% of those individuals who access the Health-Check belong to the identified 'low-risk' groupings. To date, over seven million Health-Check screenings have been administered since the launch of Health-Check app. Over 1.6 million students and staff across the sector have been accessing the Health-Check facility on a routine basis and prior to entering campuses. Despite the success of this intervention the sector still lost senior, academic and service staff members, as well as several students to reported COVID-19 related deaths. Through its 24-hour dedicated Toll-free, Higher Health student mental health support service, managed by a dedicated team of experienced psychologists, social workers and counsellors in collaboration with the South African Depression and Anxiety Group, Higher Health has successfully assisted over 2 100 individuals in finding solutions to and averting serious, often tragic consequences of mental health issues from July to November 2020. 	<p>Higher Health has been able to secure additional donor funds from the private sector and international donors to the value of R25 million in covering the cost of capacity building related to support staff.</p>	<ul style="list-style-type: none"> Higher Health Budget. Institutional Budgets. 	<p>Staff and students in PSET institutions are prepared to live with the COVID-19 outbreaks.</p>	<ul style="list-style-type: none"> Working together. Resource interaction. Agility and responsiveness. 	<p>COVID-19 is addressed and plans are adapted on a daily basis in response to information/research findings/national directives.</p>





Interventions	Progress report (Achievements)	Budget	Expenditure	Immediate outcomes	Challenges What were the- learnings	Corrective Action
Capacitation of volunteer students and Higher Health Academic Mentors <ul style="list-style-type: none">The Capacity Development and Skills Training Programme has inspired students within PSET System to serve as volunteers for preventative interventions regarding the COVID-19 pandemic in student communities. Higher Health, in partnership with the NICD, public health specialists and virologists have developed a comprehensive capacity development and skills training programme on the COVID-19 virus for the capacitation of volunteer students and Higher Health academic mentors across all campuses through online e-learning webinars.	Managing cluster outbreak infections in Eastern Cape Province: <ul style="list-style-type: none">Following the declaration of clustered COVID-19 infection outbreaks at campuses in the Buffalo City region in the Eastern Cape, on 19 October 2020, Higher Health and a multi-disciplinary investigation team which included members from World Health Organisation, the Provincial Department of Health (PDoH), National Health Laboratory Service (NHLS) and respective PSET institutions in Eastern Cape responded to the outbreaks by coordinating and implementing a number of proactive actions, comprising:<ul style="list-style-type: none">The establishment of COVID-19 Cluster Investigation Teams for the WSU, the UFH, Rhodes University and Nelson Mandela University. The cluster investigation teams comprised COVID-19 chairpersons of the institutions, as well as the DoH and Higher Health. The Cluster Investigation Teams agreed to monitor and implement identified priority interventions comprising:<ul style="list-style-type: none">The use of Higher Health protocols in responding to outbreaks;The isolation of confirmed COVID-19 cases;Contact tracing and same-day testing of contacts;Cleaning and disinfection of all affected residences and communal areas;Minimising student movements by soft lockdown measures implemented at affected residences;Minimising contact learning sessions as far as possible and allowing no events with large numbers of participants on any campus;Training of front-line staff by Higher Health;Ensuring compliance on wearing masks and social distancing;Institutions facilitated Contact Tracing in partnership with PDoH.Risk assessments at campuses were conducted in partnership with World Health Organisation.Institutions also conducted Safety Regulation assessment of residences in partnership with the PDoH and Higher Health.PDoH conducted Surveillance testing through district rapid response and case investigation teams.In partnership with NHLS through PDoH, mobile testing laboratories were deployed at HEI campuses in Buffalo City reducing testing result times to eight hours and also easing pressure on quarantine at isolation centres, once contacts were tested negative.Over 400 students and staff were tested during this campaign across the district.					



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<ul style="list-style-type: none"> The Higher Health Capacity Development and Skills Training Programme on the COVID-19 pandemic has been developed in collaboration with NICD for the PSET sector with the implementation of an online capacity building and skills development programme through a series of webinars in capacitating crucial PSET stakeholders having commenced and comprising of: students, student leadership, academia, senior management, student affairs, campus health, occupational and employee support services, unions and campus security. The webinars have covered topics such as epidemiology, clinical presentations and the management of suspected cases, surveillance, including case definition, specimen collections, laboratory testing, clinical management, criteria for persons under investigation, infection control methodologies, case notifications and linkage to care, the management of myths, stigma and prevention guidelines, recommendations for self-isolation/self-quarantine, as well as the latest government guidelines and protocols. 	<ul style="list-style-type: none"> By direction of PDoH, isolation facilities were set up specifically for students and staff from HEIs across the district. Higher Health engaged COVID-19 Task Teams regarding the implementation of effective approaches in setting up quarantine rooms at residence halls. Higher Health provided the following commodities to further support prevention measures among front-line staff, as well as students in quarantine: Hand sanitisers 100ml - 2000 (1000 per institution, WSU and UFH); Soap - 2000 (1000 per institution, WSU and UFH and Face shields - 200 (100 per institution). In addition to these actions, Higher Health led the formation of coordinated provincial response platforms through hosting a stakeholder meeting in response to cluster outbreaks in the Eastern Cape Province. Training conducted in response to cluster outbreaks in the Eastern Cape was directed towards security officers and cleaning staff, landscapers, support staff, private residence wardens, professional nurses and administrative staff, white student affairs and examination officers were trained on screening and cleaning protocols as well as management of COVID-19 cluster outbreaks. The cluster Investigation teams have responded to the outbreaks in an exemplary manner and this has resulted in having few to no new cases during the last week following on the fore-mentioned interventions. The Higher Health mobile fleet will continue to provide extra capacity for sample collection (nurses trained by PDoH) as well as screen frontline staff and monitor compliance with prevention measures in communal and quarantine spaces. Promotion of the Higher Health, 24-hour Toll-free mental health line to deal with stigma and anxiety emanating from the outbreaks was also included. Higher Health in collaboration with HSRC conducted a survey on the impact of the COVID-19 virus among youth in the PSET sector titled: <i>"The experiences and perspectives of young people in tertiary institutions on their wellbeing, education and learning in South Africa"</i>. The research study sought to provide a greater understanding of the social impact of the COVID-19 pandemic among youth in South Africa and their use of the internet, media and technology during the pandemic. Over 13 000 students responded to the study and the data is being analysed for release during January 2021. 					



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	<p>Other COVID-19 pandemic interventions campaigns undertaken during the period under review include:</p> <ul style="list-style-type: none"> Capacity Development and Skills Training for Students in relation to the PSET sector post-lockdown levels have also been catered for. There are various modalities and programmes that Higher Health administers across all campuses by means of its Second, Curriculum Peer-to-Peer Education Programme that includes GBV, mental health, HIV, TB and sexually transmitted infections, sexual reproductive health and unplanned youth and teenage pregnancies, alcohol and drug abuse prevention, LGBTQI stigmatisation and sensitisation. COVID-19 pandemic directives currently form part of the second curriculum and has been presented in tandem with the on-campus Peer-To-Peer Programme. The COVID-19 pandemic self-assessment risk screening toolkit has been developed and presented as part of the programme. The COVID-19, Mass Communications Campaign aimed to effectively disseminate relevant and topical information related to the pandemic and its prevention. It was also important to develop and deliver authentic, factual and relevant messages and materials around the COVID-19 pandemic to students, staff and institutions within the PSET sector. Higher Health's existing programmes and structures have provided an important channel towards rapidly empowering students and staff with the requisite knowledge and tools in protecting themselves and those around them from the virus. It has also been crucial to utilise education as a means of preventing infections, addressing misinformation and stigma in reducing the impact of the COVID-19 pandemic. The mobilisation and participation of students to serve as volunteers for empowering other peers and their families and communities by disseminating authentic and continuous updated information has remained an ongoing imperative. 					



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<p>PSP Support for economic growth and employment for priority sectors</p> <p>In terms of Priority 1 of the MTSF, the Department is tasked with the responsibility to prepare a PSP to support economic growth and employment creation for priority sectors. To that end, the DHET is developing the PSP in close partnership with lead departments responsible for driving economic strategy across key sectors. The PSP addresses skills development needs across the full spectrum from the highest to lowest skilled occupations. In addition, the PSP makes provision for the support and delivery of short-term interventions such as skills programmes, internships, workplace experiential learning opportunities and other interventions aimed at assisting young and vulnerable workers into employment.</p>	<ul style="list-style-type: none">• In terms of Amended MTSF (2019 to 2024), PSP now falls under Priority 02.• A concept Note was approved by the Director-General during June 2020• A SETA Reference Group established to support the development of PSP convening group meetings fortnightly.• Multiple engagements Master Plan teams (individually and collectively) were facilitated to explain the PSP process and solicit inputs.• Engagement with SEZ, Chief Executive officers during August 2020, with subsequent follow up with individual SEZs.• Inputs were received from five Master Plans and one SEZ (formerly IDZ).• A process of developing implementation plans in response to inputs is underway.• Continued engagement have been convened, as Master Plans are at different stages of finalisation.• Strong partnership and support garnered from PPGI with respect to reaching out to the private sector for establishing other partnerships have been ongoing.• Emphasis throughout the process has been ongoing in ensuring that there will be economic opportunity destinations for beneficiaries of any interventions supported through the PSP.• Priorities will be aligned and integrated to the Skills Strategy for the Economic Recovery Plan.• The validation of the identified priorities will be undertaken during quarter four of the 2020/21 reporting cycle.					





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List of OIHD's occupations informing PSET Planning The list of OIHD consists of occupations for which labour market demand is high and growing. The purpose of the list of OIHD is aimed at informing PSET planning for further and higher education institutions and inform career guidance for learners and work-seekers.	<ul style="list-style-type: none"> The 2020 National List of OIHD was launched and Gazetted by the Minister and published on 26 November 2020. 		R4 126 512.79 (includes all three reports; data costs, evaluation, etc.)	This list has been compiled to support planning processes across the PSET System by: <ul style="list-style-type: none"> Serving as a signpost for enrolment planning at universities, TVET colleges and other education and training institutions; Signalling the need for the development of new qualifications, especially in response to new and emerging occupations and skills needs; Guiding and informing resource allocation processes; and Informing career guidance for learners and work-seekers. 	None	None
Critical Skills List The Critical Skills List consists of occupations required in the South African labour market over the short term, but cannot be produced by the South African PSET institutions on time.	The report regarding the Critical Skills List was published on 26 November 2020.			<ul style="list-style-type: none"> The Critical Skills List is part of the review pertaining to the overall Visa regime in South Africa, informed by Government's Job Summit commitments. The Department is in the process developing the Critical Skills List for the Department of Home Affairs in using when issuing a Critical Skills Visa. 		



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Industrialisation of the South African Economy The List of Priority Occupations (LPO) consist of occupations required by the priority and growth sectors identified as part of the re-industrialisation of the South African economy to enable its expansion. The purpose of the LPO is to inform government's PSP, which, in turn, is intended to detail the nature, extent and timing of interventions required by the education and training system ensuring the supply of priority occupations in South Africa.	<ul style="list-style-type: none"> The report on the LPO was published on 26 November 2020. 			The LPO is developed to prepare the government-wide PSP.		
Research project on the impact of the COVID-19 pandemic on the Labour market This research project will look at the shift in the economy and the impact of COVID-19 pandemic on the labour market, economic sectors and the economy as a whole.	The project will be implemented during the 2021/22 financial year. The project will be implemented in collaboration with the National Skills Authority. An initiation meeting was scheduled to take place on Monday, 12 April 2021.		R350 000	This project will provide recommendations to ensure that education and training systems are able to adapt and continue capacitating particularly young South Africans for the future world of work, subsequent to the COVID-19 pandemic period.		
Economic Recovery Plan to expand the Informal Economy The government's draft Economic Recovery Plan emphasises the need to grow the informal economy. This project will provide a country-wide understanding of the informal economy and vulnerable population in South Africa and identify how they have been impacted by the COVID-19 crisis, their individual training needs and interventions required to reintegrate them into the workforce.	The project will be implemented during the 2021/22 financial year. Brainstorming session have also been scheduled to place in the first quarter of the 2021/22 financial year.		R300 000	This project will provide a country-wide understanding of the informal economy by the vulnerable population in South Africa and identify how they have been impacted by the COVID-19 crisis, their individual training needs and the interventions required to reintegrate them into the workforce.		



Interventions	Progress report (Achievements)	Budget	Expenditure	Immediate outcomes	Challenges What were the- learnings	Corrective Action
<p>Research Project exploring sustainable livelihoods in two townships and skills needs and potential opportunities</p> <p>This project focuses on identifying opportunities for sustainable livelihoods in two townships and identifying skills needs based on potential opportunities. This project will help inform the kind of skills programmes that should be offered in two local communities.</p>	<ul style="list-style-type: none"> The Conceptual Framework has been finalised and approved. The literature review report has also been completed. 		R1 440 000	<ul style="list-style-type: none"> Aims to inform the kind of skills programmes that should be offered by local communities. Findings will be used by CET centres and other stakeholders involved in the provisioning of skills programmes. There is the potential to extend methodology to other communities. 		
<p>Employer Identification near CET colleges</p> <p>This project aims to bring both "provisioning" and employer information near CET colleges in the form of maps with a view to assist youth in locating employers near CET colleges for employment opportunities. This project aims to contribute to the broader Labour Market Intelligence Partnership project at the level of the institution by providing CET colleges with information regarding business activities that are taking place around their institutions.</p>	<ul style="list-style-type: none"> Conceptual framework has been developed for peer review during the first quarter of the 2021/22 financial year. 		R806 820.06	<p>This project will:</p> <ul style="list-style-type: none"> Provide assessment of the multi-dimensional vulnerability of young people (including unemployment vulnerability). The major industries for employment absorption in the relevant communities. The existing Departmental CET centres and their service provision, each at relevant communities or geographical levels. 		



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The Skills Levy holiday	The Skills Development Levy, paid by all employers who have an annual turn-over of R500,000.00, levied at 1% of their salary bill remains the primary source in funding skills development programmes, which was not paid for a period of four months, commencing from May 2020.	R6 000 000 000			SETAs to address this loss of revenue had to revise their Annual Performance Plans which were re-tabled to Parliament during August 2020. Some employers reversed the funds which were previously allocated for the skills levy to fund other programmes such as UIF, etc. This resulted in some SETAs not receiving the skills levy during a particular month.	This was a once-off contribution towards COVID-19 tax relief measures. The situation will be corrected by SARS and the relevant employers during subsequent months.
Frontline worker training	35 182 workers were trained and the requisite report submitted.	R15 758 450	R15 122 429	Occupational Health and Safety representatives from different sectors and informed on COVID-19 Regulations and Interventions to limit the negative impact in the workplace.	Participants not willing to submit identity Document copies and signing the training contract.	The registration platform was adjusted to have the same fields as the training contract in facilitating the collection of data and autofill the training contract.
Deployment of unemployed Social Work graduates	816 participants were issued with formal contracts.	R91 400 000	R59 160 000	The Department of Social Development and Non-Government Organisations provided additional capacity to Social Workers in dealing with needs of communities. Due to effectiveness of the programme, there are applications for extension of learner contracts.	Delays in securing placement sites, availability of tools of trade in placement sites and the availability of supervisors to meet the requirements of the South African Council for Social Service Professions.	Working closely with both Provincial Departments of Social Development and the South African Council for Social Service Professions.
Conferences for health and workplace supervisors A series of conferences for health and workplace supervisors on education on COVID-19 pandemic in the workplace were facilitated	Training contracts and supporting documents were signed and reported on SETMS. The project has been successfully completed with certificates of completion issued to participants. Positive feedback has been received from health-care providers.	R1 500 000	R1 500 000	R1 500 000	<ul style="list-style-type: none"> Participants not willing to submit identity document copies and signing the training contract. Network overload. Although instructions were provided to the students, some struggled to register and log in. 	Registration platform were adjusted to have the same fields as the training contract in facilitating the collection of data and to autofill the training contract.



Interventions	Progress report (Achievements)	Budget	Expenditure	Immediate outcomes	Challenges What were the learnings	Corrective Action
Primary health care promotion and information dissemination Primary health promotion for HWSETA employers, community-based to use home-based carers in communities to conduct day-to-day health education.	All participants signed contracts and the status was reported on SETMIS.	R2 913 304	R2 600 000	Awareness at community level and door-to-door visits has empowered communities with knowledge regarding the proper use of non-pharmaceutical interventions. In communities where home-based carers were deployed, there has been little negative impact of the COVID-19 pandemic. This can be attributed to the early distribution of information at community level.	At the advent of the project, communities were refused to engage with home based care-givers because there was a myth that they were the ones spreading this virus. Community members complained that the waiting period for results was long, exposing their vulnerable community members to infection.	Working closely with community leaders, traditional authorities and other community based structures.
Departmental COVID-19 pandemic staff training Departmental and INDLELA staff, security guards and cleaners were trained on the COVID-19 pandemic safety protocols, as well as in the preparation of workplaces for the reintroduction of staff.	495 learners regarding both e-learning and face-to-face training have signed contracts and the status was reported on SETMIS.	R2 250 000	R742 500	Training of cleaning staff and security personnel assisted in better screening of staff and visitors in Departmental offices. This includes records kept assisting with contact tracing.	Low numbers of Departmental staff have enrolled for the online course training. Some of the staff have struggled with the transition to online-learning and not all staff have access to computers or the necessary infrastructure while working at home.	The review of the project and reverting to face-to-face training regarding COVID-19 protocols
Training of health-care professionals registered with the HPCSA in response to COVID-19 pandemic	Training was facilitated by way of E-learning programme with accreditation for 10 Continuous Professional Development points with the HPCSA. All health-care professionals practising in South Africa were targeted for this course. The course provided background to the pandemic and it provided South Africa's public health response and plans a clinical management as well as of the COVID-19 pandemic. It also focussed on the infection control aspects of COVID-19 pandemic and specifically on aerobiology in treatment centres. This provided clinical staff with much needed direction in the application of infection control procedures and practices for the protection of health-care staff, as well as patients and the public at large.	R1 500 000	R1 050 000	Participants were made aware of COVID-19 Regulations in the workplace and requisite training provided.	<ul style="list-style-type: none"> Cost of data in attending the training. Slow registration of learners. 	The project has been completed.



Interventions	Progress report (Achievements)	Budget	Expenditure	Immediate outcomes	Challenges What were the- learnings	Corrective Action
The AMPED (AMPLIFIED) youth initiative This interventions seeks to recruit, train and strategically deploy unemployed youth to educate the socially vulnerable located in 75 cities and towns around South Africa, across all provinces.	The project has reached a 90% completion rate.	R43 722 250	R39 000 000	Awareness campaigns in major cities and towns imparted valuable information to communities including mass congregation areas, such as taxi ranks. Website developed carried valuable information and updates on the COVID-19 pandemic and prevention measures. Conversations around the COVID-19 pandemic were featured in print and electronic media, including social media coverage and reaching a broad audience.	<ul style="list-style-type: none"> For justification of costs of funded items and activities. Site visits to project implementation sites to validate project implementation. 	Working with the funded service provider and requesting necessary justification and evidence regarding costs and implementation.
Manufacture and distribute of sanitisers Cooperatives were established targeting community unemployed members in rural areas. Cooperatives were activated in most provinces.	950 learners trained and have since formed cooperatives. Contracts were signed and reported on SETMIS.	R12 700 000	R12 700 000	Jobs were created over the period of lockdown and assisted vulnerable communities with a means of survival. The project opened other opportunities for communities to sustain the project beyond lockdown and the COVID-19 pandemic, making a lasting impact.	<ul style="list-style-type: none"> Challenges associated with rural projects include a lack of financial management systems. Resistance to pandemic-related initiatives. 	Guidance provided by provincial offices and head office.
Utilisation of talent brand animation videos as learning tools	349 employers participated. <ul style="list-style-type: none"> The Static Video reached 998 000 impressions (YouTube 3 400, Facebook and Instagram 43 300, LinkedIn 48 000, Google 311 000). Videos Viewed 182 000, Video Watch Time 262 hours. Facebook Engagement Rate 15% per post (SA average is 3,14%). 	R4 000 000	R4 000 000	Information on the COVID-19 pandemic and prevention measures distributed through animation videos accessible to young and old. Over one million views of the videos over a short period. The type and easy-to-understand manner of information assisted communities to better understand the pandemic, how it is transmitted and how it can be prevented.	No challenges	N/A





Interventions	Progress report (Achievements)	Budget	Expenditure	Immediate outcomes	Challenges What were the learnings	Corrective Action
The Battlisa campaign This intervention comprises the tracking and tracing of COVID-19 cases in collaboration with the DoH. 1200 Emergency Medical Services and Forensic Personnel have been trained on the patient and corpse handling	Contracts were signed and documents uploaded on the SETMIS	R11 000 000	R8 000 000	Training of the target population of emergency medical pathology personnel assisted these incumbent limiting transmission from patients to health-care personnel. Training was urgently required at the time, as these individuals were dealing with more cases of transmission.	<ul style="list-style-type: none"> High fluctuating numbers of learners from day-to-day because of availability to assist. This has become more of a challenge as the levels of lockdown decrease and COVID-19 infections increase, leading to more demand for the services of Emergency Medical Forensic Pathology Services officials. Problems with the server capacity, which resulted in intermittent server crashes. Problems with learners forgetting passwords and as such requiring a constant resetting of passwords on the IT database. This created a problem with the server being overloaded. 	Server problems were mitigated by increasing the server to full capacity Availability of participants were negotiated with the DoH and Heads of Health facilities within applicable regulatory parameters.
Online therapy sessions provided to health-care workers	89 health-care workers (10%) have accessed the service at the time of reporting.	R249 000	R174 300	While participants in the programme cannot be identified due to protocols and Health Professions Council of South Africa regulations, health-care workers were offered a platform to air their experiences and difficulties encountered during the pandemic.	The current challenge that is experienced by the service provider is that health-care workers not opting to utilise the service. As therapy is voluntarily Syked has discovered that health-care workers are sceptical of using the service fearing discrimination.	More marketing of the process and how the online therapy session aimed at dealing with the issues that have been identified, are currently in progress.
Face-mask production	60% success rate in terms of payments is apparent, but all projects continue to run smoothly. Learners have successfully completed the Small Medium and Micro Enterprise development Programme. Community Media Trusts and Cooperatives have been created and learner's absorption is optimal. Face mask projects resulted in some learners starting their own cooperatives and receiving off-take agreements to manufacture masks.	R34 500 000	R22 993 849.68		COVID-19 pandemic disruptions to the programme were apparent, but stakeholders managed these challenges so that the programmes were not materially affected.	The COVID-19 pandemic is a reality that service providers continue to manage. Monitoring and evaluation also ensure that our stakeholders are compliant with COVID-19 workplace regulations.



Interventions	Progress report (Achievements)	Budget	Expenditure	Immediate outcomes	Challenges What were the- learnings	Corrective Action
Higher Health expansion	28% completion status as at 31 December 2020, as per Quarter, Principal Investigator Report	R19 196 822	R80 500 000		The Minister only approved the Higher Health request of an additional R24.2 million for COVID-19 pandemic interventions on 3 December 2020.	A virement for the COVID-19 interventions was approved by NSF on 8 September 2020 to the amount of R14.6 million.
Increasing the number of community health development workers and the health workforce.	61 students completing medical qualifications during 2019/20 in different international countries (China, Russia, Hungary, Ireland). Upfront payments are arranged for students at universities. Through the NSFAS disbursement process, 711 undergraduate students are enrolled at different institutions pursuing health qualifications. There are 125 students at post-graduate level funded through the National Research Foundation that administer this fund. Seven students completed their qualifications in China and another two in Russia.	-	R400 000 000		<ul style="list-style-type: none"> Seven students completed medical and clinical studies in China but could not return to complete clinical training due to COVID-19 travel restrictions. Two students have been accepted at UFS to complete the medical qualification locally. NSFAS delays on disbursement which result in students receiving allowances late. Historical debt as a result of student fees not settled and this affect student opportunities in securing employment opportunities as they do not have certificates. 	Post COVID-19 international travel regulations, the students will be able to return to host countries to complete studies. Upfront payments are arranged for students at universities.
TVET college connectivity	13.7% [at 31 Dec 2020 as per Quarter Principal Investigator Report] against total amount contracted. Total NSF draw-down payment made = R109.2 million at 10 March 2021: 46 TVETs sites live on network; 15 commission ready; 25 Final testing done; 139 sites equipment on site and in process. Total target 225 TVET sites].	R35 000 000	R39 192 350		There is a projected shortfall of R23.8 million for the connectivity of 9 rural TVET sites	A request for the additional funds of R23.8 million has been made to NSF and is receiving attention submitted 9 October 2020.
TVET college infrastructure	Construction and renovation of 11 TVET college campuses that commenced in March 2020.					



Interventions	Progress report (Achievements)	Budget	Expenditure	Immediate outcomes	Challenges What were the- learnings	Corrective Action
TVET college occupational programme expansion	<p>The NSF has received applications from all 50 TVET colleges at the end of September 2020 after conducting the briefing session in May and June 2020 as well as one on one support to TVET colleges in August and September 2020 to complete applications.</p> <p>The NSF consulted the TVET Branch in September 2020 on the TVET Occupational Programme funding framework and criteria.</p> <p>The TVET College Occupational programme applications have been evaluated by NSF in line with the funding framework and criteria.</p>					
Rural development initiatives regarding agriculture and food safety	<p>The programme is still being conceptualised in line with the recently approved economic recovery plan.</p>		R600 000 000	N/A	N/A	N/A
Artisanal skills development (private companies with capacity to produce artisans)	<p>The evaluation of proposals under this programme is continuing. It is expected the programme will only commence in the 2021/22 financial year.</p>		R500 000 000			
Worker education in light of the impact on the labour market of COVID-19 and thus improving worker education interventions	<p>The programme has been approved by the relevant governance committees of the NSF and now awaits Director-General approval. It is expected that the programme will only commence in the 2021/22 financial year.</p>		R50 000 000			
Skills development support for small business development and cooperatives	<p>Owing to COVID-19 lockdown levels and other logistical challenges, SEDA has suspended the programme. It is expected that SEDA will commence with the programme once the COVID-19 situation improves.</p>					

5. TRANSFER PAYMENTS

5.1 Transfer Payments to Public Entities

Name of Public Entity	Services rendered by the Public Entity	Amount
		Transferred to the public entity
		2020/21 R'000
Agriculture Sector Education and Training Authority (AGRISETA)	Provision of relevant, quality and accessible education, training and development in both primary and secondary agriculture sectors	337 356
Banking Sector Education and Training Authority (BANKSETA)	Provision of relevant, quality and accessible education, training and development in the banking sector	633 113
Chemical Industry Education and Training Authority (CHIETA)	Provision of relevant, quality and accessible education, training and development in the chemical industries sector	232 705
Construction Sector Education and Training Authority (CETA)	Provision of relevant, quality and accessible education, training and development in the construction industry	376 487
Council on Higher Education (CHE)	Advises the Minister of Higher Education and Training on all higher education policy matters, implements the system of quality assurance for all Higher Education Institutions (HEIs), monitors the state of the higher education system and contributes to the development of higher education through intellectual engagement	54 770
Culture, Arts, Tourism, Hospitality and Sports Sector Education and Training Authority (CATHSSETA)	Provision of relevant, quality and accessible education, training and development in the culture, arts, tourism, hospitality and sport sector	376 489
Education, Training and Development Practices Sector Education and Training Authority (ETDP-SETA)	Provision of relevant, quality and accessible education, training and development in the education, training and development sector	436 632
Energy and Water Sector Education and Training Authority (EWSETA)	Provision of relevant, quality and accessible education, training and development in the energy and water sector	208 132
Fibre, Processing and Manufacturing (FP&M SETA)	Provision of relevant, quality and accessible education, training and development in the fabric processing and manufacturing sector	227 178
Financial and Accounting Services Sector Education and Training Authority (FASSETA)	Provision of relevant, quality and accessible education, training and development in the financial and accounting services sector	397 173
Food and Beverages Sector Education and Training Authority (FOODBEV-SETA)	Provision of relevant, quality and accessible education, training and development in the food and beverages sector	290 618
Health and Welfare Sector Education and Training Authority (HWSETA)	Provision of relevant, quality and accessible education, training and development in the health and welfare sector	364 725
Insurance Sector Education and Training Authority (INSETA)	Provision of relevant, quality and accessible education, training and development in the insurance sector	392 173
Local Government Sector Education and Training Authority (LGSETA)	Provision of relevant, quality and accessible education, training and development in the local government sector	534 612
Manufacturing, Engineering and Related Services Sector Education and Training Authority (MERSETA)	Provision of relevant, quality and accessible education, training and development in the manufacturing, engineering and related services sector	945 439
Media, Information and Communication Technologies Sector Education and Training (MICT- SETA)	Provision of relevant, quality and accessible education, training and development in the information system, electronics and telecommunications technologies sector	638 092
Mining Qualifications Authority (MQA)	Provision of relevant, quality and accessible education, training and development in the mining and minerals sector	898 926



Name of Public Entity	Services rendered by the Public Entity	Amount Transferred to the public entity
		2020/21
		R'000
National Student Financial Aid Scheme (NSFAS)	Responsible for administering loans and bursaries and allocating these to eligible students, developing criteria and conditions for the granting of loans and bursaries to eligible students in consultation with the Minister of Higher Education and Training, raising funds, recovering loans, maintaining and analysing a database, undertaking research for the better utilisation of financial resources and advising the Minister on matters relating to student financial aid	35 135 413
National Skills Fund (NSF)	To fund national skills development priority projects as identified in the National Skills Development strategy and projects related to achieving the purpose of the Act as determined by the Accounting Authority	2 472 600
Public Service Sector Education and Training Authority (PSETA)	Provision of relevant, quality and accessible education, training and development in the public service sector	121 160
Quality Council for Trades and Occupations	To develop and quality assure occupational qualifications that are responsive to labour market and developmental state initiatives	25 507
Safety and Security Sector Education and Training Authority (SASSETA)	Provision of relevant, quality and accessible education, training and development in the safety and security sector	251 614
Services Sector Education and Training Authority (SERVICES SETA)	Provision of relevant, quality and accessible education, training and development in the services sector	1 052 408
South African Qualifications Authority (SAQA)	SAQA focuses on the further development and implementation of the NQF, which includes upholding the principles and objectives of the NQF, ensuring access, quality, redress and development for all learners, through and integrated national framework of learning achievements	72 519
Transport Education and Training Authority (TETA)	Provision of relevant, quality and accessible education, training and development in the transport sector	516 376
Wholesale and Retail Sector Education and Training Authority (W&RSETA)	Provision of relevant, quality and accessible education, training and development in the wholesale and retail sector	847 473

In terms of section 38(1)(j) certificates received by the Department from all Public Entities it was confirmed that all entities had implemented effective, efficient and transparent financial management measures and internal control processes during 2020/21.

With regard to the monitoring of Public Entity expenditures by direction of the Minister of Higher Education and Training, including those of the NSF and SETAs, quarterly reports as a legal requirement have been finalised and submitted during the period under review.



5.2 Transfer Payments to all Organisations other than Public Entities

The following Table reflects transfer payments made for the period 1 April 2020 to 31 March 2021

Name of transferee	Type of organisation	Purpose for which the funds were used	Did the Department comply with section 38(1)(j) of the PFMA	Amount transferred
2020/21				
R'000				
UNIVERSITIES				
Cape Peninsula University of Technology	Higher Education Institution	Subsidy	Yes	1 569 195
Central University of Technology, Free State	Higher Education Institution	Subsidy	Yes	920 681
Durban University of Technology	Higher Education Institution	Subsidy	Yes	1 466 708
Mangosuthu University of Technology	Higher Education Institution	Subsidy	Yes	677 507
Nelson Mandela University	Higher Education Institution	Subsidy	Yes	1 362 712
North West University	Higher Education Institution	Subsidy	Yes	2 298 083
Rhodes University	Higher Education Institution	Subsidy	Yes	559 109
Tshwane University of Technology	Higher Education Institution	Subsidy	Yes	2 610 607
University of Cape Town	Higher Education Institution	Subsidy	Yes	1 851 735
University of Fort Hare	Higher Education Institution	Subsidy	Yes	1 059 869
University of Free State	Higher Education Institution	Subsidy	Yes	1 634 523
University of Johannesburg	Higher Education Institution	Subsidy	Yes	2 615 532
University of KwaZulu-Natal	Higher Education Institution	Subsidy	Yes	2 936 829
University of Mpumalanga	Higher Education Institution	Subsidy	Yes	1 069 647
Sefako Makgatho Health Sciences University	Higher Education Institution	Subsidy	Yes	936 496
Sol Plaatje University	Higher Education Institution	Subsidy	Yes	762 922
University of Limpopo	Higher Education Institution	Subsidy	Yes	1 269 675
University of Pretoria	Higher Education Institution	Subsidy	Yes	3 143 953
University of South Africa	Higher Education Institution	Subsidy	Yes	4 632 420
University of Stellenbosch	Higher Education Institution	Subsidy	Yes	2 033 820
University of Venda	Higher Education Institution	Subsidy	Yes	1 042 459
University of Western Cape	Higher Education Institution	Subsidy	Yes	1 249 802
Witwatersrand University	Higher Education Institution	Subsidy	Yes	2 350 634
University of Zululand	Higher Education Institution	Subsidy	Yes	974 295
Vaal University of Technology	Higher Education Institution	Subsidy	Yes	863 376
Walter Sisulu University	Higher Education Institution	Subsidy	Yes	1 177 790
Higher Health	Other Educational Institution	Earmarked Funds for HEAIDS project	Yes	18 781
National Institute for Humanities and Social Sciences	Other Educational Institution	Subsidy	Yes	36 196
TVET COLLEGES				
Buffalo City College	TVET College	Subsidy	Yes	74 073
East Cape Midlands College	TVET College	Subsidy	Yes	79 064
Ikhala College	TVET College	Subsidy	Yes	108 974
Ingwe College	TVET College	Subsidy	Yes	87 570
King Hintsa College	TVET College	Subsidy	Yes	40 879
King Sabata College	TVET College	Subsidy	Yes	91 463
Lovedale College	TVET College	Subsidy	Yes	53 073
Port Elizabeth College	TVET College	Subsidy	Yes	46 010
Flavius Mareka College	TVET College	Subsidy	Yes	47 944
Gold Fields College	TVET College	Subsidy	Yes	56 453
Maluti College	TVET College	Subsidy	Yes	109 573
Motheo College	TVET College	Subsidy	Yes	98 033
Central Johannesburg College	TVET College	Subsidy	Yes	84 097
Ekhurhuleni East College	TVET College	Subsidy	Yes	158 140
Ekhurhuleni West College	TVET College	Subsidy	Yes	209 484



Name of transferee	Type of organisation	Purpose for which the funds were used	Did the Department comply with section 38(1)(j) of the PFMA	Amount transferred
				2020/21
				R'000
Sedibeng College	TVET College	Subsidy	Yes	182 986
South West College	TVET College	Subsidy	Yes	325 167
Tshwane North College	TVET College	Subsidy	Yes	134 582
Tshwane South College	TVET College	Subsidy	Yes	58 086
Western College	TVET College	Subsidy	Yes	127 838
Coastal College	TVET College	Subsidy	Yes	162 354
Elangeni College	TVET College	Subsidy	Yes	114 522
Esayidi College	TVET College	Subsidy	Yes	145 355
Majuba College	TVET College	Subsidy	Yes	237 855
Mnambithi College	TVET College	Subsidy	Yes	69 998
Mthashana College	TVET College	Subsidy	Yes	81 216
Thekwini College	TVET College	Subsidy	Yes	65 373
Umfolosi College	TVET College	Subsidy	Yes	159 706
Umgungundlovu College	TVET College	Subsidy	Yes	106 483
Capricorn College	TVET College	Subsidy	Yes	212 683
Lephalale College	TVET College	Subsidy	Yes	9 826
Letaba College	TVET College	Subsidy	Yes	65 946
Mopani College	TVET College	Subsidy	Yes	100 097
Sekhukhune College	TVET College	Subsidy	Yes	39 730
Vhembe College	TVET College	Subsidy	Yes	126 439
Waterberg College	TVET College	Subsidy	Yes	74 316
Ehlanzeni College	TVET College	Subsidy	Yes	157 398
Gert Sibande College	TVET College	Subsidy	Yes	167 220
Nkangala College	TVET College	Subsidy	Yes	166 578
Rural College	TVET College	Subsidy	Yes	53 837
Urban College	TVET College	Subsidy	Yes	87 196
Orbit College	TVET College	Subsidy	Yes	81 301
Taletso College	TVET College	Subsidy	Yes	101 226
Vuselela College	TVET College	Subsidy	Yes	92 723
Boland College	TVET College	Subsidy	Yes	75 179
Cape Town College	TVET College	Subsidy	Yes	94 184
False Bay College	TVET College	Subsidy	Yes	69 654
Northlink College	TVET College	Subsidy	Yes	112 602
South Cape College	TVET College	Subsidy	Yes	21 409
West Coast College	TVET College	Subsidy	Yes	89 148
COMMUNITY EDUCATION AND TRAINING COLLEGES				
Eastern Cape CET College	CET College	Subsidy	Yes	15 682
Free State CET College	CET College	Subsidy	Yes	10 979
Gauteng CET College	CET College	Subsidy	Yes	43 485
KwaZulu-Natal CET College	CET College	Subsidy	Yes	32 993
Limpopo CET College	CET College	Subsidy	Yes	12 546
Mpumalanga CET College	CET College	Subsidy	Yes	12 545
Northern Cape CET College	CET College	Subsidy	Yes	6 627
North West CET College	CET College	Subsidy	Yes	9 409
Western Cape CET College	CET College	Subsidy	Yes	12 546
FOREIGN GOVERNMENT AND INTERNATIONAL ORGANISATIONS				
Commonwealth of Learning	International organisation	Membership Contribution	No	3 168
India-Brazil-South Africa Trilateral Commission	International organisation	Contribution	No	652



During the period under review, R84 067.498 million (89.3%) of the total R94 094.944 million allocation excluding direct charges, has been directed towards transfers and subsidies on the Departmental Vote. Direct charges amount to R12 412.974 million.

Transfer payments from Voted funds in respect of subsidies were made to 50 TVET colleges, 26 universities as well as universities of technology and public entities comprising of NSFAS, SAQA, CHE and the QCTO, international organisations (the Commonwealth of Learning and India-Brazil-South Africa Trilateral Commission), non-profit institutions (USAf for the Higher Education HIV/AIDS Programme (HEAIDS) and National Institute for Humanities and Social Sciences), the Education, Training and Development Practices SETA, as well as the Public Service SETA.

Transfer payments derived from direct charges of the National Revenue Fund were made to 21 SETAs and for the NSF, via levies received from SARS.

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

Annual Reports for universities and universities of technology, are evaluated by the Department and earmarked grants made to these institutions of technology are intermittently monitored by means of site visits and the finalisation of expenditure reports.

Amounts allocated in relation to Higher Education Subsidies, the NSFAS, the HEAIDS Programme and TVET college subsidies were earmarked during the 2020/21 financial year. All these amounts were utilised as intended and for the purposes originally identified.

6. CONDITIONAL GRANTS

6.1 Conditional Grants and Earmarked Funds Paid

None.

6.2 Conditional Grants and Earmarked Funds Received

None.

7. DONOR FUNDS

7.1 Donor Funds Received

The Department received new donations totalling R1.760 million in cash from foreign donors during the 2020/21 financial year. Total donations held in the Reconstruction and Development Programme for 2020/21, amounts to R153.240 million. Expenditure of R35.900 million was incurred against funds held in the RDP Fund. The balance of the funds available to the Department in the RDP fund as at 31 March 2021, was R117.340 million.

For further details regarding donor funding allocated to the Department, refer to detailed information provided in the **Report of the Accounting Officer**.

The tables below detail donor funds received for the period 1 April 2020 to 31 March 2021.



DONOR FUND: TEACHING AND LEARNING DEVELOPMENT SECTOR REFORM CONTRACT

Name of donor	European Union
Name of the project	National Open Learning Systems (NOLS)
Full amount of the funding	R 51 860 400
Period of the commitment	Submission made for the programme extension to 31 March 2022
Purpose of the funding	<ul style="list-style-type: none"> • Developing models for national L/CMS and materials development; • Providing guidance and direction to the deployment of open learning in institutions; • Building capacity to use and develop Open Educational Resources (OER); and • Building capacity in developing, managing, maintaining and sustaining open learning in PSET.
Expected outputs	<ul style="list-style-type: none"> • The Department will pilot an open learning system in the programme areas identified through the consultation process conducted. It seeks the implementation of a robust, contextualised (both for infrastructure, as well as human resource needs and challenges) learning management system and the development of institutional capacity to deliver courses in the proposed programme areas. Integral to this phase, is the development of high quality learning materials that will be published as OER. • This component seeks the collection and publishing of case studies on the application of open learning in post-schooling to be shared among institutions and countries • The Department will interrogate this innovation and pilot the use of OER in PSET. It will therefore coordinate and research the use of OER in PSET.
Actual outputs achieved	<p>To date the following content documents were uploaded to the Content Repository of NOLS:</p> <ul style="list-style-type: none"> • Two Portable Document Format (PDF) documents; • 64 Word documents • 304 videos • 41 Images <p>All content can be accessed online, though the hosting of the platform subject to the approval of the Director-General. Across all open learning materials development projects, the service providers are actively engaged to complete their deliverables for subsequent upload onto NOLS. These include the Electrician National Occupational course, five NASCA subjects, two NC(V) subjects and the Advanced Diploma (Technical Vocational Education). User Acceptance testing duly completed and the migration of NOLS onto the Departmental/SITA host environment has commenced. The Department has signed the hosting proposal with SITA. On 4 March 2021, the Directorate: Open Learning with the support of SITA facilitated, a demonstration to National Treasury on NOLS, as well as courses and content available on the system.</p>
Amount received in current period (R'000)	33 440
Amount spent by the Department (R'000)	30 326
Reasons for the funds unspent	<ul style="list-style-type: none"> • Project commencement which was delayed; • Savings apparent from service providers; and • Initial excessive costing of the project.
Monitoring mechanism by the donor	<ul style="list-style-type: none"> • Semester reporting to National Treasury; • Reporting to the Project Steering Committee; • Mid-term evaluations conducted and submitted to the funder; and • A summative evaluation, which has commenced.



DONOR FUND: TEACHING AND LEARNING DEVELOPMENT SECTOR REFORM CONTRACT

Name of donor	European Union
Name of the project	Audit of TVET Infrastructure Project
Full amount of the funding	R 30 000 000
Period of the commitment	2014 to 2020
Purpose of the funding	<p>The project aims to achieve three major outcomes:</p> <ul style="list-style-type: none"> • Verifying and evaluating infrastructure assets; • Establishing a comprehensive and integrated assets management system (including developing assets registering); • Training officials of the Department, Regional Offices and TVET colleges in managing the asset management system; and • Preparing asset management plans in compliance with legislation.
Expected outputs	<ul style="list-style-type: none"> • A Centralised and updated TVET Assets Register hosted on TVET Infrastructure Management System (TIMIS); • Barcode lists affixed in each TVET college room with key information such as college names, ownership designations, names of buildings, room numbers and the purpose of the room; • The development and implementation of a TIMIS capable of producing reports pertaining to TVET asset registers and maintenance plans (providing corrective and preventative maintenance measures); • The Provision of Condition Assessment reports containing site lay-outs (with sketches), accompanied by photographic evidence; • The finalisation of Asset Maintenance plans, for each campus identifying each college for each room; • The generation of requisite reports for submission to the Department (in soft and hard copies), which include photo reports and maintenance component lists. • The development of infrastructure management skills that enable the Department, TVET and regional personnel to update asset maintenance registers, conducting asset condition assessments, developing maintenance plans and transferring data to the TIMIS.
Actual outputs achieved	<p>The outputs were not achieved. The work completed by the service provider was not handed over to the Department as it was incomplete. Work was underway in six of the nine provinces across the country when the COVID-19 lockdown levels were instituted and subsequently, the service provider Nextec Advisory Combined System initiated a process of voluntary winding-down of their operations as the company commenced with liquidation processes. The Terms of Reference is explicit that services within a province should be fully completed before the service provider may invoice the Department. Eleven colleges (22%) were duly audited in the different provinces and no invoices were raised as requisite services had not been fully completed.</p>
Amount received in current period (R'000)	25 000
Amount spent by the Department (R'000)	2 400
Reasons for the funds unspent	<p>The service provider appointed to render the service went into voluntary winding-down of their activities in terms of section 351 of the Companies Act, 2008.</p>
Monitoring mechanism by the donor	<ul style="list-style-type: none"> • Project Steering Committees; • Review reports; and • Mid-term and summative evaluation processes.



DONOR FUND: TEACHING AND LEARNING DEVELOPMENT SECTOR REFORM CONTRACT

Name of donor	European Union
Name of the project	CET Teaching and Learning Capacity Project
Full amount of the funding	R 19 979 622
Period of the commitment	2019 to 2021
Purpose of the funding	To develop appropriate assessment systems, guideline documents and capacity building intervention for undertaking assessment at CET colleges and the identified CLCs.
Expected outputs	To strengthen learning and teaching by increasing building assessment and examination capacity at CET colleges to facilitate the movement of 265 000 students annually through the CET system.
Actual outputs achieved	None
Amount received in current period (R'000)	-
Amount spent by the Department (R'000)	-
Reasons for the funds unspent	<ul style="list-style-type: none"> • Delays in regard to project implementation processes; and • Delays in regard to appointment processes.
Monitoring mechanism by the donor	<ul style="list-style-type: none"> • Project Steering Committee meetings; and • Review of progress reports.

DONOR FUND: TEACHING AND LEARNING DEVELOPMENT SECTOR REFORM CONTRACT

Name of donor	European Union
Name of the project	TLDSRC Management and Coordination
Full amount of the funding	R5 000 000
Period of the commitment	2015 to 2021
Purpose of the funding	<p>The Directorate: Development Support is responsible for the management and coordination of the project. It also provides secretariat support during Project Steering Committee meetings for all sub-programmes located within the main programme.</p> <p>The Directorate: Development Support has been allocated a budget of R5 million in rendering these functions.</p>
Expected outputs	<ul style="list-style-type: none"> • Providing secretariat support to the Programme Monitoring Committee set up to oversee the implementation of the programme. • Compiling all programme progress reports for reporting to the Department and external partners (National Treasury and donors). • Coordination of summative evaluation. • Maintaining a Risk Register for the programme. • Communication and advocacy in relation to the programme. • Compiling tranche application requests.
Actual outputs achieved	<ul style="list-style-type: none"> • Semester reports for semester 2 of the 2019/20 financial year were presented to the TLDSRC Project Steering Committee meeting. • Semester reports for semester 1 of the 2019/20 financial year have been submitted to the Director-General for approval and these reports will be submitted to National Treasury once endorsed. • A final mid-term progress report was submitted to National Treasury. • Draft Minutes of the TLDSRC PSC meeting was circulated to the PSC members for comments and adoption during the next PSC meeting. • Coordinated programming support rendered in relation to unallocated funds of the TLDSRC programme and Business Plans and as well as their screening and submitted to National Treasury. • Preparatory work regarding the finalisation of Summative Project Evaluations. • A Communication and Visibility strategy developed.
Amount received in current period (R'000)	1 895
Amount spent by the Department (R'000)	1 895
Reasons for the funds unspent	Delays in relation to programme monitoring processes as a consequence of the COVID-19 pandemic.
Monitoring mechanism by the donor	<ul style="list-style-type: none"> • Project Steering Committee meetings • Progress report reviews • Mid-term evaluation processes • Summative evaluation processes



DONOR FUND: TEACHING AND LEARNING DEVELOPMENT SECTOR REFORM CONTRACT

Name of donor	European Union
Name of the project	National Artisan Moderation Body Automated Artisan Trade Test System
Full amount of the funding	R 48 530 000
Period of the commitment	2018 to 2021
Purpose of the funding	<p>The rationale for the development of this project is aimed at establishing an Artisan Trade Test System. It constitutes an information technology support system by which the National Artisan Moderation Body (NAMB) is enabled to effectively and efficiently discharge its statutory mandate, as expressly provided for in the <i>Skills Development Amendment Act 2008, section 26A (1) and (2)</i>.</p> <p>In terms of these statutory provisions, the NAMB sub-components namely, Quality Assurance Systems Development, Artisan Trade Test System Development and Accreditation as well as Moderation and Performance Management the Artisan Trade Test System aims to:</p> <ul style="list-style-type: none"> • Monitor the performance of accredited artisan trade test centres; • Moderate artisan trade tests; • Develop, maintain and apply a national data-bank of instruments for assessment and moderation of artisan trade tests; • Develop and maintain a national data-base of registered artisan trade assessors and moderators; • Record artisan achievements; • Determine appeals against assessment decisions; • Recommend the certification of artisans to the QCTO; and • Perform any other prescribed functions.
Expected outputs	<ul style="list-style-type: none"> • The creation of a secure online artisan trade testing platform supporting NAMB sub-components in properly performing their statutory functions in terms of the Act which serves as the primary objective of the project. • The creation and eventual implementation of the Artisan Trade Test System involving eight phases as indicated above. These phases were separately developed and delineated for convenience and ensuring effective project management. <p>However once completed, the Artisan Trade Test System must ensure efficiency and its capacity and capability is accordingly measure in terms of its ability in meeting prescribed minimum standards:</p> <ul style="list-style-type: none"> • It must be enabled to securely store and protect all national artisan trade test-related information; • The systems primary functions is to receive, process, store and when required, release relevant information; • The information should be easily accessible by all accredited trade test centres; • The system must be able to sustain heavy information loads and advanced search-capacity-linked activity; and • The Artisan Trade Test System must be able to process and provide all required information in terms of the statutory functions assigned to NAMB.
Actual outputs achieved	<ul style="list-style-type: none"> • The finalisation of a comprehensive review regarding the Business Service Specification and Project Charter as a precursor to the system design process. SITA has committed to revised time-frames aligned with the current pace of the project development and implementation phases. The revised Project Charter was belatedly signed off by the relevant executives from SITA and the Department. • The Project Charter had inaccuracies that were overlooked by both SITA and NAMB. GITO made the Department aware of these mistakes that could have monetary and implementation implications. The Project Charter had to be re-written and re-submitted to Senior Management for final approval. The final approval was received on 22 January 2019. • Project Charter as well as the System Specifications have been completed. These activities are within the budget for the 2018/19 financial year.
Amount received in current period (R'000)	26 710
Amount spent by the Department (R'000)	617
Reasons for the funds unspent	Delays encountered during the signing of both the Business Service Specification and Project Charter processes.
Monitoring mechanism by the donor	<ul style="list-style-type: none"> • Project Steering Committee meetings; and • Review of progress reports.



DONOR FUND: TEACHING AND LEARNING DEVELOPMENT SECTOR REFORM CONTRACT

Name of donor	European Union
Name of the project	NQF Environment: Amendments to the NQF Act, 2008 and Recognition of Prior Learning Coordination Policy (2016)
Full amount of the funding	R1 056 000
Period of the commitment	2019 to 2021
Purpose of the funding	To provide proposals, options and recommendations for amendments to the NQF Act and the RPL Coordination Policy. The project aims to initiate processes to align the NQF Act and the RPL Coordination Policy with the broader education and training legislative and policy environment and remove any duplication, inconsistencies and gaps.
Expected outputs	<ul style="list-style-type: none"> Revised NQF Act; and NQF-related policies revised and developed (as required).
Actual outputs achieved	<p>Component A:</p> <p>Prepare and finalise proposed for amendments to the NQF Act prepared and finalised and thereafter submitted to the Chief Directorate: Legal and Legislative Services for processing on 15 October 2020.</p> <p>Component B:</p> <ul style="list-style-type: none"> Consultative meetings with SAQA and the three Quality Councils were facilitated. A report regarding recommendations and proposed amendments to the RPL was approved by the Director-General on 4 March 2021. <p>Component C:</p> <p>A model for articulation of TVET colleges for incorporation into university programmes was approved by the Director-General on 3 March 2021 and the Minister on 30 March 2021.</p>
Amount received in current period (R'000)	-
Amount spent by the Department (R'000)	-
Reasons for the funds unspent	No expenditure has been incurred to date due to the delayed commencement of the project, project changes required in relation to the project scope and apparent savings in relation to consultative workshops which were subsequently facilitated remotely.
Monitoring mechanism by the donor	<ul style="list-style-type: none"> Project Steering Committee meetings; and The review of progress reports.

DONOR FUND: TEACHING AND LEARNING DEVELOPMENT SECTOR REFORM CONTRACT (TLDSRC)

Name of donor	European Union
Name of the project	Capacity Building of TVET College Lecturers through Open Learning
Full amount of the funding	R30 000 000
Period of the commitment	2014 to 2020
Purpose of the funding	The capacitation of TVET college lecturers by way of the Open Learning Programme aims to support the development of the Department's Open Learning system, which is intended to substantially increase access to quality PSET opportunities, once fully developed. The immediate goal of this sub-programme will be to enable support for TVET and CET lecturer development through well designed, fully supported and facilitated open learning opportunities across the open learning system.
Expected outputs	<ul style="list-style-type: none"> To develop two programmes for TVET college lecturers which are available on NOLS; and To increase the capacity of the system in developing and training TVET college lecturers in teaching and learning capabilities, utilising effective open learning modalities and pedagogies.
Actual outputs achieved	Eight modules were completed and moderated by South African Institute for Distance Education and uploaded to NOLS.
Amount received in current period (R'000)	2 399
Amount spent by the Department (R'000)	17 161
Reasons for the funds unspent	Delays in relation to project implementation processes.
Monitoring mechanism by the donor	<ul style="list-style-type: none"> Project Steering Committee meetings; Review reports; and Mid-term and summative evaluations.



DONOR FUND: TEACHING AND LEARNING DEVELOPMENT SECTOR REFORM CONTRACT

Name of donor	European Union
Name of the project	Teaching and Learning Development Capacity Improvement Programme
Full amount of the funding	R 200 000 000
Period of the commitment	2014 to 2020
Purpose of the funding	<p>The purpose of the TLDCIP aimed at supporting university capacity in providing quality teaching and learning services within teacher and lecturer education programmes in an effort to strengthen the following sectors:</p> <ul style="list-style-type: none"> • Early Childhood Development; • Pre-school and Schooling Development; • Technical, Vocational and Education Training; and • Adult and Community Education and Training.
Expected outputs	<p>Successful implementation and finalisation of:</p> <ul style="list-style-type: none"> • The Teacher Education for Early Childhood Care and Education Project; • The Primary Teacher Education Project; • The Teacher Education for Inclusive Teaching Project; • The College Lecturer Education Project; and • The University Teaching and Research Enhancement Project). <p>Universities supported in terms of the TLDCIP in relation to producing the following outputs:</p> <ul style="list-style-type: none"> • Quality teaching and learning materials as well as other related resources; • Curriculum frameworks; • Knowledge and Practice standards; • Innovative work integrated materials and modalities; • Professional qualifications; • Research and articles advancing professional knowledge across sectors; and • Support for Black and/or Female graduates in completing their Post-Graduate studies.
Actual outputs achieved	<ul style="list-style-type: none"> • Mathematics and languages materials development, as well as assessment strategies, curricula and teaching resources and research and publications; • The Minimum Requirements for Qualifications for Educators in Early Childhood Development was Gazetted during 2017 and programmes developed to professionalise the sector. Thirty-nine students have since been supported to finalise PhD and Masters Studies; • Requisite research reports have been finalised and submitted by due dates; • Three Centres were established to strengthen special and inclusive education needs; • In relation to the activities of the Centre for Visual Studies; the Centre for Deaf Studies; as well as the Centre for Neuro-developmental Learning Needs, research reports and publications were completed, a wide range of professional qualifications were developed and are being offered. Teaching and learning materials and resources have also been made available. Sixty-five students have been supported to undertake Masters and Doctoral studies. • Several professional programmes have been developed, while nine universities have received accreditation to offer the TVET programmes and five universities in offering ACET programmes. Research reports are available, curriculum frameworks have been developed to inform materials and curricula development, alongside work-integrated principles and processes. Articles have been developed and sixty-five students supported to undertake Masters and PhD studies.
Amount received in current period (R'000)	43 562
Amount spent by the Department (R'000)	156 438
Reasons for the funds unspent	Delays in the project implementation processes as a result of the COVID-19 pandemic and its related lockdown levels.
Monitoring mechanism by the donor	<ul style="list-style-type: none"> • Project Steering Committee meetings; • Project reviews and progress reports; and • Mid-term and summative evaluation.



DONOR FUND: TEACHING AND LEARNING DEVELOPMENT SECTOR REFORM CONTRACT

Name of donor	European Union
Name of the project	Technical and Vocational Education and Training Management Information System Project (TVETMIS)
Full amount of the funding	R 12 000 000
Period of the commitment	2019 to 2021
Purpose of the funding	The primary objective of TVETMIS project is to consolidate the system at Departmental and colleges levels. TVETMIS will be organisationally well defined with clearly delineated roles and responsibilities, as well as technical and functional operationality at any time in providing the datasets and information required at all levels.
Expected outputs	<p>The outputs of the project are:</p> <ul style="list-style-type: none"> • The TVETMIS effectively and timely monitored, supported and corrective measures taken when and where required; • The development of a set of Standard Operating Procedure documents supporting the management of TVETMIS within the Department; • The development of a set of Standard Operating Procedure documents supporting the management of TVETMIS and of data within TVET colleges; • Ensuring TVETMIS technical functionality and support provided by way of an updated development path which is compliant with applicable security protocols; • Ensuring TVETMIS functional and operational sustainability which is supported by vendor systems for data capturing, extraction and validation and Departmental systems for validation, as well as verification and declaration; • Business intelligence and reporting tools selected and tested, as well as dashboards designed and confirmed internally by the Department and colleges; • The Departmental TVETMIS structure defined, roles and responsibilities endorsed in conjunction with the establishment of an effective Helpdesk facility; • College TVETMIS structure defined, roles, responsibilities and processes accepted and implemented as required in supporting data management and TVETMIS submissions; and • TVETMIS Project technical requirements managed to support mutual project outcomes.
Actual outputs achieved	<p>The following outputs were achieved:</p> <ul style="list-style-type: none"> • The service provider (Adapt IT) was appointed during November 2020 and an inception report was approved by the TVETMIS Project Management Team on 16 February 2021. The Terms of Reference for implementing the project was developed by Adapt IT, reviewed and finalised during March 2021. • A TVETMIS Forum was convened during October 2020 and Project Management Team meetings were scheduled during December 2020, February 2021, March 2021 and May 2021 respectively. • Four Standard Operating Procedures were developed during 2019 (relating to Information Requirements Planning, Data Requirements Implementation, Information Access and Reporting and Data Submission Support for colleges) and were reviewed in March 2021 so as to assist the Department in reaching consensus on the structure to be adopted for all Standard Operating Procedures. • A draft TVETMIS Organogram outlining the roles and responsibilities within the Department was developed and revised during May 2021.
Amount received in current period (R'000)	2 913
Amount spent by the Department (R'000)	581
Reasons for the funds unspent	Delays in relation to project implementation processes
Monitoring mechanism by the donor	<ul style="list-style-type: none"> • Project Steering Committee meetings; • Project reviews and progress reports; and • Mid-term and summative evaluations.



8. CAPITAL INVESTMENT

8.1 Capital Investment, Maintenance and Asset Management Plan

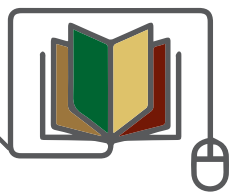
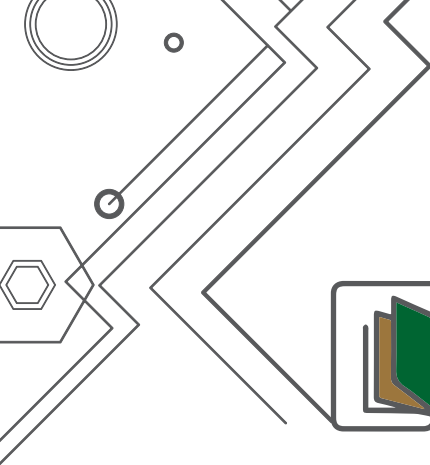
The Department has developed the User Asset Management Plan in compliance with the *Government Immovable Asset Management Act (Act No. 19 of 2007)* and copies have since been submitted to the Department of Public Works and National Treasury. This plan incorporates the immovable asset life-cycle requirements from acquisition, maintenance, management and disposal, which ensure greater efficiency in the use of maintenance and capital budgets alongside improving service delivery. The Department is accordingly in a position to match its immovable assets with service delivery objectives. The User Immovable Asset Management Plan for the Department also informs the budget allocation process in terms of the Annual Strategic Plan of the Department.





→ PART C GOVERNANCE





PART C GOVERNANCE

1. INTRODUCTION

The Department has endorsed appropriate governance structures aimed at ensuring required legislative compliance together with the effective, efficient and economic utilisation of resources at its disposal. Requisite governance documentation comprise of policies and procedures directed towards ensuring that the Department realises its mandate within the required Regulatory Framework.

Appropriate controls, delegations of authority and segregation of duties bolster the implementation processes in relation to Departmental policies and procedures. The Department communicates its governance documents to all staff on a regular basis. The Executive Committee convenes meeting on a regular basis to discuss critical areas of strategic, performance, administrative and financial importance, while the Minister presides over regular meetings with the Executive Committee on an intermittent basis to discuss strategic policy initiatives, including the status of performance.

The Department has implemented control measures with a view to identifying irregular and fraudulent activities but may not always be in a position to prevent actions aimed at defrauding the Department. However, existing controls and appropriate processes that assist in identifying cases and ensure that immediate action is taken have been set in place. Where required, the Department implements additional controls in an effort to prevent undesirable activities.

All six Programme activities of the Department are aligned to the approved budget.

Expenditure monitoring is conducted on a regular basis and cash-flow reports are submitted to the Minister and National Treasury on a monthly basis in terms of Section 40 of the PFMA. The key governance areas as well as processes and decisions of the Audit Committee and Internal Audit Unit are also discussed in more detail as part of **Part C**.

2. RISK MANAGEMENT

The Department has endorsed a Risk Management Policy and Strategy which have been successfully implemented and effectively communicated to staff.

The Sub-Directorate: Risk Management conducts regular risk assessments in relation to all branches with a view to identify new and emerging risks in the Department. This process is supported using a variety of consultative methodologies that include among other, workshops and interviews. The identified risks are subsequently recorded in the Risk Register of the Department.

The Department has a fully functional Risk Management Committee with representation by branches which in turn advise management and the Accounting Officer regarding the overall system of risk management as it relates to the ownership of risk, risk appetite, tolerance and monitoring, as well as the measures in mitigating risk.

Risk Registers maintained by the Department, including the COVID-19 Risk Register, appear as standing agenda items of both the Risk Management and Audit Committee meetings. Pertaining to the Departmental Risk Register, the Internal Audit Unit conducts its own independent audit risk assessment and assists in monitoring of identified risks across the Department.

Since its establishment, the Department has seen a gradual improvement in relation to the maturity levels of risk. This development has enabled the Sub-Directorate: Risk Management to imbed a risk culture and emulate risk-based decision-making procedures in the Department. Significant progress continued regarding areas such as risk ownership, tolerance, monitoring and mitigation with the involvement of branches and their Branch Coordinators in ensuring effective performance reporting across the board.



3. FRAUD AND CORRUPTION

The Department has adopted Fraud Prevention and Whistle-blowing policies which are updated on an annual basis. The Anti-Corruption and Fraud Prevention Directorate harnesses a variety of methodologies including among other, documentary analysis, in relation to undertaking fraud risk assessments. The identified fraud risks are contained in the Fraud Risk Register. Together with other preventative measures including awareness raising campaigns, alongside continuous efforts in expanding whistle-blowing channels in reporting fraud, the Fraud Risk Register forms an integral part of the Department's Fraud Prevention Plan.

Suspected fraudulent activities are reported by officials and other whistle-blowers via the Department's Call Centre Hotline and a dedicated fraud email service.

The Anti-Corruption and Fraud Sub-Directorate has since its establishment cultivated sound relationships and improved its cooperation with other public entities such as the Public Service Commission (PSC), the Asset Forfeiture Unit of the National Prosecuting Authority and the Office of the Deputy President, so as to facilitate unencumbered access to case data involving fraudulent activities accordingly reported to the latter by the public, including alleged activities reported via the Presidential Hotline. Accordingly and in line with relevant legislation such as the *Protected Disclosures Act of 2000, [Act No. 26 of 2000]* and the *Prevention and Combating of Corrupt Activities Act of 2004, (Act No. 12 of 2004)*, the Sub-Directorate has been able to conduct an analysis of all reported cases in relation alleged fraudulent activities and informed by the dates on which these instances were reported via the official reporting channels and duly submitted this information by way of a report to the Accounting Officer.

The Directorate during the 2020/21 financial year and as part of its zero-tolerance stance towards fraud, as well as guided by the mandates obtained from the Accounting Officer, was able to initiate a consequence management process that saw the commencement of a number of subsequent investigations.

Externally and in collaboration with other law enforcement agencies such as the Hawks, the National Prosecuting Authority as well as its Asset Forfeiture Unit, the Sub-Directorate was also able to register a number of criminal cases against implicated officials of the Department with the South African Police Services.

In response to relevant legislation such as the *Labour Relations Act of 1995, [Act No. 66 of 1995]*, the *Proceeds of Crime Act of 1996, [Act No. 76 of 1996]*, and the *Public Finance Management Act of 1999, [Act No. 1 of 1999]* and with a view internalise consequence management while strengthening weak internal controls within the Department, enhanced collaboration between the Sub-Directorate and the Human Resource Management and Administration, Finance and Labour Relations has been inculcated.

As a result of improved stakeholder cooperation, the Department has been able to subject a number of officials implicated in alleged fraud, corruption and other malfeasance to disciplinary processes. In conjunction with these disciplinary processes the Sub-Directorate in cooperation with the Financial Management Directorate finalised a Debt Recovery Plan that saw officials implicated in acts of corruption being compelled to sign Acknowledgement of Debt forms and repay the money which they had unduly received.

4. MINIMISING CONFLICT OF INTEREST

During the period under review and in response to the *Public Finance Management Act of 1999, [Act No. 1 of 1999]*, the *Prevention and Combating of Corrupt Activities Act of 2004, [Act No. 12 of 2004]* as well as the subsequent implementation of relevant Public Service Regulations, 2016 (PSR) for Financial Disclosures on the Electronic (e-Disclosure) System and employees performing or engaging in Remunerative Work Outside Public Service and with or without having obtained prior written permission from the Executive Authority or the Accounting Officer, through the Sub-Directorate: Ethics and Integrity, the Department has prioritised the regular training of staff and facilitation of requisite workshops in relation to the following aspects related to Ethics and Integrity:

- Disclosure of Financial Interest;
- Remunerative work performed outside of the Public Service;
- Conducting business with the Organs of State;
- Gift management;



- The Code of Conduct; and
- Consequence Management.

As part of imbedding a culture underpinned by ethics and integrity, the Sub-Directorate: Ethics and Integrity has implemented a comprehensive awareness campaign by means of which intermittent communications, tailor-made to Departmental staff on all aspects of ethics and integrity is disseminated. The campaign utilises a multi-modal approach comprising of Circulars, NewsFlashes and similar communication modes, which seek to:

- Encourage identified employees to comply with the disclosure of financial interests while also ensuring that all employees of the Department follow the requisite processes in obtaining permission from the Accounting Officer for engaging in any remunerated work outside the Department;
- Ensure adherence to disclosing any rewards/gifts in the prescribed Gift Register;
- Maintain improved ethical conduct and integrity by way of implementing the Department's Ethics and Integrity Policy under the auspices of the Ethics and Integrity Committee in conjunction with undertaking regular environmental scans/situational analysis and continuous monitoring;
- Inculcate a culture of ethics and integrity by establishing Regional and Institutional Ethics and Integrity committees and Ethics and Integrity Officers, respectively; and
- Ensure that employees refrain from and strictly adhere to the prohibition of not conducting business with any State Institution.

5. CODE OF CONDUCT

In terms of Section 16A (1) (2), 16B of the Public Service Act, 1994, the Department through the Ethics and Integrity Sub-Directorate must ensure that non-compliance is dealt with decisively.

Regulation 21(2)(c) of the PSR further states that when an employee, subsequent to consultation referred to in sub-regulation (2)(b), fails to take the appropriate steps in addressing the conflict of interest, the Head of Department must take appropriate disciplinary action against such an employee.

The Sub-Directorate during the 2019/20 financial year has prioritised intermittent training/refresher workshops to remind staff and create awareness regarding the promotion of high standards of professional ethics and integrity across the Department. The Code of Conduct for Public Servants forms an integral part of presentations made during awareness campaigns.

6. HEALTH SAFETY AND ENVIRONMENTAL ISSUES

The South African Occupational Health and Safety Act clearly articulates the importance of health and safety compliance within the workplace. The Act requires that organisations possess a Health and Safety Compliance Certificate corroborating that the workplace is legally compliant with the Occupational Health and Safety Act requirements.

The Department has accordingly been issued with a valid Health and Safety Compliance Certificate which substantiates that the buildings occupied by the Department have been found satisfactory, while posing no imminent or potential future risk and meet all relevant standards and accordingly is deemed legally compliant and a safe environment in continuing its operations.

The Department's Compliance Certificate for automatic fire detection and the fire evacuation system has been deemed valid for the period under review. In this regard annual assessments are conducted with a view of mitigating any risks. For the 2020/21 financial year this system was serviced and found to be fully operational in accordance with the SABS 1039 fire detection code.

The primary diesel power generator was serviced and found to be fully functional and servicing/inspection checks are carried out at six-month intervals. In addition the servicing of fire equipment/sprinklers, which includes 73 extinguishers, 55 hose reels and 57 hydrants as concluded during the reporting cycle and in accordance with prescribed SABS and SAQCC specifications was included. The inspection, testing and servicing of electronic lifts is concluded on a monthly basis and a subsequent report has confirmed that all machinery is fully functional and complete records are maintained in accordance with SABS, 1545-1 and lift, escalator and passenger conveyor regulations.



The servicing of air-conditioners has been ongoing with a view to ensure that they are clean and inhibit the spread of harmful bacteria. Clearly demarcated and accessible escape routes/emergency stairs remain an ongoing concern. A recent inspection report concluded by the City of Tshwane raised several concerns pertaining in particular, to the lack of a sufficient number of escape signs at relevant vantage points on the premises, the absence of an evacuation plan, escape doors not closing properly and escape routes and passages being obstructed. Other areas of concern have been identified as the absence of an emergency evacuation chair, unavailability of an information board to keep staff informed so as to ensure that they adhere to health and safety practices; insufficient training provided to Health and Safety representatives; inadequate induction training provided to new employees; the absence of a health and safety policy and the absence of regular Health and Safety Committee meetings.

The buildings of the Department have been cleaned on an ongoing basis in accordance with requisite building waste management and hygiene services, as well as day-to-day maintenance protocols. Compliance has been monitored by way of daily inspections and safety assessments and particular, since the advent of the COVID-19 pandemic. The provision of protective clothing was also provided to all employees whose duties have required the issuing of protective gear.

7. PORTFOLIO COMMITTEES

The Constitution of the Republic of South Africa stipulates that Parliament has the power to conduct oversight of all Organs of State, a function performed by way of its Parliamentary Committees. These Committees have been established as instruments of the National Assembly and National Council of Provinces in terms of the Constitution to facilitate oversight and monitoring of government institutions. These committees are also the “engine rooms” of Parliament’s oversight and legislative work which scrutinise legislation, oversee government action and interact with the public. One of the most important aspects of the oversight function is the review of Departmental Annual Reports and those generated by the Auditor-General in relation to their financial and operational management and administrative affairs. Details in terms of the various committee oversight functions are accordingly highlighted hereafter.

Portfolio Committee on Higher Education and Training

The Portfolio Committee on Higher Education and Training comprises of members of the National Assembly. In exercising its constitutional mandate of oversight regarding the activities of the Department, the Portfolio Committee convened a number of meetings during the period under review and which focussed on:

- The Department’s 2020 to 2025 Strategic Plan in conjunction with its 2020/21 Annual Performance Plan and Budget;
- Measures undertaken to save the academic year of universities and TVET colleges;
- The NSF regarding responses to questions posed by the Committee on its 2020 to 2025 Strategic, as well as the 2020/21 Annual Performance plans;
- Matters related to the current affairs of the King Hintsa, Orbit and Western Cape TVET Colleges;
- The establishment of a MTT regarding the review of NSFAS business processes in tandem with progress reporting on the decision by the Committee requiring the Minister to institute a review regarding the remuneration of University Vice-Chancellors;
- Funding of the “missing middle” and student cohort with historic debt;
- The standardisation of the SRCs election processes;
- Actions taken in response to allegations of poor governance at the Sefako Makgatho University (SMU) and the irregular appointment of Prof P Mbatia as Vice-Chancellor of SMU, as well as related matters;
- The second, third and fourth quarter 2019/20, as well as first quarter 2020/21 Departmental progress reports and an overview of the Revised APP 2020/21;
- Matters pertaining to the current affairs of the Buffalo City and Coastal KZN, TVET colleges;
- Progress related in effectively addressing certification backlogs;
- Progress pertaining to the review of TVET and CET sector curricula in responding to industry needs and revised TVET examination cycles;
- Savings apparent for the 2020 academic year across the PSET System;



- The department's 2019/20 Annual Report;
- The department's second quarter Expenditure and Performance Report for 2020/21;
- Progress regarding the implementation of the Articulation Policy for the PSET System;
- The third quarter financial and performance report 2020/21;
- The state of HEIs and their readiness to open during the 2021 academic year; and
- The current state of affairs across the higher education sector.

The Select Committee on Education and Recreation:

The Select Committee on Education and Recreation comprises members of the National Council of Provinces. The Committee convened a number of meetings focusing on the following oversight functions:

- The Department's 2019/20 Annual Report;
- The Department's Revised 2020/21 APP; and
- Admissions, as well as NSFAS funding and support.

The Standing Committee on Public Accounts (SCOPA):

Resolution No.	Subject	Details	Response by the department	Resolved (Yes/No)
N/A	SCOPA invited the NSFAS to a hearing in relation to the Annual Report and Financial Statements for the financial year 2019/20, as well as expansions and deviations for quarter 1, quarter 2 and quarter 3 of the 2020/21 financial year. In addition, SCOPA considered investigations and any other aspect of the Annual Report that the Committee had a responsibility to interrogate.	9 March 2021	Work in progress	No

8. SCOPA RESOLUTIONS

None.

9. PRIOR MODIFICATIONS TO AUDIT REPORTS

None.

10. INTERNAL CONTROL UNIT

The Internal Control Unit consists of a Deputy Director, an Assistant Director and three State Accountant posts. The work performed during the year included desktop inspections of pay-roll management for CET and TVET colleges, alongside inspections and cash counts of the cashier offices at the National Office and INDLELA. The unit also assisted with the checking and verification of inputs included in the Interim and Annual Financial Statements.



11. INTERNAL AUDIT AND AUDIT COMMITTEES

Key Activities and Objectives of Internal Audit

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

The Internal Audit Function operates with skilled personnel and functions as required by the relevant Treasury Regulations and the PFMA. A risk-based Audit Plan was developed for the year and approved by the Audit Committee. During the year under review, internal audit engagements were performed in accordance with the Audit Plan. Due to a lack of staff and specialised skills in responding to the work requirements identified in the Audit Plan, the Department utilises consultants in providing co-sourced functions in relation to audits.

Key Activities and Objectives of the Audit Committee

The key objective of the Audit Committee is aimed at assisting the Accounting Officer in fulfilling oversight responsibilities regarding the financial reporting process, the system of internal control and management of risks, the audit process as well as the monitoring of compliance with relevant legislation and regulations.

The main activities of the Unit are focussed towards:

- Considering the efficiency of internal control systems;
- Understanding the scope of internal and external auditor reviews pertaining to internal control in relation to financial reporting and obtaining reports on significant findings and recommendations, together with management responses;
- Assessing whether Departmental assets have been properly safe-guarded and used;
- Reviewing the Departmental risk profile on an annual basis and ensuring management is effectively mitigating against potential risks;
- Reviewing the effectiveness of the system in gauging compliance with relevant legislation and regulations; and
- Reviewing the adequacy, reliability and accuracy of financial information provided to management and other users of such information and the review of the Annual Financial Statements on an annual basis and recommending its approval by the Director-General.

The Audit Committee is fully functions and renders its activities effectively as required by the relevant Treasury Regulations and the PFMA. During the period under review, the Audit Committee convened three meetings.

The Table below provides relevant information regarding these Audit Committee meetings:

Name	Qualifications	Internal/External member	Date Appointed	Date resigned	No of meetings attend
Professor DP van der Nest	D Tech	External	1/12/2016 Re-appointed on 26 October 2020	31/3/2021	3
Ms S Padayachy	M Com	External	1/12/2016 Re-appointed on 26 October 2020	31/3/2021	3
Mr S Makhubu	CA, SA	External	1/12/2016 Re-appointed on 26 October 2020	31/3/2021	3

For purposes of this Annual Report, the new incoming Audit Committee Chairperson signed off on the Report of the Audit Committee



12. AUDIT COMMITTEE REPORT

Refer to the details provided in **Part E**.

13. B-BBEE COMPLIANCE PERFORMANCE INFORMATION

The following table has been compiled in accordance with the requisite BBBEE requirements of the *B-BBEE Act, 2003 (Act 53 of 2003)* and as accordingly determined by the Department of Trade and Industry.

Has the Department/Public Entity applied any relevant Code of Good Practice (B-BBEE Certificate Levels 1 to 8) with regards to the following:		
Criteria	Response Yes/No	Discussion (include a discussion on your response and indicate what measures have been taken to comply)
Determining qualification criteria for issuing licences, concessions or other authorisations in respect of economic activity in terms of any law.	N/A	The Department does not issue licences, concessions or other authorisations in respect of economic activity as these, where applicable, reside with its entities.
Developing and implementing a preferential procurement policy.	Yes	The Supply Chain Management Policy as it pertains to preferential procurement, the identification of a preference points system, pre-qualification criteria, objective criteria and sub-contracting. When functionality is scored as part of evaluation criteria as stated in the specification, tenderers that fails to obtain a pre-determined minimum score are not considered further on price and preference points (disqualification). When sourcing goods and services which are designated with local production and content, the Department states minimum requirements in the specification and accepted offers/awards on those transactions are reported to the Department of Trade and Industry.
Determining qualification criteria for the sale of state-owned enterprises.	N/A	The entities of the Department are fully autonomous, hence its sale and other criteria are not applicable.
Developing criteria for entering into partnerships with the private sector.	N/A	Public-private partnership are conducted in accordance with Treasury Regulation 16 and applicable SCM policy.
Determining criteria for the awarding of incentives, grants and investment schemes in support of Broad Based Black Economic Empowerment.	N/A	The Department does not award incentives, grants or investments schemes as these, where applicable, reside with its entities.



→ **PART D**
HUMAN RESOURCE MANAGEMENT





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1. INTRODUCTION

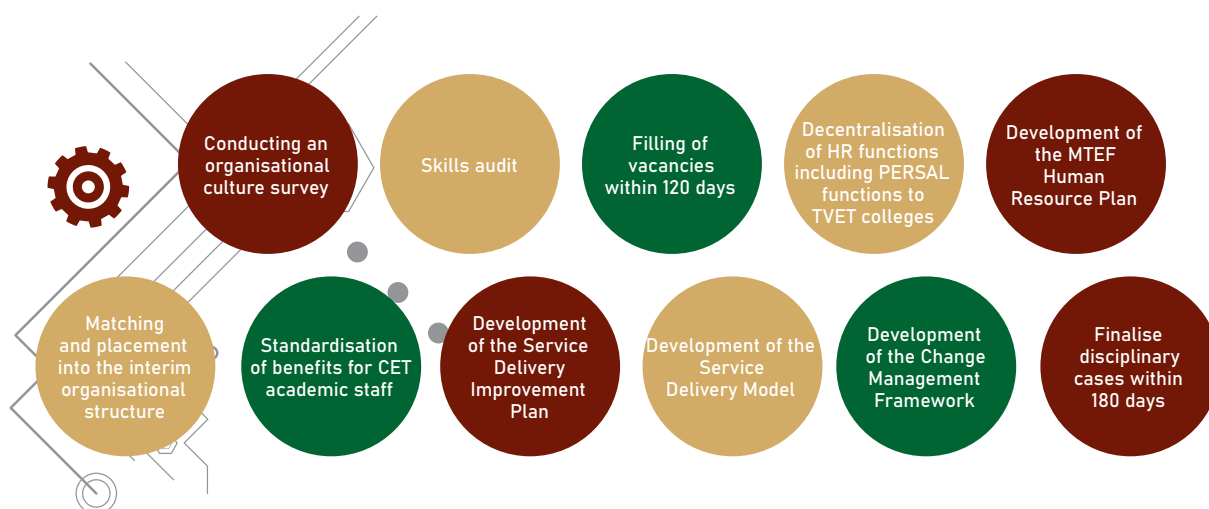
The information contained in this part of the Annual Report is prescribed by the Minister of Public Service and Administration for all departments in the Public Service.

2. OVERVIEW OF HUMAN RESOURCES

The status of Human Resources in the Department

The Human Resources Branch of the Department has faced significant challenges during the period under review following on the advent of the COVID-19 pandemic, but has nonetheless been able to navigate these obstacles and in the main, achieve almost all its targets. Significant progress has been made regarding performance management, human resource planning, organisational development, change management, labour relations and employee health and wellness matters. Major challenges were encountered in relation to human resource management administration and in particular, the functions related to recruitment and selection and Conditions of Service, as well as pensions and qualifications. In this regard the advertisement of posts have taken longer to fill, while the processing of pensions and the recognition of improved qualifications were concluded over protracted time-frames.

Human Resource priorities for the year under review and their subsequent impact are noted as follows:



Workforce planning and key strategies were developed to attract and recruit a skilled and capable workforce:

- The Human Resource Plan (HRP) was utilised as a tool enabling workforce planning as required by the Department. The proposed number of posts identified in the HRP were included as part of the Department's Interim Organisational Structure for the National and Regional offices, as well as TVET and CET colleges.
- A project plan aimed at filling vacancies was devised and strategies developed to attract and recruit a skilled and capable workforce for the period under review.
- Among these strategies was the appointment of capable selection panels, the development of easy-to-read and intelligible job requirements and ensuring consistency in relation to the application of the Recruitment and Selection policy.



Employee Performance Management:

The application and implementation of employee performance management processes has consistently and successfully been implemented. Performance agreements were linked with the Department's APP as well as the respective Operational Plans of individual branches. Staff Personal Development Plans were shared with the Training Development Sub-Directorate and incorporated into the Departmental Workplace Skills Plan.

Employee Wellness Programmes:

The period under review focused on the progressive promotion and spearheading of relevant employee wellness programmes linked to and informed by decisions taken by the Departmental COVID-19 Steering Committee. These strategies and interventions were anchored by the development of the Departmental COVID-19 Master Plan and related safety and social protocols, in tandem with health screening of employees, the provision of training regarding the pandemic, psycho-social interventions and general employee counselling and contact tracing, was facilitated.

Highlights, achievements and challenges faced by the Department, as well as future human resource goals:



Key Priorities for the Human Resources Branch are identified as follows:

- The standardisation of benefits for CET academic staff;
- The implementation of HRP priorities;
- The implementation of the CET and TVET PPN structures;
- A review the Organisational Structure;
- The filling of vacancies within 120 days;
- The development of a performance management and development system for lecturers;
- The development of a business process mapping model and service standards;
- The development of a revised Employment Equity Plan;
- The decentralisation of human resource and PERSAL functions to colleges;
- The review the Departmental delegations; and
- The finalisation of disciplinary cases within 180 days.



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 2020 to 31 March 2021

Programme	Total expenditure (R'000)	Personnel expenditure (R'000)	Professional and Special Services (R'000)	Training expenditure (R'000)	Personnel cost as a % of Total expenditure	Average personnel cost per employee (R'000)	Number of employees 31 March 2021
1	399 408	216 575	3 766	1 673	54.2	451	480
2	191 324	75 233	718	11	39.3	522	144
3	78 357 339	56 265	-	-	0.1	678	83
4	12 472 671	6 721 267	-	19 843	53.9	433	15 524
5	273 745	118 322	-	2	43.2	242	489
6	2 002 992	1 831 983	-	-	91.5	224	8 167
Sub total	93 697 479	9 019 645	4 484	21 529	9.6	362	24 887
Statutory	12 412 974	-	-	-	-	-	-
Total	106 110 453	9 019 645	4 484	21 529	8.5	362	24 887

Table 3.1.2: Personnel costs by salary band for the period 1 April 2020 to 31 March 2021

Salary band	Personnel expenditure (R'000)	% of Total personnel cost	Average personnel cost per employee (R'000)
Lower skilled (Levels 1-2)	276 686	3.1	70
Skilled (Levels 3-5)	1 186 644	13.2	147
Highly skilled production (Levels 6-8)	5 074 153	56.3	506
Highly skilled supervision (Levels 9-12)	2 234 599	25	828
Senior Management (Levels 13-16)	247 563	3	1 577
Total	9 019 645	100	362

The following tables provide a summary per programme (Table 3.1.3) and salary bands (Table 3.1.4), of expenditure incurred as a result of salaries, overtime, home owner's allowance and medical assistance. In each case, the table provides an indication of the percentage of the personnel budget that was used for these items.

Table 3.1.3: Salaries, overtime, home owners allowance and medical aid by programme for the period 1 April 2020 to 31 March 2021

Programme	Salaries			Overtime		Home Owner's Allowance		Medical Assistance	
	Personnel costs (R'000)	Amount (R'000)	Salaries as a % of personnel cost	Amount (R'000)	Overtime as a % of personnel cost	Amount (R'000)	HOA as a % of personnel cost	Amount (R'000)	Medical assistance as a % of personnel cost
1	216 575	147 959	68.3	5 635	2.6	6 094	2.8	11 302	5.2
2	75 233	53 830	71.6	10	-	1 150	1.5	2 011	2.7
3	56 265	39 956	71.0	-	-	737	1.3	1 296	2.3
4	6 721 267	4 495 010	66.9	2 909	-	231 822	3.4	377 621	5.6
5	118 322	83 527	70.6	720	0.6	3 778	3.2	7 119	6.0
6	1 831 983	1 194 624	65.2	3	-	28 090	1.5	11 054	0.6
Total	9 019 645	6 014 906	66.7	9 277	0.1	271 671	3.0	410 403	4.6

Table 3.1.4: Salaries, overtime, home owners allowance and medical aid by salary band for the period 1 April 2020 to 31 March 2021

Salary band	Salaries			Overtime		Home Owner's Allowance		Medical Assistance	
	Personnel costs (R'000)	Amount (R'000)	Salaries as a % of personnel cost	Amount (R'000)	Overtime as a % of personnel cost	Amount (R'000)	HOA as a % of personnel cost	Amount (R'000)	Medical assistance as a % of personnel cost
Lower skilled (Levels 1-2)	276 686	161 734	58.5	367	0.1	21 831	7.9	22 722	8.2
Skilled (Levels 3-5)	1 186 644	760 227	64.1	1 290	0.1	52 946	4.5	83 125	7.0
Highly skilled production (Levels 6-8)	5 074 153	3 367 764	66.4	5 961	0.1	158 652	3.1	234 403	4.6
Highly skilled supervision (Levels 9-12)	2 234 599	1 544 144	69.1	1 659	0.1	37 563	1.7	68 382	3.1
Senior Management (Levels 13-16)	247 563	181 037	73.1	-	-	679	0.3	1 771	0.7
Total	9 019 645	6 014 906	66.7	9 277	0.1	271 671	3.0	410 403	4.6



3.2 Employment and vacancies

The following tables summarise the number of posts on the establishment, the number of employees, the vacancy rate and whether there are any staff additional to the establishment.

This information is presented in terms of three key variables:

- Programme
- Salary band
- Critical occupation

The Department has identified critical occupations that need to be monitored. The vacancy rate reflects the percentage of posts that are not filled.

Table 3.2.1: Employment and vacancies by programme as at 31 March 2021

Programme	Number of posts on approved establishment	Number of posts filled	Vacancy rate	Number of employees additional to the establishment
Programme 1: Administration	570	480	15.8	5
Programme 2: Planning, Policy and Strategy	17 680	15 524	12.2	123
Programme 3: University Education	102	83	18.6	-
Programme 4: Technical and Vocational Education and Training	190	144	24.2	6
Programme 5: Skills Development	598	489	18.2	7
Programme 6: Community Education and Training	11 590	8 167	29.5	4 482
Total	30 730	24 887	19.0	4623

Table 3.2.2: Employment and vacancies by salary band as at 31 March 2021

Salary band	Number of posts on approved establishment	Number of posts filled	Vacancy rate	Number of employees additional to the establishment
Lower skilled (1-2)	1 602	1 266	21.0	7
Skilled (3-5)	5 720	3 890	32.9	47
Highly skilled production (6-8)	12 954	10 024	22.6	103
Highly skilled supervision (9-12)	3 352	2 700	19.5	5
Senior management (13-16)	255	157	38.4	6
Total	23 883	18 037	24.5	168

Table 3.2.3: Employment and vacancies by critical occupations as at 31 March 2021

Critical occupation	Number of posts on approved establishment	Number of posts filled	Vacancy rate	Number of employees additional to the establishment
Rank: Education Specialist (FETI): Permanent	12	-	100	-
Rank: Education Specialist (FETI): Permanent	7	-	100	-
Rank: Lecturer (FETI): Permanent	51	-	100	-
Trade/Industry Advisers and other related profession: Permanent	3	2	33.3	-
Trade related: Permanent	6	6	-	-
National Technical Examiners: Permanent	29	24	17.2	-
Other Information Technology Personnel: Permanent	6	6	-	-
Risk Management and Security Services: Permanent	6	6	-	-
Mathematicians and related professionals: Permanent	3	3	-	-
Other information Technology Personnel: Permanent	7	7	-	2
Computer System Designers and Analysts: Permanent	3	2	33.3	-
Computer Programmers: Permanent	4	4	-	-
Inspectors of Apprentices Works and Vehicles: Permanent	1	1	-	-
Human Resources and Organisational Development and related Professional: Permanent	30	25	16.7	-
Human Resources related: Permanent	69	59	14.5	-
Other Administrative Policy and related officers: Permanent	54	48	11.1	-
Finance and Economics related: Permanent	29	24	17.2	-
Financial and related professionals: Permanent	100	66	34	-
Librarians and related professionals: Permanent	7	7	-	-
Total	421	290	31.1	2

3.3 Filling of SMS posts

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

Table 3.3.1 SMS post information as at 31 March 2021

SMS Level	Total number of funded SMS posts	Total number of SMS posts filled	% of SMS posts filled	Total number of SMS posts vacant	% of SMS posts vacant
Director-General/ Head of Department	1	1	100	-	-
Salary Level 16	1	1	100	-	-
Salary Level 15	7	4	57	3	43
Salary Level 14	38	27	71	11	29
Salary Level 13	185	114	62	71	38
Total	232	147	63	85	37



Table 3.3.2 SMS post information as at 30 September 2020

SMS Level	Total number of funded SMS posts	Total number of SMS posts filled	% of SMS posts filled	Total number of SMS posts vacant	% of SMS posts vacant
Director-General/ Head of Department	1	1	100	-	-
Salary Level 16	1	1	100	-	100
Salary Level 15	7	2	29	5	71
Salary Level 14	38	27	71	11	29
Salary Level 13	185	114	62	71	38
Total	232	145	62	87	38

Table 3.3.3 Advertising and filling of SMS posts for the period 1 April 2020 to 31 March 2021

SMS Level	Advertising	Filling of Posts	
	Number of vacancies per level advertised in 6 months of becoming vacant	Number of vacancies per level filled in 6 months of becoming vacant	Number of vacancies per level not filled in 6 months but filled in 12 months
Director-General/ Head of Department	-	-	-
Salary Level 16	-	-	-
Salary Level 15	4	3	-
Salary Level 14	9	-	9
Salary Level 13	40	-	40
Total	53	3	49

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 2020 to 31 March 2021**Reasons for vacancies not advertised within six months**

The Department advertised the SMS positions within six months after the approval was granted by the Executive Authority.

Reasons for vacancies not filled within twelve months

The Department advertised 143 positions during the above-mentioned period and due to the restrictions and movements because of the lockdown, job applications had to be emailed to the dedicated emails created for the purpose in complying with DPSA Directive 19 of 2020 as opposed to physically delivery of application documents or use postal services due to COVID-19 restrictions on alert levels 5 to 3.

It should be mentioned that the Department does not have an e-Recruitment system to deal with response handling on its recruitment and selection process, this meant that job applications had to be literally printed on the normal photocopier machines one-by-one and because of high volumes it has taken longer to finalise the recruitment and selection process for the advertised posts.

Table 3.3.5 Disciplinary steps taken for not complying with the prescribed time-frames for filling SMS posts within 12 months for the period 1 April 2020 to 31 March 2021**Reasons for vacancies not advertised within six months**

Vacancies could not be advertised because of matching and placement on the interim approved organisational structure.

Reasons for vacancies not filled within six months

Posts were not filled within 6 months because of COVID-19 restrictions and protocols.



3.4 Job evaluation

The following table summarises the number of jobs that were evaluated during the year under review. The table also provides statistics on the number of posts that were up- or downgraded.

Table 3.4.1: Job evaluation by salary band for the period 1 April 2020 to 31 March 2021

Salary band	Number of posts on approved establishment	Number of jobs evaluated	% of posts evaluated by salary bands	Posts Upgraded		Posts downgraded	
				Number	% of posts evaluated	Number	% of posts evaluated
Lower Skilled (Levels 1-2)	1 232	-	-	-	-	-	-
Skilled (Levels 3-5)	3 859	-	-	-	-	-	-
Highly skilled production (Levels 6-8)	9 937	-	-	-	-	-	-
Highly skilled supervision (Levels 9-12)	2 589	-	-	-	-	-	-
Senior Management Service Band A	136	-	-	-	-	-	-
Senior Management Service Band B	-	-	-	-	-	-	-
Senior Management Service Band C	-	-	-	-	-	-	-
Senior Management Service Band D	-	-	-	-	-	-	-
Total	17 753	-	-	-	-	-	-

The following table provides a summary of the number of employees whose positions were upgraded due to their post being upgraded. The number of employees may differ from the number of posts upgraded, since not all employees are automatically absorbed into the new posts and some of the posts upgraded could also still be vacant.

Table 3.4.2: Profile of employees whose positions were upgraded due to their posts being upgraded for the period 1 April 2020 to 31 March 2021

Gender	African	Asian	Coloured	White	Total
Female	9	-	-	1	10
Male	12	-	-	1	13
Total	21	-	-	2	23

**NB It should be noted that the number of officials upgraded as per the table above are based on the job evaluation results approved in 2019/20 financial year, but could not be upgraded due to not meeting the upgrading requirements as per the PSR. Hence the upgrade was only implemented during the 2020/21 financial year.*

Employees with a disability	None
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The following table summarises the number of cases where remuneration bands exceed the grade determined by job evaluation. Reasons for the deviation are provided in each case.

Table 3.4.3: Employees with salary levels higher than those determined by job evaluation by occupation for the period 1 April 2020 to 31 March 2021

Occupation	Number of employees	Job evaluation level	Remuneration level	Reason for deviation
None	None	None	None	N/A
Total number of employees whose salaries exceeded the level determined by job evaluation				N/A
Percentage of total employed				N/A



The following table summarises the beneficiaries outlined above in terms of race, gender and disability.

Table 3.4.4: Profile of employees who have salary levels higher than those determined by job evaluation for the period 1 April 2020 to 31 March 2021

Total number of Employees whose salaries exceeded the grades determine by job evaluation	None
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3.5 Employment changes

The following tables provide a summary of turn-over rates by salary band and critical occupation.

Table 3.5.1: Annual turn-over rates by salary band for the period 1 April 2020 to 31 March 2021

Salary band	Number of employees at beginning of period 1 April 2020	Appointments into the Department	Transfers Into the Department	Transfers out of the Department	Terminations Out of the Department	Turn-over rate
Lower skilled (Levels 1-2)	1 260	2	1		59	4.9
Skilled (Levels 3-5)	3 802	10	-	2	140	4.0
Highly skilled production (Levels 6-8)	9 938	-	7	13	392	4.2
Highly skilled supervision (Levels 9-12)	2 645	7	3	4	213	8.0
Senior Management Service Bands A (Level 13)	222	6	1	-	12	9.8
Senior Management Service Bands B (Level 14)	50	1	-	2	7	21.9
Senior Management Service Bands C (Level 15)	9	1	-	-	2	50
Senior Management Service Bands D (Level 16)	3	-	-	1	-	-
Contracts	15 787	234	-	-	18	54.9
Total	33 716	261	12	22	843	54.9

Table 3.5.2: Annual turn-over rates by critical occupation for the period 1 April 2020 to 31 March 2021

Critical occupation	Number of employees at beginning of period 1 April 2020	Appointments and transfers into the Department	Terminations and transfers out of the Department	Turn-over rate
Administrative related, permanent	1 022	46	42	4.1
All artisans in the building, metal machinery etc., permanent	1	-	-	100
Building and other property caretakers, permanent	20	-	4	20
Cleaners in offices workshops hospitals etc., permanent	1 944	31	111	5.7
Farm hands and labourers, permanent	1	-	1	100
Finance and economics related, permanent	23	1	1	4.3
Financial and related professionals, permanent	61	5	5	8.2
Financial clerks and credit controllers, permanent	197	4	3	1.5
Household and laundry workers, permanent	33	-	6	18.2
Human resources and organisational development and relate professionals, permanent	27	-	1	3.7
Human resources clerks, permanent	242	6	8	3.3
Human resources related, permanent	52	5	4	7.7



Critical occupation	Number of employees at beginning of period 1 April 2020	Appointments and transfers into the Department	Terminations and transfers out of the Department	Turn-over rate
Library mail and related clerks, permanent	35	-	3	8.6
Light vehicle drivers, permanent	41	-	3	7.3
Logistical support personnel, permanent	14	-	1	7.1
Material-recording and transport clerks, permanent	122	-	8	6.6
National technical examiners, permanent	25	-	1	4
Other administrative and related clerks and organisers, permanent	3 257	326	575	17.7
Other administrative policy and related officers, permanent	51	-	3	5.9
Other occupations, temporary	2 652	2	66	2.5
Secretaries and other keyboard operating clerks, permanent	248	1	22	8.9
Security guards, permanent	60	-	7	11.7
Security officers, permanent	18	-	2	11.1
Senior managers, permanent	162	8	24	14.8
Total	10 308	435	901	4.19

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 2020 to 31 March 2021

Termination Type	Number	% of total resignations
Death	158	10.4
Resignation	319	21.1
Expiry of contract	574	37.8
Dismissal – operational changes	-	-
Dismissal – misconduct	61	4
Dismissal – inefficiency	-	-
Discharged due to ill-health	9	0.6
Retirement	395	26
Transfer to other Public Service Departments	-	-
Other	-	-
Total	1 516	100
Total number of employees who left as a % of total employment	6.1	



Table 3.5.4: Promotions by critical occupation for the period 1 April 2020 to 31 March 2021

Occupation	Employees 1 April 2020	Promotions to another salary level	Salary level promotions as a % of employees by occupation	Progressions to another notch within a salary level	Notch progression as a % of employees by occupation
Administrative related	1 022	24	2.3	593	58
All artisans in the building, metal, machinery, etc.	1	-	-	-	-
Archivists curators and related professionals	1	-	-	-	-
Artisan project and related superintendents	1	-	-	-	-
Basic training	15	-	-	6	40
Binding and related workers	2	-	-	2	100
Building and other property caretakers	20	-	-	9	45
Bus and heavy vehicle drivers	5	-	-	2	40
Cashiers tellers and related clerks	10	-	-	9	90
Cleaners in offices workshops hospitals, etc.	1 944	1	0.1	1 375	71
Client inform clerks (receptionist information clerks)	16	-	-	14	87.5
Communication and information related	8	1	12.5	4	50
Computer programmers	4	-	-	4	100
Computer system designers and analysts	2	-	-	1	50
Crime investigators/Misdaad ondersoekers	1	-	-	-	-
Dental practitioners	1	-	-	1	100
Economists	1	-	-	1	100
Farm hands and labourers	1	-	-	-	-
Finance and economics related	23	-	-	10	43.5
Financial and related professionals	61	2	3.3	16	26.2
Financial clerks and credit controllers	197	1	0.5	140	71.1
Food services aids and waiters	40	-	-	24	60
General legal administration and related professionals	5	-	-	7	140
Head of Department/Chief Executive Officer	3	-	-	-	-
Household and laundry workers	33	-	-	15	45.5
Household food and laundry services related	10	-	-	9	90
Housekeepers laundry and related workers	3	-	-	2	66.7
Human resources and organisation development and related professionals	27	-	-	10	37
Human resources clerks	242	-	-	173	71.5
Human resources related	52	7	13.5	21	40.4
Information technology related	7	1	14.3	3	42.9
Inspectors of apprentices works and vehicles	1	-	-	1	100
Legal related	2	-	-	2	100
Librarians and related professionals	7	-	-	2	28.6
Library mail and related clerks	35	-	-	26	74.3

Occupation	Employees 1 April 2020	Promotions to another salary level	Salary level promotions as a % of employees by occupation	Progressions to another notch within a salary level	Notch progression as a % of employees by occupation
Light vehicle drivers	41	-	-	35	85.4
Logistical support personnel	14	-	-	7	50
Material-recording and transport clerks	122	-	-	96	78.7
Mathematicians and related professionals	3	-	-	1	33.3
Messengers porters and deliverers	64	-	-	47	73.4
Motor vehicle drivers	4	-	-	6	150
National technical examiners	25	-	-	12	48
Natural sciences related	2	-	-	2	100
Occupational therapy	1	-	-	-	-
Operational planning	2	-	-	-	-
Other administrative and related clerks and organisers	3 257	9	0.3	2 268	69.6
Other administrative policy and related officers	51	-	-	28	54.9
Other information technology personnel.	7	-	-	6	85.7
Other occupations	17 947	64	0.4	8 890	49.5
Pharmacologists athologists and related professionals	1	-	-	-	-
Printing and related machine operators	1	-	-	1	100
Professional nurse	1	-	-	-	-
Risk management and security services	6	-	-	5	83.3
Secretaries and other keyboard operating clerks	248	-	-	159	64.1
Security guards	60	-	-	32	53.3
Security officers	18	-	-	9	50
Senior managers	162	3	1.9	3	1.9
Social work and related professionals	1	-	-	1	100
Statisticians and related professionals	1	-	-	-	-
Trade labourers	23	-	-	21	91.3
Trade related	6	-	-	6	100
Trade/industry advisers and other related professionals	2	-	-	-	-
Total	25 877	113	0.4	14 118	54.6

Table 3.5.5: Promotions by salary band for the period 1 April 2020 to 31 March 2021

Salary band	Employees 1 April 2020	Promotions to another salary level	Salary bands promotions as a % of employees by salary level	Progressions to another notch within a salary level	Notch progression as a % of employees by salary bands
Lower skilled (Levels 1-2)	1 310	-	-	855	65.3
Skilled (Levels 3-5)	4 008	5	0.12	2 485	62.
Highly skilled production (Levels 6-8)	10 441	23	0.37	7 943	76.1
Highly skilled supervision (Levels 9-12)	2 715	64	2.36	2 036	74.9
Senior Management (Level 13-16)	174	5	2.87	-	-
Total	18 648	113	0.6	13 319	71.4



3.6 Employment equity

Table 3.6.1: Total number of employees (including employees with disabilities) in each of the following occupational categories as at 31 March 2021

Occupational category	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	75	8	1	9	43	3	6	12	157
Professionals	1 049	139	52	178	867	120	31	264	2 700
Technicians and associate professionals	3 997	243	102	207	4 481	353	137	505	10 025
Clerks	1 246	99	15	27	2 206	211	23	63	3 890
Service and sales workers	-	-	-	-	-	-	-	-	-
Skilled agriculture and fishery workers	-	-	-	-	-	-	-	-	-
Craft and related trades workers	-	-	-	-	-	-	-	-	-
Plant and machine operators and assemblers	-	-	-	-	-	-	-	-	-
Elementary occupations	1 931	59	2	14	5 991	101	2	15	8 112
Total	8 298	548	172	435	13 588	788	199	859	24 884
Employees with disabilities	11	5	-	4	14	-	1	6	41

Table 3.6.2: Total number of employees (including employees with disabilities) in each of the following occupational bands as of 31 March 2021

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	3	-	-	-	2	-	-	-	5
Senior Management	72	8	1	9	41	3	6	12	152
Professionally qualified and experienced specialists and mid-management	1 049	139	52	178	867	120	31	264	2 700
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	3 997	243	102	207	4 481	353	137	505	10 025
Semi-skilled and discretionary decision-making	1 246	99	15	27	2 206	211	23	63	3 890
Unskilled and defined decision-making	1 931	59	2	14	5 991	101	2	15	8 112
Total	8 298	548	172	435	13 588	788	199	859	24 884



Table 3.6.3: Recruitment for the period 1 April 2020 to 31 March 2021

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	-	-	-	-	-	-	-	-	-
Senior Management	3	-	1	2	1	-	-	1	8
Professionally qualified and experienced specialists and mid-management	16	3	-	1	16	1	-	-	37
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	65	5	1	-	62	4	-	1	138
Semi-skilled and discretionary decision-making	27	-	-	-	71	2	-	-	100
Unskilled and defined decision-making	13	1	-	-	19	-	-	-	33
Total	124	9	2	3	169	7	-	2	316
Employees with disabilities	1	-	-	-	-	-	-	-	2

Table 3.6.4 Promotions for the period 1 April 2020 to 31 March 2021

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	-	-	-	-	-	-	-	-	-
Senior Management	3	-	-	-	1	1	-	-	5
Professionally qualified and experienced specialists and mid-management	778	121	40	148	629	106	28	234	2 084
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	3 152	205	87	181	3 525	289	117	449	8 005
Semi-skilled and discretionary decision-making	809	69	8	20	1357	167	19	50	2 499
Unskilled and defined decision-making	349	22	-	4	448	32	-	-	855
Total	5 091	417	135	353	5 960	595	164	733	13 448
Employees with disabilities	11	5	-	4	14	-	1	6	41



Table 3.6.5: Terminations for the period 1 April 2020 to 31 March 2021

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	-	-	-	1	-	-	-	1	2
Senior Management	7	3	1	4	2	-	-	2	19
Professionally qualified and experienced specialists and mid-management	71	13	10	28	37	6	3	45	213
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	159	23	8	20	121	20	3	38	392
Semi-skilled and discretionary decision-making	65	7	1	-	50	15	-	2	140
Unskilled and defined decision-making	27	3	-	2	23	4	-	-	59
Total	329	49	20	55	233	45	6	88	825
Employees with disabilities	1	1	-	-	-	-	-	-	2

Table 3.6.6: Disciplinary action for the period 1 April 2020 to 31 March 2021

Disciplinary action	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Absence or repeated absence from work without a valid reason or permission	12	1	-	-	2	-	-	1	16
Abandoning the workplace without authorisation	1	-	-	-	-	-	-	-	1
Assault, attempt or threatens to assault, another employee or person while on duty	1	-	-	-	2	-	-	-	3
Abuse of state vehicle	2	-	-	-	1	1	-	-	4
Breaching of contract employment and causing financial implications	-	-	-	-	-	-	-	-	-
Breaching the internal security measures	-	1	-	-	1	-	-	-	2
Bringing the name of the college into disrepute	-	-	-	-	-	1	-	-	-
Collusion	-	-	-	-	-	-	-	-	-
Conducting himself/herself in an improper, disgraceful, and unacceptable manner	1	-	-	-	1	-	-	2	4
Contravention of leave policy	1	-	-	-	-	-	-	-	1
Contravention of the registration procedure by approving student registration forms without proof of payment	-	-	-	-	-	-	-	-	-
Dereliction of duties	6	1	-	-	1	-	-	-	8
Disclosure of confidential information	-	-	-	-	-	-	-	-	-



Disciplinary action	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Dishonesty	2	1	-	-	-	-	-	-	3
Display disrespect towards others in the workplace or demonstrates abuse or insolent behaviour	-	4	-	-	1	1	-	-	6
Driving a State vehicle under the influence of alcohol	-	-	-	-	-	-	-	-	-
Discrimination	-	-	-	-	-	-	-	1	1
Disruption of processes	1	-	-	-	1	-	-	-	2
Fails to carry out a lawful order or routine instruction without just or reasonable cause	4	1	-	-	-	-	-	1	6
Falsification of records or any other documentation	1	-	-	-	1	-	-	-	2
Fails to comply with, or contravenes an Act, regulation or legal obligation	3	-	-	1	-	1	-	1	6
Failure to disclose remuneration outside the normal working hours	-	1	-	-	-	-	-	-	1
Fraudulent signing the campus register whilst not at work	-	-	-	-	-	-	-	-	-
Fleeing the scene after vehicle was involved in a car accident and giving false statement about the absence of causalities during the accident	-	-	-	-	-	-	-	-	-
Give false evidence	-	-	-	-	-	-	-	-	-
Gross dishonesty	2	-	-	-	1	-	-	-	3
Gross insubordination	2	-	-	1	-	-	-	1	4
Gross misrepresentation	-	-	-	-	-	-	-	-	-
Gross negligence	-	-	-	-	-	-	-	-	-
Gross misconduct	-	-	-	-	-	-	-	-	-
Incitement of students	5	-	-	-	-	-	-	-	5
Intimidation	1	-	-	-	1	-	-	-	2
Insubordination	2	2	-	-	3	-	-	-	7
Hiring of classroom without approval	-	-	-	-	-	-	-	-	-
Homophobic attack on a student	-	-	-	-	-	-	-	-	-
Intentionally omitted some of the service providers	-	-	-	-	-	-	-	-	-
Loss of college property	-	-	-	-	-	-	-	-	-
Maladministration	1	-	-	-	1	-	-	-	2
Malicious damage to property/misuse of property	-	-	-	-	-	-	-	-	-
Misrepresentation	1	-	-	3	2	-	-	1	7
Misuse of the State property	1	-	-	-	-	-	-	-	1
Negligence	2	2	1	-	-	-	-	3	8



Disciplinary action	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Not returning vehicle when expected	-	-	-	-	-	-	-	-	-
Prejudice and disrespect	-	-	-	-	-	-	-	-	-
Prejudice the administration of the institution	1	-	-	-	-	-	-	-	1
Poor or inadequate performance for reasons other than incapacity	-	-	-	-	1	-	-	-	1
Poor time keeping	-	-	-	-	-	-	-	-	-
Racism	-	-	-	-	-	1	-	-	1
Reckless driving	-	-	-	-	-	-	-	-	-
Refusal to sign the tools of trade	-	-	-	-	-	-	-	-	-
Removal of college equipment	-	-	-	-	-	-	-	-	-
Sexual harassment	7	-	-	-	-	-	-	-	7
Theft, bribery, fraud, corruption or any combination thereof	4	-	-	-	10	-	2	1	16
Unauthorised expenditure and utilisation of college funds without authority	-	-	-	-	-	-	-	-	-
Unauthorised swapping of position	-	-	-	-	1	-	-	-	1
Unauthorised removal of college equipment	-	-	-	-	-	-	-	-	-
Upgrading the salary level without following procedures	-	-	-	-	-	-	-	-	-
Utilisation of college vehicle for private trips	-	-	-	-	-	-	-	-	-
While on duty, is under the influence of intoxicating, illegal, unauthorised, habit-forming and/ or stupefying drug, including alcohol	2	-	-	-	-	-	-	-	2
Without permission possesses or wrongfully uses the property of the State, another employee and/or a visitor	-	-	-	-	-	-	-	-	-
Upgrading the salary level without following procedures	-	-	-	-	1	-	-	-	1
Total	66	14	1	5	32	5	2	11	136

Table 3.6.7 Skills development for the period 1 April 2020 to 31 March 2021

Occupational category	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	2	-	-	2	13	-	-	-	17
Professionals	3	-	-	-	6	-	-	2	10
Technicians and associate professionals	-	-	-	-	10	-	-	-	10
Clerks	1	-	-	-	40	1	-	2	44
Service and sales workers	-	-	-	-	-	-	-	-	-
Skilled agriculture and fishery workers	-	-	-	-	-	-	-	-	-
Craft and related trades workers	-	-	-	-	-	-	-	-	-
Plant and machine operators and assemblers	-	-	-	-	-	-	-	-	-
Elementary occupations	4	-	-	-	7	-	-	-	11
Total	10	-	-	2	76	1	-	4	93
Employees with disabilities	-	-	-	1	-	-	-	-	1

3.7 Signing of performance agreements by SMS members

Table 3.7.1: Signing of performance agreements by SMS members as at 31 May 2021

SMS Level	Total number of funded SMS posts	Total number of SMS members	Total number of signed performance agreements	Signed performance agreements as % of total number of SMS members
Director-General/ Head of Department	1	1	1	100
Salary Level 16	-	-	-	-
Salary Level 15	5	5	5	100
Salary Level 14	29	29	29	100
Salary Level 13	111	111	111	100
Total	146	146	146	100

Table 3.7.2: Reasons for not having concluded performance agreements for all SMS members as at 31 March 2021

Reasons
N/A

Table 3.7.3: Disciplinary steps taken against SMS members for not having concluded performance agreements as at 31 March 2021

Reasons
N/A



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 band and critical occupation.

Table 3.8.1: Performance rewards by race, gender and disability for the period 1 April 2020 to 31 March 2021

Race and gender	Beneficiary profile			Cost	
	Number of beneficiaries	Number of employees	% of total within group	Cost (R'000)	Average cost per employee
African					
Male	657	8 281	7.90	9 133	13 902
Female	995	13 571	7.30	13 144	13 210
Asian					
Male	6	172	3.5	172	28 593
Female	9	19	4.50	187	20 730
Coloured					
Male	48	544	8.80	806	16 787
Female	75	786	9.50	1 491	19 884
White					
Male	28	429	6.50	740	26 423
Female	99	852	11.60	2 040	20 606
Total	1 917	24 833	59.6	27 713	160 135

Table 3.8.2: Performance rewards by salary band for personnel below Senior Management Service for the period 1 April 2020 to 31 March 2021

Salary band	Beneficiary profile			Cost	
	Number of beneficiaries	Number of employees	% of total within salary bands	Total cost (R'000)	Average cost per employee
Lower Skilled (Levels 1-2)	214	1 260	17	1 159.13	5 417
Skilled (level 3-5)	685	3 802	18	6 983.86	10 195
Highly skilled production (level 6-8)	718	9 938	7.2	10 874.43	15 145
Highly skilled supervision (level 9-12)	270	2 645	10.2	7 988.6	29 587
Total	1 887	17 645	52.4	27 006	60 344



Table 3.8.3: Performance rewards by critical occupation for the period 1 April 2020 to 31 March 2021

Critical occupation	Beneficiary profile			Cost	
	Number of beneficiaries	Number of employees	% of total within occupation	Total cost (R'000)	Average cost per employee
Financial clerks and credit controllers	82	194	42.3	1 160	14 141
Household food and laundry services related	1	10	10	5	4 90
Human resources clerks	114	238	47.9	1 462	12 828
Security officers	3	15	20	48.3	16 085
Household and laundry workers	3	27	11.1	24.3	8 094
Messengers porters and deliverers	22	66	33.3	156	7 078
Human resources and organisational development and relate professions	12	25	48	265	22 084
Risk management and security services	3	6	50	55	18 267
Logistical support personnel	8	13	61.5	161	20 170
Finance and economics related	10	24	41.7	387	38 676
Natural sciences related	-	2	-	-	-
Other administration and related clerks and organisers	706	2 991	23.6	9 139	12 945
Housekeepers laundry and related workers	2	3	66.70	27	13 355
Other occupations	48	17 397	0.3	705	14 685
Legal related	1	2	50	15	15 159
Financial and related professionals	9	66	13.6	268	29 732
Building and other property caretakers	6	16	37.50	48	8 040
Occupational therapy	-	1	-	-	-
Administrative related	286	1 022	28	7 690	26 887
Communication and information related	1	9	11.1	22	22 390
Basic training	3	14	21.4	25	8 343
Secretaries and other keyboard operating clerks	88	228	38.6	1 204	13 678
Cleaners in offices workshops hospitals, etc.	353	1 849	19.1	2 575	7 295
Library mail and related clerks	8	31	25.8	102.	12 758
National technical examiners	8	24	33.3	148	18 487
Human resources related	10	59	16.9	234	23 426
Operational planning	-	1	-	-	-
Dental practitioners	1	1	100	53	52 923
Trade/industry advisers and other related professionals	-	2	-	-	-
Printing and related machine operators	-	1	-	-	-
Crime investigators	-	1	-	-	-
Cashiers tellers and related clerks	4	10	40	84.8	21 188
Head of Department/Chief Executive Officer	-	3	-	-	-
Computer programmers	1	4	25	25.1	25 072
Binding and related workers	-	2	-	-	-
Trade labourers	9	23	39.1	82.9	9 209
Social work and related professionals	-	1	-	-	-
General legal administration and related professionals	4	5	80	102.8	25 697
Archivists curators and related professionals	-	1	-	-	-
Material-recording and transport clerks	54	112	48.2	612.4	11 341
Other administrative policy and related officers	21	48	43.8	402.2	19 153



Critical occupation	Beneficiary profile			Cost	
	Number of beneficiaries	Number of employees	% of total within occupation	Total cost (R'000)	Average cost per employee
Artisan project and related superintendents	-	1	-	-	-
Inspectors of apprentices works and vehicles	1	1	100	16.2	16 166
Professional nurse	-	1	-	-	-
Statisticians and related professionals	-	1	-	-	-
Bus and heavy vehicle drivers	-	5	-	-	-
Senior Managers	1	143	0.7	100.5	100 523
Client information clerks (Switchboard reception information clerks)	4	16	25	36.4	9 106
Computer system designers and analysts	-	2	-	-	-
Economists	1	1	100	28.5	28 506
Trade related	3	6	50	47.1	15 692
Other information technology personnel	2	7	28.6	20.1	10 064
Light vehicle drivers	8	38	21.1	64.9	8 122
Mathematicians and related professionals	-	3	-	-	-
Motor vehicle drivers	-	6	-	-	-
Security guards	11	52	21.2	88.9	8 081
Food services aids and waiters	12	39	30.8	120.6	10 047
Pharmacologists pathologists and related professionals	-	1	-	-	-
Information technology related	1	10	10	21.2	21 234
Librarians and related professionals	1	7	14.3	13.5	13 482
Total	1 926	24 887	7.7	27 846	14 458

Table 3.8.4: Performance related rewards (cash bonus), by salary band for Senior Management Service for the period 1 April 2020 to 31 March 2021

Salary band	Beneficiary Profile			Cost		Total cost as a % of the total personnel expenditure
	Number of beneficiaries	Number of employees	% of total within salary bands	Total cost (R'000)	Average cost per employee	
Band A	-	-	-	-	-	-
Band B	-	-	-	-	-	-
Band C	-	-	-	-	-	-
Band D	-	-	-	-	-	-
Total	-	-	-	-	-	-

NB: The Executive Authority did not approve the payment of performance incentives for members of Senior Management Services.

3.9 Foreign workers

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

Table 3.9.1: Foreign workers by salary band for the period 1 April 2020 to 31 March 2021

Salary band	01 April 2020		31 March 2021		Change	
	Number	% of Total	Number	% of Total	Number	% Change
Lower skilled	13	3.9	9	2.2	(4)	(4.9)
Highly skilled production (Lev. 6-8)	236	71.7	227	55.4	(9)	(11.1)
Highly skilled supervision (Lev. 9-12)	20	6.1	19	4.6	(1)	(1.2)
Contract (level 9-12)	57	17.3	151	36.8	94	116
Contract (level 13-16)	3	0.9	4	1	1	1.2
Total	329	100	410	100	81	100

Table 3.9.2: Foreign workers by major occupation for the period 1 April 2020 to 31 March 2021

Major occupation	01 April 2020		31 March 2021		Change	
	Number	% of Total	Number	% of Total	Number	% Change
Administrative office workers	9	2.7	9	2.2	-	-
Elementary occupations	2	0.6	1	0.2	(1)	(1.2)
Information technology personnel	-	-	-	-	-	-
Other occupations	309	93.9	391	95.4	82	101.2
Professionals and managers	9	2.7	9	2.2	-	-
Total	329	100	410	100	81	100

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 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 2020 to 31 December 2020

Salary band	Total days	% Days with medical certification	Number of employees using sick leave	% of total employees using sick leave	Average days per employee	Estimated cost (R'000)
Lower skills (Level 1-2)	4 413	183.9	700	7.3	8	4 603
Skilled (levels 3-5)	12 256	145.3	2 056	21.4	8	10 393
Highly skilled production (levels 6-8)	29 463	141.5	5 380	56	8	44 407
Highly skilled supervision (levels 9 -12)	7 989	147.2	1 401	15.0	10	20 463
Top and Senior Management (levels 13-16)	382	165.2	66	0.6	7	1 700
Total	54 503	783.1	9 603	100	41	81 566



Table 3.10.2: Disability leave (temporary and permanent) for the period 1 January 2020 to 31 December 2020

Salary band	Total days	% days with Medical certification	Number of employees using disability leave	% of total employees using disability leave	Average days per employee	Estimated cost (R'000)
Lower skilled (Levels 1-2)	293	100	16	10.2	18	175
Skilled (Levels 3-5)	941	100	30	19.1	78	836
Highly skilled production (Levels 6-8)	2 543	100	73	46.5	35	3 948
Highly skilled supervision (Levels 9-12)	1 416	100	36	23.0	43	3 870
Senior Management (Levels 13-16)	155	100	2	1.3	78	787
Total	5 348	100	157	100	252	9 616

Table 3.10.3: Annual leave for the period 1 January 2020 to 31 December 2020

Salary band	Total days taken	Number of employees using annual leave	Average per employee
Lower skilled (Levels 1-2)	21 247	1 192	26
Skilled (Levels 3-5)	55 182	3 081	27
Highly skilled production (Levels 6-8)	36 404	2 153	29
Highly skilled supervision (Levels 9-12)	20 124	1 249	31
Senior Management (Levels 13-16)	2 597	151	30
Total	135 554	7 826	143

Table 3.10.4: Capped leave for the period 1 January 2020 to 31 December 2020

Salary band	Total days of capped leave taken	Number of employees using capped leave	Average number of days taken per employee	Average capped leave per employee as on 31 March 2021
Lower skilled (Levels 1-2)	-	-	16	16
Skilled (Levels 3-5)	9	2	5	57
Highly skilled production (Levels 6-8)	40	7	6	62
Highly skilled supervision (Levels 9-12)	46	8	6	51
Senior Management (Levels 13-16)	-	-	-	54
Total	95	17	33	240

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

Table 3.10.5: Leave pay-outs for the period 1 April 2020 to 31 March 2021

Reason	Total amount (R'000)	Number of employees	Average per employee (R'000)
Leave pay-out for 2020/21 due to non-utilisation of leave for the previous cycle	-	-	-
Capped leave pay-outs on termination of service for 2020/21	9 272	75	123 627
Current leave pay-out on termination of service for 2020/21	5 646	144	75 521
Total	14 918	219	199 148

3.11 HIV/AIDS and 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 and related diseases (if any)	Key steps taken to reduce the risk
Young people (e.g. interns) Female employees with financial challenges (especially lower level employees who are breadwinners)	<ul style="list-style-type: none"> • HIV/Aids awareness campaigns • HCT campaigns • Condom distribution

Table 3.11.2: Details of Health Promotion and HIV/AIDS Programmes

Question	Yes	No	Details, if yes
1. Has the Department designated a member of the SMS to implement the provisions contained in Part VI E of Chapter 1 of the Public Service Regulations, 2001? If so, provide her/his name and position.	X		MR SE Chamane Acting Director: Labour Relations
2. Does the Department have a dedicated unit or has it designated specific staff members to promote the health and well-being of your employees? If so, indicate the number of employees who are involved in this task and the annual budget that is available for this purpose.	X		1 X Deputy-Director 1 X Assistant Director 3 X Practitioners 1 X Senior Administrative Clerk Annual budget R254 000
3. Has the Department introduced an Employee Assistance or Health Promotion Programme for your employees? If so, indicate the key elements/services of this Programme.	X		The unit offers the following services daily: <ul style="list-style-type: none"> • Intervention in Incapacity due to ill health • Injury on Duty through implementation of Compensation for Occupational Injuries and Diseases Act • Psychosocial wellness (trauma, stress management, workplace support, relationships, family challenges) • Financial wellness • Physical wellness • Organisational wellness e.g. workplace bullying • Substance abuse • First aid • HIV/AIDS and TB • Labour Related matters Management of Wellness centre <ul style="list-style-type: none"> • The centre assist with sporadic injuries and keep record • Provide debriefing sessions • Provide care for pregnant women • Provide care in management of chronic illnesses • Provide life skills to officials at request
4. Has the Department established (a) committee(s) as contemplated in Part VI E.5 (e) of Chapter 1 of the Public Service Regulations, 2001? If so, please provide the names of the members of the committee and the stakeholder(s) that they represent.		X	



Question	Yes	No	Details, if yes
5. Has the Department reviewed its employment policies and practices to ensure that these do not unfairly discriminate against employees on the basis of their HIV status? If so, list the employment policies/practices so reviewed.	X		<ul style="list-style-type: none"> HIV/AIDS, STI and TB Management Policy Leave Policy Policy on PILAR and ill health retirement Recruitment policies
6. Has the Department introduced measures to protect HIV-positive employees or those perceived to be HIV-positive from discrimination? If so, list the key elements of these measures.	X		<ul style="list-style-type: none"> HIV/AIDS, STI and TB Management policy
7. Does the Department encourage its employees to undergo Voluntary Counselling and Testing? If so, list the results that you have achieved.	X		<ul style="list-style-type: none"> HCT Campaign uptake for 2020/21 was 72%. Those tested for HIV =41, Tested positive =0 Positivity rate of 0%
8. Has the Department developed measures/ indicators to monitor and evaluate the impact of its health promotion programme? If so, list these measures/indicators.	X		Internal audit reports informed by internal EHWP reports

3.12 Labour relations

Table 3.12.1: Collective agreements for the period 1 April 2020 to 31 March 2021

Subject matter
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 2020 to 31 March 2021

Outcomes of disciplinary hearings	Number	% of total
Correctional counselling	-	-
Verbal warning	-	-
Written warning	2	3
Final written warning	18	26
Suspended without pay	14	20
Fine	-	-
Demotion	-	-
Dismissal	26	37
Not guilty	2	3
Case withdrawn	8	11
Total	70	100



Table 3.12.3: Types of misconduct addressed at disciplinary hearings for the period 1 April 2020 to 31 March 2021

Type of misconduct	Number	% of total
Absence or repeated absence from work without a valid reason or permission	16	11.8
Abandoning the workplace without authorisation	1	0.7
Assault, attempt or threatens to assault, another employee or person while on duty	3	2.2
Abuse of state vehicle	4	2.9
Breaching of contract employment and causing financial implications	-	-
Breaching the internal security measures	2	1.5
Bringing the name of the college into disrepute	1	0.7
Collusion	-	-
Conducting himself/herself in an improper, disgraceful, and unacceptable manner	4	2.9
Contravention of leave policy	1	0.7
Contravention of the registration procedure by approving student registration forms without proof of payment	-	-
Dereliction of duties	8	5.9
Disclosure of confidential information	-	-
Dishonesty	3	2.2
Discrimination	1	0.7
Disruption of processes	2	1.5
Display disrespect towards others in the workplace or demonstrates abuse or insolent behaviour	6	4.4
Driving a State vehicle under the influence of alcohol	-	-
Fails to carry out a lawful order or routine instruction without just or reasonable cause	6	4.4
Falsification of records or any other documentation	2	1.5
Fails to comply with, or contravenes an Act, regulation or legal obligation	6	4.4
Failure to disclose remuneration outside the normal working hours	1	0.7
Fraudulent signing the campus register whilst not at work	-	-
Fleeing the scene after vehicle was involved in a car accident and giving false statement about the absence of casualties during the accident	-	-
Give false evidence	-	-
Gross dishonesty	3	2.2
Gross insubordination	4	2.9
Gross misrepresentation	-	-
Gross negligence	-	-
Gross misconduct	-	-
Incitement of students	5	3.7
Intimidation	2	1.5
Insubordination	7	8.9
Hiring of classroom without approval	-	-
Homophobic attack on a student	-	-
Intentionally omitted some of the service providers	-	-
Loss of college property	-	-
Maladministration	2	1.5
Malicious damage to property/misuse of property	-	-
Misrepresentation	7	8.9
Misuse of the State property	1	0.7
Negligence	8	5.9
Not returning vehicle when expected	-	-
Prejudice and disrespect	-	-



Type of misconduct	Number	% of total
Prejudice the administration of the institution	1	0.7
Poor or inadequate performance for reasons other than incapacity	1	0.7
Poor time keeping	-	-
Racism	1	0.7
Reckless driving	-	-
Refusal to sign the tools of trade	-	-
Removal of college equipment	-	-
Sexual harassment.	7	5.1
Theft, bribery, fraud, corruption or any combination thereof	16	11.8
Unauthorised expenditure and utilisation of college funds without authority	-	-
Unauthorised swapping of position	1	0.7
Unauthorised removal of college equipment	-	-
Upgrading the salary level without following procedures	-	-
Utilisation of college vehicle for private trips	-	-
While on duty, is under the influence of intoxicating, illegal, unauthorised, habit-forming and/or stupefying drug, including alcohol	2	1.5
Without permission possesses or wrongfully uses the property of the State, another employee and/or a visitor	-	-
Upgrading the salary level without following procedures	1	0.7
Total	136	100

Table 3.12.4: Grievances logged for the period 1 April 2020 to 31 March 2021

Grievances	Number	% of total
Number of grievances resolved	6	21
Number of grievances not resolved	22	79
Total number of grievances lodged	28	100

Table 3.12.5: Disputes logged with Councils for the period 1 April 2020 to 31 March 2021

Disputes	Number	% of total
Number of disputes upheld	13	46
Number of disputes dismissed	15	54
Total number of disputes lodged	28	100

Table 3.12.6: Strike actions for the period 1 April 2020 to 31 March 2021

Total number of persons working days lost	516
Total costs working days lost	1
Amount recovered as a result of no work no pay (R'000)	23 238.71

Table 3.12.7 Precautionary suspensions for the period 1 April 2020 to 31 March 2021

Number of people suspended	10
Number of people whose suspension exceeded 30 days	10
Average number of days suspended	332
Cost of suspension(R'000)	4 528



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 2020 to 31 March 2021

Occupational category	Gender	Number of employees as at 1 April 2020	Training needs identified at start of the reporting period			
			Learnerships	Skills programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	104	-	57	-	57
	Male	129	-	41	-	41
Professionals	Female	141	-	43	-	43
	Male	110	-	26	-	26
Technicians and associate professionals	Female	113	-	44	-	44
	Male	71	-	15	-	15
Clerks	Female	256	-	114	-	114
	Male	156	-	60	-	60
Service and sales workers	Female	14	-	-	-	-
	Male	25	-	-	-	-
Skilled agriculture and fishery workers	Female	-	-	-	-	-
	Male	-	-	-	-	-
Craft and related trades workers	Female	19	-	-	-	-
	Male	52	-	-	-	-
Plant and machine operators and assemblers	Female	3	-	-	-	-
	Male	16	-	3	-	3
Elementary occupations	Female	52	-	18	-	18
	Male	17	-	5	-	5
Sub Total	Female	705	-	276	-	276
	Male	573	-	150	-	150
Total		2 278	-	852	-	852



Table 3.13.2: Training provided for the period 1 April 2020 to 31 March 2021

Occupational category	Gender	Number of employees as at 1 April 2020	Training provided within the reporting period			
			Learnerships	Skills programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	104	-	13	-	13
	Male	129	-	4	-	4
Professionals	Female	141	-	8	-	8
	Male	110	-	3	-	3
Technicians and associate professionals	Female	113	-	10	-	10
	Male	71	-	-	-	-
Clerks	Female	256	-	43	-	43
	Male	156	-	1	-	1
Service and sales workers	Female	14	-	-	-	-
	Male	25	-	1	-	1
Skilled agriculture and fishery workers	Female	-	-	-	-	-
	Male	-	-	-	-	-
Craft and related trades workers	Female	19	-	1	-	1
	Male	52	-	1	-	1
Plant and machine operators and assemblers	Female	3	-	1	-	1
	Male	16	-	2	-	2
Elementary occupations	Female	52	-	5	-	5
	Male	17	-	2	-	2
Sub Total	Female	705	-	81	-	81
	Male	573	-	14	-	14
Total		2 556	-	190	-	190

3.14 Injury on duty

Table 3.14.1: Injury on duty for the period 1 April 2020 to 31 March 2021

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

None.

3.16 Severance packages

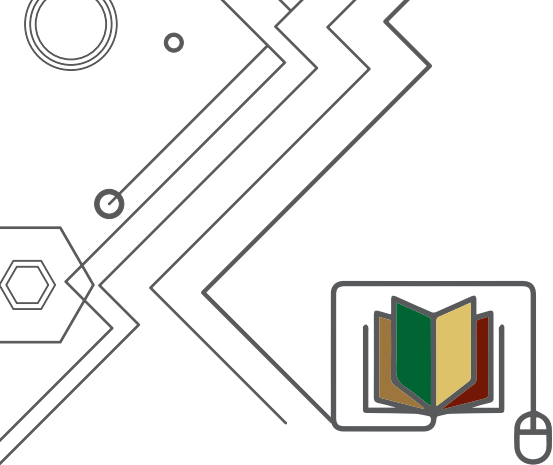
No severance packages were issued during the period under review.



→ PART E

ANNUAL FINANCIAL STATEMENTS 2020/21





→ PART E ANNUAL FINANCIAL STATEMENTS 2020/21

DEPARTMENT OF HIGHER EDUCATION AND TRAINING
VOTE 17

Report of the Accounting Officer	175
Report of the Audit Committee	203
Report of the Auditor-General	205
Appropriation Statement	210
Notes to the Appropriation Statement	232
Statement of Financial Performance	234
Statement of Financial Position	235
Statement of Changes in Net Assets	236
Cash Flow Statement	237
Notes to the Annual Financial Statements (including Accounting Policies)	238
Unaudited Supplementary Annexures	273



REPORT OF THE ACCOUNTING OFFICER

for the year ended 31 March 2021

Report by the Accounting Officer to the Executive Authority and the Parliament of the Republic of South Africa

1. General review of the state of financial affairs

The original allocation to the Department of Higher Education and Training for the 2020/21 financial year, excluding direct charges, included in the 2020 Estimates of National Expenditure, increased by 8.9% from R89 498.183 million during 2019/20 to R97 443.993 million during 2020/21. This included R44 796.106 million for HEIs that represented 46% of the Department's total budget for 2020/21, compared to 47.3% during 2019/20. An amount of R35 090.936 million for the NSFAS represents the second largest portion of the budget. The Department's allocation decreased to R95 709.600 million in the 2020/21 Special Adjusted Estimates and further decreased to R94 094.944 million in the 2020/21 Adjusted Estimates due to significant and unforeseeable economic and financial events as follows:

	R'000	R'000
Special Adjusted Estimates Adjustments:		
Decrease:		(1 734 393)
• Suspension of Compensation of Employees	(157 310)	
• Suspension of Goods and Services	(159 394)	
• Suspension of transfers to Universities	(882 596)	
• Suspension of transfers to TVET colleges	(525 000)	
• Suspension of transfers to Public Entities	(10 093)	
Total Decrease: Special Adjusted Estimates		(1 734 393)
Adjusted Estimates		
• Compensation of employees adjustment		(481 793)
• Shifting of funds to Department of Public Enterprises: SAA Business Rescue		(1 132 863)
– Compensation of employees	(43 457)	
– Goods and services	(50 000)	
– Universities	(843 000)	
– TVET colleges	(196 406)	
Total Decrease: Adjusted Estimates		(1 614 656)
Total Nett Decrease		(3 349 049)

The total expenditure of the Department for the 2019/20 financial year, excluding direct charges, increased by 5.5% from R88 812.454 million during 2019/20 to R93 697.479 million during 2020/21. The amount of R93 697.479 million represents a spending rate of 99.58% (99.74% during 2019/20). The expenditure was made up as follows (in R'000):

	2019/20	2020/21	Increase/ (Decrease)
Compensation of employees	9 367 405	9 223 233	(144 172)
Departmental operations	467 208	299 954	(167 254)
Payments for financial assets (Losses)	1 598	6 181	4 583
Departmental earmarked funds	137 690	171 532	33 842
Subsidies to HEIs	42 358 941	43 070 379	711 438
NSFAS	30 822 466	35 135 413	4 312 947
Subsidies to Public entities	261 463	271 312	9 849
Subsidies to TVET colleges	5 204 965	5 315 043	110 078
Subsidies to CET colleges	150 835	156 812	5 977
Other transfers	39 883	47 620	7 737
Total expenditure	88 812 454	93 697 479	4 885 025



DEPARTMENT OF HIGHER EDUCATION AND TRAINING
VOTE 17
REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2021

Underspending on the Vote for the 2020/21 financial year excluding direct charges, amounted to R397.465 million (R227.256 million during 2019/20) and was made up as follows (in R'000):

	2019/20	2020/21
Compensation of employees	101 853	350 240
Departmental operations	108 708	45 114
Payments for financial assets (Losses)	562	-
Departmental earmarked funds	12 088	-
Subsidies to HEIs	81	131
Other transfers	3 964	1 980
Total Underspending	227 256	397 465

A decrease in the projected collection of the skills development levies resulted in a reduction of R8 122.380 million in the Special Adjusted Estimates allocation and a further decrease of R1 115.905 million in the Adjusted Estimates for 2020/21 due to significant unforeseen and unforeseeable economic and financial events. Based on the actual collection of levies, the total expenditure on direct charges during the 2020/21 financial year amounted to R12 412.974 million (R18 283.844 million during 2019/20) and was made up as follows (in R'000):

	2019/20	2020/21
Sector Education and Training Authorities (SETAs)	14 627 075	9 940 374
National Skills Fund	3 656 769	2 472 600
Total expenditure	18 283 844	12 412 974

Important policy decisions and strategic issues

During the year under review, the operations of the Department was largely impacted by the COVID-19 pandemic. Various policy decisions also had to be taken in addressing new challenges presented by the COVID-19 pandemic and concurrently ensure the successful completion of the academic year across the PSET sector. The following paragraphs highlight several significant areas addressed during the financial year.

The Department introduced the new Departmental Bursary Scheme for 2018, providing fully subsidised funding for poor and working-class students from families with gross combined annual incomes of up to R350 000 during 2018 and phased in year-by-year, for first-time entry university students over a five-year period. The 2021 academic year comprises the fourth in the implementation of fully subsidised funding for students. The 2019/20 NSFAS Annual Report confirms that 393 767 university students were funded with 374 625 students meeting the criteria as set out in the Guidelines for Departmental Bursary Guidelines for University Students. The remainder of students were funded from other government departments and Public Entities. The number of TVET college students accordingly funded and meeting the TVET Rules and Guidelines for the Administration and Management of the Departmental TVET Bursary scheme comprised a total of 346 270 students.

The NSFAS saw significant growth in the proportion of university students qualifying for support (approximately 20% from 2019 to 2020) during 2020 and it is anticipated that, despite the effects of COVID-19, growth may be significant during 2021 as well. The number of students qualifying for NSFAS funding has grown considerably and a higher rate than that anticipated when the scheme was first planned and budgets were estimated, in turn putting the sustainability of the current scheme at risk.

Following intensive modelling undertaken by NSFAS, Cabinet agreed that additional funding for the 2021 academic year, should be reprioritised from the 2021/22 budget of the Department and its entities in ensuring that all deserving NSFAS-qualifying students are able to receive funding during the 2021 academic year. The Department and National Treasury were jointly tasked to develop policy and identify funding options subsequently detailed in the 2021 Medium-Term Budget Policy Statement.

The Department could only finalise the 2021 Guidelines for the Departmental Bursary Scheme in relation to university students by 26 March 2021, as a result of uncertainties surrounding the demand for funding and the available budget. The 2021 Guidelines were crafted to closely match those of the 2020 Guidelines and limit changes to the administration of the scheme. However, two policy changes within the context of the available funding were considered. In terms of current



DEPARTMENT OF HIGHER EDUCATION AND TRAINING
VOTE 17
REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2021

policy related to academic programme criteria, a university student is eligible for funding pertaining to one under-graduate qualification only. However, in the past there were exceptions to this rule and NSFAS funded certain secondary qualifications culminating in professional registration. Following extensive engagements with NSFAS and informed by the increased demand on the current NSFAS allocation from first-time entering students, as well as the review of several requests received from other institutions in funding a second under-graduate qualification to provide students with an articulation route to a profession, a policy decision was taken to consider the principles of fairness and rationality, as well as the affordability and sustainability of the bursary allocation from Government. Mindful of the current fiscal situation, the priority for Government should remain supporting poor and working-class students by way of funding for only one under-graduate qualification. Exceptions are made for students who have obtained a Higher Certificate and meet the requirements to proceed to Diploma or Degreed studies. The NSFAS during 2021, will continue to honour all commitments made towards the 2020 cohort of continuing NSFAS students who fall within the N+ rule. Due to the ongoing funding constraints, it was also agreed to retain allowances for living, transportation and learning materials at the 2020 threshold, with the exception of the agreed increase in tuition fees and accommodation (at 4.7% and 6.7% respectively). Provision has also been made for NSFAS students to utilise their learning material allowances for the purchase of a learning device such as a laptop.

NSFAS has experienced serious systems, business process and capacity deficiencies. As a result, the Minister placed NSFAS under administration during August 2018 and re-appointed the Administrator on 21 August 2019. The Minister subsequently extended the term of the appointment from 21 August 2020 to 31 December 2020 to enable the Administrator in carrying out a proper hand-over process to a new Board so as to ensure a smooth transition from administration to governance at the end of his tenure. It also allowed for the process aimed at the appointment of a new Chief Executive Officer to coincide with conclusion of the Administrator's extended term in office. The new Chief Executive Officer was appointed on 1 December 2020. The Minister also appointed the NSFAS Board for a period of four-years, with effect from 1 January 2021. Furthermore, a Ministerial Committee of Inquiry was appointed in terms of Government Gazette, Number 43345 of 21 May 2020, accordingly mandated to determine the root causes of problems experienced in relation to the roll-out of the "student-centred" model at NSFAS and the implementation of the new bursary scheme from 2018 onwards, as well as making recommendations for future business processes, systems, policies and capacity required by NSFAS to effectively administer student financial aid effectively. The Ministerial Committee of Inquiry submitted its final draft report to the Department on 23 February 2021.

During the year, the working group on university fees consulted experts, as well as analysed previous reports on fee recommendations and fee data sourced from institutions and the Department in 2019 and 2020. It was initially estimated that the framework for 2021 to 2023 would be finalised by September 2020. However, the uncertainty surrounding and impact of the COVID-19 pandemic resulted in a delay in the conclusion of the envisaged activities, including extensive consultations with the sector and it was necessary to enter into a process once again for a negotiated fee increase for 2021. This agreement culminated in a CPI-linked increase on tuition fees of 4.7% and a CPI+2% on residence fees of 6.7%. A first draft of a proposed framework was developed during March 2020 and work will continue in relation to its finalisation in tandem with a three-year agreement during 2021 for the approval of the Minister by September 2021.

A process with regards to the inception of the Central Application Service (CAS) pilot was initiated at six pilot universities and eighteen TVET colleges. The preparations for the pilot phase commenced in January 2021, following on approval of the collaborative agreement between the Department and the Central Applications Office in KwaZulu-Natal. The Central Applications Office will provide the Department with technology and staff to conduct the pilot. With regards to the Central Applications Service Bill, the Department has finalised a review following on comments received from the public and will initiate a consultation process with NEDLAC prior to undertaking the SEIAS II activities.

The Research Outputs Policy in compensating the resources and time allotted by academics conducting research and "*encouraging research productivity by rewarding quality research outputs at public higher education institutions*" was also duly implemented. The quality of these research outputs has been raised as a matter of concern in recent years, largely because institutions are perceived as focusing on quantity to maximise the accrual of subsidies. As with the evaluation of the research outputs of 2019/20, the Department also noticed several anomalies in research output submissions and has withdrawn a number of claims submitted during the 2020/21 cycle during output evaluations. The Department is on course in developing a research quality framework to guide the sector in this regard.



DEPARTMENT OF HIGHER EDUCATION AND TRAINING
VOTE 17
REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2021

A Policy Framework to address Gender-Based Violence across the PSET System was also published in the Government Notice no. 43575 of 31 July 2020.

A process has commenced to develop the Skills Strategy as a response to the ERRP.

Cabinet approved the District Development Model (DDM) during August 2019. The DDM comprises of an operational model geared towards improving Cooperate Governance and building a capable, ethical developmental state while emulating the approach that the three Government spheres work in unison. The Minister of Higher Education Science and Innovation was deployed to the Zululand District and Ekurhuleni while the Deputy Minister was deployed at Ugu District and Waterberg District.

Revised National Norms and Standards for the funding of TVET colleges was approved during 2020/21. These norms include amendments and incorporate the following new programme types:

- Occupational programmes of which several are offered by COS;
- Bridging and Foundation programmes developed to assist under-prepared students who enter TVET colleges;
- TVET colleges offering highly skilled, short programmes which must be approved by the Minister and may be publicly or privately funded, but does not constitute more than 20% of programmes offered at TVET colleges; and
- The funding mechanism for TVET colleges revised from the current system of “input-funding” to one based on both inputs and outputs. A 90:10 input-output mix is recommended in terms of which up to 10% of the programme subsidy for n+1 is based on the certificate rate of year n-1.

A gazette was published for public comment regarding the phasing out of the N1 to N3 certificates. Once public comments have been consolidated for the Minister’s consideration, a final Gazette will be published. This will allow colleges to start focusing on the occupational and trade qualifications at the mid-skills level. Included as part of the Gazette, are proposals to rationalise national examinations in the Report 191 and NC(V) qualifications, with the latter only offered at the exit level. This makes for greater systems efficiency as well as cost savings, without compromising quality.

SETAs have now been re-established as from 2020 to 2030. The longer period of the establishment in relation to the twenty SETAs is informed by the National Skills Development Plan, which was Gazetted on 7 March 2019. Coupled with the re-establishment of the SETAs, is the appointment of the new Accounting Authorities, having commenced from 1 April 2020 with exception of the CETA which is currently under administration.

The National Skills Development Plan came into effect on 1 April 2020 and will continue until 2030, with the following outcomes among others having been prioritised, namely: identifying and increasing production of occupations in demand; linking education and workplace criteria; improving the level of skills throughout the South African workforce; increasing access to occupationally-directed programmes; supporting the expansion of the public college system; enabling skills development support for entrepreneurship and cooperative development as well as encouraging and supporting worker initiated training alongside support career development services.

The period under review also saw the appointment of Chief Executive Officers for 19 SETAs, spanning a period up to 31 March 2025. This has been critical for creating high levels of certainty within the system, so as to focus on the production of the skills which are required in support of successfully implementing the ERRP.

The Skills Branch in collaboration with the Planning Branch ensured that there is a Skills Strategy to support the ERRP, as was presented during the Cabinet Lekgotla on 29 January 2021. The strategy sets out core interventions to ensure the effective implementation of the Plan. There is particular focus on interventions in allowing large numbers of young people to access opportunities over the short-term so as to ensure that they are enabled to be absorbed into high-potential growth sectors, while boosting job creation.

The Minister of Higher Education, Science and Innovation consented to the promulgation of the National Register of Artisans Regulation, 2020 by way of Government Gazette 44293, on 19 March 2021.

The impact of the COVID-19 pandemic on the skills development system had resulted in the system facing the biggest single challenge regarding the reduced estimates for skills levy collections which have decreased from R19.413 billion to R11.291 billion and represents a subsequent reduction of R8.122 billion (42%) during the 2020/21 financial year. These levies comprise of the contribution made by the skills development levy system to employers, but due to the advent of the



REPORT OF THE ACCOUNTING OFFICER

for the year ended 31 March 2021

pandemic they were given a four-month skills development levy holiday, as part of the COVID-19 tax relief measures. The Skills Development Levy Holiday was devised among others, to ensure that industries are sustained, thereby also enabling continued skills development interventions, especially those in bringing young and unemployed people into the training sphere.

Various SETAs such as Health and Welfare SETAs, as each are located within the health sector, were compelled to reprioritise their respective programmes by focussing on training Frontline workers, with approximately 35 182 having participated in these training programmes in tandem with the deployment of unemployed Social Worker graduates in assisting in relation to psycho-social services for those affected by the pandemic.

Significant events that have taken place and major projects undertaken or completed during the year

The Department has developed and implemented the PPN Implementation Policy and Procedure Manual as tools for utilisation in guiding TVET colleges regarding the implementation of the approved PPN Model alongside the standardised generic organisational structure. The Department via the PPN Task Team, managed to finalise the development of the PPN Model and standardised organisational structure for CET colleges as well. However, due to a lack of funding the model and structure could not be implemented as initially planned. During the year under review, a number of Human Resource Management functions were decentralised to TVET colleges, alongside the roll-out of the Next Generation Scanning system to both TVET and CET colleges. The Department also concluded a project on the Organisational Culture and Service Delivery model in concert with requisite Service Delivery Improvement Plans. Change management guidelines and a skills audit were also approved and implemented. A matching and placement exercise of Head Office officials appointed at salary levels 2 to 12 against the approved interim Organisational Structure was also conducted.

Guidelines on the handling of formal misconduct processes and standard operating procedures in relation to the handling of disputes in the GPSBC were developed with a view to ensuring uniformity of processes across the Department. Appeals committees for National and Regional Offices, as well as Inland and Coastal Regions have since been appointed by the Minister. A COVID-19 pandemic Risk Plan has been developed and is monitored and updated on an ongoing basis, as and when new development changes occur. A COVID-19 Fraud and Corruption register was developed which identified risks to which the Department may be vulnerable, particularly in relation to the procurement of personal protective equipment and other related items.

A strategic review of the ICT landscape was undertaken which seeks to consolidate all ICT related initiatives within the Department. The Department has also continued with a process to implement identified modules of the SmartHet Electronic Information Management System aimed at strengthening automated business processes across the Department. The process for the migration from a Hosted to Office 365 (0365) online exchange was undertaken during 2020, which also includes co-opting the Microsoft Teams feature so as to facilitate the Department in conducting its business and meetings remotely.

The COVID-19 pandemic regulations did not allow for gatherings comprising people in large numbers. As a result, events such as the Department's flagship Mandela Day commemoration could not take place. All career expos were also cancelled. The Budget Vote and related speeches were delivered from virtual platforms, with appropriate support provided by Communications Team. Despite these constraints, the Communications team was able to render support, when required especially to the Ministry during the financial year under review. Key social media messages, publications and on-the-ground support was rendered in relation to various initiatives, with some members of the team also working during the hard-lockdown period. Departmental officials were kept abreast of developments pertaining to COVID-19 management via awareness raising interventions and alerts. These messages were communicated through internal communication channels (digital wallboards, emails and WhatsApp communication platforms). Several employees were also reached in relation to important health matters by way of promotional messages during scheduled events and campaigns.

During the year under review, the Department concluded a feasibility study aimed at securing office accommodation as a medium-term option. The Infrastructure Support Team headed by the University Education Branch submitted a preliminary report on the prospect of relocating to the Centre for Scientific and Industrial Research. Following on the latter report, the Directorate: Facilities Management is currently engaging key stakeholders including the Department of Public Works and Infrastructure, as the custodian of state accommodation in considering this proposal.



DEPARTMENT OF HIGHER EDUCATION AND TRAINING
VOTE 17
REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2021

The Department's COVID-19 cleaning and hygiene protocol including the astute provision of necessary PPE's as well as the provision of guidance and support under the auspices COVID-19 Steering Committee to the National and all regional offices, was successfully implemented.

Other major projects implemented by the Corporate Services Branch comprise of:

- The installation of Customer Relations Management software with the system enabling the Call Centre to receive text and call back messages, issue reference numbers to callers and assist in generating accurate reports on Call Centre activities and engagements as well as Website enquiries; and
- Concluding a Threat and Risk Assessment on infrastructure and intimidation at the following offices:
 - Central Johannesburg College
 - Mafikeng Regional Office
 - Bram Fischer Towers, Johannesburg – Gauteng Regional Office
 - Maluti TVET, Free State
 - Gert Sibande TVET, Mpumalanga
 - Coastal TVET, Durban KZN
 - UMgungundlovu TVET, Pietermaritzburg, KZN

During the financial year, the Department published the new Determination of Sub-Frameworks comprising of the NQF, the Statistics on PSET in South Africa report for 2019 and a list of Occupations in High Demand. The new SAQA Board was appointed on 18 November 2020 and four workshops were convened with SAQA and the three Quality Councils to solicit comments and proposals regarding the amendment of the NQF Act. A report on the recommendations on proposed amendments to the RPL policy and a proposed model for programme articulation of TVET college programmes into university programmes were accordingly approved. A technical report in relation to the Critical Skills List comprising of the methodology applied and the preliminary Critical Skills List, was completed.

The University of the Western Cape was contracted during 2019 to undertake a five-year research programme on the TVET sector. The research programme aims to build a significant local body of knowledge to inform TVET policymakers, practitioners, prospective employers, learners and their communities, regarding the inputs, practices, performance and outcomes of public TVET colleges, aimed at enhancing knowledge and understanding related to planning and delivery of interventions towards continuous improvement. Both the urban-rural classification research project which developed a model for defining colleges in their different socio-economic contexts and the GIS mapping research project profiling each public TVET college in identifying business and commercial activities within a nearby vicinity, were successfully completed.

Internationally, the Department facilitated the repatriation of South African students studying in China as a result of the COVID-19 pandemic. During the period under review a total of 561 South African students were repatriated between March and September 2020. Due to the world wide outbreak of the COVID-19 virus, no international trips were undertaken and no delegations allowed in the country. Several online meetings were coordinated and convened in meeting the country's international obligations and commitments with multi-lateral organisations such as SADC, UNESCO, BRICS, the G20 and AU. The Department facilitated the submission of a Country Report on the UNESCO Global Report on Adult Learning and online capacity building workshops and inputs and responses to survey questionnaires by the SADC, UNESCO and AU. The Department attended SADC virtual Technical Committee meetings as convened by the SADC Secretariat. The Department initiated consultations for the country to ratify the UNESCO Global Convention on the global recognition of qualifications and certificates to facilitate parliamentary ratification of the UNESCO Global Convention by South Africa. An MoA between the Department and Campus France on the management of a co-funded scholarship programme was signed in May 2020. A country report on the Convention against Discrimination in Education was jointly finalised with the Department of Basic Education. The Department facilitated inputs/validation to a Report by the African Union Human and People's Rights on their Mission to South Africa that took place in 2018 and also the Rules on Standing Committee for Refugee Affairs in South Africa. Since the outbreak of the COVID-19 pandemic, the Department has also participated in a number of NATJOINTS meetings.



REPORT OF THE ACCOUNTING OFFICER

for the year ended 31 March 2021

With regard to CDS, the Annual Stakeholder Conference was convened as an online event during November 2020. The conference titled, “*Career Learning and Management of Sustainable Livelihoods*”, attracted 526 participants and featured a number of international speakers. Major projects completed during the year comprise of the South Africa-EU Dialogue Facility regarding Funding on Developing Guidelines and Non-Psychometric assessments, the submission of a proposal for provision of employability services under the Education for Employability programme and the development and roll-out of the TVET Career Interest Questionnaire.

A draft PSP aimed at ensuring that skills do not constrain economic development and growth, was developed as well. Prior to the advent of the COVID-19 pandemic, the PSP was expected align with the skills requirements articulated in the sector, with Master Plans being developed under the leadership of the Department of Trade, Industry and Competition. However, the altered economic climate brought about by the pandemic, accordingly led to a shift in priorities. The PSP is now repositioned as an implementation plan for the development of skills in support of the Economic Reconstruction and Recovery Plan Skills Strategy, which was developed during early 2021.

A Concept Note on an Integrated Planning Framework for PSET as well as a draft report on the *status quo* assessment were completed during 2020/21.

The Employer Skills Survey (ESS) is a data collection instrument used by SETAs to collect labour market information from employers. It contains the most detailed information available at an occupational level in relation to the profile of the labour market and the identification of skills needs. The Department is currently in the process of amending the SETA Grant Regulations and as part of this process, the ESS is expected to replace the Workplace Skills Plan which is currently utilised. A discussion document and draft survey template were developed during the 2020/21 financial year.

During the period under review, the Stakeholder Management and Inter-Governmental Relations unit coordinated online and a limited number of face-to-face meetings between the Minister and Deputy Minister with identified stakeholders. The Minister was also able to launch the District Development Model at the Zululand district. This model provides both the Minister and the Deputy Minister with an improved perspective regarding what is happening on the ground. Through the functions of this unit, the Department has been able to coordinate departmental projects and commitments across districts, monitor the implementation of commitments, improve student and stakeholder query turn-around times and ensure that the coordination of engagements between the Department, entities and relevant internal and external stakeholders are facilitated.

The University Capacity Development Programme was implemented during the 2020/21 financial year. A number of important sub-programmes and national collaborative projects has also since been initiated and/or strengthened, including, but not limited to:

- The first phase of the NESP which has commenced with implementation. By way of the NESP, 105 positions have been advertised and five applicants awarded the NESP scholarships to study for Master's degrees in France. These candidates are expected to return to South Africa and complete a one-year internship at a local university.
- The new Generation of Academics programme (nGAP) continues to recruit new academics with the process informed by carefully designed and balanced equity considerations and disciplinary areas of greatest need. These incumbents are interred into permanent positions at universities and the programme supports these appointees through an intensive development programme. The seventh phase of the nGAP was developed during 2020/21 and saw another 100 nGAP posts being allocated across the system. To date, the programme has supported 563 new nGAP posts across all universities.
- The USDP which supports existing permanent academic and professional staff in achieving Doctoral degrees. The four phases comprising of the US-SA, SA-UK, HELTASA and Rhodes university partnerships as well as SATN Tshwane University of Technology partnership are being implemented smoothly, despite challenges experienced due to the COVID-19 pandemic and its concurrent lockdown periods.
- The first phase of the Future Professors Programme, which recruits promising senior lecturers into a two-year programme while providing strong mentoring, specialised courses and an extended mobility opportunity abroad, has continued and a second cohort of 31 senior academics have embarked on the two-year development programme. Black and women senior lecturers have being prioritised for recruitment and to date, has brought the total number of participants to 60.



DEPARTMENT OF HIGHER EDUCATION AND TRAINING
VOTE 17
REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2021

The Infrastructure Development Support programme was strengthened during the 2020/21 financial year and during the year under review, the MIF was also enhanced and strengthened. All institutions now report through the MIF mechanism. In addition, the “2017 MIF Infrastructure Management Guidelines for Universities” were revised as well.

The University Governance Support Programme in partnership with the University of the Western Cape, was initiated during the 2020/21 financial year as part of the University Capacity Development Programme. The programme is aimed at supporting and strengthening institutional governance at universities, with focus on councils and institutional fora.

The Minister appointed a task team to conduct an independent review of UNISA, focusing on the strategic mandate and purpose of the university within the South African context. The MTT mandate was focused towards examining all contextual and institutional factors that impact on existing challenges facing the University, advising on its mandate and scope of work as a distance education provider, in conjunction with making recommendations regarding measures required to ensure that UNISA is strategically positioned as an institution with a clear mandate and mission, while ensuring it is supported by the necessary structures and capacity in ensuring a sustainable future.

The MTT is also tasked with advising the Minister on matters of sexual harassment and gender-based violence and harm across the South African university sector and this work continued during 2020/21. The MTT also conducted a full analysis of policy and processes set in place at all public universities, with a view to advising on policy gaps and minimum standards in relation to policy, processes and support systems adopted in managing and preventing gender-based violence within the higher education system. The Task Team also convened virtual engagements with various stakeholders within the higher education sector aimed at assessing subsequent inputs for the proposed strengthening of the Task Team recommendations accordingly provided in its final report. Given the complexity of the legal issues involved within the area, the MTT sought formal legal advice in relation to certain matters. The draft report has since been completed and being considered by the MTT before finalisation and submission to the Minister.

Administrators were also appointed at two universities as a measure to restore proper governance during 2019. Professor Loyiso Nongxa was appointed as the Administrator for the UFH and his appointment was published by way of Government Notice No. 618 in the Government Gazette No. 42425 of 29 April 2019. Following the conclusion of his term in office at the end of May 2020, the Minister appointed Mr Nhlanganiso Dladla as an Administrator for a further six-month period taking over from Professor Nongxa. A new Council has since been established at the University following the conclusion of Mr Dladla appointed as Administrator. Professor Ihron Rensburg was also appointed as the Administrator for the Vaal University of Technology and the appointment was published in the Government Notice No. 650, Government Gazette No. 42639 of 15 August 2019. Professor Rensburg's term is due to end on 31 August 2021.

A total of 101, PhD candidates (university academics) have thus far been recruited to participate in the US-SA Higher Education Network programme. Most candidates have commenced their PhD/Doctoral studies and mentorship visits at their respective host institutions. A US-SA Higher Education Network website has been developed and is fully operational.

Achievements apparent during 2020/21 in relation to the EDHE include the following: i) The conclusion of a four-day multi-institutional national Student Entrepreneurship Week; ii) the hosting of the EDHE Entrepreneurship Intervarsity, 2020; iii) a Chief Executive Officers and Studentpreneurs meet-and-greet cocktail function; iv) the EDHE Awards 2020; v) an Inaugural EDHE Advisory Committee meeting convened on 17 February 2021; vi) the commencement of the United Nations Economic Commission for Africa study on advancing entrepreneurial universities in Africa; vii) the British Council Monitoring and Evaluation Framework Project on the partnership with EDHE; viii) the British Council Partnership Video Project; ix) Participation during the US-SA, Higher Education Network planning towards establishing a virtual incubator; x) a stakeholder consultation on DSD's National Integrated Small Enterprise Development Master plan and xi) support provided during meetings of the USAf World of Work Strategy Group and Learning in Practice CoP.

The Department also produced the first report on the evaluation of Creative Outputs and Innovations, published a revised Policy Framework on Languages which will come into effect during January 2022 and published a Policy Framework on Internationalisation of Higher Education in South Africa.

During the year under review, a Concept Framework for Integrated Enrolment Planning for the TVET sector was approved and the Councils of 50 TVET colleges received intensive training, while six regional platforms assisting and supporting planning teams at TVET colleges were established and Strategic and Annual Performance plans of all TVET colleges were accordingly approved by the Minister. In addition, a national student leadership structure, the South African TVET student's association, was launched and will represent students at regional and national level, going forward.



REPORT OF THE ACCOUNTING OFFICER

for the year ended 31 March 2021

A conflict resolution framework for Councils and the management of TVET colleges was also developed and approved. Substantial work was undertaken in developing a VET Toolbox based on a maturity model that will categorise colleges in a manner that will afford them greater autonomy than is currently permissible. The intention is to allow well-functioning colleges, with effective Councils greater autonomy in exercising decision-making regarding their management processes and identified financial decisions.

Progress regarding the implementation of the automated Artisan Trade Test System project in 2020/21: The NAMB automated Artisan Trade Test System is currently in its second phase of implementation and encompasses a system design, development and testing. During this phase, as of 31 March 2021, the following modules have been designed and developed:

- Trade Test applications;
- Service Provider Accreditation applications;
- Assessment Practitioners registrations;
- Uploading of current assessment practitioners;
- Uploading of trade tests; and
- Randomisation of tasks at trade test level.

Significant progress has since been made in relation to CET policy decisions and initiatives. The advocacy strategy has also been developed and approved. CET colleges have diversified their offerings in line with the National Policy on Curriculum Development and Implementation across CET colleges. These programmes are offered in collaboration with other stakeholders. Subject statements for the NASCA and General Education and Training Certificate for Adults curricula have also been developed and approved by the Minister. CET colleges offer new skills programmes in collaboration with various SETAs and a number of these programmes include Garment Making, Horticulture, Tourism, Heavy duty driver's licence, Entrepreneurship, as well as Basic Computer and Tractor operator courses. A Register of Programmes has also been developed and approved and relates to offerings provided by CET colleges in Literacy, Academic Qualifications, Occupational and Skills Programmes, as well as Non-Formal programmes during 2021/22. The Department has initiated and formalised several strategic partnerships to facilitate the diversification of programme offering at CET colleges and these partners include the Department of Science and Innovation, the W&RSETA for Information and Communication Technology infrastructure in CET colleges, the Media, Information and Communication Technologies SETA for the provision of ICT skills training and DVV South Africa (German Adult Education Association) for the provision of Non-Formal Programmes at CET colleges.

The Department has been working with the QCTO as well as a number of SETAs regarding the accreditation of pilot sites in offering new programmes. To date, only four centres have been accredited to offer skills programmes as part of legacy programmes and qualifications quality assured by SETAs. Accreditation requirements inhibited by the context of pilot centres, as quality management systems are not yet in place, while appropriately qualified lecturers are not available and infrastructure for some of the programmes remains non-compliant.

During 2020/21, 43 lecturers were provided with bursaries for the attainment of an Advanced Diploma in Adult and Community Education and Training-Teaching at the Durban University of Technology. Training on Maths and Science as well as skills programmes accordingly not be implemented due to the COVID-19 lockdown period. The provision of bursaries was made possible through an allocation sourced from the Education and Training Development Programme SETA. Despite 2020 being a challenging academic year, the performance of the colleges was still monitored in relation to the focal areas stipulated in the Monitoring and Evaluation policy for CET colleges. Critical to the monitoring process, was the introduction of a bi-weekly questionnaire focussed on monitoring the level of college readiness in resuming teaching and learning activities within the context of the COVID-19 pandemic, as well as compliance with the regulations and the impact of COVID-19 on the CET system.

Capacity building sessions with Councils and pilot centre managers was conducted during the period under review. These sessions focused on understanding the policy framework and respective roles that each structure play in implementing the mandate across the sector. An effort was also made in ensuring the accountability of management in implementing the plans of colleges, achieving deliverables, managing resources and ensuring the quality of teaching and learning. Newly appointed council members were orientated regarding the context of CET sector and its regulatory framework, good governance standards and the institutional landscape.



DEPARTMENT OF HIGHER EDUCATION AND TRAINING
VOTE 17
REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2021

Since the establishment of CET colleges during 2015, the latter have continued to depend on the financial management system of the Department and the use of supply chain management processes facilitated by TVET colleges for the period from September 2015 to March 2019. For the year under review, all nine CET colleges have complied with the standards required by Section 38(1)(j) of the Public Finance Management Act, 1999 and its concomitant regulations. As a result, the Department has commenced with the direct transfer of subsidy allocations to college bank accounts during the 2019/20 reporting period. The Department has continued providing support to colleges through a Financial Management Forum established during 2018. College budget allocations cover LTSM. These allocations must be utilised in accordance with the requirements of the National Policy on Learning and Teaching Support Materials. The allocated budget for LTSM has been monitored in ensuring compliance by CET colleges. A critical finding emanating from the monitoring process was the inadequate provision of materials to students as a result of insufficient budgets allocations to CET colleges. Structures for LTSM provision has since been established at College and CLCs level aimed at the selection of appropriate materials for students. College Council as the governing structure, accordingly monitor process implementation through the Academic Boards established in Colleges. The Department has developed guidelines for the use of open access materials in order to deal with the inadequacy of LTSM allocation and provision for all students. The Guidelines will be implemented as part of the development and determination of LTSM for all students at CET colleges, commencing with the AET sub-levels. During the 2020/21 financial year, the Department entered into a MoA with the Publishing Association of South Africa with regards to the annual updating of the LTSM Catalogue.

CET lecturers are employed in terms of the Public Service Act and Public Service Regulations. Proposals on the standardisation of Conditions of Service as well as post provisioning norms have been developed for CET colleges and funding projections for the implementation of the standardisation of these processes have since been concluded.

The Branch has commenced with a project in partnership with Higher Health aimed at strengthening and improving health and wellness infrastructure at CET colleges. The project at first focussed on the capacitation of colleges relating to the COVID-19 pandemic and requisite protocols for cleaning, opening access to the Health Check Application procedures and access to a 24-hour helpline psycho-social support service.

Spending trends

The under-expenditure of R397.465 million (R227.256 million during 2019/20) on the Department's programmes, measured against the allocations after virement, is indicated as follows, in R'000:

	2019/20		2020/21	
	Under-expenditure	Percentage	Under-expenditure	Percentage
1. Administration	25 674	5.74%	12 774	3.10%
2. Planning, Policy and Strategy	5 611	7.08%	3 803	1.95%
3. University Education	20 690	0.03%	6 119	0.01%
4. Technical and Vocational Education and Training	74 300	0.60%	124 479	0.99%
5. Skills Development	4 245	1.44%	1 359	0.49%
6. Community Education and Training	96 736	4.09%	248 931	11.05%
Total	227 256	0.26%	397 465	0.42%

The under-expenditure, however, has not negatively impacted the Department's programmes and service delivery processes. Factors having contributed to the under-expenditure included unspent funds related to vacant posts in the Department, posts on the staff establishment of the Department that were not filled timeously, as projected and the concomitant underspending on administrative items. Furthermore, TVET College Examinations for April and June 2020 were not undertaken due to COVID-19 regulations and the Department received no claims for Community Education and Training remuneration, as well as examiners or moderators in relation to the February and March 2020 examinations, as projected. A favourable Rand/Euro exchange rate was evident when payments were made to the Commonwealth of Learning. In addition, cost containment measures were set in place in ensuring that the Department would not overspend on its budget.

Expenditure was monitored on a regular basis and the Minister received monthly reports on spending levels in line with the provisions of the Public Finance Management Act. A reprioritisation of activities within the objectives of the Department was also instituted, as and where required.



DEPARTMENT OF HIGHER EDUCATION AND TRAINING
VOTE 17
REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2021

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

Virement:

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

Virement applied from	Virement applied to	Amount
4: Technical and Vocational Education and Training	1: Administration	9 992
4: Technical and Vocational Education and Training	2: Planning, Policy and Strategy	6 098
4: Technical and Vocational Education and Training	3: University Education	38 978
5: Skills Development	3: University Education	2 944
5: Skills Development	6: Community Education and Training	4 520

The need for the virement to Programme 1: Administration were mainly required to finance excess expenditure on Office Accommodation. Virement to Programme 2: Planning, Policy and Strategy was mainly to fund an increase in the transfer to Universities South Africa (for use by Higher Health), virement to Programme 3: University Education was to fund the budget shortfall of the NSFAS, while virement to Programme 6: Community Education and Training was mainly to fund a budget shortfall for the write off Fruitless and Wasteful Expenditure. Funds that were shifted from goods and services as well as machinery and equipment were mainly realised on slower than expected operational expenditure in relation to various functions of the Department, due to COVID-19 regulations. Savings on compensation of employees is mainly due to posts on the staff establishment of the Department that could not be filled as projected and concomitant savings resulting there-from.

Treasury approvals on transfer payments were received for the following:

- Shifting funds from Compensation of Employees to Transfers and Subsidies: Households for the payment of leave gratuities (Reference number 9/4/5/4/12 dated 23 March 2021);
- Shifting funds from Goods and Services to Transfers and Subsidies: Non-Profit institutions for Higher Health (Reference number 9/4/5/4/12 dated 3 February 2021); and
- Shifting funds from Goods and Services and Payments for Capital Assets: Machinery and Equipment to Transfers and Subsidies: NSFAS (Reference number 9/4/5/4/12 dated 12 March 2021).

The final virement that was performed by the Department was approved by the Accounting Officer in terms of Section 43 of the Public Finance Management Act and reported to the Minister and National Treasury.

2. Services rendered by the Department

2.1 Services rendered

The Department in the main, has been responsible for the development and support of a quality Higher and Vocational Education and Training sector, as well as promoting access to higher and vocational education, and skills development training opportunities. Revenue collected was for services rendered in respect of TVET college examinations and certificates, the registration of private HEIs, as well as trade tests, boarding and rental fees charged by INDLELA. The total revenue collected by the Department for the period under review amounted to R1.938 million (R5.707 million during 2019/20). All revenue received has been paid over to the National Revenue Fund and is not retained by the Department.



DEPARTMENT OF HIGHER EDUCATION AND TRAINING
VOTE 17
REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2021

2.2 Tariff policy

National Technical Examinations

Tariffs for services rendered in respect of the National Technical Examinations were as follows:

Examination fees (Fee Category)	Tariff in R
a) Enrolment fees per subject/instructional offering	20.00
b) Enrolment fees per instructional offering Report 191 (N4 – N6)	27.00
c) Concessions, amanuenses and additional time per subject/instructional offering	51.00
d) Remarking per subject/instructional offering	81.00
e) Rechecking per subject/instructional offering	14.50
f) Reissuing of/changes to/amendments of statement results	19.00
g) National Senior Certificate (Technical), National Certificate (Vocational), National N3 Certificate and Subject Certificate	90.00
h) Applications for the reissuing of the National Senior Certificate (Technical), National Certificate (Vocational), National N3 Certificate and Subject Certificate	90.00
i) Confirmation document issued prior to the certificate (system-generated document)	15.00
j) Letter to embassies (work/study abroad)	20.00
k) Teacher certificates	30.00
l) Statements for teacher qualifications	15.00
m) Transfer of examination entries	25.00
n) Exemption for, or recognition of subjects passed with other examining bodies	50.00
o) Postage	
• Africa	117.00
• Overseas (diplomatic bag)	140.00
• Overseas via the Post Office	200.00
p) Verification of qualifications prior to 1992 for government organisations	15.00
q) Verification of qualifications prior to 1992 for non-government organisations	35.00
r) Late entry or amendments penalty	21.00
s) Syllabuses (only applicable to examining bodies that supplied syllabuses to other examining bodies)	1.00

Private Technical and Vocational Education and Training (TVET) Colleges

The tariffs for services rendered in respect of private TVET colleges were as follows:

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

Private Higher Education Institutions

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

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



REPORT OF THE ACCOUNTING OFFICER

for the year ended 31 March 2021

Trade test tariffs

The tariffs for services rendered in respect of Trade test fees were as follows:

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

2.3 Free services

None.

2.4 Inventories

The inventories on hand at year-end amounted to R455 919 as at 31 March 2021 (R311 562 on 31 March 2020).

3. Capacity constraints

The Department is currently experiencing various capacity constraints. Many of these are linked to delays in implementing the current approved staff establishment and the filling of funded vacant positions across the Department. The key delivery branches (University Education, TVET, Skills Development and CET) have had difficulty in ensuring the delivery of all critical services. In addition, the limited administrative base-line funding of the Department has placed a burden on the effective delivery of some services and the performance of critical tasks. A number of functions such as CDS and the NAMB also rely on NSF support. Key constraints apparent in the following areas are provided as examples:

- Insufficient capacity in managing the work performed centrally by the Organisational Design Unit.
- Insufficient capacity and constraints brought about by the COVID-19 regulations impacting the Risk Management unit, whereby plans to support regions and colleges included as part of the Risk Management Implementation Plan not being executed.
- Capacity constraints in regard to skills and staff shortages impacting Security Management of the Department.
- Limited human resources and lack of tools of trade also affecting the performance of the Anti-corruption and Fraud Prevention unit, as reported allegations of fraud and corruption not having been effectively and efficiently investigated.
- Overtime utilised by many Directorates within Corporate Services and the Office of the Chief Financial Officer ensuring that the extraordinary workload brought about by legislated activities, as well as ongoing staff shortages are still met.
- IT service delivery impacted in respect of incumbents working remotely, with IT technicians not having data or tools of trade in connecting for support purposes. Without these IT measures in place some key performance indicators were impacted severely.
- Financial constraints impacting the Communication team's ability in providing quality work. Plans have often put on hold due to unavailability of funds. The External Communication and Media Liaison team has been utilising outdated equipment impacting on outputs. Regarding the Marketing and Public Relations Unit, the Director position remains vacant. The Chief Director: Corporate Communications and Media Liaison is currently assisting in the Director role. Despite these constraints, a decision has since been taken to convert the TVET Times publication into a wholly electronic publication and move the entire production in-house. Currently, a team of three staff manage the total output of the publication. The publication has grown exponentially in terms of online reach since the move to an electronic format. For the period under review, three out of the four quarterly publications were produced. The June edition did not materialise due to hard lockdown during the COVID-19 -19 pandemic.
- With the advent of the COVID-19 pandemic, the apparent lack of tools of trade in performing work from home, as well as data access having impacted the work of Directorates across the Department.



REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2021

- Insufficient capacity in dealing with data quality issues for all PSET sub-sectors and simultaneous delays in implementing all roles and responsibilities of the Higher Education and Training Information System officer as stipulated in the PSET information policy. This in turn impacted data management processes in improving the quality of data within the Department.
- The University Education Branch has experienced capacity constraints over the past few years, and this situation has continued during 2020/21. A major problem has been the slow process in advertising and filling posts. A key vacant post, that of the Chief Director: University Planning and Institutional Funding has remained vacant since July 2017. The Directorate: Academic Planning, Monitoring and Evaluation had been experiencing challenges on an ongoing basis for some time and still functions without a Director, despite the post having been advertised during September 2020. Another key Chief Director position, that of Chief Director: Teaching Learning and Research Development was vacated by the incumbent during February 2021 and still has to be advertised. A total of 16 funded posts remain vacant in this Chief Directorate with one of its Directorates functioning with at a 62.5% Vacancy rate, placing a key programme, the UCDP at serious risk. All other funded senior management posts have been filled. However, across the Branch many vacancies remain vacant against the approved interim organogram. Furthermore, several staff at Assistant Director level have since resigned, leaving many Directorates severely understaffed. There are currently 37 funded vacancies within the Branch. There are some sections which have large workloads and have been placed under significant strain in turn resulting in low morale and burn out. In addition to the issue of post vacancies, there have also been continuous IT challenges and access to the network drives subsequently hampering the work of the Branch.
- The insufficient staff compliment in the TVET Branch has impeded effective and efficient service delivery. Some Directorates have been compelled to rely on fixed-term contract employees creating instability and making it difficult to manage and achieve strategic objectives and performance targets.
- Over the past ten years, since the establishment of NAMB in terms of the Skills Development Amendment Act (Act No. 97 of 1998), section 26A, wherein the Department has been required to establish and fund the NAMB, the operationalisation of the latter has continuously been funded by way of the NSF grant as an interim measure, until mainstream fiscus funding relief can be realised. The production of artisans remain in demand in terms of government's strategic policy instruments, such as the NDP and Economic Reconstruction and Recovery Plan. INDLELA continues to retain the services of approximately 96 contracted employees, as part of the INDLELA Staff Establishment of 291 posts. This arrangement remains unsustainable and perpetuates uncertainty within INDLELA.

4. Utilisation of donor funds

The Department received new donations totalling R1.760 million in cash from foreign donors during the 2020/21 financial year. Total donations held in the Reconstruction and Development Programme for 2020/21 amounts to R153.240 million. Expenditure of R35.900 million was incurred against funds held in the RDP Fund. The balance of the funds available to the Department in the RDP fund, as at 31 March 2021, was R117.340 million.

Donor funds were mainly used as follows:

The European Union:

- The Teaching and Learning Capacity Improvement Programme is a sector budget support programme implemented by way of support provided by the European Union. The focus of the Programme is strengthening teacher education at universities in four key areas, namely: early childhood education, school teacher education, inclusive education and TVET and CET college lecturer education. A total of 52 projects are currently being implemented across the four areas and are progressing well. During 2020/21, the following progress was reported:
 - **The Teaching and Learning Development Sector Reform Contract (TLDSRC) Infrastructure Audit for TVET College programmes:** This project aims to achieve three major outcomes; to verify and value infrastructure assets, establish a comprehensive and integrated asset management system (including developing asset registers), train officials from the Department, regionally and in relation to TVET, manage asset systems and prepare asset management plans in compliance with the law. These outcomes will ensure sustainability of TVET infrastructure management. The same system may be rolled out to other relevant PSET Infrastructure, such as Community Education and Training colleges. The reports from TIMIS assist in identifying priority infrastructure requirements in need of attention (preventive and corrective maintenance) in support of improving the quality of teaching and learning. External service providers are engaged as there is currently

REPORT OF THE ACCOUNTING OFFICER

for the year ended 31 March 2021

limited capacity for these functions within the Department and TVET colleges. These service providers ensure maximum skills transfer to the personnel of the Department, regions and TVET colleges. Workshop trainings for college nominated staff have been conducted and Archibus Software Licencing and Support Services was procured in respect of which information is collected and retained during site audits. The software will also be used to manage infrastructure related data, infrastructure needs, record all fixed assets, as well as determine space management and funding needs. The project also establishes the capacity within the Department and TVET colleges in maintaining and updating infrastructure data and the finalisation of which in turn inform planning and funding processes.

- **The TLDSRC Capacity Building TVET College Lecturer Programme:** This project is sub-divided into three components, namely: CPD System Development, Digital Literacy and Occupational Trainer Qualification for lecturers. Applications for the three projects have been approved and actual work on these projects commenced during April/May 2021.
- **The TLDSRC, TVET Management Information System:** A service provider has conducted research on the state and management of human resource data at TVET colleges and since produced a report identifying the primary challenges hindering the processing and submission of human resource data through the TVETMIS by TVET colleges. The required structures identified in the business plan of the project, have also been established and a service provider appointed to implement the project. An inception report for the project has also been developed and approved.
- **TLDSRC Teaching and Learning Development Capacity Improvement Programme:** An additional 18 months was approved in relation to the finalisation of project close-out activities. In addition, 13 value added projects are currently being implemented.

A total amount of R25.209 million was spent on this project during the 2020/21 financial year.

- The NOLS for PSET Project to an amount of R51.860 million was approved on 7 April 2016. The outcomes of the project are: 1) Piloting an open learning system and developing open learning materials for one skills programme; four subjects for NASCA; two NC(V) subjects; and a Career Development Practitioner's programme; 2) Developing case studies on the application of open learning; and 3) promoting Open Educational Resources. To date, attention has been focused towards advocating for and promoting open learning to PSET institutions. The NOLS programme has been conceptualised and once it is operational, online learners will be able to undertake online self-assessments and receive achievement badges for the successful completion of modular courses. The NOLS will also support the process of connecting learners to registered institutions, colleges and universities, in turn enabling the latter in migrating to formal assessments, while continuing their studies where possible, within the formal system. The following projects were undertaken during 2020/21: 1) the development, hosting and maintenance of the NOLS system, 2) the development of advanced Diploma modules, 3) the development of NASCA modules, 4) the development of Electrician courses and 5) the development of the NC(V) courses/modules. As part of the TLDSSP European Union Funded TLDSRC project, the development of eight modules for the Advanced Diploma in Technical and Vocational Teaching were also completed.

A total amount of R10.691 million was utilised in relation to this project during the 2020/21 financial year.

The World Bank:

- The Department has received in-kind contributions from the Word Bank for technical assistance in terms of reviewing Labour Market Intelligence Partnership projects and the PSET Monitoring report.

Collaboration between the Department and KfW- Stuttgart University TrainMe project:

- The German Development Bank (KfW) has been supporting the Department in establishing a Lecturer Development Centre to the value of eight million euros. In addition, the Department has also engaged the Ekurhuleni East TVET College where the fore-mentioned centre will be based. During the process of establishing the Centre, technical support has been provided to the South African Institute for Vocational and Continuing Education and Training (SAIVCET) in relation to the TrainMe project, which supports lecturer development in providing 2^{1st} century training to mechanical and electrical lecturers. To date, 20 lecturers have been trained, of whom, ten were trained as master trainers and whom will in turn, assist training new cohorts of trainees. During the year under review, 40 lecturers



DEPARTMENT OF HIGHER EDUCATION AND TRAINING
VOTE 17
REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2021

were also enrolled, but due to the COVID-19 pandemic training was primarily provided online, with most lecturers not progressing as well as hoped and several withdrawing due to ongoing connectivity challenges.

Technical Support provided by the German Government through the GIZ:

- The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) provided technical support in relation to the development and roll-out of a short programme course in digital literacy. The course was facilitated in response to the onset of the COVID-19 pandemic and the need to capacitate lecturers with digital skills enabling the latter to better support their students remotely and with blended modes of curriculum delivery. The short course was implemented over an eight-week period with 100 participants initially enrolled. However, a significant number of participants did not complete the course due to connectivity challenges, a lack of basic competencies and inadequate support received from colleges, as well as conflicting time slots between work commitments and training sessions.
- The GIZ also provided technical support towards the development and roll-out of an eleven-week Project-Based Lecturer Capacity Building (PBLCB) programme in electrical and plumbing disciplines. The PBLCB consists of training in both theoretical knowledge and practical training across industry. An existing project within the South African context is identified and in respect of which lecturers are exposed and trained on taking up a service request from a client, discussing the challenge in conjunction with client needs and proposing solutions to apparent challenges. Once the client agrees to the proposed solution, practical implementation is carried out and delivery is effected subsequent to quality assurance in line with the South African National Standards (SANS). The practical training was facilitated at SAR Technologies, a company based in Pretoria. Due to the COVID-19 pandemic, the short programme/PBLCB was conducted as a blended mode with some lecturers trained on site, while the remainder participated virtually and collaborated with those onsite. To date, almost 60 of the 100 pilot participant groups have completed the PBLCB and the GIZ has since awarded prizes to twelve of the best performers. These prizes comprise of equipment that will enhance 21st century teaching (4IR).

Collaboration between the Department, GIZ, University of Pretoria- University of Munich and the ETDP SETA on PG DIP Educational Leadership for TVET Managers:

- The collaboration between the Department and GIZ has progressed over several years. The German organisation continues to support the Department regarding the capacitation of lecturers; training students and bringing the Department and industry into collaborative partnerships. It largely focused on the dual system approach of learning and training of students and with emphasis on engineering-related fields. The GIZ and Department jointly conducted a survey in relation to management capacity development needs and agreed to approach the University of Pretoria (UP) in adapting their approved Post-Graduate Diploma programme to a Post-Graduate Diploma Educational Leadership programme, specifically tailored towards TVET college management in how best to manage the dual system approach, while establishing and maintaining partnerships with industry players. The University of Munich (TUM) was approached to partner with UP, particularly to enhance Work Integrated Learning (WIL), whereby students can visit German industries for one week so as to observe and learn how the dual system approach is applied in Germany. The ETDP SETA was also engaged to fund 60 TVET managers for the PG Dip TVET Educational Leadership programme to a value of R5 million. 30 students have been enrolled by UP during February 2020 and 26 graduated during April 2021 subsequent to the successful completion of the qualification. In-kind funding for this purpose has also been committed by the ETDP SETA.

The British Council:

- The Department received an in-kind contribution from the British Council regarding the facilitation and development of an institutional maturity model for TVET colleges and an assessment instrument with the British Council and one UK consultant, SERC, and a South African consultant will drive the process. The project commenced during February 2021 and will be completed during June/July 2021. The estimated in-kind contribution for the project is R507 812.40.
- The British Council also provided support in the development and roll-out of core skills facilitation. During December 2019, sixteen core facilitators were trained in assisting with the roll-out of the core skills training for TVET college lecturers. During 2020, 100 lecturers were enrolled and trained with 70 lecturers completing the short course and due to receive certification of competence in due course.



REPORT OF THE ACCOUNTING OFFICER

for the year ended 31 March 2021

5. Public entities

As at 31 March 2021, 26 public entities reported to the Minister of Higher Education and Training, namely:

5.1 Council on Higher Education (CHE)

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

An amount of R54.770 million was transferred to the CHE during the 2020/21 financial year.

During 2020/21 the following strategic objectives were effected and overseen by the CHE:

- The initiation and development of the Agricultural Extension Practitioners Qualification Standard. A further standard relating to supply chain management initially planned was delayed due to National Treasury first having to develop a framework that will inform this implementation of this process.
- Two events to promote the use of the Natural Sciences Practitioners qualification standard and the Department of National Treasury standard were undertaken.
- A Diploma in Emergency Care and the Bachelor of Pharmacy standards were developed during the period under review.
- Phase 1 of HEQSF review project was successfully concluded. The expected output for Phase 1 comprises a report identifying sections and clauses in the HEQSF policy document accordingly identified for amendment. It is also expected that some gaps in the current HEQSF will be identified as part of the report for Phase 1. The Phase 1 Report has since been completed.
- Assistance has been provided to several private HEIs regarding the implementation of RPL, CAT and other policies, while capturing data onto the HEQCIS database.
- The CHE has continued to work with SAQA, other QCs and the Department on a number of initiatives including (a) providing feedback by South Africa in relation to framework documents produced by the higher education desk at the SADC Secretariat; (b) exploring the feasibility of tightening regulations for offering learning programmes resulting in the award of foreign qualifications; (c) finalisation of the misrepresented qualifications policy; (d) promotion of articulation; and (e) the validation of data on qualifications and programmes maintained by the CHE, SAQA and the Department.
- Four virtual regional and international events were also attended and comprising of the Executive Committee of the Southern African Quality Assurance Network (SAQAN) meeting, a meeting on the Southern African Development Community's Credit Accumulation and Transfer (SADC-CAT) Guidelines, the Namibian Council for Higher Education Workshop, as well as the African Quality Assurance Network (AfriQAN) Workshop.
- The work on drafting a good practice guide on involving students in quality assurance and promotion, has progressed to an advanced stage. A complete draft was produced and the latter document is undergoing internal review prior to submission to members of the Reference Group for further inputs.
- A response was provided in respect of the Consultative Paper on the Amendment of the NQF Act.
- Comments were also provided on the SADC-CATS Guideline document.
- CHE has participated in a number of NQF-related fora including the NQF Forum, CEO Committee, NQF Operations Committee, the Offering of Foreign Qualifications Committee and the Three-Stream Basic Education Articulation forum.
- Two data uploads from HEQCIS to the NLRD for the 2020/21 financial year was concluded.
- An online Quality Forum for private HEIs was convened on 12 November 2020. The theme was focused on data submission to the HEQCIS database, covering the entire process from beginning to end. Two additional quality promotion fora/workshops were convened, one for public universities and the other for private higher education



DEPARTMENT OF HIGHER EDUCATION AND TRAINING
VOTE 17
REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2021

institutions. One for public universities was concluded on 3 March 2021, while another for private higher education institutions was scheduled for 4 March 2021. The theme for both fora/workshops was centred on promoting an understanding of the Quality Assurance Framework (QAF).

- Five institutional profiles were also developed, one each for the Universities of Cape Town, Stellenbosch, Tshwane University of Technology, North West University and Pretoria.
- Internal workshops have been facilitated within Directorates and also at an organisation level with a view to unpacking the Quality Assurance Framework and understanding the implications for quality assurance functions within the CHE.
- Eighty percent of programme accreditation applications duly received, were processed for presentation to the HEQC within eight months from the date in appointing evaluators.
- Seventy-one percent of programme re-accreditation applications duly received, were processed for presentation to the HEQC within eight months from the appointment date of evaluators.
- Thirty-two percent of reports for site visits duly undertaken, were presented to the HEQC within four months from the date of receipt of reports emanating from site visit panels.
- The Quality Assurance Framework was completed and approved by Council during September 2020.
- A new prototype for the accreditation process/framework is accordingly detailed in the QAF.
- A new revised, simplified and consolidated application form aimed at replacing the current separate SAQA and CHE application forms, has also been approved by the HEQC and has since been submitted for IT development.
- The finalised Framework and Manual for Institutional Audits subsequent to consultation, have been approved by the HEQC on 11 February 2021 and the Council on 11 March 2021, respectively.
- Eight workshops related to the new framework for Institutional Audits were facilitated and concluded during the period under review.
- Eleven Institutional Audits were also initiated.
- The CHE initiated a review of the LLB qualification currently offered by the IIE.
- Ninety-six percent of reports for the National Doctoral Reviews were finalised and approved for final review by the respective institutions.
- A copy of Kagisano (Number 12), titled Student Governance and Engagement for Academic Success was published during the period under review.
- CHE also prepared and submitted advice on the Policy Framework for Addressing Gender-Based Violence in PSET.
- The CHE prepared and submitted advice on measures in responding to the COVID-19 pandemic crisis within higher education.
- A commentary and advice on the draft Ministerial Statement related to the Implementation of the University Capacity Development Programme: 2021-2023 were prepared and submitted to the Department.
- CHE prepared and submitted the advice accordingly requested, to the Minister regarding the implementation of section 74 of the Higher Education Act (Act No. 101 of 1997, as amended).
- The Chief Executive Officer of the CHE facilitated a talk at a PhD seminar organised by the University of the District of Columbia in Washington. The focus was on PhD students translating their research into knowledge outputs and how to enable papers of doctoral students being published in accredited journals.
- The CHE participated in a SARUA webinar series featured on "The SADC, Higher Education and COVID-19" website.
- A webinar on advancing the notion of the Fourth Industrial Revolution within the context of transformation within higher education was held on 2 September 2020. The aim of the webinar was to provide a platform for interrogating diverse avenues of thought on the Fourth Industrial Revolution as it relates to transformation in higher education, with a view towards developing a position for the CHE on this matter.



REPORT OF THE ACCOUNTING OFFICER

for the year ended 31 March 2021

- Four Briefly Speaking articles titled '*Adapting the Mode of Provision of Student Support Services in Response to Increasing Remote Teaching and Learning in Higher Education*', '*Extended Programmes with an Integrated Foundation Phase: Theoretical Considerations for Curriculum Design*', '*Institution-driven differentiation through the Development of the Academic Project*' and '*Good governance as a tool for promoting quality in higher education*' were finalised and uploaded onto the CHE website.
- A report in relation to the research project on Accelerated Learning was subjected to a peer review process and accordingly finalised.
- A special issue of the South African Journal of Higher Education (SAJHE), Vol 34, No. 5 (October 2020) was published including a selection of papers that were initially presented at a conference which the CHE had organised during February 2020. The publication of the special issue of the SAJHE was a collaboration between the CHE and the SAJHE.
- A pro-active advice on a proposal in allowing the CHE to participate during the Department's research output subsidy programme was formulated and submitted to the Department.
- A pro-active advice on the provision of data access to private higher education institutions was also submitted during the period under review.
- An inquiry into the compensation packages of Vice-Chancellors and other senior executive managers in public universities across South Africa has continued. This is a project undertaken at the request of the Minister and is overseen by a Task Team of Council.
- A Colloquium on research to assess the relationship between institutional climate and the ability of universities to discharge their core mandates was successfully convened on 24 March 2021.
- A paper by a CHE staff member was published in volume 9(1) of the Journal of British Academy and titled '*Evaluating a quality assurance framework for promoting quality research, innovation and development in higher education institutions in Zimbabwe*'.
- A complete final draft of the '*Review of Higher Education 25 Years into Democracy*' was approved by Council and is currently being prepared for publication.
- The VitalStats 2019 annual publication was completed and consists of performance indicators that span across a broad range of higher education areas of interest.
- Tools and systems for the CHE were developed to ensure that the organisations operated optimally during the COVID-19 lockdown period.
- Seven ICT policies, frameworks, guidelines and procedure were developed or reviewed.
- Seven human resources policies, frameworks, guidelines and procedure manuals were developed or reviewed during the period under review.
- Two financial management and supply chain management policies, frameworks, guidelines and procedures were developed or reviewed.
- One report on the different phases in the development of the integrated online CHE Information Management System was submitted.
- Thirty-eight scheduled governance meetings were organised and convened during the 2020/21 financial year.

5.2 The National Student Financial Aid Scheme (NSFAS)

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

An amount of R35 135.413 million was transferred to NSFAS during 2020/21.

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



DEPARTMENT OF HIGHER EDUCATION AND TRAINING
VOTE 17
REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2021

Due to various operational challenges within the entity, NSFAS was put under administration for a period of two years and a further four months, in terms of the following Government Gazettes:

- Government Gazette Vol 638 No 41851, dated 21 August 2018; and
- Government Gazette Vol 650 No 42662, dated 22 August 2019 which was extended for a period of four months, effective from 21 August 2020 to 31 December 2020 (Government Gazette Vol 915 No 43637).

The first phase of the Administration period was concluded with several improvements apparent at NSFAS. The second phase of Administration was considered critical in consolidating work done at the entity. It is critical to ensure that an effective transition can be set in place towards a new executive management team and Board and that a review of NSFAS business processes will be completed in providing advice to the Minister on the future developments of the entity. The MTT was considered important in making long-term recommendations on the future models, structures, systems and business processes necessary for an effective NSFAS.

NSFAS will continue to deliver on its mandate and vision of an effective and efficient provider of financial aid to deserving students from poor and working-class families in a sustainable manner that facilitates and promote access to and success in further Higher Education and Training. This will be achieved by actively collaborating with all relevant stakeholders.

The following areas of focus in improving service delivery comprise of increased access to funding for eligible students by raising funds, maximising loan recoveries and creating a student-centred bursaries model through improved communication support for students and a central application process. This will be achieved through the implementation of effective, efficient and transparent processes and operations while ensuring that stakeholder objectives are realised.

5.3 The South African Qualifications Authority (SAQA)

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

The Department transferred an amount of R72.519 million to SAQA during the 2020/21 financial year.

During the year under review, SAQA dealt with the following processes:

- SAQA processed 628 qualifications with a view to ensuring that the latter meet SAQA's Policy and Criteria for Registering Qualifications and Part-Qualifications on the NQF. Of these qualifications, 287 were registered in terms of the NQF, while 249 qualifications were de-registered.
- In line with the Ministerial Determination, No 1391 dated 24 December 2020, the registration end-date for all pre-2009 OQSF qualifications was extended to 30 June 2023, excluding HEQSF qualifications that were erroneously allocated to the OQSF.
- The registration end-date for all HEQSF qualifications reaching their end-dates on 30 June 2021 was extended to 30 June 2023 on the proviso that the CHE works towards reducing the proliferation of qualifications, especially among the 7 000 qualifications featuring a registration end-date of 30 June 2021.
- The registration end-date for all pre-2009 qualifications, unit standards and non-aligned qualifications registered on the General and Further Education and Training Qualifications Sub-Framework was extended to 30 June 2023.
- Updated articulation information for 65 qualifications already feature on the NQF.
- Seventeen professional bodies have been recognised while two professional bodies have since been derecognised during the period under review.
- Collated Information received from the Department and the Quality Councils has been collated and a Report on the Implementation of the Articulation Policy duly drafted.
- Comments were provided on further amendments to the NQF Act, 2008 and the Minister was advised to end transitional arrangements, as well as well as consulted on the future of the Matriculation Board.



REPORT OF THE ACCOUNTING OFFICER

for the year ended 31 March 2021

- SAQA has restructured its governance structure and is in the process of steering the organisation to a more streamlined establishment poised to fully embrace 4IR.
- Information in relation to 764 768 new learners, 884 504 qualification achievements and 67 120 professional designation awards on the National Learner Records Database (NLRD) were also recorded.
- A total of 56 147 national and 11 938 foreign qualifications were verified during the period under review.
- A total of 2 666 misrepresented national qualifications, 1 702 misrepresented foreign qualifications and 1 726 misrepresented SAQA Certificates of Evaluation on the List of Misrepresented Qualifications was recorded.
- Four online webinars on the NQF in collaboration with national and international stakeholders were hosted.
- The amended Credit Accumulation and Transfer (CAT) Policy was accordingly revised and published.
- Progress regarding SAQA and the Quality Councils implementation of the Articulation Policy was also reported to the Minister.
- A case study on Flexible Learning Pathways in South Africa as part of UNESCO's eight-country study of flexible-learning pathways was developed and published during the year under review. Reports on the System of Collaboration and Implementation of the Ministerial Guidelines were developed and submitted to the Minister for endorsement.

5.4 The National Skills Fund (NSF)

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

The Department transferred an amount of R2 472.600 million from direct charges to the NSF during 2020/21.

5.5 The Sector Education and Training Authorities (SETAs)

During 2019/20, there were 21 SETAs mandated by Chapter 3 of the Skills Development Act, 1998 to provide skills development across various economic sectors. Their main objectives are to implement sector skills plans aimed at developing the appropriate skills, develop and register learning programmes and distribute skills development levy funds. The SETAs meet the NSDS targets by means of a legislated service level agreement with the Department. All SETAs are expected to implement learning programmes in terms of their service level agreements. These annual agreements are determined by the NSDS five-year targets, which are calculated in annual terms.

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

The Department transferred an amount of R9 940.374 million from direct charges to SETAs during the 2020/21 financial year.

The impact of the COVID-19 pandemic and its concomitant lockdown levels on the skills system has resulted in the skills development system facing the biggest single reduction regarding the declined estimates for the skills levy collections. Various SETAs had to reprioritise their programmes by focussing on training Frontline workers, with around 35 182 incumbents having attended the training programmes; while managing the deployment of unemployed Social Work graduates to assist with the psycho-social services for those affected by the pandemic.



5.6 The Quality Council for Trades and Occupations (QCTO)

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

The Department transferred an amount of R25.507 million to the QCTO during the 2020/21 financial year.

The major achievements of QCTO for the 2020/21 financial year are detailed as follows below:

- The completion of the QCTO Master Systems Plans, including the Security Architecture.
- Implementation of the Digital Records Management System aligned to the QCTO approved File Plan.
- A launch of a new state-of-the-art interactive QCTO website.
- Developing enabling tools and systems for the QCTO in remaining operational during the COVID-19 lockdown.
- Achieving and exceeding the set annual target of 60 prioritised occupational qualifications (full/ part) recommended to SAQA for registration on the OQSF during the period under review.
- The issuing of 100% of certificates within the prescribed turn-around time (21 working days).
- The verification regarding the authenticity of 100% of certificate requests received within the prescribed turn-around time (5 working days).
- The digitisation of 100% of learner records meeting the target number reflected in the project plan.
- The successful establishment of an efficient remote-learning culture.
- The successful implementation of a virtual accreditation process ensuring that service continued during the COVID-19 lockdown levels.
- The formalisation of relationship with SETAs by way of SLAs and a view to improve working relationships.
- The development and implementation of requisite COVID-19 pandemic-related skills programmes.
- The achievement of 61% of core operation indicators despite the COVID-19 pandemic.
- The publication of the Revised OQSF.
- The implementation of Vision 2020: Revoking of quality assurance functions delegated to SETAs.
- A Memorandum of Understanding has also since been signed between QCTO and Youth Employment Service in support of the Presidential Youth Employment Initiative.
- The development and approval of 22 Skills Programmes offered by Skills Development Providers such as CET or TVET colleges.
- The development and endorsement by Council of the QCTO's draft Plan of Action in response to the Department's COVID-19 Economic Reconstruction and Recovery Skills Strategy.

6. Other organisations receiving transfer payments from the Department

6.1 Higher Education Institutions (HEIs)

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

A total amount of R43 070.379 million was transferred to HEIs during the 2020/21 financial year.

REPORT OF THE ACCOUNTING OFFICER

for the year ended 31 March 2021

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

An amount of R19.911 million from Voted funds was transferred to ETDP SETA for skills development within the TVET and CET college sectors.

6.3 TVET colleges

Funds were transferred in order to support the TVET colleges and enable the latter in performing their core functions. A total amount of R5 315.043 million (including R392.812 million for the infrastructure project) was transferred to the 50 TVET colleges.

6.4 CET colleges

Transfers to CET colleges support and enable the latter in performing their core functions. A total amount of R156.812 million was transferred for this purpose.

6.5 Other transfers

- **Commonwealth of Learning**

An amount of R3.168 million was transferred to the Commonwealth of Learning and comprising the membership fee for South Africa.

- **India-Brazil-South Africa**

The India-Brazil-South Africa Trilateral Commission Dialogue Forum was established during 2003 by these three developing countries, in order to work towards a common vision for enhanced South-South cooperation. An amount of R652 000 was transferred to the Commission via the non-profit institution, USAf.

- **Higher Health**

An amount of R30.621 million was transferred to Higher Health in relation to the Higher Education HIV/Aids programme.

- **The Public Service Sector Education and Training Authority**

An amount of R118.516 million was transferred to the Public Service Sector Education and Training Authority for Skills Development within the public sector.

- **The National Institute for Humanities and Social Sciences**

An amount of R38.187 million was transferred to the National Institute for Humanities and Social Sciences with a view to advancing and coordinating scholarship, research and ethical practice within the fields of the Humanities and the Social Sciences at and through the existing public universities.

6.6 Conditional Grants to Provincial Education Departments (PEDs)

None.

7. Public-Private Partnerships (PPPs)

None.



8. Corporate Governance Arrangements

8.1 The Department's Risk Assessment and Fraud Prevention Plan

8.1.1 *The Establishment of the Directorate: Ethics, Integrity, Anti-Corruption, Fraud Prevention and Risk Management*

In 2018, the Department established a Directorate that is now responsible for the management of ethics, integrity, anti-corruption, fraud prevention and risk management. Among other and in addition to assisting with the overarching and effective management of risk within the Department, the Directorate is also tasked with the responsibility of institutionalising risk and ensuring the creation of a risk-based decision-making process. Prior to the establishment of the Directorate all these activities were carried out by different sections of the Department. The establishment of the Directorate has not only seen all these activities being centralised under one Directorate, but also improved capacity in terms of the prevention, detection and investigation of corruption, fraud, unethical conduct and lack of integrity among staff, in conjunction with the management of risk at all levels, being strengthened.

8.1.2 *Risk Management*

In accordance with the prescripts of Public Finance Management Act, the Department has developed and implemented its own Risk Management Policy and subsequently, a Risk Management Strategy to ensure technical support. Both the Risk Management Policy and Strategy were developed in terms of the Public Sector Risk Management Framework that provides important guiding principles for the implementation of measures which are clearly articulated and contribute to the effective and efficient management of risk throughout government.

Risk Management addresses issues of risk appetite and ownership, in so far as tolerance for- and endorsement by Department of:

- The appropriate levels of risk within an organisation and the ownership of risk within branches in line with specific pieces of legislation that govern the work of each branch; and
- A Risk Management Policy to ensure the development of a comprehensive risk register for the Department. The risk register including that for the COVID-19 pandemic are continuously reviewed and updated in ensuring the strict monitoring and management of high levels of risk throughout the Department.

The review of Risk Management and the Risk Management Policy which is undertaken at appropriate intervals, enables the Department to respond pro-actively and effectively to risk challenges, subject to the approval of the Accounting Officer and his executive team.

In line with the risk management processes, the Department regularly assesses risk for the identification, analysis, evaluation and treatment of risk. This in turn, enables the Department to deal effectively with existing and new emerging risks that may impact negatively on the Department's ability to deliver services and realise of its strategic objectives. In the end, the process of risk assessment enables the Department to come up with a risk mitigation plan for the effective treatment of risk, consult widely and communicate effectively with the owners of the identified risk in affected areas, as well as report, monitor and review risk in ensuring its effective management.

The Department has also established a fully functioning Risk Management Committee in assisting the Accounting Officer in performing an oversight role regarding issues of risk management. This includes issues in relation to the formulation, promotion and review of the Department's ERM objectives, strategy, policy and overall monitoring of risk at strategic, managerial and operational levels. Although there has been delays in the appointment of an external Chairperson for the Committee, the Interim Chairperson of the Risk Management Committee under the leadership of an interim Chairperson has still managed to embed the expanding culture of risk. After several challenges, such as the process of appointing the external Chairperson is moving forward. As part of embedding a culture of risk management, the Department has now incorporated the management of risks as part of the Performance Agreements of Senior Managers in an effort to monitor the overall management of risk through the Performance Management and Development System of the Department.

8.1.3 *Fraud and Corruption*

In line with the country's National Anti-Corruption Strategy, the Department has adopted a Zero-Tolerance stance towards the incidence of corruption, fraud, unethical conduct and lack of integrity.

REPORT OF THE ACCOUNTING OFFICER

for the year ended 31 March 2021

Under the auspices of the Sub-Directorate: Anti-Corruption and Fraud Prevention and in line with National Fraud Strategy, the requirements of the Protected Disclosures Act of 2000, [Act No. 26 of 2000] (PDA) and the Prevention and Combating of Corrupt Activities Act of 2004, [Act No. 12 of 2004], the Department has since developed its own internal Fraud Prevention Strategy aimed at assisting with the combating of corruption and fraud within the Department. In line with the Fraud Prevention Strategy, the Department has also developed and implemented a Whistle-Blowing Policy.

Among other, the purpose of the Whistle-Blowing Policy is aimed at encouraging the creation of a culture which promotes the reporting of corruption and fraud and a zero-tolerance attitude towards unethical conduct and lack of integrity among all its employees and stakeholders, by broadening access to whistle-blowers in reporting any incidents involving maleficence without fear or favour. The Department has also introduced and implemented a new fraud e-mail hotline to enable staff as well as the public, to report suspected incidents of corruption, unethical conduct and fraud.

8.1.4 Ethics and Integrity Management

The Department established an Ethics and Integrity Management Committee in line with the provisions of the Public Service Regulations, 2016 and its primary role is to oversee the work of the sub-directorate while also assisting the Accounting Officer with oversight, and is chaired by the Deputy Director-General: Corporate Services who also serves as an Ethics Champion. To date, the Committee has overseen the development, approval and implementation of the Ethics and Integrity Policy and Strategy. What is important in noting is the fact that the work of the sub-directorate was previously managed within the performance management development area. However, following the successful integration of the sub-directorate into the Directorate at the commencement of the 2021/22 financial year, the sub-directorate will going forward be managed by the Directorate.

In line with Priority No. 6 *"building a capable, ethical and developmental state"*, the sub-directorate has prioritised the institutionalisation of inculcating a culture of ethics and integrity management, improving consequence management through a dedicated focus on accountability, managerial discipline, ethical conduct and ethical leadership, as well as a number of measures that include colloquial or social dialogues with specific focus on models of leadership that include Ethical Leadership, Values Based Leadership and Servant Leadership and the introduction of an Integrity Test in some of the areas that have been identified as "hotspots" or prone to incidents of unethical conduct and a lack of integrity.

8.2 The Internal Audit Unit

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

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

8.3 The Audit Committee

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

The Committee's main activities comprise of:

- Considering the effectiveness of the internal control systems;
- Understanding the scope of internal and external auditor reviews of internal control, regarding financial reporting and obtaining reports on significant findings and recommendations together with management responses;
- Assessing whether Departmental assets have been properly safe-guarded and used;
- Reviewing the Department's risk profile on an annual basis and ensuring management is effectively managing associated risk;



DEPARTMENT OF HIGHER EDUCATION AND TRAINING
VOTE 17
REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2021

- Reviewing the effectiveness of the system for monitoring compliance with laws and regulations; and
- Reviewing the adequacy, reliability and accuracy of the financial information provided to management and other users of such information and annually, reviewing the Annual Financial Statements and recommending its approval by the Director-General of the Department.

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

8.4 Management Processes aimed at Minimising Conflict of Interest

All senior managers, deputy directors and all employees within the Supply Chain Management and Finance Directorates in the Department are compelled to declare their financial interests as directed, on an annual basis. Furthermore, all employees of the Department are required to request permission from the Director-General, prior to engaging in any work outside the Department aimed at generating additional personal remuneration.

8.5 Implementation of a Code of Conduct

The implementation of the Code of Conduct for the Public Servants in the Department is an ongoing process. Since the establishment of the Department, the Directorate HRMA attach copies of the Code of Conduct for the Public Servants to the appointment's letters or contract of appointment regarding new appointees. The Departmental Code of Conduct is fully in line with that adopted for the Public Service. Where there is a breach of the code of conduct, the matter is referred to the Directorate Labour Relations for investigation and advice in respect of the remedial action.

8.6 Safety, health and environmental issues facing the Department

Social distancing markers in the lifts, each floor and at the entrances were installed, an electronic COVID-19 register is being used for registering officials coming into the building, sanitisation and temperature screening is done at the entrances, 69 positive COVID-19 cases were recorded during 2020/21 and two fatal COVID-19 cases were recorded.

The biometric system at the entrances were deactivated due to COVID-19, social distancing was managed by security officials at points of entry and security assisted with tracing officials who entered the building without being screened.

A new electronic access control system has been installed with minor infrastructure changes. The system enables security screening upon entering and exiting the building including the parking area.

A new access control measure requiring visitors to register and produce proof of identification will be introduced once the electronic access control is fully operational. Security Service is currently awaiting approval to start stop and searches in complying with the Access to Public Premises and Vehicles Act (Act No 53 of 1985).

8.7 Other governance structures

Bid Committees

- **Bid Specification Committee (BSC)**

A minimum of three members recommended by the relevant Branch Head and appointed by the Chief Financial Officer, constitute the BSC. Representatives from Legal and Legislative Services, and Supply Chain Management Directorate: Demand, Acquisition and Contract Management, form part of the Committee in an advisory capacity. The role of the Committee is to draft specifications or terms of reference for the acquisition of goods or services that are above the threshold of R500 000 and not available on any departmental or transversal contract. The draft specification/terms of reference reflect among others the scope of work, technical requirements, evaluation criteria and special conditions. The specifications/terms of reference drafted by the Committee must promote open market competition. Specifications/terms of reference are submitted to the Accounting Officer for approval via the Bid Adjudication Committee (BAC) (referred to below) prior to advertisement in the Government Tender Bulletin (GTB), on the National Treasury e- tender portal, and the website of the Department. In respect of bids for construction, advertisements are also published on the Construction Industry Development Board (CIDB).



REPORT OF THE ACCOUNTING OFFICER

for the year ended 31 March 2021

- **Bid Evaluation Committee (BEC)**

A minimum of three members recommended by the relevant Branch Head and appointed by the Chief Financial Officer constitute the BEC representatives from the Legal and Legislative Services and Supply Chain Management Directorate: Demand, Acquisition and Contract Management, forms part of the Committee in an advisory capacity. The Committee is responsible for the evaluation of bids received on or before the closing date and time in accordance with the published evaluation criteria. The BEC makes recommendations to the BAC for consideration.

- **The Bid Adjudication Committee (BAC)**

The BAC is appointed by the Accounting Officer and is constituted by senior officials from various Branches within the Department. Supply Chain Management and Legal Services provide advisory and secretarial services to the BAC. The Accounting Officer also appoints alternate members to ensure continuity of scheduled meetings and may co-opt members if deemed necessary.

The responsibilities of the BAC include, the review of specifications of the BSC to consider requests or recommendations for the advertising of bids, deviations to the bidding process, extensions of contracts, the appointment of service providers and the cancellation of contracts. The BAC makes final recommendations to the Accounting Officer for cancellations, deviations or awarding of bids. The main purpose of the BAC is to adjudicate whether the bidding processes were fair, equitable, transparent, competitive and cost-effective while ensuring that these processes comply with the Preferential Procurement Policy Framework Act (PPFPA) and its Regulations, Treasury Regulations and other relevant and applicable legislation. The Committee is scheduled to meet at least twice a month, but *ad hoc* meetings are arranged, if necessary.

The bid committees are properly constituted if at least 60% of its members are present. The members of the Committee sign a register of attendance, declaration of interest and undertaking of confidentiality at each meeting.

Bid meetings comply with the general rules for committees and segregation of responsibility is upheld to ensure fairness, equitability and transparency.

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

The purpose of the ITSC, which meets on a quarterly basis, is to review, monitor and prioritise ICT projects from a cross-functional perspective. The primary activity of the ITSC is to assist the office of the GITO in ensuring that operational ICT activities support the strategic objectives of the Department in a cost effective manner. Furthermore, the ITSC provides input into ICT policies and procedures, which in turn assists the ICT Strategy Committee in decision-making. The ITSC plays a key role in the implementation of corporate governance of the ICT Policy Framework.

9. Discontinued activities/activities to be discontinued

None.

10. New/proposed activities

None.

11. Asset management

The Department has managed all assets in line with the Public Finance Management Act, minimum requirements and financial guidelines from the National Treasury. All assets, including those newly acquired, are currently reflected on the Department's asset register, which comply with the minimum requirements. A reconciliation is performed on a monthly basis between the asset register and the basic accounting system to address any discrepancies as the assets on the asset register are recorded according to component accounting, while the recording of payments for assets on the financial system is treated as a unit.

12. Events after the reporting date

The COVID-19 pandemic is still continuing and there is uncertainty on how long it will last. In view of the deteriorating macro fiscal outlook caused by the COVID-19 pandemic and deteriorating economic challenges, the Department had to reprioritise funds towards the NSFAS in the 2020/21 financial year to address the budget shortfall.



REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2021

13. Information on predetermined objectives

The Department was responsible for the development and support of a quality higher and vocational education sector and to promote access to higher education, vocational education, and skills development training opportunities. The information on pre-determined objectives is incorporated in Part B: Performance Information of this report.

14. Standing Committee on Public Accounts (SCOPA) resolutions

None.

15. Prior modifications to audit reports

None.

16. Exemptions and deviations received from the National Treasury

None.

17. Interim Financial Statements

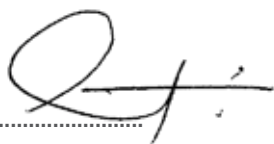
Interim Financial Statements were compiled according to the guidelines issued by National Treasury and submitted to National Treasury during the 2020/21 financial year.

18. Other

None.

19. Approval

The Annual Financial Statements, set out on pages 210 to 297, were approved by the Accounting Officer.



Mr GF Qonde

Director-General

Date: 31 May 2021

REPORT OF THE AUDIT COMMITTEE for the year ended 31 March 2021

We are pleased to present our report for the financial year ended 31 March 2021.

Audit Committee Responsibility

The Audit Committee accordingly reports that it has complied with its responsibilities arising from Section 38(1) (a) (ii) of the PFMA and Treasury Regulation 3.1. The Audit Committee has also adopted an appropriate formal Terms of Reference in relation to its Charter, conducted its affairs in compliance with this Charter and has discharged all its requisite responsibilities as describe therein.

The Effectiveness of Internal Control

The system of internal control is designed to provide cost-effective assurance that assets are safeguarded and liabilities and working capital are effectively managed. In line with the PFMA requirements, Internal Audit and the Auditor-General South Africa (AGSA) provide the Audit Committee and management with assurance that the internal controls are adequate and effective. This is achieved by means of evaluating effectiveness as it pertains to the management of identified risks, as well as the identification of corrective actions and proposed enhancements to the controls and processes.

Through the reports from both Internal Audit and the AGSA it was identified that the system of internal control was not entirely effective. Several instances of non-compliance regarding internal controls were still reported. This was specifically on the reporting of Performance Information and the Information Technology area. Some of the agreed actions were still not sufficient in addressing the previously reported internal control deficiencies. Action plans were not effectively implemented, nor on a timely basis during the year, as recurring findings were identified.

The quality of in-year management and monthly/quarterly reports submitted in terms of the PFMA

The Audit Committee is satisfied with the content and quality of monthly and quarterly reports prepared and issued by the Accounting Officer of the Department during the year under review.

The performance information-reporting environment still requires further improvements to ensure that the reported achievements are fully supported by accurate, valid and complete evidence.

Evaluation of Financial Statements

The Audit Committee has:

- reviewed and discussed the audited Financial Statements to be included in the Annual Report with the AGSA and the Accounting Officer;
- reviewed the AGSA's Management Report and management's response thereto;
- reviewed changes in accounting policies and practices;
- reviewed the Department's compliance with legal and regulatory provisions;
- reviewed significant adjustments resulting from the audit; and
- reviewed information on predetermined objectives to be included in the 2020/21 Annual Report.

Overall, the Audit Committee is satisfied with the submission and quality of both the interim and annual financial statements prepared by the Department.

Internal Audit

The Internal Audit Activity reports functionally to the Audit Committee and the Audit Committee monitors and evaluates the activities of the Internal Audit Activity. The Audit Committee is satisfied that the internal audit function is operating effectively and that it has addressed the pertinent risks to the Department identified during its audits. Additional capacity has been secured for Internal Audit and staff were able to complete the audits in terms of the approved coverage plan by the Audit Committee. This was supported by the assessment of the Auditor-General.



REPORT OF THE AUDIT COMMITTEE

for the year ended 31 March 2021

Risk Management

A Risk Management Strategy as well as a Risk Management Committee is in place. The Risk Management Committee supports the Accounting Officer by providing oversight, reviewing information presented by management, and monitoring significant risks. The Fraud Risk Management Strategy includes a fraud prevention and detection plan.

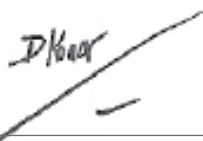
Auditor-General South Africa

The Audit Committee has met with the Auditor-General South Africa to ensure that there are no unresolved issues.

We have reviewed the Department's commitments identified in the AGSA Status of Review document for audit issues raised in the previous year and we are satisfied that the matters are being adequately addressed. However, the following areas of concern require management intervention:

- The reporting of performance information against set objectives in Programme 4.
- Information Technology areas pertaining to governance, security management and business continuity.

The Audit Committee concurs with and accepts the conclusions of the Auditor-General on the Annual Financial Statements, and is of the opinion that the audited Annual Financial Statements be accepted and read together with the Report of the AGSA.



Dr Len Konar
Chairperson of the Audit Committee
Department of Higher Education and Training
Date: 31 July 2021

REPORT OF THE AUDITOR-GENERAL

for the year ended 31 March 2021

Report of the Auditor-General to Parliament on Vote No. 17: Department of Higher Education and Training

Report on the audit of the financial statements

Opinion

1. I have audited the financial statements of the Department of Higher Education and Training set out on pages 210 to 272, which comprise the appropriation statement, statement of financial position as at 31 March 2021, statement of financial performance, statement of changes in net assets and cash flow statement for the year then ended, as well as notes to the financial statements, including a summary of significant accounting policies.
2. In my opinion, the financial statements present fairly, in all material respects, the financial position of the Department of Higher Education and Training as at 31 March 2021, and its financial performance and cash flows for the year then ended in accordance with the Modified Cash Standard prescribed by the National Treasury (MCS) and the requirements of the Public Finance Management Act 1 of 1999 (PFMA) and Division of Revenue Act (DoRA).

Basis for opinion

3. I conducted my audit in accordance with the International Standards on Auditing (ISAs). My responsibilities under those standards are further described in the auditor-general's responsibilities for the audit of the financial statements section of my report.
4. I am independent of the department in accordance with the International Ethics Standards Board for Accountants' *International code of ethics for professional accountants (including International Independence Standards)* (IESBA code) as well as other ethical requirements that are relevant to my audit in South Africa. I have fulfilled my other ethical responsibilities in accordance with these requirements and the IESBA code.
5. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Responsibilities of the accounting officer for the financial statements

6. The accounting officer is responsible for the preparation and fair presentation of the financial statements in accordance with the MCS and the requirements of the PFMA, and for such internal control as the accounting officer determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.
7. 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

8. 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.
9. 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

10. In accordance with the Public Audit Act 25 of 2004 (PAA) and the general notice issued in terms thereof, I have a responsibility to report on the usefulness and reliability of the reported performance information against predetermined objectives for selected programmes presented in the annual performance report. I performed procedures to identify material findings but not to gather evidence to express assurance.
11. My procedures address the usefulness and reliability of the reported performance information, which must be based on the department's approved performance planning documents. I have not evaluated the completeness and appropriateness of the performance indicators included in the planning documents. My procedures do not examine whether the actions taken by the department enabled service delivery. My procedures do not extend to any disclosures or assertions relating to the extent of achievements in the current year or planned performance strategies and information in respect of future periods that may be included as part of the reported performance information. Accordingly, my findings do not extend to these matters.
12. I evaluated the usefulness and reliability of the reported performance information in accordance with the criteria developed from the performance management and reporting framework, as defined in the general notice, for the following selected programmes presented in the department's annual performance report for the year ended 31 March 2021:

Programme	Pages in the annual performance report
Programme 4 — Technical and Vocational Education and Training	84-89

13. I performed procedures to determine whether the reported performance information was properly presented and whether performance was consistent with the approved performance planning documents. I performed further procedures to determine whether the indicators and related targets were measurable and relevant, and assessed the reliability of the reported performance information to determine whether it was valid, accurate and complete.
14. The material findings on the usefulness and reliability of the performance information of the selected programme are as follows:

Programme 4: technical and vocational education and training

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

15. I was unable to obtain sufficient appropriate audit evidence to verify the reliability of the achievement of 6% reported against the target of 20%. This was due to inadequate systems and processes to enable proper measurement and reliable reporting. I was unable to test whether the indicator was verifiable by alternative means as the systems of the department did not permit.

Number of TVET college students completing NC(V) level 4 annually

16. I was unable to obtain sufficient appropriate audit evidence for the achievement of 10 920 reported against the target of 12 144 in the annual performance report, due to a lack of accurate and complete records. I was unable to confirm the reported achievement by alternative means. Consequently, I was unable to determine whether any adjustments were required to the reported achievement.

Number of TVET college students completing N6 qualification annually

17. An achievement of 113 393 was reported against a target of 65 761 in the annual performance report. However, some supporting evidence materially differed from the reported achievement, whilst in other instances I was unable to obtain sufficient appropriate audit evidence to confirm the reported achievement. This was due to a lack of accurate and complete records. I was unable to confirm the reported achievement by alternative means. Consequently, I was unable to determine whether any further adjustments were required to the reported achievement.

REPORT OF THE AUDITOR-GENERAL

for the year ended 31 March 2021

Other matters

18. I draw attention to the matters below.

Achievement of planned targets

19. Refer to the annual performance report on pages 84 to 89 for information on the achievement of planned targets for the year and management's explanations provided for the under/over-achievement 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 15 to 17 of this report.

Adjustment of material misstatements

20. I identified material misstatements in the annual performance report submitted for auditing. These material misstatements were in the reported performance information of programme 4 - technical and vocational education and training. 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 above.

Report on the audit of compliance with legislation

Introduction and scope

21. In accordance with the PAA and the general notice issued in terms thereof, I have a responsibility to report material findings on the department's compliance with specific matters in key legislation. I performed procedures to identify findings but not to gather evidence to express assurance.
22. The material findings on compliance with specific matters in key legislation are as follows:

Procurement and contract management

23. Some goods and services with a transaction value above R500 000 were procured without inviting competitive bids, contrary to treasury regulation 16A6.1 and paragraph 3.4.1 of Practice Note 8 of 2007/2008.

Other information

24. The accounting officer is responsible for the other information. The other information comprises the information included in the annual report, which includes the audit committee's 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 have been specifically reported in this auditor's report.
25. My opinion on the financial statements and findings on the reported performance information and compliance with legislation do not cover the other information and I do not express an audit opinion or any form of assurance conclusion on it.
26. In connection with my audit, my responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements and the selected programmes presented in the annual performance report, or my knowledge obtained in the audit, or otherwise appears to be materially misstated.
27. If, based on the work I have performed on the other information that I obtained prior to the date of this auditor's report, I conclude that there is a material misstatement of this other information, I am required to report that fact. I have nothing to report in this regard.

Internal control deficiencies

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



REPORT OF THE AUDITOR-GENERAL
for the year ended 31 March 2021

29. Leadership did not exercise adequate oversight, specifically regarding reporting on the predetermined objectives as well as the related controls, resulting in material misstatements being identified during the audit.
30. The annual performance report was not adequately reviewed therefore it contained numerous misstatements .
31. There were significant shortcomings in the records management system used to maintain information to support the reported performance in the annual performance report. This included information that related to the collection, collation, verification, storing and reporting of actual performance information.
32. The department did not have adequate systems to monitor compliance with all applicable legislation, resulting in non-compliance with legislation not being prevented and the department incurring irregular expenditure.

Material irregularities

33. In accordance with the PAA and the material irregularity regulations, we have a responsibility to report on material irregularities identified during an audit.
34. I have not yet identified a material irregularity to notify the accounting officer as at the date of this report.

Auditor-General

Pretoria

31 July 2021



AUDITOR - GENERAL
SOUTH AFRICA

Auditing to build public confidence

REPORT OF THE AUDITOR-GENERAL

for the year ended 31 March 2021

Annexure - Auditor-general's responsibility for the audit

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

Financial statements

2. In addition to my responsibility for the audit of the financial statements as described in this auditor's report, I also:
 - identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error; design and perform audit procedures responsive to those risks; and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations or the override of internal control
 - obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the department's internal control
 - evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the accounting officer
 - conclude on the appropriateness of the accounting officer's use of the going concern basis of accounting in the preparation of the financial statements. I also conclude, based on the audit evidence obtained, whether a material uncertainty exists relating to events or conditions that may cast significant doubt on the ability of the department to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial statements about the material uncertainty or, if such disclosures are inadequate, to modify my opinion on the financial statements. My conclusions are based on the information available to me at the date of this auditor's report. However, future events or conditions may cause a department to cease operating as a going concern
 - evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

Communication with those charged with governance

3. I communicate with the accounting officer regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.
4. I also provide the accounting officer with a statement that I have complied with relevant ethical requirements regarding independence, and to communicate with them all relationships and other matters that may reasonably be thought to bear on my independence and, where applicable, actions taken to eliminate threats or safeguards applied.





DEPARTMENT OF HIGHER EDUCATION AND TRAINING

VOTE 17

APPROPRIATION STATEMENT

for the year ended 31 March 2021

Appropriation per programme									
Voted funds and Direct charges	2020/21					2019/20			
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Programme									
1. Administration	402 190	-	9 992	412 182	399 408	12 774	96.9%	447 245	421 571
2. Planning, Policy and Strategy	189 029	-	6 098	195 127	191 324	3 803	98.1%	181 652	175 168
3. University Education	78 321 536	-	41 922	78 363 458	78 357 339	6 119	100.0%	73 362 574	73 342 205
4. Technical and Vocational Education and Training	12 652 218	-	(55 068)	12 597 150	12 472 671	124 479	99.0%	12 631 073	12 524 560
5. Skills Development	282 568	-	(7 464)	275 104	273 745	1 359	99.5%	295 412	291 167
6. Community Education and Training	2 247 403	-	4 520	2 251 923	2 002 992	248 931	88.9%	2 121 754	2 057 783
Programme sub total	94 094 944	-	-	94 094 944	93 697 479	397 465	99.6%	89 039 710	88 812 454
Statutory Appropriation	12 412 974	-	-	12 412 974	12 412 974	-	100.0%	18 283 844	18 283 844
Skills Levy and Sector Education and Training Authorities	12 412 974	-	-	12 412 974	12 412 974	-	100.0%	18 283 844	18 283 844
TOTAL	106 507 918	-	-	106 507 918	106 110 453	397 465	99.6%	107 323 554	107 096 298
Reconciliation with Statement of Financial Performance									
Add:									
Departmental receipts									
Aid assistance				18 463				22 759	
				1 760				52 999	
Actual amounts per Statement of Financial Performance (Total Revenue)				106 528 141				107 399 312	
Add: Aid assistance					35 900				48 535
Actual amounts per Statement of Financial Performance (Total Expenditure)				106 146 353					107 144 833



APPROPRIATION STATEMENT

for the year ended 31 March 2021

Appropriation per economic classification									
	2020/21					2019/20			
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	10 079 650	(27 705)	(42 955)	10 008 990	9 619 766	389 224	96.1%	10 125 734	9 909 400
Compensation of employees	9 587 674	(14 201)	-	9 573 473	9 223 233	350 240	96.3%	9 469 258	9 367 405
Salaries and wages	8 470 169	21 289	-	8 491 458	8 156 579	334 879	96.1%	8 383 650	8 288 124
Social contributions	1 117 505	(35 490)	-	1 082 015	1 066 654	15 361	98.6%	1 085 608	1 079 281
Goods and services	491 976	(13 504)	(42 955)	435 517	396 533	38 984	91.0%	656 476	541 995
Administrative fees	947	146	-	1 093	1 083	10	99.1%	1 227	1 098
Advertising	924	(453)	(139)	332	260	72	78.3%	353	210
Minor assets	1 930	(255)	(1 250)	425	363	62	85.4%	1 552	976
Audit costs: External	11 653	(2 053)	-	9 600	9 594	6	99.9%	12 062	11 580
Bursaries: Employees	1 193	(366)	(518)	309	309	-	100.0%	405	404
Catering: Departmental activities	3 667	(1 470)	(483)	1 714	1 643	71	95.9%	12 235	8 576
Communication (G&S)	12 287	(1 845)	(1 685)	8 757	7 753	1 004	88.5%	10 058	9 044
Computer services	128 007	(12 845)	(412)	114 750	114 269	481	99.6%	106 836	95 791
Consultants: Business and advisory services	24 518	(17 235)	(70)	7 213	6 887	326	95.5%	37 178	21 816
Legal services	5 806	(1 957)	-	3 849	3 840	9	99.8%	3 454	1 511
Contractors	984	(224)	(594)	166	156	10	94.0%	103	49
Agency and support/outsourced services	3 222	1 265	-	4 487	4 484	3	99.9%	5 419	5 405
Entertainment	23	-	-	23	-	23	-	119	4
Fleet services (including government motor transport)	2 806	543	(1 538)	1 811	1 800	11	99.4%	3 480	3 129
Inventory: Clothing material and accessories	-	2	-	2	1	1	50.0%	-	-
Inventory: Fuel, oil and gas	-	49	-	49	45	4	91.8%	74	73
Inventory: Material and supplies	2 960	(143)	(2 267)	550	547	3	99.5%	3 283	3 057
Consumable supplies	4 947	(286)	(1 992)	2 669	2 525	144	94.6%	2 295	1 932
Consumable: Stationery, printing and office supplies	44 802	(1 443)	(31 141)	12 218	6 012	6 206	49.2%	60 068	50 901





APPROPRIATION STATEMENT

for the year ended 31 March 2021

Appropriation per economic classification									
	2020/21						2019/20		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Operating leases	69 101	12 222	11 039	92 362	91 666	696	99.2%	87 789	74 585
Property payments	23 204	(3 795)	(142)	19 267	19 140	127	99.3%	18 727	17 836
Transport provided: Departmental activity	2 602	(839)	(348)	1 415	1 335	80	94.3%	8 798	8 723
Travel and subsistence	56 439	20 690	(7 460)	69 669	65 583	4 086	94.1%	160 315	126 024
Training and development	25 066	(1 751)	(1 662)	21 653	21 529	124	99.4%	43 730	36 807
Operating payments	53 581	5 411	(1 721)	57 271	32 583	24 688	56.9%	42 529	37 198
Venues and facilities	10 913	(6 768)	(379)	3 766	3 057	709	81.2%	34 227	25 134
Rental and hiring	394	(104)	(193)	97	69	28	71.1%	160	132
Transfers and subsidies	96 404 993	27 259	48 220	96 480 472	96 478 361	2 111	100.0%	97 181 419	97 177 311
Departmental agencies and accounts	47 789 690	8 548	41 922	47 840 160	47 840 159	1	100.0%	49 384 687	49 385 269
Departmental agencies (non-business entities)	47 789 690	8 548	41 922	47 840 160	47 840 159	1	100.0%	49 384 687	49 385 269
Higher education institutions	43 070 510	-	-	43 070 510	43 070 379	131	100.0%	42 359 022	42 358 941
Foreign governments and international organisations	4 112	-	-	4 112	3 820	292	92.9%	3 898	2 866
Non-profit institutions	5 529 855	4 510	6 298	5 540 663	5 540 663	-	100.0%	5 410 777	5 410 777
Households	10 826	14 201	-	25 027	23 340	1 687	93.3%	23 035	19 458
Social benefits	10 826	12 735	-	23 561	21 918	1 643	93.0%	18 800	16 236
Other transfers to households	-	1 466	-	1 466	1 422	44	97.0%	4 235	3 222
Payments for capital assets	23 275	(1 215)	(9 785)	12 275	6 145	6 130	50.1%	14 241	7 926
Machinery and equipment	20 629	1 300	(9 785)	12 144	6 074	6 070	50.0%	12 985	6 696
Transport equipment	696	-	(696)	-	-	-	-	1 307	640
Other machinery and equipment	19 933	1 300	(9 089)	12 144	6 074	6 070	50.0%	11 678	6 056
Software and intangible assets	2 646	(2 515)	-	131	71	60	54.2%	1 256	1 230
Payments for financial assets	-	1 661	4 520	6 181	6 181	-	100.0%	2 160	1 661
Total	106 507 918	-	-	106 507 918	106 110 453	397 465	99.6%	107 323 554	107 096 298



APPROPRIATION STATEMENT

Detail per programme 1 – Administration for the year ended 31 March 2021

Details per sub-programme	2020/21						2019/20		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
1. Ministry	-	-	-	-	-	-	-	29 445	28 906
2. Department Management	30 442	(208)	(198)	30 036	26 677	3 359	88.8%	30 512	29 005
3. Corporate Management Services	197 008	(5 304)	(3 485)	188 219	184 580	3 639	98.1%	187 650	181 872
4. Office of the Chief Financial Officer	87 559	(5 392)	(590)	81 577	76 383	5 194	93.6%	92 104	86 526
5. Internal Audit	11 926	(2 300)	-	9 626	9 044	582	94.0%	12 733	12 549
6. Office Accommodation	75 255	13 204	14 265	102 724	102 724	-	100.0%	94 801	82 713
Total	402 190	-	9 992	412 182	399 408	12 774	96.9%	447 245	421 571





APPROPRIATION STATEMENT

Detail per programme 1 – Administration for the year ended 31 March 2021

Programme 1 per economic classification	2020/21							2019/20	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	393 498	(686)	14 265	407 077	395 508	11 569	97.2%	439 466	414 189
Compensation of employees	226 717	(300)	-	226 417	216 575	9 842	95.7%	239 410	234 553
Salaries and wages	196 190	(1 071)	-	195 119	186 782	8 337	95.7%	209 158	205 084
Social contributions	30 527	771	-	31 298	29 793	1 505	95.2%	30 252	29 469
Goods and services	166 781	(386)	14 265	180 660	178 933	1 727	99.0%	200 056	179 636
Administrative fees	920	146	-	1 066	1 063	3	99.7%	1 225	1 097
Advertising	691	(456)	-	235	164	71	69.8%	104	92
Minor assets	296	(192)	-	104	98	6	94.2%	635	289
Audit costs: External	11 653	(2 053)	-	9 600	9 594	6	99.9%	12 062	11 580
Bursaries: Employees	675	(366)	-	309	309	-	100.0%	405	404
Catering: Departmental activities	103	(63)	-	40	40	-	100.0%	462	452
Communication (G&S)	6 156	(1 122)	-	5 034	4 989	45	99.1%	4 878	4 402
Computer services	32 360	3 649	-	36 009	35 787	222	99.4%	19 624	19 195
Consultants: Business and advisory services	12 319	(7 157)	-	5 162	5 093	69	98.7%	13 174	11 418
Legal services	680	(675)	-	5	5	-	100.0%	233	233
Contractors	179	(59)	-	120	120	-	100.0%	33	20
Agency and support/outsourced services	2 673	1 093	-	3 766	3 766	-	100.0%	3 713	3 713
Entertainment	23	-	-	23	-	23	-	119	4
Fleet services (including government motor transport)	957	687	-	1 644	1 638	6	99.6%	3 228	2 889
Inventory: Fuel, oil and gas	-	11	-	11	10	1	90.9%	-	-
Inventory: Materials and supplies	150	(144)	-	6	5	1	83.3%	32	13
Consumable supplies	1 375	(191)	-	1 184	1 166	18	98.5%	1 122	961
Consumable: Stationery, printing and office supplies	2 646	(676)	-	1 970	1 717	253	87.2%	3 765	3 127
Operating leases	61 179	12 408	14 265	87 852	87 605	247	99.7%	80 477	68 298



APPROPRIATION STATEMENT

Detail per programme 1 – Administration for the year ended 31 March 2021

Programme 1 per economic classification	2020/21						2019/20		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Property payments	18 435	(794)	-	17 641	17 609	32	99.8%	17 551	16 783
Transport provided: Departmental activity	1 480	(436)	-	1 044	1 041	3	99.7%	5 487	5 458
Travel and subsistence	4 871	123	-	4 994	4 701	293	94.1%	20 109	18 749
Training and development	3 313	(1 605)	-	1 708	1 673	35	98.0%	3 615	3 432
Operating payments	3 458	(2 325)	-	1 133	740	393	65.3%	2 977	2 004
Venues and facilities	83	(83)	-	-	-	-	-	5 026	5 023
Rental and hiring	106	(106)	-	-	-	-	-	-	-
Transfers and subsidies	694	684	-	1 378	1 003	375	72.8%	2 323	2 114
Departmental agencies and accounts	-	384	-	384	383	1	99.7%	-	429
Departmental agencies (non- business entities)	-	384	-	384	383	1	99.7%	-	429
Households	694	300	-	994	620	374	62.4%	2 323	1 685
Social benefits	694	300	-	994	620	374	62.4%	1 826	1 685
Other transfers to households	-	-	-	-	-	-	-	497	-
Payments for capital assets	7 998	-	(4 273)	3 725	2 895	830	77.7%	4 556	4 338
Machinery and equipment	5 477	2 441	(4 273)	3 645	2 824	821	77.5%	3 324	3 108
Other machinery and equipment	5 477	2 441	(4 273)	3 645	2 824	821	77.5%	3 324	3 108
Software and intangible assets	2 521	(2 441)	-	80	71	9	88.8%	1 232	1 230
Payments for financial assets	-	2	-	2	2	-	100.0%	900	930
Total	402 190	-	9 992	412 182	399 408	12 774	96.9%	447 245	421 571





APPROPRIATION STATEMENT

Detail per programme 2 - Planning, Policy and Strategy for the year ended 31 March 2021

Details per sub-programme	2020/21						2019/20		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
1. Programme Management: Planning, Policy and Strategy	8 665	270	-	8 935	8 617	318	96.4%	1 581	1 466
2. Human Resource Development Council of South Africa	8 181	(11)	-	8 170	7 850	320	96.1%	9 028	8 841
3. Policy, Planning, Monitoring and Evaluation	24 351	(2 210)	(200)	21 941	21 079	862	96.1%	25 224	24 964
4. International Relations	14 610	(1 080)	-	13 530	12 644	886	93.5%	15 730	14 333
5. Legal and Legislative Services	13 935	(1 620)	-	12 315	11 753	562	95.4%	14 972	12 104
6. Social Inclusion and Quality	119 287	4 651	6 298	130 236	129 381	855	99.3%	115 117	113 460
Total	189 029	-	6 098	195 127	191 324	3 803	98.1%	181 652	175 168



APPROPRIATION STATEMENT

Detail per programme 2 – Planning, Policy and Strategy for the year ended 31 March 2021

Programme 2 per economic classification	2020/21							2019/20	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	90 423	(4 549)	-	85 874	82 769	3 105	96.4%	86 974	82 287
Compensation of employees	76 633	(39)	-	76 594	75 233	1 361	98.2%	75 830	74 761
Salaries and wages	68 148	2	-	68 150	67 033	1 117	98.4%	66 387	65 510
Social contributions	8 485	(41)	-	8 444	8 200	244	97.1%	9 443	9 251
Goods and services	13 790	(4 510)	-	9 280	7 536	1 744	81.2%	11 144	7 526
Administrative fees	1	-	-	1	1	-	100.0%	1	-
Advertising	2	6	-	8	7	1	87.5%	3	2
Minor assets	67	3	-	70	58	12	82.9%	90	64
Catering: Departmental activities	245	(10)	-	235	223	12	94.9%	33	16
Communication (G&S)	809	(192)	-	617	308	309	49.9%	1 131	960
Computer services	435	(213)	-	222	222	-	100.0%	446	443
Consultants: Business and advisory services	1 129	(825)	-	304	285	19	93.8%	360	359
Legal services	5 126	(1 282)	-	3 844	3 835	9	99.8%	3 221	1 278
Contractors	15	(15)	-	-	-	-	-	5	5
Agency and support/outsourced services	499	222	-	721	718	3	99.6%	-	-
Fleet services (including government motor transport)	-	-	-	-	-	-	-	1	-
Inventory: Materials and supplies	-	-	-	-	-	-	-	7	3
Consumable supplies	61	(23)	-	38	22	16	57.9%	46	25
Consumable: Stationery, printing and office supplies	695	(321)	-	374	274	100	73.3%	769	604
Operating leases	316	(118)	-	198	131	67	66.2%	212	184
Transport provided: Departmental activity	106	13	-	119	102	17	85.7%	97	92
Travel and subsistence	2 989	(1 524)	-	1 465	618	847	42.2%	3 818	2 824
Training and development	91	(52)	-	39	11	28	28.2%	86	36





DEPARTMENT OF HIGHER EDUCATION AND TRAINING

VOTE 17

APPROPRIATION STATEMENT

Detail per programme 2 – Planning, Policy and Strategy for the year ended 31 March 2021

Programme 2 per economic classification	2020/21						2019/20		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Operating payments Venues and facilities Rental and hiring Transfers and subsidies Departmental agencies and accounts Departmental agencies (non- business entities) Foreign governments and international organisations Non-profit institutions Households Social benefits Other transfers to households Payments for capital assets Machinery and equipment Other machinery and equipment Payments for financial assets	1 204	(536)	-	668	371	297	55.5%	553	371
	-	354	-	354	348	6	98.3%	265	260
	-	3	-	3	2	1	66.7%	-	-
	97 173	4 549	6 298	108 020	107 708	312	99.7%	93 861	92 468
	72 519	-	-	72 519	72 519	-	100.0%	69 893	69 900
	72 519	-	-	72 519	72 519	-	100.0%	69 893	69 900
	4 112	-	-	4 112	3 820	292	92.9%	3 898	2 866
	19 813	4 510	6 298	30 621	30 621	-	100.0%	18 781	18 781
	729	39	-	768	748	20	97.4%	1 289	921
	729	39	-	768	748	20	97.4%	492	489
Payments for capital assets Machinery and equipment Other machinery and equipment Payments for financial assets	-	-	-	-	-	-	-	797	432
	1 433	-	(200)	1 233	847	386	68.7%	717	408
	1 433	-	(200)	1 233	847	386	68.7%	717	408
	1 433	-	(200)	1 233	847	386	68.7%	717	408
	-	-	-	-	-	-	-	100	5
Total	189 029	-	6 098	195 127	191 324	3 803	98.1%	181 652	175 168



APPROPRIATION STATEMENT

Detail per programme 3 - University Education for the year ended 31 March 2021

Details per sub-programme	2020/21						2019/20		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
1. Programme Management: University Education	4 431	(450)	-	3 981	3 655	326	91.8%	4 625	4 559
2. University Planning and Institutional Funding	21 076	(5 528)	-	15 548	13 854	1 694	89.1%	32 975	16 770
3. Institutional Governance and Management Support	35 195 416	6 828	41 922	35 244 166	35 242 943	1 223	100.0%	30 935 079	30 933 625
4. Higher Education Policy Development and Research	9 951	(680)	-	9 271	8 200	1 071	88.4%	9 657	8 986
5. Teaching, Learning and Research Development	20 152	(170)	-	19 982	18 308	1 674	91.6%	21 216	19 324
6. University Subsidies	43 070 510	-	-	43 070 510	43 070 379	131	100.0%	42 359 022	42 358 941
Total	78 321 536	-	41 922	78 363 458	78 357 339	6 119	100.0%	73 362 574	73 342 205



APPROPRIATION STATEMENT

Detail per programme 3 - University Education
for the year ended 31 March 2021

Programme 3 per economic classification	2020/21						2019/20		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	71 737	(8 290)	-	63 447	58 129	5 318	91.6%	90 671	70 679
Compensation of employees	59 985	(212)	-	59 773	56 266	3 507	94.1%	64 157	58 036
Salaries and wages	52 929	(148)	-	52 781	49 940	2 841	94.6%	56 841	51 650
Social contributions	7 056	(64)	-	6 992	6 326	666	90.5%	7 316	6 386
Goods and services	11 752	(8 078)	-	3 674	1 863	1 811	50.7%	26 514	12 643
Administrative fees	18	2	-	20	19	1	95.0%	-	-
Advertising	30	59	-	89	89	-	100.0%	18	16
Minor assets	18	24	-	42	38	4	90.5%	13	11
Catering: Departmental activities	98	(98)	-	-	-	-	-	115	112
Communication (G&S)	572	(112)	-	460	259	201	56.3%	335	304
Computer services	901	(538)	-	363	106	257	29.2%	211	168
Consultants: Business and advisory services	6 137	(5 702)	-	435	365	70	83.9%	18 228	4 765
Contractors	-	-	-	-	-	-	-	3	3
Agency and support/outsourced services	50	(50)	-	-	-	-	-	1 706	1 692
Inventory: Materials and supplies	-	1	-	1	-	1	-	2	1
Consumable supplies	28	(17)	-	11	5	6	45.5%	26	16
Consumable: Stationery, printing and office supplies	388	(275)	-	113	62	51	54.9%	300	263
Operating leases	255	(12)	-	243	136	107	56.0%	103	93
Property payments	1	(1)	-	-	-	-	-	-	-
Transport provided: Departmental activity	97	19	-	116	88	28	75.9%	582	575
Travel and subsistence	2 476	(1 305)	-	1 171	562	609	48.0%	4 438	4 232
Training and development	48	(48)	-	-	-	-	-	-	-
Operating payments	459	82	-	541	134	407	24.8%	339	298
Venues and facilities	150	(98)	-	52	-	52	-	91	91



APPROPRIATION STATEMENT

Detail per programme 3 – University Education for the year ended 31 March 2021

Programme 3 per economic classification	2020/21						2019/20		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Rental and hiring	26	(9)	-	17	-	17	-	4	3
Transfers and subsidies	78 248 980	8 290	41 922	78 299 192	78 299 060	132	100.0%	73 271 144	73 270 962
Departmental agencies and accounts	35 140 183	8 078	41 922	35 190 183	35 190 183	-	100.0%	30 875 676	30 875 689
Departmental agencies (non- business entities)	35 140 183	8 078	41 922	35 190 183	35 190 183	-	100.0%	30 875 676	30 875 689
Higher education institutions	43 070 510	-	-	43 070 510	43 070 379	131	100.0%	42 359 022	42 358 941
Non-profit institutions	38 187	-	-	38 187	38 187	-	100.0%	36 196	36 196
Households	100	212	-	312	311	1	99.7%	250	136
Social benefits	100	212	-	312	311	1	99.7%	237	136
Other transfers to households	-	-	-	-	-	-	-	13	-
Payments for capital assets	819	-	-	819	150	669	18.3%	749	560
Machinery and equipment	809	10	-	819	150	669	18.3%	749	560
Other machinery and equipment	809	10	-	819	150	669	18.3%	749	560
Software and other intangible assets	10	(10)	-	-	-	-	-	-	-
Payment for financial assets	-	-	-	-	-	-	-	10	4
Total	78 321 536	-	41 922	78 363 458	78 357 339	6 119	100.0%	73 362 574	73 342 205





DEPARTMENT OF HIGHER EDUCATION AND TRAINING

VOTE 17

APPROPRIATION STATEMENT

Detail per programme 4 - Technical and Vocational Education and Training

for the year ended 31 March 2021

Details per sub-programme	2020/21						2019/20		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
1. Programme Management: Technical and Vocational Education and Training	3 415	300	(40)	3 675	2 968	707	80.8%	3 960	3 742
2. Technical and Vocational Education and Training System Planning and Institutional Support	11 763 118	4 479	(203)	11 767 394	11 765 642	1 752	100.0%	11 536 380	11 533 128
3. Programmes and Qualifications	17 947	-	(450)	17 497	16 354	1 143	93.5%	16 897	16 374
4. National Examination and Assessment	581 166	(62 553)	(28 862)	489 751	424 102	65 649	86.6%	708 285	648 737
5. Technical and Vocational Education and Training Financial Planning	12 419	-	(590)	11 829	11 218	611	94.8%	12 594	11 860
6. Regional Offices	274 153	57 774	(24 923)	307 004	252 387	54 617	82.2%	352 957	310 719
Total	12 652 218	-	(55 068)	12 597 150	12 472 671	124 479	99.0%	12 631 073	12 524 560



APPROPRIATION STATEMENT

Detail per programme 4 - Technical and Vocational Education and Training for the year ended 31 March 2021

Programme 4 per economic classification	2020/21						2019/20		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	7 303 610	(12 025)	(49 993)	7 241 592	7 120 763	120 829	98.3%	7 386 674	7 286 639
Compensation of employees	7 020 750	(7 498)	-	7 013 252	6 924 854	88 398	98.7%	6 989 744	6 965 074
Salaries and wages	6 013 954	29 736	-	6 043 690	5 964 875	78 815	98.7%	6 017 312	5 994 733
Social contributions	1 006 796	(37 234)	-	969 562	959 979	9 583	99.0%	972 432	970 341
Goods and services	282 860	(4 527)	(49 993)	228 340	195 909	32 431	85.8%	396 930	321 565
Administrative fees	1	4	-	5	-	5	-	1	1
Advertising	186	(47)	(139)	-	-	-	-	129	3
Minor assets	773	(56)	(518)	199	160	39	80.4%	519	335
Bursaries: Employees	518	-	(518)	-	-	-	-	-	-
Catering: Departmental activities	3 134	(1 223)	(479)	1 432	1 380	52	96.4%	10 922	7 310
Communication (G&S)	3 331	(282)	(1 522)	1 527	1 268	259	83.0%	2 019	1 737
Computer services	94 311	(21 659)	(412)	72 240	72 239	1	100.0%	86 555	75 985
Consultants: Business and advisory services	2 269	(1 809)	-	460	421	39	91.5%	1 215	1 091
Contractors	640	-	(594)	46	36	10	78.3%	54	13
Fleet services (including government motor transport)	1 649	(30)	(1 538)	81	79	2	97.5%	71	64
Inventory: Clothing material and accessories	-	2	-	2	1	1	50.0%	-	-
Inventory: Material and supplies	-	-	-	-	-	-	-	29	21
Consumable supplies	1 617	(39)	(1 023)	555	470	85	84.7%	193	77
Consumable: Stationery, printing and office supplies	40 072	(71)	(30 593)	9 408	3 699	5 709	39.3%	54 251	46 046
Operating leases	6 518	(71)	(2 841)	3 606	3 413	193	94.6%	6 376	5 427
Property payments	4 254	(3 000)	(107)	1 147	1 053	94	91.8%	904	792
Transport provided: Departmental activity	919	(513)	(348)	58	31	27	53.4%	956	937
Travel and subsistence	42 747	22 938	(5 818)	59 867	58 099	1 768	97.0%	126 455	95 139





DEPARTMENT OF HIGHER EDUCATION AND TRAINING

VOTE 17

APPROPRIATION STATEMENT

Detail per programme 4 – Technical and Vocational Education and Training
for the year ended 31 March 2021

Programme 4 per economic classification	2020/21						2019/20		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Training and development	21 594	(46)	(1 644)	19 904	19 843	61	99.7%	40 029	33 339
Operating payments	47 599	8 214	(1 384)	54 429	31 002	23 427	57.0%	37 780	33 846
Venues and facilities	10 566	(6 847)	(359)	3 360	2 709	651	80.6%	28 402	19 340
Rental and hiring	162	8	(156)	14	6	8	42.9%	70	62
Transfers and subsidies	5 338 465	11 936	-	5 350 401	5 349 907	494	100.0%	5 237 879	5 235 662
Departmental agencies and accounts	16 922	38	-	16 960	16 960	-	100.0%	16 039	16 160
Departmental agencies (non- business entities)	16 922	38	-	16 960	16 960	-	100.0%	16 039	16 160
Non-profit institutions	5 315 043	-	-	5 315 043	5 315 043	-	100.0%	5 204 965	5 204 965
Households	6 500	11 898	-	18 398	17 904	494	97.3%	16 875	14 537
Social benefits	6 500	10 451	-	16 951	16 500	451	97.3%	13 992	11 778
Other transfers to households	-	1 447	-	1 447	1 404	43	97.0%	2 883	2 759
Payments for capital assets	10 143	-	(5 075)	5 068	1 912	3 156	37.7%	5 914	1 853
Machinery and equipment	10 028	64	(5 075)	5 017	1 912	3 105	38.1%	5 890	1 853
Transport equipment	696	-	(696)	-	-	-	-	1 307	640
Other machinery and equipment	9 332	64	(4 379)	5 017	1 912	3 105	38.1%	4 583	1 213
Software and other intangible assets	115	(64)	-	51	-	51	-	24	-
Payments for financial assets	-	89	-	89	89	-	100.0%	606	406
Total	12 652 218	-	(55 068)	12 597 150	12 472 671	124 479	99.0%	12 631 073	12 524 560



APPROPRIATION STATEMENT

Detail per programme 5 - Skills Development for the year ended 31 March 2021

Details per sub-programme	2020/21							2019/20	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
1. Programme Management: Skills Development	5 167	250	(450)	4 967	4 720	247	95.0%	23 977	23 679
2. National Artisan Development	92 544	1	(5 110)	87 435	87 076	359	99.6%	89 306	87 181
3. Sector Education and Training Authority Coordination	149 801	(551)	(1 485)	147 765	147 266	499	99.7%	144 556	144 004
4. National Skills Authority Secretariat	9 549	300	(419)	9 430	9 176	254	97.3%	11 494	10 225
5. Quality Development and Promotion	25 507	-	-	25 507	25 507	-	100.0%	26 079	26 078
Total	282 568	-	(7 464)	275 104	273 745	1 359	99.5%	295 412	291 167



Detail per programme 5 - Skills Development
for the year ended 31 March 2021

Programme 5 per economic classification	2020/21						2019/20		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	136 308	917	(7 227)	129 998	129 207	791	99.4%	154 966	152 002
Compensation of employees	123 350	(4 652)	-	118 698	118 322	376	99.7%	136 321	134 142
Salaries and wages	104 841	(3 969)	-	100 872	100 633	239	99.8%	117 976	116 184
Social contributions	18 509	(683)	-	17 826	17 689	137	99.2%	18 345	17 958
Goods and services	12 958	5 569	(7 227)	11 300	10 885	415	96.3%	18 645	17 860
Administrative fees	7	(6)	-	1	-	1	-	-	-
Advertising	15	(15)	-	-	-	-	-	99	97
Minor assets	768	(35)	(732)	1	1	-	100.0%	258	244
Catering: Departmental activities	34	(30)	(4)	-	-	-	-	589	588
Communication (G&S)	1 202	(131)	(163)	908	848	60	93.4%	1 561	1 527
Computer services	-	5 916	-	5 916	5 915	1	100.0%	-	-
Consultants: Business and advisory services	800	18	(70)	748	723	25	96.7%	3 908	3 890
Contractors	150	(150)	-	-	-	-	-	8	8
Fleet services (including government motor transport)	200	(114)	-	86	83	3	96.5%	180	176
Inventory: Fuel, oil and gas	-	38	-	38	35	3	92.1%	74	73
Inventory: Materials and supplies	2 810	-	(2 267)	543	542	1	99.8%	3 212	3 018
Consumable supplies	1 840	-	(969)	871	856	15	98.3%	884	843
Consumable: Stationery, printing and office supplies	816	-	(548)	268	240	28	89.6%	656	596
Operating leases	764	-	(385)	379	325	54	85.8%	528	494
Property payments	514	-	(35)	479	478	1	99.8%	257	247
Transport provided: Departmental activity	-	78	-	78	73	5	93.6%	1 619	1 605
Travel and subsistence	2 388	-	(1 642)	746	569	177	76.3%	3 986	3 830
Training and development	20	-	(18)	2	2	-	100.0%	-	-



APPROPRIATION STATEMENT

Detail per programme 5 - Skills Development for the year ended 31 March 2021

Programme 5 per economic classification	2020/21						2019/20		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Operating payments	510	-	(337)	173	134	39	77.5%	622	440
Venues and facilities	20	-	(20)	-	-	-	-	118	117
Rental and hiring	100	-	(37)	63	61	2	96.8%	86	67
Transfers and subsidies	144 123	298	-	144 421	144 342	79	99.9%	138 599	138 499
Departmental agencies and accounts	144 023	46	-	144 069	144 069	-	100.0%	138 360	138 372
Departmental agencies (non- business entities)	144 023	46	-	144 069	144 069	-	100.0%	138 360	138 372
Households	100	252	-	352	273	79	77.6%	239	127
Social benefits	100	252	-	352	273	79	77.6%	225	127
Other transfers to households	-	-	-	-	-	-	-	14	-
Payments for capital assets	2 137	(1 215)	(237)	685	196	489	28.6%	1 747	621
Machinery and equipment	2 137	(1 215)	(237)	685	196	489	28.6%	1 747	621
Other machinery and equipment	2 137	(1 215)	(237)	685	196	489	28.6%	1 747	621
Payment for financial assets	-	-	-	-	-	-	-	100	45
Total	282 568	-	(7 464)	275 104	273 745	1 359	99.5%	295 412	291 167





DEPARTMENT OF HIGHER EDUCATION AND TRAINING

VOTE 17

APPROPRIATION STATEMENT

Detail per programme 6 - Community Education and Training

for the year ended 31 March 2021

Details per sub-programme	2020/21							2019/20	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
1. Programme Management: Community Education and Training	2 744	(1 600)	-	1 144	847	297	74.0%	1 900	1 108
2. Community Education and Training Colleges System Planning, Institutional Development and Support	2 068 860	2 100	4 520	2 075 480	1 828 424	247 056	88.1%	1 951 612	1 890 285
3. Community Education and Training Colleges Financial Planning and Management	163 934	100	-	164 034	163 515	519	99.7%	156 769	155 906
4. Education, Training and Development Assessment	11 865	(600)	-	11 265	10 206	1 059	90.6%	11 473	10 484
Total	2 247 403	-	4 520	2 251 923	2 002 992	248 931	88.9%	2 121 754	2 057 783





Detail per programme 6 - Community Education and Training
for the year ended 31 March 2021

DEPARTMENT OF HIGHER EDUCATION | ANNUAL REPORT 2020/21



DEPARTMENT OF HIGHER EDUCATION AND TRAINING

VOTE 17

APPROPRIATION STATEMENT

Detail per programme 6 – Community Education and Training

for the year ended 31 March 2021

Programme 6 per economic classification	2020/21							2019/20	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Households	2 703	1 500	-	4 203	3 484	719	82.9%	2 059	2 052
Social benefits	2 703	1 481	-	4 184	3 466	718	82.8%	2 028	2 021
Other transfers to households	-	19	-	19	18	1	94.7%	31	31
Payments for capital assets	745	-	-	745	145	600	19.5%	558	146
Machinery and equipment	745	-	-	745	145	600	19.5%	558	146
Other machinery and equipment	745	-	-	745	145	600	19.5%	558	146
Payment for financial assets	-	1 570	4 520	6 090	6 090	-	100.0%	444	271
Total	2 247 403	-	4 520	2 251 923	2 002 992	248 931	88.9%	2 121 754	2 057 783





Direct Charges against the National Revenue Fund
for the year ended 31 March 2021

Statutory appropriation per economic classification							
Economic classification	2020/21					2019/20	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation
	R'000	R'000	R'000	R'000	R'000	R'000	%
Transfers and subsidies	12 412 974	-	-	12 412 974	12 412 974	-	100.0%
Departmental agencies and accounts	12 412 974	-	-	12 412 974	12 412 974	-	100.0%
Departmental agencies (non-business entities)	12 412 974	-	-	12 412 974	12 412 974	-	100.0%
Total	12 412 974	-	-	12 412 974	12 412 974	-	100.0%
				12 412 974	18 283 844	18 283 844	100.0%
					18 283 844	18 283 844	100.0%

NOTES TO THE APPROPRIATION STATEMENT

for the year ended 31 March 2021

1. Detail of transfers and subsidies as per Appropriation Act (after virement):

Detail of these transactions can be viewed in the note on Transfers and Subsidies and Annexure 1 (A-E) 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 can be viewed in the note to Payments for financial assets to the Annual Financial Statements.

4. Explanations of material variances from Amounts Voted (after virement):

4.1 Per programme:

Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
R'000	R'000	R'000	%

Administration

412 182 399 408 12 774 3.10

The under-spending is due mainly to attrition posts that became vacant during the year that could not be filled as projected and concomitant savings on administrative expenditure as well as planned activities such as the appointment of the service provider for security vetting, the placement of advertisements and the process of the appointment of a business continuity plan that were delayed due to the COVID-19 pandemic. Savings were realised on travel and subsistence, printing and stationery due to the COVID-19 pandemic restrictions.

Planning, Policy and Strategy

195 127 191 324 3 803 1.95

The under-spending is due mainly to attrition posts that became vacant during the year that could not be filled as projected and concomitant savings on administrative expenditure as well as the suspension of planned trips and activities that was suspended due to the COVID-19 pandemic. Savings was realised on the transfer to the Commonwealth of Learning due to a favourable Rand/Euro exchange rate.

University Education

78 363 458 78 357 339 6 119 0.01

The under-spending is due mainly to posts on the staff establishment that was not filled as projected. Planned monitoring and oversight visits was suspended due to COVID-19 restrictions and procurement of laptops did not take place due to the non-availability of these devices. Virtual meetings, workshops and officials working from home replacing actual visits resulted in savings on travel and subsistence, printing and stationery.

Technical and Vocational Education and Training

12 597 150 12 472 671 124 479 0.99

The under-spending is due mainly to posts on the staff establishment that was not filled as projected, projected claims for examiners and moderators in respect of the February/March 2021 examination that were not received as planned and the suspension of the April 2020 and June 2020 of the TVET College Examinations due to COVID-19 regulations and savings was realised on traveling and subsistence for monitoring and evaluation visits that were replaced by desk-top analysis and virtual meetings.

Skills Development

275 104 273 745 1 359 0.49

The under-spending is due to the discontinuation of the procurement of materials for trade testing of artisans and less artisan trade testing in the year under review due to the COVID-19 pandemic.

Community Education and Training

2 251 923 2 002 992 248 931 11.05

The under-spending is due mainly to posts on the staff establishment of the Department that was not filled as projected, CET lecturer claims not received as projected and concomitant savings on Goods and Services.



DEPARTMENT OF HIGHER EDUCATION AND TRAINING
VOTE 17
NOTES TO THE APPROPRIATION STATEMENT
for the year ended 31 March 2021

4.2 Per economic classification:

	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	%
Current expenditure				
Compensation of employees	9 573 473	9 223 233	350 240	3.66
Goods and services	435 517	396 533	38 984	8.95
Transfers and subsidies				
Departmental agencies and accounts	47 840 160	47 840 159	1	-
Higher education institutions	43 070 510	43 070 379	131	-
Foreign governments and international organisations	4 112	3 820	292	7.10
Non-profit institutions	5 540 663	5 540 663	-	-
Households	25 027	23 340	1 687	6.74
Payments for capital assets				
Machinery and equipment	12 144	6 074	6 070	49.98
Software and other intangible assets	131	71	60	45.80
Payment for financial assets	6 181	6 181	-	-

Compensation of Employees

The under-spending is due mainly to: 1) posts on the staff establishment that were not filled as projected; 2) attrition posts that became vacant during the year that could not be filled as projected; 3) projected claims for examiners and moderators in respect of the February/March 2021 examinations that were not received as planned; and 4) claims in respect of Community Education and Training lecturers that were not received as projected. Savings was realised on examiner and moderator claims for the TVET College Examinations that were not conducted for April 2020 and June 2020 due to COVID-19 regulations.

Goods and Services

The under-spending is due mainly to slower than expected operational expenditure in various functions of the Department due to the COVID-19 pandemic. Planned operational activities such as the appointment of the service provider for security vetting, the placement of advertisements, the process of the appointment of a business continuity plan were delayed, the procurement of materials for trade testing of artisans were discontinued, planned monitoring and oversight visits was suspended, the suspension of the April 2020 and June 2020 TVET college examinations and less artisan trade testing was conducted due to the COVID-19 pandemic. Virtual meetings, virtual workshops, officials working from home, monitoring and evaluation visits that were replaced by desk-top analysis resulted in savings on travel and subsistence, printing and stationery.

Foreign governments and international organisations

The under-spending is due to a saving that was realised on the transfer to the Commonwealth of Learning due to a favourable Rand/Euro exchange rate.

Households

The under-spending is due to the planned claims for leave gratuity that was not finalised as projected.

Payments for capital assets

The under-spending is due mainly to cost saving measures put in place with regards to the replacement of computer equipment procurement and the procurement of laptops did not take place due to the non-availability of these devices.



DEPARTMENT OF HIGHER EDUCATION AND TRAINING
VOTE 17
STATEMENT OF FINANCIAL PERFORMANCE
for the year ended 31 March 2021

REVENUE

Annual appropriation
Statutory appropriation
Departmental revenue
Aid assistance

TOTAL REVENUE

EXPENDITURE

Current expenditure

Compensation of employees
Goods and services
Aid assistance

Total current expenditure

Transfers and subsidies

Transfers and subsidies
Aid assistance

Total transfers and subsidies

Expenditure for capital assets

Tangible assets
Software and other intangible assets

Total expenditure for capital assets

Payments for financial assets

TOTAL EXPENDITURE

SURPLUS FOR THE YEAR

Reconciliation of Net Surplus for the year

Voted Funds
Annual appropriation
Departmental revenue and NRF receipts
Aid assistance

SURPLUS FOR THE YEAR

Note	2020/21 R'000	2019/20 R'000
1	94 094 944	89 039 710
2	12 412 974	18 283 844
3	18 463	22 759
4	1 760	52 999
	106 528 141	107 399 312
5	9 223 233	9 367 405
6	396 533	541 995
4	14 527	20 442
	9 634 293	9 929 842
8	96 478 361	97 177 311
4	21 163	27 850
	96 499 524	97 205 161
9	6 284	6 939
9	71	1 230
	6 355	8 169
7	6 181	1 661
	106 146 353	107 144 833
	381 788	254 479
	397 465	227 256
	397 465	227 256
15	18 463	22 759
4	(34 140)	4 464
	381 788	254 479



STATEMENT OF FINANCIAL POSITION

as at 31 March 2021

	Note	2020/21 R'000	2019/20 R'000
ASSETS			
Current Assets		676 243	489 137
Cash and cash equivalents	10	907	44
Prepayments and advances	11	21 174	14 489
Receivables	12	616 864	471 404
Loans	13	3 158	3 200
Aid Assistance receivable	4	34 140	-
Non-Current Assets		13 802	14 773
Receivables	12	11 863	9 746
Loans	13	1 939	5 027
TOTAL ASSETS		690 045	503 910
LIABILITIES			
Current Liabilities		677 821	488 201
Voted funds to be surrendered to the Revenue Fund	14	397 465	227 256
Departmental revenue to be surrendered to the Revenue Fund	15	2 475	869
Bank overdraft	16	195 794	100 863
Payables	17	82 087	154 749
Aid assistance repayable	4	-	4 464
TOTAL LIABILITIES		677 821	488 201
NET ASSETS		12 224	15 709
Represented by:			
Capitalisation reserve		5 097	8 227
Recoverable revenue		7 127	7 482
TOTAL		12 224	15 709



DEPARTMENT OF HIGHER EDUCATION AND TRAINING
VOTE 17

STATEMENT OF CHANGES IN NET ASSETS

for the year ended 31 March 2021

	Note	2020/21 R'000	2019/20 R'000
Capitalisation Reserves			
Opening balance		8 227	11 325
Transfers:			
Other movements		(3 130)	(3 098)
Closing balance		5 097	8 227
Recoverable revenue			
Opening balance		7 482	4 000
Transfers:		(355)	3 482
Irrecoverable amounts written off	7.1	(177)	(1 536)
Debt revised		(109)	(240)
Debts recovered (included in departmental receipts)		(3 271)	(10 072)
Debts raised		3 202	15 330
Closing balance		7 127	7 482
TOTAL		12 224	15 709

CASHFLOW STATEMENT
for the year ended 31 March 2021

	Note	2020/21 R'000	2019/20 R'000
CASH FLOWS FROM OPERATING ACTIVITIES			
Receipts		106 528 141	107 398 883
Annual appropriated funds received	1.1	94 094 944	89 039 710
Statutory appropriated funds received	2	12 412 974	18 283 844
Departmental revenue received	3	17 037	20 323
Interest received	3.2	1 426	2 007
Aid assistance received	4	1 760	52 999
Net (increase)/ decrease in working capital		(224 807)	251 187
Surrendered to Revenue Fund		(244 113)	(223 213)
Surrendered to RDP Fund/Donor		(4 464)	(30 571)
Current payments		(9 634 293)	(9 929 842)
Payments for financial assets		(6 181)	(1 661)
Transfers and subsidies paid		(96 499 524)	(97 205 161)
Net cash flow available from operating activities	18	(85 241)	259 622
CASH FLOWS FROM INVESTING ACTIVITIES			
Payments for capital assets	9	(6 355)	(8 169)
Proceeds from sale of capital assets	3.3	-	429
(Increase)/ decrease in loans		3 130	3 098
(Increase)/decrease in non-current receivables		(2 117)	2 410
Net cash flows from investing activities		(5 342)	(2 232)
CASH FLOWS FROM FINANCING ACTIVITIES			
Increase/ (decrease) in net assets		(3 485)	384
Net cash flows from financing activities		(3 485)	384
Net increase/ (decrease) in cash and cash equivalents		(94 068)	257 774
Cash and cash equivalents at beginning of period		(100 819)	(358 593)
Cash and cash equivalents at end of period	19	(194 887)	(100 819)



ACCOUNTING POLICIES

for the year ended 31 March 2021

Summary of significant accounting policies

The Financial Statements have been prepared in accordance with the following policies, which have been applied consistently in all material aspects, unless otherwise indicated. Management has concluded that the financial statements present fairly the Department's primary and secondary information.

The historical cost convention has been used, except where otherwise indicated. Management has used assessments and estimates in preparing the annual Financial Statements. These are based on the best information available at the time of preparation.

Where appropriate and meaningful, additional information has been disclosed to enhance the usefulness of the Financial Statements and to comply with the statutory requirements of the Public Finance Management Act (PFMA), Act 1 of 1999 (as amended by Act 29 of 1999), and the Treasury Regulations issued in terms of the PFMA and the annual Division of Revenue Act.

1. Basis of preparation

The Financial Statements have been prepared in accordance with the Modified Cash Standard.

2. Going concern

The Financial Statements have been prepared on a going concern basis.

3. Presentation currency

Amounts have been presented in the currency of the South African Rand (R) which is also the functional currency of the Department.

4. Rounding

Unless otherwise stated financial figures have been rounded to the nearest one thousand Rand (R'000).

5. Foreign currency translation

Cash flows arising from foreign currency transactions are translated into South African Rands using the spot exchange rates prevailing at the date of payment/receipt.

6. Comparative information

6.1 Prior period comparative information

Prior period comparative information has been presented in the current year's Financial Statements. Where necessary figures included in the prior period Financial Statements have been reclassified to ensure that the format in which the information is presented is consistent with the format of the current year's Financial Statements.

6.2 Current year comparison with budget

A comparison between the approved, final budget and actual amounts for each programme and economic classification is included in the Appropriation Statement.

7. Revenue

7.1 Appropriated funds

Appropriated funds comprises of Departmental allocations as well as direct charges against the revenue fund (i.e. statutory appropriation).

Appropriated funds are recognised in the Statement of Financial Performance on the date the appropriation becomes effective. Adjustments made in terms of the adjustments budget process are recognised in the Statement of Financial Performance on the date the adjustments become effective.

The net amount of any appropriated funds due to/from the National Revenue Fund at the reporting date is recognised as a payable/receivable in the Statement of Financial Position.



ACCOUNTING POLICIES
for the year ended 31 March 2021

7.2 Departmental revenue

Departmental revenue is recognised in the Statement of Financial Performance when received and is subsequently paid into the National Revenue Fund, unless stated otherwise.

Any amount owing to the National Revenue Fund at the reporting date is recognised as a payable in the Statement of Financial Position.

7.3 Accrued departmental revenue

Accruals in respect of Departmental revenue (excluding tax revenue) are recorded in the notes to the Financial Statements when:

- it is probable that the economic benefits or service potential associated with the transaction will flow to the Department; and
- the amount of revenue can be measured reliably.

The accrued revenue is measured at the fair value of the consideration receivable.

Accrued tax revenue (and related interest and/penalties) is measured at amounts receivable from collecting agents.

Write-offs are made according to the Department's loss and disposal policy as well as any relevant legislative requirements.

8. Expenditure

8.1 Compensation of employees

8.1.1 Salaries and wages

Salaries and wages are recognised in the Statement of Financial Performance on the date of payment.

8.1.2 Social contributions

Social contributions made by the Department in respect of current employees are recognised in the Statement of Financial Performance on the date of payment.

Social contributions made by the Department in respect of ex-employees are classified as transfers to households in the Statement of Financial Performance on the date of payment.

8.2 Other expenditure

Other expenditure (such as goods and services, transfers and subsidies and payments for capital assets) is recognised in the Statement of Financial Performance on the date of payment. The expense is classified as a capital expense if the total consideration paid is more than the capitalisation threshold.

8.3 Accruals and payables not recognised

Accruals and payables not recognised are recorded in the notes to the Financial Statements at cost at the reporting date.

8.4 Leases

8.4.1 Operating leases

Operating lease payments made during the reporting period are recognised as current expenditure in the Statement of Financial Performance on the date of payment.

The operating lease commitments are recorded in the notes to the Financial Statements.

8.4.2 Finance leases

Finance lease payments made during the reporting period are recognised as capital expenditure in the Statement of Financial Performance on the date of payment.



ACCOUNTING POLICIES

for the year ended 31 March 2021

The finance lease commitments are recorded in the notes to the Financial Statements and are not apportioned between the capital and interest portions.

- Finance lease assets acquired at the end of the lease term are recorded and measured at the lower of:
 - cost, being the fair value of the asset; or
 - the sum of the minimum lease payments made, including any payments made to acquire ownership at the end of the lease term, excluding interest.

9. Aid Assistance**9.1 Aid assistance received**

Aid assistance received in cash is recognised in the Statement of Financial Performance when received. In-kind aid assistance is recorded in the annexure to the Financial Statements on the date of receipt and is measured at fair value.

Aid assistance not spent for the intended purpose and any unutilised funds from aid assistance that are required to be refunded to the donor are recognised as a payable in the Statement of Financial Position.

9.2 Aid assistance paid

Aid assistance paid is recognised in the Statement of Financial Performance on the date of payment. Aid assistance payments made prior to the receipt of funds are recognised as a receivable in the Statement of Financial Position.

10. Cash and cash equivalents

Cash and cash equivalents are stated at cost in the Statement of Financial Position.

Bank overdrafts are shown separately on the face of the Statement of Financial Position as a current liability.

For the purposes of the Cash Flow Statement, cash and cash equivalents comprise cash on hand, deposits held, other short-term highly liquid investments and bank overdrafts.

11. Prepayments and advances

Prepayments and advances are recognised in the Statement of Financial Position when the Department receives or disburses the cash.

Prepayments and advances are initially and subsequently measured at cost.

Prepayments are expensed when invoices or claims for services rendered or goods received are provided.

12. Loans and receivables

Loans and receivables are recognised in the Statement of Financial Position at cost plus accrued interest, where interest is charged, less amounts already settled or written-off. Write-offs are made according to the Department's Loss and Disposal Policy as well as any relevant legislative requirements.

13. Financial assets**13.1 Financial assets**

A financial asset is recognised initially at its cost plus transaction costs that are directly attributable to the acquisition or issue of the financial asset.

At the reporting date, the Department measure its financial assets at cost, less amounts already settled or written-off, except for recognised loans and receivables, which are measured at cost plus accrued interest, where interest is charged, less amounts already settled or written-off.



ACCOUNTING POLICIES
for the year ended 31 March 2021

13.2 Impairment of financial assets

Where there is an indication of impairment of a financial asset, an estimation of the reduction in the recorded carrying value, to reflect the best estimate of the amount of the future economic benefits expected to be received from that asset, is recorded in the notes to the Financial Statements.

14. Payables

Payables recognised in the Statement of Financial Position are recognised at cost.

15. Capital Assets

15.1 Immovable capital assets

Immovable capital assets reflected in the Asset Register of the Department are recorded in the notes to the Financial Statements at cost or fair value where the cost cannot be determined reliably. Immovable assets acquired in a non-exchange transaction are recorded at fair value at the date of acquisition. Immovable assets are subsequently carried in the asset register at cost and are not currently subject to depreciation or impairment.

Subsequent expenditure of a capital nature forms part of the cost of the existing asset when ready for use.

Additional information on immovable assets not reflected in the asset register is provided in the notes to the Financial Statements.

15.2 Movable capital assets

Movable capital assets are initially recorded in the notes to the Financial Statements at cost. Movable capital assets acquired through a non-exchange transaction is measured at fair value as at the date of acquisition.

Where the cost of movable capital assets cannot be determined reliably, the movable capital assets are measured at fair value and where fair value cannot be determined; the movable assets are measured at R1.

All assets acquired prior to 1 April 2002 or a later date as approved by the Office of the Accountant-General (OAG) may be recorded at R1.

Movable capital assets are subsequently carried at cost and are not subject to depreciation or impairment.

Subsequent expenditure that is of a capital nature forms part of the cost of the existing asset when ready for use.

15.3 Intangible assets

Intangible assets are initially recorded in the notes to the Financial Statements at cost. Intangible assets acquired through a non-exchange transaction are measured at fair value as at the date of acquisition.

Internally generated intangible assets are recorded in the notes to the Financial Statements when the Department commences the development phase of the project.

Where the cost of intangible assets cannot be determined reliably, the intangible capital assets are measured at fair value and where fair value cannot be determined; the intangible assets are measured at R1.

All assets acquired prior to 1 April 2002 (or a later date as approved by the OAG) may be recorded at R1.

Intangible assets are subsequently carried at cost and are not subject to depreciation or impairment.

Subsequent expenditure of a capital nature forms part of the cost of the existing asset when ready for use.

16. Provisions and Contingents

16.1 Provisions

Provisions are recorded in the notes to the Financial Statements when there is a present legal or constructive obligation to forfeit economic benefits as a result of events in the past and it is probable that an outflow of resources embodying economic benefits or service potential will be required to settle the obligation and a reliable estimate of the obligation can be made. The provision is measured as the best estimate of the funds required to settle the present obligation at the reporting date.



ACCOUNTING POLICIES

for the year ended 31 March 2021

16.2 Contingent liabilities

Contingent liabilities are recorded in the notes to the Financial Statements when there is a possible obligation that arises from past events, and whose existence will be confirmed only by the occurrence or non-occurrence of one or more uncertain future events not within the control of the Department or when there is a present obligation that is not recognised because it is not probable that an outflow of resources will be required to settle the obligation or the amount of the obligation cannot be measured reliably.

16.3 Contingent assets

Contingent assets are recorded in the notes to the Financial Statements when a possible asset arises from past events, and whose existence will be confirmed by the occurrence or non-occurrence of one or more uncertain future events not within the control of the Department.

16.4 Capital commitments

Capital commitments are recorded at cost in the notes to the financial statements.

17. Unauthorised expenditure

Unauthorised expenditure is recognised in the Statement of Financial Position until such time as the expenditure is either:

- approved by Parliament with funding and the related funds are received; or
- approved by Parliament without funding and is written-off against the appropriation in the Statement of Financial Performance; or
- transferred to receivables for recovery.

Unauthorised expenditure is measured at the amount of the confirmed unauthorised expenditure.

18. Fruitless and wasteful expenditure

Fruitless and wasteful expenditure is recorded in the notes to the Financial Statements when confirmed. The amount recorded is equal to the total value of the fruitless and or wasteful expenditure incurred.

Fruitless and wasteful expenditure is removed from the notes to the Financial Statements when it is resolved or transferred to receivables or written off.

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.

19. Irregular expenditure

Irregular expenditure is recorded in the notes to the Financial Statements when confirmed. The amount recorded is equal to the value of the irregular expenditure incurred unless it is impracticable to determine, in which case reasons therefor are provided in the note.

Irregular expenditure is removed from the note when it is either condoned by the relevant authority, transferred to receivables for recovery or not condoned and removed or written-off.

Irregular expenditure receivables are measured at the amount that is expected to be recoverable and are de-recognised when settled or subsequently written-off as irrecoverable.

20. Changes in accounting estimates and errors

Changes in accounting estimates are applied prospectively in accordance with Modified Cash Standard requirements.

Correction of errors is applied retrospectively in the period in which the error has occurred in accordance with Modified Cash Standard requirements, except to the extent that it is impracticable to determine the period-specific effects or the cumulative effect of the error. In such cases the Department shall restate the opening balances of assets, liabilities and net assets for the earliest period for which retrospective restatement is practicable.



ACCOUNTING POLICIES
for the year ended 31 March 2021

21. Events after the reporting date

Events after the reporting date that are classified as adjusting events have been accounted for in the Financial Statements. The events after the reporting date that are classified as non-adjusting events after the reporting date have been disclosed in the notes to the Financial Statements.

22. Principal-Agent-arrangements

The Department is party to a principal-agent arrangement for the Technical and Vocational Education and Training college infrastructure project. In terms of the arrangement the Department is the agent. The Department has been appointed by the National Skills Fund to project manage the Technical and Vocational Education and Training college infrastructure development funded by the National Skills Fund and relevant Sector Education and Training Authorities. The beneficiaries of the project will be the respective Technical and Vocational Education and Training colleges who will receive the new or improved Technical and Vocational Education and Training college campus sites once the construction has been completed. All related revenues, expenditures, assets and liabilities have been recognised or recorded in terms of the relevant policies listed herein. Any unspent funds will be returned to the National Skills Fund. Principal-Agent arrangements have been accounted for in the notes to the Financial Statements where appropriate. Additional disclosures have been provided in the notes to the Financial Statements where appropriate.

23. Departures from Modified Cash Standard requirements

Management has concluded that the Financial Statements present fairly the Department's primary and secondary information. The Department complied with the Modified Cash Standard requirements.

24. Recoverable revenue

Amounts are recognised as recoverable revenue when a payment made in a previous financial year becomes recoverable from a debtor in the current financial year. Amounts are either transferred to the National Revenue Fund when recovered or are transferred to the Statement of Financial Performance when written-off.

25. Related party transactions

Related party transactions within the Minister's portfolio are recorded in the notes to the Financial Statements when the transaction is not at arm's length.

The number of individuals and the full compensation of key management personnel is recorded in the notes to the Financial Statements.

26. Inventories

At the date of acquisition, inventories are recognised at cost price in the Statement of Financial Performance.

Where inventories are acquired as part of a non-exchange transaction, the inventories are measured at fair value as at the date of acquisition.

Inventories are subsequently measured at the lower of cost and net realisable value or where intended for distribution (or consumed in the production of goods for distribution) at no or a nominal charge, the lower of cost and current replacement value.

The cost of inventories is assigned by using the weighted average cost basis.

27. Employee benefits

The value of each major class of employee benefit obligation (accruals, payables not recognised and provisions) is disclosed in the Employee benefits note.



ACCOUNTING POLICIES

for the year ended 31 March 2021

28. Transfer of functions

Transfer of functions are accounted for by the acquirer by recognising or recording assets acquired and liabilities assumed at their carrying amounts at the date of transfer.

Transfer of functions are accounted for by the transferor by derecognising or removing assets and liabilities at their carrying amounts at the date of transfer.

29. Mergers

Mergers are accounted for by the combined department by recognising or recording assets acquired and liabilities assumed at their carrying amounts at the date of the merger.

Mergers are accounted for by the combining departments by derecognising or removing assets and liabilities at their carrying amounts at the date of the merger.

DEPARTMENT OF HIGHER EDUCATION AND TRAINING
VOTE 17
NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2021

1. Annual Appropriation

1.1 Annual Appropriation

	2020/21			2019/20	
	Final Appropriation	Actual Funds Received	Funds not requested/not received	Final Appropriation	Appropriation Received
Programmes	R'000	R'000	R'000	R'000	R'000
Administration	412 182	412 182	-	447 245	447 245
Planning, Policy and Strategy	195 127	195 127	-	181 652	181 652
University Education	78 363 458	78 363 458	-	73 362 574	73 362 574
Technical and Vocational Education and Training	12 597 150	12 597 150	-	12 631 073	12 631 073
Skills Development	275 104	275 104	-	295 412	295 412
Community Education and Training	2 251 923	2 251 923	-	2 121 754	2 121 754
Total	94 094 944	94 094 944	-	89 039 710	89 039 710

The Department had no specifically and exclusively appropriated amounts voted for.

	2020/21	2019/20
Note	R'000	R'000

2. Statutory Appropriation

Skills levy and sector education and training authorities

Total

12 412 974	18 283 844
12 412 974	18 283 844

Actual statutory appropriation received

12 412 974	18 283 844
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The decrease in the skills levy during the 2020/21 financial year is due to a significant and unforeseen and unforeseeable economic and financial events that resulted from a four month skills levy holiday, as part of COVID-19 tax relief measures.

3. Departmental Revenue

Sales of goods and services other than capital assets

Interest, dividends and rent on land

Sales of capital assets

Transactions in financial assets and liabilities

Total revenue collected

Departmental revenue collected

3.1	8 582	12 192
3.2	1 426	2 007
3.3	-	429
3.4	8 455	8 131
	18 463	22 759
	18 463	22 759

3.1 Sales of goods and services other than capital assets

3

Sales of goods and services produced by the department

Sales by market establishment

Administrative fees

Other sales

Sales of scrap, waste and other used current goods

Total

8 582	12 186
522	519
849	2 875
7 211	8 792
-	6
8 582	12 192

The reduction in revenue is due mainly to the fact that a reduced number of Trade Tests took place due to the COVID-19 pandemic restrictions.



NOTES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2021

	Note	2020/21 R'000	2019/20 R'000
3.2 Interest, dividends and rent on land	3		
Interest		1 426	2 007
Total		1 426	2 007
3.3 Sales of capital assets	3		
Tangible assets			
Machinery and equipment		-	429
Total		-	429
3.4 Transactions in financial assets and liabilities	3		
Other receipts including recoverable revenue		8 455	8 131
TOTAL		8 455	8 131
4. Aid Assistance			
Opening Balance		4 464	30 571
Transferred from statement of financial performance		(34 140)	4 464
Paid during the year		(4 464)	(30 571)
Closing Balance		(34 140)	4 464
4.1 Analysis of balance by source	4		
Aid assistance from RDP		(34 140)	4 464
Closing Balance		(34 140)	4 464
4.2 Analysis of balance	4		
Aid assistance receivable		(34 140)	-
Aid assistance repayable		-	4 464
Closing balance		(34 140)	4 464
Aid assistance not requested/not received		34 140	-
<i>Funds were requested during the 2020/21 financial year from the RDP fund but were not transferred to the Department.</i>			
4.3 Aid assistance expenditure per economic classification	4		
Current		14 527	20 442
Capital		210	243
Transfers and subsidies		21 163	27 850
Total aid assistance expenditure		35 900	48 535
4.4 Reconciliation of closing balance	4		
Revenue		1 760	52 999
Expenditure		35 900	48 535
Closing balance		(34 140)	4 464

DEPARTMENT OF HIGHER EDUCATION AND TRAINING
VOTE 17
NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2021

	Note	2020/21 R'000	2019/20 R'000
5. Compensation of employee			
5.1 Salaries and wages			
Basic salary		6 014 906	6 129 470
Performance award		32 584	52 173
Service based		3 682	4 571
Compensative/circumstantial		1 219 799	1 211 339
Periodic payments		-	70
Other non-pensionable allowances		885 608	890 501
Total		8 156 579	8 288 124
<i>Other non-pensionable allowances include payments made in respect of housing allowances, service bonus and payments made to Community Education and Training Lecturers paid through stipends and claims.</i>			
5.2 Social contributions			
Employer contributions			
Pension		653 403	707 462
Medical		410 403	369 115
UIF		52	38
Bargaining council		1 466	1 381
Official unions and associations		1 182	1 220
Insurance		148	65
Total		1 066 654	1 079 281
Total compensation of employees		9 223 233	9 367 405
Average number of employees		25 419	26 137

The decrease in pension is due to the payment of R43.951 million to the Government Employees Pension Fund for staff members who opted for the early retirement package announced by Government that were made in the 2019/20 financial year.



NOTES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2021

6. Goods and services

	Note	2020/21 R'000	2019/20 R'000
Administrative fees		1 083	1 098
Advertising		260	210
Minor assets	6.1	363	976
Bursaries (employees)		309	404
Catering		1 643	8 576
Communication		7 753	9 044
Computer services	6.2	114 269	95 791
Consultants: Business and advisory services		6 887	21 816
Legal services		3 840	1 511
Contractors		156	49
Agency and support/outsourced services		4 484	5 405
Entertainment		-	4
Audit cost – external	6.3	9 594	11 580
Fleet services		1 800	3 129
Inventory	6.4	593	3 130
Consumables	6.5	8 537	52 833
Operating leases		91 666	74 585
Property payments	6.6	19 140	17 836
Rental and hiring		69	132
Transport provided as part of the departmental activities		1 335	8 723
Travel and subsistence	6.7	65 583	126 024
Venues and facilities		3 057	25 134
Training and development		21 529	36 807
Other operating expenditure	6.8	32 583	37 198
Total		396 533	541 995

The large decrease in Goods and Services is mainly due to a reduction in operational activities during the 2020/21 financial year due to the COVID-19 pandemic.

6.1 Minor assets

	6		
Tangible assets		363	828
Machinery and equipment		363	828
Intangible assets		-	148
Software		-	111
Patents, licences, copyright, brand names, trademarks		-	37
Total		363	976

6.2 Computer Services

	6		
SITA computer services		99 255	93 825
External computer service providers		15 014	1 966
Total		114 269	95 791

DEPARTMENT OF HIGHER EDUCATION AND TRAINING
VOTE 17
NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2021

	Note	2020/21 R'000	2019/20 R'000
6.3 Audit cost –external	6		
Regularity audits		9 143	9 804
Computer audits		451	1 776
Total		9 594	11 580
6.4 Inventory	6		
Clothing material and accessories		1	-
Fuel, oil and gas		45	73
Materials and supplies		547	3 057
Total		593	3 130
6.5 Consumables	6		
Consumable supplies		2 525	1 932
Uniform and clothing		379	314
Household supplies		1 363	1 381
Building, material and supplies		271	1
Communication accessories		-	2
IT consumables		56	95
Other consumables		456	139
Stationery, printing and office supplies		6 012	50 901
Total		8 537	52 833
<i>The decrease is due mainly to reduced office-based activities due to COVID-19 regulations as well as the suspension of the April 2020 and June 2020 TVET College examinations.</i>			
6.6 Property payments	6		
Municipal services		15 188	15 101
Property management fees		758	791
Property maintenance and repairs		186	172
Other		3 008	1 772
Total		19 140	17 836
6.7 Travel and subsistence	6		
Local		65 297	121 550
Foreign		286	4 474
Total		65 583	126 024

The decrease is due to a decrease in monitoring and evaluation visits and other operational activities due to the COVID-19 pandemic restrictions.



NOTES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2021

	Note	2020/21 R'000	2019/20 R'000
6.8 Other operating expenditure	6		
Professional bodies, membership and subscription fees		-	20
Resettlement costs		378	1 150
Other		32 205	36 028
Total		32 583	37 198
<i>Other includes courier and delivery services, printing and publications and insurance payments.</i>			
7. Payments for financial assets			
Material losses through criminal conduct		6 005	-
Other material losses	7.1	6 005	-
Debts written off	7.2	176	1 661
Total		6 181	1 661
7.1 Other material losses	7		
Nature of other material losses			
Incident			
	<i>Disciplinary steps taken/ Criminal proceedings</i>		
Fraudulent salary overpayment		6 005	-
Total		6 005	-
7.2 Debts written off	7		
Nature of debts written off			
Other debt written off			
Other		-	77
Salary overpayment debt		174	986
Salary tax debt		2	535
No show		-	63
Total		176	1 661
Total debt written off		176	1 661

NOTES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2021

	Note	2020/21 R'000	2019/20 R'000
8. Transfers and subsidies			
Departmental agencies and accounts	Annex 1A	47 840 159	49 385 269
Higher education institutions	Annex 1B	43 070 379	42 358 941
Foreign governments and international organisations	Annex 1C	3 820	2 866
Non-profit institutions	Annex 1D	5 540 663	5 410 777
Households	Annex 1E	23 340	19 458
Total		96 478 361	97 177 311

9. Expenditure for capital assets

Tangible assets		6 284	6 939
Machinery and equipment	31	6 284	6 939
Intangible assets		71	1 230
Software	32	71	1 230
Total		6 355	8 169

9.1 Analysis of funds utilised to acquire capital assets – 2020/21

	Voted funds R'000	Aid assistance R'000	Total R'000
Tangible assets	6 074	210	6 284
Machinery and equipment	6 074	210	6 284
Intangible assets	71	-	71
Software	71	-	71
Total	6 145	210	6 355

9.2 Analysis of funds utilised to acquire capital assets – 2019/20

	Voted funds R'000	Aid assistance R'000	Total R'000
Tangible assets	6 696	243	6 939
Machinery and equipment	6 696	243	6 939
Intangible assets	1 230	-	1 230
Software	1 230	-	1 230
Total	7 926	243	8 169



NOTES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2021

	Note	2020/21 R'000	2019/20 R'000
10. Cash and cash equivalents			
Disbursements		(1)	(1)
Cash on hand		45	45
Investments (Domestic)		863	-
Total		907	44

There are no amounts included in Cash and Cash Equivalents of undrawn borrowings, facilities that may be available for future operating activities and to settle capital commitments.

11. Prepayments and advances			
Travel and subsistence		2	54
Prepayments	11.2	10 167	352
Advances paid	11.1	11 005	14 083
TOTAL		21 174	14 489

11.1 Advances paid (not expensed)

Note	Balance as at 1 April 2020 R'000	Less: Amount expensed in current year R'000	Add: Current year advances R'000	Balance as at 31 March 2021 R'000
Advances paid (not expensed)	11			
National departments	6 157	(6 163)	1 835	1 829
Public entities	2 926	-	6 250	9 176
Other institutions	5 000	(5 000)	-	-
Total	14 083	(11 163)	8 085	11 005

The advance payments to public entities is in respect of the advance payment to the National Student Financial Aid Scheme for TRC student related funds that are cleared when qualifying students are registered at institutions and confirmed with the Department of Justice and Constitutional Development.

Note	Balance as at 1 April 2019 R'000	Less: Amount expensed in current year R'000	Add: Current year advances R'000	Balance as at 31 March 2020 R'000
Advances paid (not expensed)	11			
National departments	8 198	(12 654)	10 613	6 157
Public entities	13 323	(10 397)	-	2 926
Other institutions	-	-	5 000	5 000
Total	21 521	(23 051)	15 613	14 083

NOTES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2021

11.2 Prepayments (Not expensed)

	Note	Balance as at 1 April 2020 R'000	Less: Amount expensed in current year R'000	Add: Current Year prepayments R'000	Balance as at 31 March 2021 R'000
Prepayments (Not expensed)	11				
Goods and services		352	(7 186)	17 001	10 167
Total		352	(7 186)	17 001	10 167

The prepayments are mainly in respect of payments made to a service provider for which the final invoice for services rendered was not received at year-end.

	Note	Balance as at 1 April 2019 R'000	Less: Amount expensed in current year R'000	Add: Current Year prepayments R'000	Balance as at 31 March 2020 R'000
Prepayments (Not expensed)	11				
Goods and services		-	(9 648)	10 000	352
Total		-	(9 648)	10 000	352

The prepayments are mainly in respect of payments made to a service provider for which there was a dispute that still needs to be resolved.

12. Receivables

	Note	2020/21			2019/20		
		Current R'000	Non- current R'000	Total R'000	Current R'000	Non- current R'000	Total R'000
Receivables	12.1						
Claims recoverable	Annex 3	559 689	-	559 689	412 580	-	412 580
Recoverable expenditure	12.2	25 204	-	25 204	26 526	-	26 526
Staff debt	12.3	9 936	2 417	12 353	2 864	2 029	4 893
Fruitless and wasteful expenditure	12.5	899	8 604	9 503	2 540	7 681	10 221
Other receivables	12.4	21 136	842	21 978	26 894	36	26 930
Total		616 864	11 863	628 727	471 404	9 746	481 150

Claims Recoverable includes claims for March 2021 for services rendered on behalf of the National Skills Fund, claims in respect of NSF Growth Projects and the NSF infrastructure projects. Claims in respect of March 2021 were issued during 2021/22.



NOTES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2021

	Note	2020/21 R'000	2019/20 R'000
12.1 Claims recoverable	12		
National departments		234	970
Provincial departments		1 127	571
Public entities		553 621	407 753
Private enterprises		4 011	2 550
Higher education institutions		37	40
Households and non-profit institutions		659	696
Total		559 689	412 580
<i>Claims Recoverable includes claims for March 2020 for services rendered on behalf of the National Skills Fund, claims in respect of NSF Growth Projects and the NSF infrastructure projects. Claims in respect of March 2020 were issued during 2020/21.</i>			
12.2 Recoverable expenditure (disallowance accounts)	12		
Salaries		24 624	25 983
No shows		256	244
Miscellaneous		324	299
Total		25 204	26 526
12.3 Staff debt	12		
Motor accidents		604	604
Other		502	48
Salary overpayment debt		10 476	4 090
Salary tax debt		771	151
Total		12 353	4 893
12.4 Other receivables	12		
Tax debt		80	36
Other debtors		21 898	26 894
Total		21 978	26 930
12.5 Fruitless and wasteful expenditure	12		
Opening balance		10 221	6 892
Less amount recovered		(907)	(687)
Transfers from note 26 Fruitless and Wasteful expenditure		-	3 969
Interest		189	47
Total		9 503	10 221

The Fruitless and Wasteful expenditure is in respect of fraudulent salary overpayments discovered in 2018/19 in respect of payments made in the latter part of 2017/18 and beginning of 2018/19. The matter is currently under investigation and steps have commenced with recovery of debt. Cases transferred from note 32 are cases which the Department only managed to take-on in the Debt Account of the Department during 2019/20.

DEPARTMENT OF HIGHER EDUCATION AND TRAINING
VOTE 17
NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2021

	Note	2020/21 R'000	2019/20 R'000
12.6 Impairment of receivables			
Estimate of impairment of receivables		29 861	21 848
Total		29 861	21 848
<i>Items older than three-years were impaired. The majority of debt cases are in respect of salary over-payments for deceased cases.</i>			
13. Loans			
Higher education institutions		5 097	8 227
Total		5 097	8 227
Analysis of balance			
Opening balance		8 227	11 325
Repayments		(3 130)	(3 098)
Closing balance		5 097	8 227
Cape Peninsula University of Technology		278	622
Durban University of Technology		1 661	2 627
Nelson Mandela University		68	84
Tshwane University of Technology		1 648	2 617
Vaal University of Technology		646	872
University of Johannesburg		796	1 405
		5 097	8 227
Current portion of loans		3 158	3 200
14. Voted funds to be surrendered to the Revenue Fund			
Opening balance		227 256	200 335
Transfer from Statement of Financial Performance		397 465	227 256
Paid during the year		(227 256)	(200 335)
Closing balance		397 465	227 256
15. Departmental revenue and NRF receipts to be surrendered to the Revenue Fund			
Opening balance		869	988
Transfer from Statement of Financial Performance		18 463	22 759
Paid during the year		(16 857)	(22 878)
Closing balance		2 475	869
16. Bank overdraft			
Consolidated Paymaster-General Account		195 794	100 863
Total		195 794	100 863

The Bank overdraft is due mainly to claims issued to the National Skills Fund that were not paid by 31 March 2021. The increase is attributable to increase in claims to the National Skills Fund during the 2020/21 financial year.



NOTES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2021

	Note	2020/21 R'000	2019/20 R'000
17. Payables - current			
Advances received	17.1	74 478	144 572
Clearing accounts	17.2	139	67
Other payables	17.3	7 470	10 110
Total		82 087	154 749
17.1 Advances received	17		
National departments	Annex 5B	-	6 250
Public entities	Annex 5B	74 478	138 322
Total		74 478	144 572
17.2 Clearing accounts	17		
Salary claims: Limpopo and Mpumalanga		29	29
Other		110	38
Total		139	67
17.3 Other payables	17		
Unidentified deposits		-	440
Other payables		5 531	3 770
Salary: Income Tax		1 464	3 820
Salary: Medical Aid		313	-
Salary: Money Back		162	109
Salary: GEHS Refund		-	1 971
Total		7 470	10 110
18. Net cash flow available from operating activities			
Net surplus/(deficit) as per Statement of Financial Performance		381 788	254 479
Add back non cash/cash movements not deemed operating activities		(467 029)	5 143
(Increase)/decrease in receivables – current		(145 460)	177 503
(Increase)/decrease in prepayments and advances		(6 685)	7 149
Increase/(decrease) in payables – current		(72 662)	66 535
Proceeds from sale of capital assets		-	(429)
Expenditure on capital assets		6 355	8 169
Surrenders to Revenue Fund		(244 113)	(223 213)
Surrenders to RDP Fund/Donor		(4 464)	(30 571)
Net cash flow generated by operating activities		(85 241)	259 622

DEPARTMENT OF HIGHER EDUCATION AND TRAINING
VOTE 17
NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2021

	Note	2020/21 R'000	2019/20 R'000
19. Reconciliation of cash and cash equivalents for cash flow purposes			
Consolidated Paymaster-General account		(195 794)	(100 863)
Disbursements		(1)	(1)
Cash on hand		45	45
Cash with commercial banks (local)		863	-
Total		(194 887)	(100 819)

20. Contingent liabilities and contingent assets

20.1 Contingent liabilities

Liable to

Claims against the Department

Annex 2A	5 161 724	5 159 772
Total	5 161 724	5 159 772

There are uncertainties relating to the cases of Vital vs Vista University (R4 million) as this case is dormant and it might not realise. The Labour Appeal Court (LAC) declared the salary increases for the 2020/21 financial year unlawful and invalid. The LAC ruling has been appealed and referred to the Constitutional Court. The ruling by the Constitutional Court will confirm if the Department will be obliged to pay the salary increases in dispute.

21. Capital commitments

Current expenditure

Machinery and equipment

1 997	1 555
1 997	1 555

22. Accruals and payables not recognised

22.1 Accruals

Listed by economic classification	30 days	30+ days	Total	Total
Goods and services	7 038	2 241	9 279	23 158
Capital assets	-	-	-	155
Other	9 617	8 586	18 203	1 935
Total	16 655	10 827	27 482	25 248

Listed by programme level

Programme 1: Administration	4 780	10 055
Programme 2: Planning, Policy and Strategy	161	2 235
Programme 3: University Education	164	399
Programme 4: Technical and Vocational Education and Training	18 721	6 386
Programme 5: Skills Development	290	3 445
Programme 6: Community Education and Training	3 311	2 728
Unallocated	55	-
Total	27 482	25 248

Reasons for material accruals: Claims in respect of the Rennies account, Community Education and Training lectures as well as examiners and moderators were not received before closure of the financial year. Other accruals include, claims from Community Education and Training lectures as well as examiners and moderators.



NOTES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2021

22.2 Payables not recognised

	Note	2020/21 R'000	2019/20 R'000
Listed by economic classification			
Goods and services	30 days	2 949	1 649
Other	30+ days	-	-
Total		2 949	1 649

Listed by programme level

Programme 1: Administration	1 681	-
Programme 2: Planning, Policy and Strategy	10	-
Programme 3: University Education	28	4
Programme 4: Technical and Vocational Education and Training	2 683	-
Programme 5: Skills Development	91	-
Programme 6: Community Education and Training	12	1 645
Unallocated	15	-
Total	4 520	1 649

Reasons for material payables: Claims in respect of the Rennies account, Community Education and Training lecturers as well as examiners and moderators were not received before closure of the financial year. Other payables include, claims from Community Education and Training lecturers as well as examiners and moderators.

23. Employee benefits

Leave entitlement	232 456	152 700
Service bonus (Thirteenth cheque)	219 429	226 714
Performance awards	50 269	97 468
Capped leave commitments	86 532	103 481
Other	8 696	48 437
Total	597 382	628 800

At this stage the Department is not able to reliably measure the long-term portion of the long service awards.

Negative leave balances

Differences in the reporting cycle for leave	410	425
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Negative leave balances: Differences in reporting cycle for leave: 2019/20: R0.760 million; 2020/21: R0.410 million. The negative leave balance is due to pro-rata leave granted for the year by end of March.

NOTES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2021

24. Lease commitments

24.1 Operating leases expenditure

2020/21

Not later than 1 year	
Later than 1 year and not later than 5 years	
Total lease commitments	

Buildings and other fixed structures	Machinery and equipment	Total
R'000	R'000	R'000
4 927	2 910	7 837
7 588	1 949	9 537
12 515	4 859	17 374

2019/20

Not later than 1 year	
Later than 1 year and not later than 5 years	
Total lease commitments	

Buildings and other fixed structures	Machinery and equipment	Total
R'000	R'000	R'000
2 291	5 537	7 828
14 828	7 530	22 358
17 119	13 067	30 186

The lease agreement with the Department of Public Works includes the office accommodation for Ndinaye House and 123 Francis Baard Street. The Department cannot as yet include the lease amount for Ndinaye House and 123 Francis Baard Street as these agreements have not yet been concluded. The lease agreement for machinery and equipment is mainly in respect of photocopy machines and these contracts are for a period of three to five years and motor vehicles contracts which are mainly for one-year.

Note	2020/21 R'000	2019/20 R'000
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25. Irregular expenditure

25.1 Reconciliation of irregular expenditure

Opening balance	
Add: Irregular expenditure relating to current year	
Irregular expenditure awaiting condonation	

138 239	138 194
10 674	45
148 913	138 239

Analysis of awaiting condonation per age classification

Current year	
Prior years	

10 674	45
138 239	138 194
148 913	138 239

Investigations into irregular expenditure cases of the previous financial years to the amount of R137.910 million have been concluded and removal of such will take place in the 2021/22 financial year.



NOTES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2021

2020/21

R'000

25.2 Details of irregular expenditure – added current year (relating to current and prior years)

Incident

Correct procurement procedures were not followed
Correct procurement procedures were not followed
Correct procurement procedures were not followed
Appointments not in line with Public Service Regulations
Appointments not in line with State Attorneys Act

Disciplinary steps taken/criminal proceedings

Under determination
Under determination
Under determination
Under determination
Under determination

723
150
192
6 545
3 064

Total

10 674

Note

2020/21

R'000

2019/20

R'000

26. Fruitless and wasteful expenditure

26.1 Reconciliation of fruitless and wasteful expenditure

Opening balance
Prior period error
As restated
Less: Amounts transferred to receivables for recovery
Less: Amounts written off

12.5

8 019
-
8 019
-
(8 019)

11 956
(53)
11 903
(3 884)
-

Closing balance

8 019

Amounts reflected as transferred to receivables for recovery was understated with R1.522 million in the 2019/20 financial year and with R0.084 million in the 2018/19 financial year whilst the amount resolved was also understated R0.031 million in the 2018/19 financial year. Therefore the prior period error and the correction of the 2019/20 amounts were transferred to receivables for recovery.

2020/21

R'000

26.2 Details of fruitless and wasteful expenditure written off

Incident

Fraudulent salary overpayment

8 019

Total

8 019

26.3 Prior period error

Nature of prior period error

Relating to 2018/19 (affecting the opening balance)
Amounts resolved
Amounts transferred to receivables for recovery
Relating to 2019/20
Amounts transferred to receivables for recovery

(53)
31
(84)
(1 522)
(1 522)

Total

(1 575)



DEPARTMENT OF HIGHER EDUCATION AND TRAINING
VOTE 17
NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2021

27. Related party transactions

In kind goods and services received

Computer Services: National Skills Fund

Free services to the National Skills Fund for the 2020/21 financial year

Total

Note	2020/21 R'000	2019/20 R'000
	4 312	5 150
	(15 123)	-
	(10 811)	5 150

List related party relationships

Ministerial Portfolio	Departmental Schedule	Public Entity
Higher Education and Training	3A	<p>Council on Higher Education and Training</p> <p>National Student Financial Aid Scheme</p> <p>South African Qualification Authority</p> <p>Quality Council for Trades and Occupations</p> <p>National Skills Fund</p> <p>Sector Education and Training Authorities (SETAs):</p> <p>Agriculture SETA; Banking SETA; Chemical Industries Education and Training Authority Construction SETA; Culture, Arts, Tourism, Hospitality and Sports SETA; Education, Training and Development Practices SETA; Energy and Water SETA; Fibre, Processing and Manufacturing SETA; Financial and Accounting Services SETA; Food and Beverages SETA; Health and Welfare SETA; Insurance SETA; Local Government SETA; Manufacturing, Engineering and Related Services SETA; Media, Information and Communication Technologies SETA; Mining Qualifications Authority ; Public Services SETA; Safety and Security SETA; Services SETA; Transport Education and Training Authority ; Wholesale and Retail SETA</p> <p>Technical and Vocational Education and Training Colleges</p> <p>Buffalo City College; East Cape Midlands College; Ikhalala College; Ingwe College; King Hintsa College, King Sabata College; Lovedale College; Port Elizabeth College; Flavius Mareka College; Gold Fields College; Maluti College; Motheo College; Central Johannesburg College; Ekurhuleni East College; Ekurhuleni West College; Sedibeng College; South West College; Tshwane North College; Tshwane South College; Western College; Coastal College; Elangeni College; Esayidi College; Majuba College; Mnambithi College; Mthashana College; Thekwini College; Umfolozi College; Umgungundlovu College; Capricon College; Lephalale College; Letaba College; Mopani College; Sekhukhune College; Vhembe College; Waterberg College; Ehlanzeni College; Gert Sibande College; Nkangala College; Rural College; Urban College; Orbit College; Taletso College; Vuselela College; Boland College; Cape Town College; Falsebay College; Northlink College; South Cape College; West Coast College</p> <p>Community Education and Training Colleges</p> <p>Eastern Cape Community Education and Training College; Free State Community Education and Training College; Gauteng Community Education and Training College; Limpopo Community Education and Training College; Mpumalanga Community Education and Training College; Northern Cape Community Education and Training College; North West Community Education and Training College; Western Cape Community Education and Training College</p>



NOTES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2021

Ministerial Portfolio	Departmental Schedule	Public Entity
		Government Departments and other entities in the same sphere of government All government departments and public entities in the same sphere of government are related parties to the Department of Higher Education and Training Department of Science and Innovation Schedule 3A entities under ownership control of the Department of Science and Innovation Human Sciences Research Council; National Research Foundation; South African National Space Agency; Technology Innovation Agency Schedule 3B entities under ownership control of the Department of Science and Innovation Council for Scientific and Industrial Research Government Departments and other entities in the same sphere of government All government departments and public entities in the same sphere of government are related parties to the Department of Higher Education and Training

During the 2020/21 financial year the services of the Chief Financial Officer of the Department of Science and Innovation was shared with the Department of Higher Education and Training for the period 25 August 2020 until 09 November 2020. The services were offered free of charge. The Department did not have any other transactions with these entities that is required to be disclosed in terms of the Departmental Reporting Framework. The total amount paid to TVET Lecturers and support staff during the 2020/21 financial year amounts to R6.389 billion.

	No. of Individuals	2020/21 R'000	2019/20 R'000
28. Key Management Personnel			
Political office bearers	-	-	2 551
Officials:			
Level 15 to 16	7	10 544	10 120
Level 14	30	38 156	46 943
Family members of key management personnel	2	1 232	1 207
Total		49 932	60 821

Minister's: 2019/20: R0.573 million. Deputy Minister's: 2019/20: R1.978 million.

The Chief Financial Officer of the Department of Science and Innovation was seconded to the Department of Higher Education and Training as from 10 November 2020 until 31 March 2021.

29. Provisions			
CET claims		1 776	-
Gauteng CET examination		3 650	-
Limpopo CET examination		-	4 294
Examination claims		840	5 405
Total		6 266	9 699



DEPARTMENT OF HIGHER EDUCATION AND TRAINING
VOTE 17
NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2021

29.1 Reconciliation of movement in provisions - 2020/21

	Provision 1	Provision 2	Provision 3	Provision 4	Total provisions
	R'000	R'000	R'000	R'000	R'000
Opening balance	4 294	5 405	-	-	9 699
Increase in provision	-	840	1 776	3 650	6 266
Settlement of provision	(4 294)	(5 405)	-	-	(9 699)
Closing balance	-	840	1 776	3 650	6 266

Provision 1: Provision in respect of Community Education and Training examination claim received during 2019/20 in respect of the previous financial year for which supporting evidence is not attached. The amount included is based on claims received. There is uncertainty whether these claims will be processed and by when these claims will be processed.

Provision 2: Provision in respect of examination and assessment related claims received in May 2021 in respect of the previous financial year for which supporting evidence is not attached. The amount included is based on claims received. There is uncertainty whether these claims will be processed and by when these claims will be processed.

Provision 3: Provision in respect of Community Education and Training centres received in the previous financial year for which necessary appointment documents and required supporting evidence were not received. The amount included is based on claims received. There is uncertainty whether these claims will be processed and by when these claims will be processed.

Provision 4: Provision in respect of Community Education and Training examination claims received during 2021/22 in respect of the previous financial year for which supporting evidence is not attached. The amount included is based on claims received. There is uncertainty whether these claims will be processed and by when these claims will be processed.

29.2 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	8 224	3 645	259	12 128
Increase in provision	-	4 294	5 405	9 699
Settlement of provision	(8 224)	(3 645)	(259)	(12 128)
Closing balance	-	4 294	5 405	9 699

Provision 1: Provision in respect of Community Education and Training centres received in the previous financial year for which necessary appointment documents were not received. The amount included is based on claims received. There is uncertainty whether these claims will be processed and by when these claims will be processed.

Provision 2: Provision in respect of Community Education and Training examination claims received during 2019/20 in respect of the previous financial year for which supporting evidence is not attached. The amount included is based on claims received. There is uncertainty whether these claims will be processed and by when these claims will be processed.

Provision 3: Provision in respect of examination and assessment related claims received during July 2020 in respect of the previous financial year for which supporting evidence is not attached. The amount included is based on claims received. There is uncertainty whether these claims will be processed and by when these claims will be processed.

2020/21
R'000

30. Non-adjusting events after reporting date

The COVID-19 pandemic is still continuing and there is uncertainty on how long it will last.

In view of the deteriorating macro fiscal outlook caused by the COVID-19 pandemic and deteriorating economic challenges, the Department had to reprioritise funds towards the National Student Financial Aid Scheme in the 2021/22 financial year to address the budget shortfall.



NOTES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2021

31. Movable Tangible Capital Assets

MOVEMENT IN MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2021

	Opening balance R'000	Value adjustments R'000	Additions R'000	Disposals R'000	Closing balance R'000
MACHINERY AND EQUIPMENT	68 193	(7)	6 328	426	74 088
Transport assets	6 379	-	-	-	6 379
Computer equipment	45 483	(7)	5 544	291	50 729
Furniture and office equipment	10 759	-	318	108	10 969
Other machinery and equipment	5 572	-	466	27	6 011
TOTAL MOVABLE TANGIBLE CAPITAL ASSETS	68 193	(7)	6 328	426	74 088

Movable Tangible Capital Assets under investigation

Included in the above total of the movable tangible capital assets per the asset register are assets that are under investigation:

	Number	Value R'000
Machinery and equipment	36	426

(1) Some officials whose services terminated did not return their assets to the Department. (2) Due to the COVID-19 pandemic officials could not be located at their offices as they were working remotely. (3) Officials in the provinces especially in Gauteng and the Free State had relocated offices and we were unable to locate them and some of these assets have been kept in storage which were locked at the time. (4) Some officials did not adhere to the policy and hence made unauthorised movements this caused assets to be missing whilst the Department is still investigating current location of these.

Additions

31.1 ADDITIONS TO MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2021

	Cash R'000	Non-cash R'000	(Capital work-in- progress current costs and finance lease payments) R'000	Received current, not paid (Paid current year, received prior year) R'000	Total R'000
MACHINERY AND EQUIPMENT	6 284	-	-	44	6 328
Computer equipment	5 486	-	-	58	5 544
Furniture and office equipment	363	-	-	(45)	318
Other machinery and equipment	435	-	-	31	466
TOTAL ADDITIONS TO MOVABLE TANGIBLE CAPITAL ASSETS	6 284	-	-	44	6 328

NOTES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2021

Disposals

31.2 DISPOSALS OF MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2021

MACHINERY AND EQUIPMENT

Computer equipment
Furniture and office equipment
Other machinery and equipment

TOTAL DISPOSAL

OF MOVABLE TANGIBLE CAPITAL ASSETS

Sold for cash	Transfer out or destroyed or scrapped	Total disposals	Cash received Actual
R'000	R'000	R'000	R'000
-	426	426	-
-	291	291	-
-	108	108	-
-	27	27	-
-	426	426	-

31.3 Movement for 2019/20

MOVEMENT IN MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2020

	Opening balance	Prior period error	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	63 733	(823)	9 536	4 253	68 193
Transport assets	5 891	-	639	151	6 379
Computer equipment	42 408	(577)	7 121	3 469	45 483
Furniture and office equipment	10 465	(189)	1 004	521	10 759
Other machinery and equipment	4 969	(57)	772	112	5 572
TOTAL MOVABLE TANGIBLE CAPITAL ASSETS	63 733	(823)	9 536	4 253	68 193

2019/20
R'000

31.3.1 Prior period error

Relating to 2021/03 (affecting the opening balance)
Disposal not included in prior year
Value adjustment for 2019/20 resulted in double entry

Total

(823)

(43)

(780)

(823)

During 2019/20 the Department journalised assets from the NSF growth fund for which NSF did not pay to the vote whilst this assets was not included in the Asset Register. The Value Adjustment was incorrectly added which resulted in a double entry.



NOTES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2021

31.4 Minor assets

MOVEMENT IN MINOR ASSETS PER THE ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2021

	Intangible assets	Machinery and equipment	Total
	R'000	R'000	R'000
Opening balance	1 392	12 092	13 484
Value adjustments	4	(4)	-
Additions	-	362	362
Disposals	-	173	173
TOTAL MINOR ASSETS	1 396	12 277	13 673

	Intangible assets	Machinery and equipment	Total
Number of R1 minor assets	1	22 810	22 811
Number of minor assets at cost	567	6 630	7 197
TOTAL NUMBER OF MINOR ASSETS	568	29 440	30 008

Minor Capital Assets under investigation

	Number	Value
		R'000
Included in the above total of the minor capital assets per the asset register are assets that are under investigation:		
Machinery and equipment	172	163

(1) Some officials whose services terminated did not return their assets to the Department. (2) Due to the COVID-19 pandemic officials could not be located at their offices as they were working remotely. (3) Officials in the provinces especially in Gauteng and the Free State had relocated offices and we were unable to locate them and some of these assets have been kept in storage which were locked at the time. (4) Some officials did not adhere to the policy and hence made unauthorised movements this caused assets to be missing whilst the department is still investigating current location of these.

Minor assets

MOVEMENT IN MINOR ASSETS PER THE ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2020

	Intangible assets	Machinery and equipment	Total
	R'000	R'000	R'000
Opening balance	1 246	11 394	12 640
Additions	146	1 239	1 385
Disposals	-	541	541
TOTAL MINOR ASSETS	1 392	12 092	13 484

	Intangible assets	Machinery and equipment	Total
Number of R1 minor assets	1	23 780	23 781
Number of minor assets at cost	567	6 859	7 426
TOTAL NUMBER OF MINOR ASSETS	568	30 639	31 207

NOTES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2021

32. Intangible Capital Assets

MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2021

	Opening balance	Value adjustments	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
COMPUTER SOFTWARE	12 041	-	-	-	12 041
PATENTS, LICENCES, COPYRIGHT, BRANDS	1 579	-	71	-	1 650
TOTAL INTANGIBLE CAPITAL ASSETS	13 620	-	71	-	13 691

Additions

32.1 ADDITIONS TO INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2021

	Cash	Non-cash	(Development work-in-progress current costs)	Received current, not paid (Paid current year, received prior year)	Total
	R'000	R'000	R'000	R'000	R'000
PATENTS, LICENCES, COPYRIGHT, BRANDS	71	-	-	-	71
TOTAL ADDITIONS TO INTANGIBLE CAPITAL ASSETS	71	-	-	-	71

Movement for 2019/20

32.2 MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2020

	Opening balance	Prior period error	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
COMPUTER SOFTWARE	11 522	-	519	-	12 041
PATENTS, LICENCES, COPYRIGHT, BRANDS	868	-	711	-	1 579
TOTAL INTANGIBLE CAPITAL ASSETS	12 390	-	1 230	-	13 620



NOTES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2021

33. Immovable Tangible Capital Assets

MOVEMENT IN IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2021

	Opening balance	Value adjustments	Additions	Disposals	Closing balance
BUILDINGS AND OTHER FIXED STRUCTURES	-	-	-	-	-
Non-residential buildings	-	-	-	-	-
TOTAL IMMOVABLE TANGIBLE CAPITAL ASSETS	-	-	-	-	-

Movement for 2019/20

33.1 Immovable Tangible Capital Assets

MOVEMENT IN IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2020

	Opening balance R'000	Value adjustments R'000	Additions R'000	Disposals R'000	Closing balance R'000
BUILDINGS AND OTHER FIXED STRUCTURES	2 204	-	-	2 204	-
Non-residential buildings	2 204	-	-	2 204	-
TOTAL IMMOVABLE TANGIBLE CAPITAL ASSETS	2 204	-	-	2 204	-

Ten mobile classrooms were purchased for Community Education and Training purposes in Gauteng.

Note	2020/21 R'000	2019/20 R'000
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34. Principal-agent arrangements

34.1 Department acting as the agent

34.1.1 Revenue received for agency activities

National Skills Fund	-	-
	-	-

The Department has been appointed by the National Skills Fund to manage the project of the TVET College Infrastructure Development project funded by the NSF and relevant SETAs. The beneficiaries of the project will be the respective TVET colleges who will receive the new or improved TVET college sites once the construction has been completed. Any unspent funds will be returned to the NSF.

DEPARTMENT OF HIGHER EDUCATION AND TRAINING
VOTE 17
NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2021

34.1.2 Reconciliation of funds and disbursements – 2020/21

Category of revenue/ expenditure per arrangement	Total funds received	Expenditure incurred against funds	Amount remitted to the principal	Variance between amounts received and amounts remitted	Explanation of the variance
	R'000	R'000	R'000	R'000	
National Skills Fund	168 434	358 848	-	(190 414)	Amounts are claimed back from the NSF as claims recoverable.
Total	168 434	358 848	-	(190 414)	

Reconciliation of funds and disbursements – 2019/20

Category of revenue/ expenditure per arrangement	Total funds received	Expenditure incurred against funds	Amount remitted to the principal	Variance between amounts received and amounts remitted
	R'000	R'000	R'000	R'000
National Skills Fund	583 112	568 390	-	14 722
Total	583 112	568 390	-	14 722

Amounts are claimed
back from the NSF as
claims recoverable.



NOTES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2021

34.1.3 Reconciliation of carrying amount of receivables and payables – 2020/21

Receivable

Name of entity

National Skills Fund

Total

Opening balance	Revenue principal is entitled to	Less: Write-off/ settlement/ waivers	Cash received on behalf of principal	Closing balance
(82 905)	168 434	-	358 848	(273 319)
(82 905)	168 434	-	358 848	(273 319)

The Department has been appointed by the National Skills Fund to project manage the infrastructure spend for the TVET colleges across 16 sites country wide. Currently, active sites are Thabazimbi Campus for Waterberg TVET College, Nkandla A Campus and Bhambanana Campus for Umfolozi TVET College, Nongoma Campus for Mthashana TVET College, Balfour Campus for Gert Sibande TVET College, Msinga Campus for Umgungundlovu TVET College, Aliwal North Campus for Ikhala TVET College, Mzimkhulu Campus for Esayidi TVET College, Graaff-Reinet Campus for East Cape Midlands TVET College, Ngqungqushu Campus for Ingwe TVET College, Sterkspruit Campus for Ikhala TVET College, Kwagqikazi Campus for Mthashana TVET College, Greytown Campus for Umgungundlovu TVET College. The following amounts have been incurred to date at the campuses:

	R'000
Thabazimbi	183 035
Nkandla A	271 634
Bhambanana	164 361
Nongoma	130 339
Balfour	53 564
Msinga	128 222
Aliwal North	219 036
Umkhulu	115 782
Ikhala	3 578
Graaff-Reinet	77 137
Ngqungqushu	141 237
Sterkspruit	135 696
Kwagqikazi	73 813
Greytown	36 472 (includes accrual amount of R4.578 million)
Greytown Campus	1 585
Project management costs	236 469
Municipal services	3 398

DEPARTMENT OF HIGHER EDUCATION AND TRAINING
VOTE 17
NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2021

34.1.4 Reconciliation of carrying amount of receivables and payables – 2019/20

Receivable

Name of entity	Opening balance	Revenue principal is entitled to	Less: Write-off/ settlement/ waivers	Cash received on behalf of principal	Closing balance
National Skills Fund	(97 627)	583 112	-	568 390	(82 905)
Total	(97 627)	583 112	-	568 390	(82 905)

The Department has been appointed by the National Skills Fund to project manage the infrastructure spend for the TVET colleges across 16 sites country wide. Currently, active sites are Thabazimbi Campus for Waterberg TVET College, Nkandla A Campus and Bhambanana Campus for Umfolozi TVET College, Nongoma Campus for Mthashana TVET College, Balfour Campus for Gert Sibande TVET College, Msinga Campus for Umgungundlovu TVET College, Aliwal North Campus for Ikhala TVET College, Mzimkhulu Campus for Esayidi TVET College, Graaff-Reinet Campus for East Cape Midlands TVET College, Ngqungqushu Campus for Ingwe TVET College, Sterkspruit Campus for Ikhala TVET College, Kwagqikazi Campus for Mthashana TVET College, Greytown Campus for Umgungundlovu TVET College. The following amounts have been incurred to date at the campuses:

	R'000
Thabazimbi	181 645
Nkandla A	262 947 (includes accrual amount of R14.142 million)
Bhambanana	164 361
Nongoma	95 087
Balfour	9 903
Msinga	93 351
Aliwal North	138 987 (includes accrual amount of R2.627 million)
Umkhulu	91 002 (includes accrual amount of R1.555 million)
Ikhala	2 499
Graaff-Reinet	78 969 (includes accrual amount of R1.877 million)
Ngqungqushu	93 162
Sterkspruit	85 266
Kwagqikazi	31 907
Greytown	18 585 (includes accrual amount of R3.565 million)
Project management costs	201 970 (includes accrual amount of R1.579 million)
Municipal services	3 398



NOTES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2021

35. Prior period errors

35.1 Correction of prior period errors

Note	2019/20		Restated amount
	Amount before error correction	Prior period error	
	R'000	R'000	R'000
Assets			
Receivables			
Other receivables	28 536	(1 606)	26 930
Fruitless and Wasteful expenditure	8 615	1 606	10 221
Movable tangible capital assets	69 016	(823)	68 193
Net effect	106 167	(823)	105 344

The amount transferred from Fruitless and Wasteful Expenditure to receivables for recovery was miscalculated in 2018/19 with R0.084 million and in 2019/20 with R1.522 million and this is impacting on the opening balance for 2019/20. During 2019/20 the Department journalised assets from the NSF growth fund for which NSF did not pay to the vote whilst this assets was not included in the Asset Register. The value adjustment was incorrectly added which resulted in a double entry.

Liabilities

Employee benefits: Leave Entitlement	160 783	(8 083)	152 700
Employee benefits: Capped Leave Entitlement	103 893	(412)	103 481
	264 676	(8 495)	256 181

This is in respect of the 2019/20 financial year for leave captured after the end of the financial year.

Other

Fruitless and wasteful expenditure: Opening balance	11 956	(53)	11 903
Net effect	11 956	(53)	11 903

Movement in prior period was incorrectly calculated and this impacted on the opening balance of this note.

36. Broad Based Black Economic Empowerment Performance

Information on compliance with the B-BBEE Act is included in the annual report under the section titled B-BBEE Compliance Performance Information.

37. COVID-19 Response Expenditure

Note	2020/21	2019/20
	R'000	R'000
Annexure 6		
Goods and services	2 803	-
Transfers and subsidies	791 260	-
	794 063	-



→ **PART E**
**UNAUDITED SUPPLEMENTARY
ANNEXURES**





DEPARTMENT OF HIGHER EDUCATION AND TRAINING

VOTE 17

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2021

ANNEXURE 1A

STATEMENT OF TRANSFERS TO DEPARTMENTAL AGENCIES AND ACCOUNTS

DEPARTMENT/AGENCY/ACCOUNT	TRANSFER ALLOCATION				TRANSFER		2019/20 Final Appropriation
	Adjusted Appropriation Act R'000	Roll overs R'000	Adjustments R'000	Total available R'000	Actual transfer R'000	% of Available funds transferred %	
Education Training and Development Practices SETA	19 991	-	-	19 991	19 991	100%	16 914
Council on Higher Education	54 770	-	-	54 770	54 770	100%	53 210
National Student Financial Aid Scheme	35 085 413	-	50 000	35 135 413	35 135 413	100%	30 822 466
South African Qualifications Authority	72 519	-	-	72 519	72 519	100%	69 893
Direct Charge: Sector Education and Training Authorities	9 940 374	-	-	9 940 374	9 940 374	100%	14 861 044
Direct Charge: National Skills Fund	2 472 600	-	-	2 472 600	2 472 600	100%	3 715 261
Claims against the State	-	-	470	470	469	100%	-
Quality Council for Trades and Occupations	25 507	-	-	25 507	25 507	100%	26 056
Public Services SETA	118 516	-	-	118 516	118 516	100%	112 304
Total	47 789 690	-	50 470	47 840 160	47 840 159		49 677 148

Treasury approval was received (Reference number 9/4/5/4/12 dated 12 March 2021) to shift funds from Goods and Services and Payment for Capital Assets: Machinery and Equipment to Transfers and Subsidies: National Student Financial Aid Scheme. Shifting of funds from Goods and Services to cover Claims Against the State was approved as part of the final virement.





ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2021

ANNEXURE 1B

STATEMENT OF TRANSFERS TO HIGHER EDUCATION INSTITUTIONS

NAME OF HIGHER EDUCATION INSTITUTION	TRANSFER ALLOCATION				TRANSFER		2019/20 Final Appropriation
	Adjusted Appropriation Act	Roll overs	Adjustments	Total available	Actual transfer	Amount not transferred	
	R'000	R'000	R'000	R'000	R'000	%	R'000
Cape Peninsula University of Technology	1 434 098	-	123 984	1 558 082	1 558 022	100%	1 461 033
Central University of Technology, Free State	710 317	-	46 562	756 879	756 879	100%	690 150
Durban University of Technology	1 257 696	-	74 246	1 331 942	1 331 942	100%	1 265 212
Mangosuthu University of Technology	514 366	-	46 898	561 264	561 264	100%	563 736
Nelson Mandela University	1 287 246	-	62 843	1 350 089	1 350 087	100%	1 300 136
North West University	2 160 282	-	123 212	2 283 494	2 283 494	100%	2 315 151
Rhodes University	530 527	-	24 681	555 208	555 207	100%	555 272
Tshwane University of Technology	2 420 190	-	168 421	2 588 611	2 588 609	100%	2 507 098
University of Cape Town	1 740 085	-	97 952	1 838 037	1 838 037	100%	1 758 307
University of Fort Hare	807 699	-	81 315	889 014	889 014	100%	907 136
University of the Free State	1 465 075	-	155 874	1 620 949	1 620 948	100%	1 498 332
University of Johannesburg	2 436 140	-	158 164	2 594 304	2 594 306	100%	2 540 444
University of KwaZulu-Natal	2 625 245	-	163 402	2 788 647	2 788 647	100%	2 587 336
University of Mpumalanga	445 752	-	623 895	1 069 647	1 069 647	100%	1 063 589
Sefako Makgatho Health Sciences University	485 340	-	307 145	792 485	792 486	100%	807 036
Sol Plaatje University	355 754	-	407 168	762 922	762 922	100%	692 146
University of Limpopo	986 087	-	129 554	1 115 641	1 115 640	100%	1 345 128
University of Pretoria	2 795 160	-	325 987	3 121 147	3 121 146	100%	2 938 024
University of South Africa	4 501 947	-	115 473	4 617 420	4 617 420	100%	4 208 571
Stellenbosch University	1 913 997	-	104 862	2 018 859	2 018 858	100%	1 943 164
University of Venda	782 694	-	72 816	855 510	855 510	100%	891 018
University of the Western Cape	1 109 172	-	140 630	1 249 802	1 249 802	100%	1 157 185
University of the Witwatersrand	2 172 261	-	172 032	2 344 293	2 344 293	100%	2 210 600





DEPARTMENT OF HIGHER EDUCATION AND TRAINING

VOTE 17

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2021

ANNEXURE 1B (Continued)

STATEMENT OF TRANSFERS TO HIGHER EDUCATION INSTITUTIONS

NAME OF HIGHER EDUCATION INSTITUTION	TRANSFER ALLOCATION				TRANSFER			2019/20
	Adjusted Appropriation Act	Roll overs	Adjustments	Total available	Actual transfer	Amount not transferred	% of Available funds transferred	Final Appropriation
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000
University of Zululand	590 458	-	81 159	671 617	671 602	15	100%	697 150
Vaal University of Technology	809 445	-	53 981	863 426	863 376	50	100%	829 443
Walter Sisulu University	1 025 331	-	152 459	1 177 790	1 177 790	-	100%	1 137 950
Higher Education Institutions: Other Grants	2 313 612	-	(2 313 612)	-	-	-	-	-
Interest and redemption of private and government loans	3 533	-	(3 533)	-	-	-	-	-
University infrastructure projects	1 693 431	-	-	1 693 431	1 693 431	-	100%	2 488 594
Academic clinical training grant	683 909	-	(683 909)	-	-	-	-	-
New Universities – Building of Infrastructure	1 013 661	-	(1 013 661)	-	-	-	-	-
Total	43 070 510	-	-	43 070 510	43 070 379	131		42 358 941



ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2021

ANNEXURE 1C

STATEMENT OF TRANSFERS TO FOREIGN GOVERNMENTS AND INTERNATIONAL ORGANISATIONS

FOREIGN GOVERNMENTS/INTERNATIONAL ORGANISATION	TRANSFER ALLOCATION				EXPENDITURE		2019/20 Final Appropriation
	Adjusted Appropriation Act	Roll overs	Adjustments	Total available	Actual transfer	% of Available funds transferred	
	R'000	R'000	R'000	R'000	R'000	%	R'000
Transfers							
Commonwealth of Learning	3 460	-	-	3 460	3 168	92%	3 280
India-Brazil-South Africa Trilateral Commission	652	-	-	652	652	100%	618
Total	4 112	-	-	4 112	3 820		3 898





DEPARTMENT OF HIGHER EDUCATION AND TRAINING

VOTE 17

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2021

ANNEXURE 1D

STATEMENT OF TRANSFERS TO NON-PROFIT INSTITUTIONS

NON-PROFIT INSTITUTIONS	TRANSFER ALLOCATION				EXPENDITURE		2019/20 Final Appropriation
	Adjusted Appropriation Act	Roll overs	Adjustments	Total available	Actual transfer	% of Available funds transferred	
	R'000	R'000	R'000	R'000	R'000	%	R'000
Transfers							
Higher Health (HEADS)	19 813	-	10 808	30 621	30 621	100%	18 781
Community Education and Training Colleges: Subsidies	156 812	-	-	156 812	156 812	100%	150 835
National Institute for the Humanities and Social Sciences	38 187	-	-	38 187	38 187	100%	36 196
<i>Technical and Vocational Education and Training Colleges:</i>							
<i>Subsidies</i>							
Buffalo City College	68 623	-	-	68 623	68 623	100%	60 291
East Cape Midlands College	72 063	-	-	72 063	72 063	100%	114 692
Ikhala College	103 242	-	-	103 242	103 242	100%	83 324
Ingwe College	80 407	-	-	80 407	80 407	100%	61 692
King Hintsa College	37 102	-	-	37 102	37 102	100%	68 115
King Sabata College	84 205	-	-	84 205	84 205	100%	29 645
Lovedale College	49 066	-	-	49 066	49 066	100%	40 266
Port Elizabeth College	39 809	-	-	39 809	39 809	100%	38 156
Flavius Mareka College	42 367	-	-	42 367	42 367	100%	37 224
Gold Fields College	51 457	-	-	51 457	51 457	100%	37 619
Maluti College	101 678	-	-	101 678	101 678	100%	70 637
Motheo College	85 577	-	-	85 577	85 577	100%	73 831
Central Johannesburg College	75 148	-	-	75 148	75 148	100%	65 032
Ekurhuleni East College	147 124	-	-	147 124	147 124	100%	113 977
Ekurhuleni West College	195 670	-	-	195 670	195 670	100%	147 049
Sedibeng College	170 327	-	-	170 327	170 327	100%	123 781
South West College	307 961	-	-	307 961	307 961	100%	214 105
Tshwane North College	121 140	-	-	121 140	121 140	100%	104 145
Tshwane South College	48 424	-	-	48 424	48 424	100%	72 001
Western College	117 238	-	-	117 238	117 238	100%	101 005



for the year ended 31 March 2021

STATEMENT OF TRANSFERS TO NON-PROFIT INSTITUTIONS

5	50 026	100%	41 821
4	81 624	100%	72 769
4	73 164	100%	71 496
9	95 299	100%	76 085
9	86 059	100%	75 458
8	68 388	100%	65 169



DEPARTMENT OF HIGHER EDUCATION AND TRAINING

VOTE 17

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2021

ANNEXURE 1D (Continued)

STATEMENT OF TRANSFERS TO NON-PROFIT INSTITUTIONS

NON-PROFIT INSTITUTIONS	TRANSFER ALLOCATION			EXPENDITURE		2019/20 Final Appropriation
	Adjusted Appropriation Act	Roll overs	Adjustments	Total available	Actual transfer	% of Available funds transferred
	R'000	R'000	R'000	R'000	R'000	%
Cape Town College	86 254	-	-	86 254	86 254	100%
False Bay College	63 487	-	-	63 487	63 487	100%
Northlink College	101 363	-	-	101 363	101 363	100%
South Cape College	16 927	-	-	16 927	16 927	100%
West Coast College	82 555	-	-	82 555	82 555	100%
Infrastructure and efficiency grant	392 812	-	-	392 812	392 812	100%
Student Housing Infrastructure Grant: King Hintsa College	-	-	-	-	-	-
Total	5 529 855	-	10 808	5 540 663	5 540 663	5 410 777

Treasury approval (Reference number 9/4/5/4/12 dated 03 February 2021) was obtained to shift funds from Goods and Services to Transfers and Subsidies: Non-Profit Institutions for Higher Health.





ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2021

ANNEXURE 1E STATEMENT OF TRANSFERS TO HOUSEHOLDS

HOUSEHOLDS	TRANSFER ALLOCATION				EXPENDITURE		2019/20
	Adjusted Appropriation Act	Roll overs	Adjustments	Total available	Actual transfer	% of Available funds transferred	
	R'000	R'000	R'000	R'000	R'000	%	Final Appropriation
Transfers							
Employee Social Benefits	10 826	-	12 735	23 561	21 917	93%	18 800
Claims against the State	-	-	1 466	1 466	1 423	97%	4 235
Total	10 826	-	14 201	25 027	23 340		23 035

Treasury approval (Reference number 9/4/5/4/12 dated 23 March 2021) was obtained to shift funds from Compensation of Employees to Transfers and Subsidies: Households.





DEPARTMENT OF HIGHER EDUCATION AND TRAINING

VOTE 17

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2021

ANNEXURE 1F

STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS RECEIVED

NAME OF ORGANISATION	NATURE OF GIFT, DONATION OR SPONSORSHIP	2020/21 R'000	2019/20 R'000
Received in kind			
National Skills Fund	Information Technology Services	4 312	5 150
Technical University Munich (TUM)	Participating in the kick-off workshop for the development of the post-graduate Diploma in TVET	-	56
South African Institute for Distance Education (SAIDE)	To provide technical support to the Department of Higher Education and Training in open learning	-	182
Confederation of Indian Industry	Attending the Indian-Africa Education and Skills Development Summit in New Delhi, Republic of India	-	46
United Kingdom	Attending the I-Work International Apprenticeship Workshop	-	30
United States of America	Attending the Annual Achieving the Dream Institute on Student Success Conference	105	-
Total		4 417	5 464



**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS**

for the year ended 31 March 2021

ANNEXURE 1G**STATEMENT OF AID ASSISTANCE RECEIVED**

NAME OF DONOR	PURPOSE	OPENING BALANCE R'000	REVENUE R'000	EXPENDITURE R'000	PAID BACK ON/ BY 31 MAR R'000	CLOSING BALANCE R'000
Received in cash						
Received in cash in the PMG Account						
EU Budget Support	Open Learning System for Post-School Education and Training	1 119	-	10 415	1 119	(10 415)
EU Budget Support	Teaching and Learning Development Sector Policy Support Programme	3 346	-	25 485	3 346	(25 485)
USAID	Development of an updated solar energy resource map and database and the African soil micro-organism as a critical resource for Agriculture and Biotechnology	-	1 760	-	-	1 760
Total		4 465	1 760	35 900	4 465	(34 140)
Received in cash in the RDP Fund						
EU Budget Support	Career Guidance Services Project (EU1)	2 004	-	-	-	2 004
EU Budget Support	Career Guidance Services Project (EU2)	5 665	-	-	-	5 665
EU Budget Support	Open Learning System for Post-School Education and Training	28 603	-	10 415	-	18 188
EU Budget Support	Teaching and Learning Development Sector Policy Support Programme	71 134	-	25 485	-	45 649
USAID	Development of an updated solar energy resource map and database and the African soil micro-organism as a critical resource for Agriculture and Biotechnology	271	1 760	-	-	2 031
EU Budget Support	Artisan Trade Test System	43 803	-	-	-	43 803
Total		151 480	1 760	35 900	-	117 340





DEPARTMENT OF HIGHER EDUCATION AND TRAINING

VOTE 17

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2021

ANNEXURE 1H

STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS MADE AND REMISSIONS, REFUNDS AND PAYMENTS MADE AS AN ACT OF GRACE

NATURE OF GIFT, DONATION OR SPONSORSHIP	2020/21	2019/20
	R'000	R'000
Made in kind		
Gift bought for the Japanese counterpart while attending the TOKYO International Conference on African Development (TICAD)	-	1
Gift bought for the US counterpart, the State Secretary for Education	-	1
Gift bought for the International hosts of Minister's from France, Italy and the Czech Republic	-	5
Gift bought for Imbizo event	-	2
Gift bought for the Indian counterparts during the India-Africa Education and Skills Development Summit	-	1
Total	-	10



**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS**

for the year ended 31 March 2021

ANNEXURE 2B**STATEMENT OF CONTINGENT LIABILITIES AS AT 31 MARCH 2021**

Nature of Liability	Opening Balance 1 April 2020	Liabilities incurred during the year	Liabilities paid/ cancelled/ reduced during the year	Liabilities recoverable	Closing balance 31 March 2021
	R'000	R'000	R'000	R'000	R'000
Claims against the Department					
Damaged Cars	-	469	469	-	-
Johann Raath vs Minister of Higher Education and Training	1 846	-	-	-	1 846
Vital vs Vista University	4 000	-	-	-	4 000
Business Unity SA vs Minister of Higher Education and Training (Case JR1040/16)	337	-	-	-	337
LM Mapeka (Plane) vs Department of Higher Education and Training	973	-	-	-	973
Moses Sithole and others vs Mzukisi Dondole and others	200	-	-	-	200
Mxolisi Collin Mashabela vs Minister of Higher Education and Training and others	986	-	-	-	986
Dr Thokozani S Simelane vs Centre for Education Policy Development	778	-	-	-	778
Zakhele AT Zitha vs Minister of Higher Education and Training	35 438	-	-	-	35 438
Thiba Takalani vs Minister of Higher Education and Training	5 194	-	-	-	5 194
P P Gedze vs Nenga River Lodge and others	3 629	-	-	-	3 629
True Harvest (Pty) Ltd vs Minister of Higher Education and Training	50	-	-	-	50
Kamva Trading cc vs MEC for Basic Education and others	339	-	-	-	339
William Resinga Tshabalala vs Minister of Higher Education and Training	55	-	-	-	55
Motsumi Makgale Makhene vs Department of Higher Education and Training	35	-	-	-	35
Phumzile Felicia Zondi vs Department of Higher Education and Training	42	-	-	-	42
PM Venter (NO) vs ELRC and Lutaakume	170	-	-	-	170
South African Democratic Teachers Union vs Minister of Higher Education and Training and others	34	-	-	-	34
Josephine Naicker vs Minister of Higher Education and Training	25	-	-	-	25
Godfrey Mdluli vs Ekurhuleni East TVET College and Minister of Higher Education and Training	5 092	-	-	-	5 092
Nomsa Cecilia Motaung vs Department of Higher Education and Training	50	-	-	-	50
NL Matanda vs MEC for Education (Eastern Cape) and others	50	-	-	-	50





DEPARTMENT OF HIGHER EDUCATION AND TRAINING

VOTE 17

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2021

ANNEXURE 2B (Continued)

STATEMENT OF CONTINGENT LIABILITIES AS AT 31 MARCH 2021

Nature of Liability	Opening Balance 1 April 2020	Liabilities incurred during the year	Liabilities paid/ cancelled/ reduced during the year	Liabilities recoverable	Closing balance 31 March 2021
	R'000	R'000	R'000	R'000	R'000
Mr DJ Smith vs Minister of Higher Education and Training and MEC for North West Department of Education and Sport Development	150	-	-	-	150
EB Habedi, S Mophaki, CCMA vs Department of Higher Education and Training	45	-	-	-	45
Mphaphudi Lorence Mashao vs Department of Higher Education and Training and the Minister of Department of Higher Education and Training	178	-	-	-	178
Vishnu Chatturgoon vs Department of Higher Education and Training	70	-	-	-	70
True Harvest TVET College vs Minister of Higher Education and Training and others	80 439	-	-	-	80 439
Nkhensani Salphina Hlungwani vs Department of Higher Education and Training	179	-	-	-	179
Norman William Ngatsheni Mkhabela vs Department of Higher Education and Training	157	-	-	-	157
Thabo Francis Lekalakala vs Department of Higher Education and Training	150	-	-	-	150
Vincent Bandle Maimane vs Department of Higher Education and Training	204	-	-	-	204
Derrick Modise Swarathhe vs Department of Higher Education and Training	139	-	-	-	139
Commissioner Bheki Msiza and others vs Department of Higher Education and Training	223	-	-	-	223
Vuyelwa Runeli vs Minister of Higher Education and Training	121	-	-	-	121
Nombulelo Ntlabathi vs Minister and Director-General of Higher Education and Training	121	-	-	-	121
M R Modiba vs Letaba TVET College	150	-	-	-	150
SG Mkhize vs Department of Higher Education and Training	208	-	-	-	208
Abel Risinga Mnisi vs Department of Higher Education and Ehlhlanzeni college	667	-	-	-	667
Eric Monyamezeli Shabalala vs Department of Higher Education and Training and others	250	-	-	-	250
EDUSA and International House JHB vs Minister of Home Affairs, Higher Education and Training and five others	45	-	-	-	45
Nomambhelu Gloria Sigamla vs Minister of Higher Education and Training	3 700	-	-	-	3 700
The centre for the fine art, animation and design vs Council on Higher Education and Training and others	80	-	-	-	80
ABM College SA vs Minister of Higher Education and Training and others	55	-	-	-	55
Pule Jonas Malebye vs Minister of Higher Education and Training and others	150	-	-	-	150
Elangeni TVET College vs Minister of Higher Education and Training and others	125	-	-	-	125



ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2021

ANNEXURE 2B (Continued)

STATEMENT OF CONTINGENT LIABILITIES AS AT 31 MARCH 2021

Nature of Liability	Opening Balance 1 April 2020	Liabilities incurred during the year	Liabilities paid/ cancelled/ reduced during the year	Liabilities recoverable	Closing balance 31 March 2021
	R'000	R'000	R'000	R'000	R'000
EN Masinye vs Minister of Higher Education and Training and others	145	-	-	-	145
Indira Govender vs Department of Higher Education and Training	1 504	-	-	-	1 504
Bolekwa Maseti vs Department of Higher Education and Training	280	-	-	-	280
Collins Luckyboy Maduane vs Minister of Higher Education and Training and others	206	-	-	-	206
Siphiwe Nqayi vs Minister of Higher Education and Training	320	-	-	-	320
Makhaphela KS vs Department of Higher Education and Training and others	230	-	-	-	230
TG Ngoma vs Department of Higher Education and Training and others	380	-	-	-	380
Thobeka Ntombenhle Mkhize vs the University of KZN and the Minister of Higher Education, Science and Technology	4 160	-	-	-	4 160
SADTU vs Minister of Higher Education and Training and others	250	-	-	-	250
MB Khakhu vs Department of Higher Education and Training	240	-	-	-	240
Nolulama Pongolo vs Petros Vuyani Sodo and others	15	-	-	-	15
Faith Mhlungu-Mpanza vs Department of Higher Education and Training	300	-	-	-	300
Stephen Mosia vs Department of Higher Education and Training and others	255	-	-	-	255
Pawusa on behalf of Phahlane vs Northern Cape Urban TVET College and others	189	-	-	-	189
Ikhala TVET College vs Arbitrator W Blunder N.O and others	80	-	-	-	80
Ngwenya S vs Department of Higher Education and Training	105	-	-	-	105
Govender I vs Department of Higher Education and Training	432	-	-	-	432
Mlambo V vs Department of Higher Education and Training	199	-	-	-	199
De Kock S vs Department of Higher Education and Training	237	-	-	-	237
Capsicum Culinary Studio (PTY) LTD vs the Director-General of Higher Education, Science and Technology	80	-	-	-	80
Citurro E Van Staden vs West Coast TVET College and Minister for Higher Education, Science and Technology	480	-	-	-	480
Thandolwethu MyBoy Ngxola vs the Administrator for NSFAS and Minister for Higher Education, Science and Technology	5 001 000	-	-	-	5 001 000





DEPARTMENT OF HIGHER EDUCATION AND TRAINING

VOTE 17

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2021

ANNEXURE 2B (Continued)

STATEMENT OF CONTINGENT LIABILITIES AS AT 31 MARCH 2021

Nature of Liability	Opening Balance 1 April 2020	Liabilities incurred during the year	Liabilities paid/ cancelled/ reduced during the year	Liabilities recoverable	Closing balance 31 March 2021
	R'000	R'000	R'000	R'000	R'000
Thusa Sechaba Development Projects (PTY) LTD vs Minister for Higher Education and Training/Waterberg TVET College vs Selaelo Elizabeth Lekoloane	180	-	-	-	180
NAPTOSA obo A SEWSANCARAN vs Department of Higher Education and Training	200	-	-	-	200
PSA obo Nonyameko Xotyeni vs Department of Higher Education and Training	350	-	-	-	350
South African ABET Educators Union obo Ml Pitso vs the Minister for Higher Education and Training	276	-	-	-	276
Dr Adams Gavin vs Department of Higher Education and Training, Teresa Erasmus and others	175	-	-	-	175
Stephen Mthobi Lecheko vs Department of Higher Education and Training	190	-	-	-	190
Virginia Kgabaeng vs Taletso TVET College (Mafikeng)	140	-	-	-	140
Mbongiseni Thamsanqa Dladla vs Department of Higher Education and Training, its Director-General and Coastal KZN College	100	-	-	-	100
Xolani Ndubela vs Department of Higher Education and Training	145	-	-	-	145
Blue Turtle Technologies vs Services SETA and Minister of Higher Education and Training	-	232	-	-	232
Nomawonga Bridget Mzima vs Minister of Higher Education and other	-	170	-	-	170
Athini Sirunu vs Minister of Higher Education and other	-	220	-	-	220
Philemon Nchoe vs Westcol college	-	250	-	-	250
Economic Freedom Fighters Student Command vs Minister of Higher Education and Training	-	450	-	-	450
Black Lawyers Association Students Chapter vs Minister of Higher Education and Training	-	450	-	-	450
Saeed Lawal Adewale vs Department of Higher Education and Training	-	180	-	-	180
Total	5 159 772	2 421	469	-	5 161 724



ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2021

ANNEXURE 3 CLAIMS RECOVERABLE

Government Entity	CONFIRMED BALANCE OUTSTANDING		UNCONFIRMED BALANCE OUTSTANDING		TOTAL	
	31/03/2021 R'000	31/03/2020 R'000	31/03/2021 R'000	31/03/2020 R'000	31/03/2021 R'000	31/03/2020 R'000
Departments						
Department of Basic Education	-	-	-	7	-	7
Department of Justice	-	-	5	5	5	5
Department of Labour	-	-	-	51	-	51
Gauteng Department of Education	-	-	241	3	241	3
Limpopo Department of Education	-	-	124	16	124	16
Mpumalanga Culture, Sport and Recreation	-	-	-	37	-	37
Eastern Cape Department of Roads and Public Works	-	-	-	6	-	6
Telecommunication and Postal Services	-	-	-	8	-	8
Gauteng Department of Infrastructure Development	-	-	46	46	46	46
Department of Rural Development and Land Reform	-	-	-	39	-	39
Free State Department of Education	-	-	10	10	10	10
North West Department of Education	-	-	68	68	68	68
North West Department of Education and Sports Development	-	-	74	74	74	74
Western Cape Department of Education	-	-	77	-	77	-
Eastern Cape Department of Education	-	-	49	49	49	49
Department of Science and Technology	-	-	140	-	140	-
Northern Cape Department of Education	-	-	-	47	-	47
Kwa-Zulu Natal Department of Education	-	-	71	68	71	68
Gauteng Department of Transport	-	-	66	66	66	66
Department of International Relations and Cooperative Governance	-	-	-	823	-	823
Mpumalanga Department of Health	-	-	123	26	123	26
Eastern Cape Department of Transport	-	-	-	37	-	37
Gauteng Agriculture and Rural Development	-	-	-	31	-	31
Gauteng Department of Health	-	-	170	1	170	1





DEPARTMENT OF HIGHER EDUCATION AND TRAINING

VOTE 17

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2021

ANNEXURE 3 (Continued)

CLAIMS RECOVERABLE

Government Entity	CONFIRMED BALANCE OUTSTANDING		UNCONFIRMED BALANCE OUTSTANDING		TOTAL	
	31/03/2021 R'000	31/03/2020 R'000	31/03/2021 R'000	31/03/2020 R'000	31/03/2021 R'000	31/03/2020 R'000
Gauteng Department of Cooperative Governance and Traditional Affairs	-	-	-	18	-	18
Kwa-Zulu Natal Department of Economic Development	-	-	58	-	58	-
Department of Social Development	-	-	13	-	13	-
Eastern Cape Rural Development and Agrarian Reform	-	-	28	-	28	-
	-	-	1 363	1 536	1 363	1 536

OTHER GOVERNMENT ENTITIES

National Skills Fund	-	-	552 594	406 414	552 594	406 414
Services SETA	-	-	-	281	-	281
SITA	-	-	-	31	-	31
Culture, Art, Tourism, Hospitality and Sports SETA (CATHSSETA)	-	-	1 028	1 028	1 028	1 028
Municipal Infrastructure Support Agency (MISA)	-	-	76	76	76	76
Community Education and Training Colleges	-	-	659	696	659	696
HG Ed Institutions: Tshwane University of Technology	-	-	37	-	37	-
	-	-	554 394	408 526	554 394	408 526
Total	-	-	555 757	410 062	555 757	410 062

The difference between Note 12 and Annexure 3 is due to the fact that amounts included under Annexure 3 refers to Government entities



**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS**

for the year ended 31 March 2021

**ANNEXURE 4
INVENTORIES**

	Note	Inventory: Materials and supplies		Total
		R'000	R'000	
INVENTORIES FOR THE YEAR ENDED 31 MARCH 2021				
Opening balance		312		312
Add: Additions/Purchases – Cash		1 061		1 061
(Less): Issues		(917)		(917)
Closing balance		456		456

Additions include inventory bought through donor funds, NSF Growth funds and NSF infrastructure funds.

	Note	Inventory: Materials and supplies		Total
		R'000	R'000	
INVENTORIES FOR THE YEAR ENDED 31 MARCH 2020				
Opening balance		378		378
Add: Additions/Purchases – Cash		2 853		2 853
(Less): Issues		(2 926)		(2 926)
Add: Adjustments		7		7
Closing balance		312		312





DEPARTMENT OF HIGHER EDUCATION AND TRAINING

VOTE 17

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2021

ANNEXURE 5A

INTER-ENTITY ADVANCES PAID (note 11)

ENTITY	CONFIRMED BALANCE OUTSTANDING		UNCONFIRMED BALANCE OUTSTANDING		TOTAL	
	31/03/2021 R'000	31/03/2020 R'000	31/03/2021 R'000	31/03/2020 R'000	31/03/2021 R'000	31/03/2020 R'000
NATIONAL DEPARTMENTS						
Department of International Relations and Cooperation	-	-	1 014	5 725	1 014	5 725
Government Communications and Information System	-	-	815	432	815	432
Subtotal	-	-	1 829	6 157	1 829	6 157
PUBLIC ENTITIES						
National Student Financial Aid Scheme: TRC Victims Funds	-	-	9 176	2 926	9 176	2 926
Subtotal	-	-	9 176	2 926	9 176	2 926
OTHER INSTITUTIONS						
University of Pretoria: International Scholarship Grant	-	-	10 166	5 000	10 166	5 000
Subtotal	-	-	10 166	5 000	10 166	5 000
TOTAL	-	-	21 171	14 083	21 171	14 083



**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS**

for the year ended 31 March 2021

ANNEXURE 5B**INTER-ENTITY ADVANCES RECEIVED (note 17 and note 18)**

ENTITY	CONFIRMED BALANCE OUTSTANDING		UNCONFIRMED BALANCE OUTSTANDING		TOTAL	
	31/03/2021 R'000	31/03/2020 R'000	31/03/2021 R'000	31/03/2020 R'000	31/03/2021 R'000	31/03/2020 R'000
NATIONAL DEPARTMENTS						
Current						
Department of Justice: TRC Fund	-	-	-	6 250	-	6 250
Subtotal	-	-	-	6 250	-	6 250
PUBLIC ENTITIES						
Current						
National Skills Fund International Scholarship Grant	-	-	49 668	69 314	49 668	69 314
National Skills Fund Fees Must Fall Grant	-	-	24 810	69 008	24 810	69 008
Subtotal	-	-	74 478	138 322	74 478	138 322
TOTAL	-	-	74 478	144 572	74 478	144 572
Current	-	-	74 478	144 572	74 478	144 572





DEPARTMENT OF HIGHER EDUCATION AND TRAINING

VOTE 17

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2021

ANNEXURE 6

COVID-19 RESPONSE EXPENDITURE

Per quarter and in total

EXPENDITURE per economic classification	Apr-20 R'000	May-20 R'000	Jun-20 R'000	Subtotal Q1 R'000	Jul-20 R'000	Aug-20 R'000	Sep-20 R'000	Subtotal Q2 R'000	Oct-20 R'000	Nov-20 R'000	Dec-20 R'000	Subtotal Q3 R'000	Jan-21 R'000	Feb-21 R'000	Mar-21 R'000	Subtotal Q4 R'000	2020/21 Total R'000	2019/20 Total R'000
Goods and services	-	-	-	-	1 458	1	162	1 621	17	846	5	868	311	3	-	314	2 803	-
Inventory: Clothing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Materials and	-	-	-	-	-	-	-	-	1	-	-	1	-	-	-	-	1	-
Accessories	-	-	-	-	-	-	-	-	16	6	5	27	311	-	-	311	1 291	-
Consumable Supplies	-	-	-	-	790	1	162	953	668	840	-	840	-	3	-	3	1 511	-
Property Payments	-	-	-	-	668	-	-	668	-	-	-	-	-	-	-	-	-	-
Transfers and subsidies	-	-	-	-	-	54 069	-	54 069	54 069	608 249	-	662 318	58 457	-	16 416	74 873	791 260	-
Higher education institutions	-	-	-	-	-	-	-	-	-	608 249	-	608 249	-	-	-	-	608 249	-
Cape Peninsula University of Technology	-	-	-	-	-	-	-	-	-	25 175	-	25 175	-	-	-	-	25 175	-
Central University of Technology, Free State	-	-	-	-	-	-	-	-	-	12 767	-	12 767	-	-	-	-	12 767	-
Durban University of Technology	-	-	-	-	-	-	-	-	-	17 390	-	17 390	-	-	-	-	17 390	-
Mangosuthu University of Technology	-	-	-	-	-	-	-	-	-	22 731	-	22 731	-	-	-	-	22 731	-
Nelson Mandela University	-	-	-	-	-	-	-	-	-	15 431	-	15 431	-	-	-	-	15 431	-
North West University	-	-	-	-	-	-	-	-	-	31 753	-	31 753	-	-	-	-	31 753	-
Rhodes University	-	-	-	-	-	-	-	-	-	3 902	-	3 902	-	-	-	-	3 902	-
Tshwane University of Technology	-	-	-	-	-	-	-	-	-	47 120	-	47 120	-	-	-	-	47 120	-
University of Cape Town	-	-	-	-	-	-	-	-	-	13 698	-	13 698	-	-	-	-	13 698	-
University of Fort Hare	-	-	-	-	-	-	-	-	-	30 805	-	30 805	-	-	-	-	30 805	-
University of the Free State	-	-	-	-	-	-	-	-	-	22 629	-	22 629	-	-	-	-	22 629	-
University of Johannesburg	-	-	-	-	-	-	-	-	-	29 232	-	29 232	-	-	-	-	29 232	-



ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2021

ANNEXURE 6

COVID-19 RESPONSE EXPENDITURE

Per quarter and in total

EXPENDITURE per economic classification	Apr-20	May-20	Jun-20	Subtotal Q1	Jul-20	Aug-20	Sep-20	Subtotal Q2	Oct-20	Nov-20	Dec-20	Subtotal Q3	Jan-21	Feb-21	Mar-21	Subtotal Q4	2020/21 Total	2019/20 Total
R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
University of KwaZulu-Natal	-	-	-	-	-	-	-	-	-	34 730	-	34 730	-	-	-	-	34 730	-
University of Mpumalanga	-	-	-	-	-	-	-	-	-	1 526	-	1 526	-	-	-	-	1 526	-
Sefako Makgatho Health Sciences University	-	-	-	-	-	-	-	-	-	13 532	-	13 532	-	-	-	-	13 532	-
Sol Plaatje University	-	-	-	-	-	-	-	-	-	747	-	747	-	-	-	-	747	-
University of Limpopo	-	-	-	-	-	-	-	-	-	38 300	-	38 300	-	-	-	-	38 300	-
University of Pretoria	-	-	-	-	-	-	-	-	-	23 953	-	23 953	-	-	-	-	23 953	-
University of South Africa	-	-	-	-	-	-	-	-	-	15 000	-	15 000	-	-	-	-	15 000	-
Stellenbosch University	-	-	-	-	-	-	-	-	-	14 962	-	14 962	-	-	-	-	14 962	-
University of Venda	-	-	-	-	-	-	-	-	-	30 217	-	30 217	-	-	-	-	30 217	-
University of the Western Cape	-	-	-	-	-	-	-	-	-	41 950	-	41 950	-	-	-	-	41 950	-
University of the Witwatersrand	-	-	-	-	-	-	-	-	-	19 281	-	19 281	-	-	-	-	19 281	-
University of Zululand	-	-	-	-	-	-	-	-	-	29 795	-	29 795	-	-	-	-	29 795	-
Vaal University of Technology	-	-	-	-	-	-	-	-	-	18 328	-	18 328	-	-	-	-	18 328	-
Walter Sisulu University	-	-	-	-	-	-	-	-	-	53 295	-	53 295	-	-	-	-	53 295	-
Non-profit institutions	-	-	-	-	-	54 069	-	54 069	54 069	-	-	54 069	58 457	-	16 416	74 873	183 011	-
Higher Health (HEADS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10 808	10 808	10 808	-
TVET Colleges	-	-	-	-	-	54 069	-	54 069	54 069	-	-	54 069	58 457	-	5 608	64 065	172 203	-
Buffalo City College	-	-	-	-	-	803	-	803	803	-	-	803	803	-	-	803	2 409	-
East Cape Midlands College	-	-	-	-	-	844	-	844	844	-	-	844	844	-	-	844	2 532	-
Ikhal College	-	-	-	-	-	677	-	677	677	-	-	677	676	-	1 281	1 957	3 311	-
Ingwe College	-	-	-	-	-	941	-	941	941	-	-	941	941	-	-	941	2 823	-





DEPARTMENT OF HIGHER EDUCATION AND TRAINING

VOTE 17

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2021

ANNEXURE 6

COVID-19 RESPONSE EXPENDITURE

Per quarter and in total

EXPENDITURE per economic classification	Apr-20 R'000	May-20 R'000	Jun-20 R'000	Subtotal Q1 R'000	Jul-20 R'000	Aug-20 R'000	Sep-20 R'000	Subtotal Q2 R'000	Oct-20 R'000	Nov-20 R'000	Dec-20 R'000	Subtotal Q3 R'000	Jan-21 R'000	Feb-21 R'000	Mar-21 R'000	Subtotal Q4 R'000	2020/21 Total R'000	2019/20 Total R'000
King Hintsa College	-	-	-	-	-	437	-	437	437	-	-	437	437	-	-	437	1 311	-
King Sabata College	-	-	-	-	-	1 031	-	1 031	1 031	-	-	1 031	1 031	-	-	1 031	3 093	-
Lovedale College	-	-	-	-	-	574	-	574	574	-	-	574	574	-	-	574	1 722	-
Port Elizabeth College	-	-	-	-	-	466	-	466	466	-	-	466	466	-	-	466	1 398	-
Flavius Mareka College	-	-	-	-	-	496	-	496	496	-	-	496	496	-	-	496	1 488	-
Gold Fields College	-	-	-	-	-	602	-	602	602	-	-	602	602	-	-	602	1 806	-
Maluti College	-	-	-	-	-	1 002	-	1 002	1 002	-	-	1 002	1 002	-	-	1 002	3 006	-
Motho College	-	-	-	-	-	1 190	-	1 190	1 190	-	-	1 190	1 190	-	-	1 190	3 570	-
Central Johannesburg College	-	-	-	-	-	880	-	880	880	-	-	880	880	-	-	880	2 640	-
Ekurhuleni East College	-	-	-	-	-	1 722	-	1 722	1 722	-	-	1 722	1 722	-	-	1 722	5 166	-
Ekurhuleni West College	-	-	-	-	-	2 291	-	2 291	2 291	-	-	2 291	2 291	-	-	2 291	6 873	-
Sedibeng College	-	-	-	-	-	1 994	-	1 994	1 994	-	-	1 994	1 994	-	-	1 994	5 982	-
South West College	-	-	-	-	-	3 606	-	3 606	3 606	-	-	3 606	3 606	-	-	3 606	10 818	-
Tshwane North College	-	-	-	-	-	1 418	-	1 418	1 418	-	-	1 418	1 418	-	-	1 418	4 254	-
Tshwane South College	-	-	-	-	-	567	-	567	567	-	-	567	567	-	-	567	1 701	-
Western College	-	-	-	-	-	1 373	-	1 373	1 373	-	-	1 373	1 372	-	-	1 372	4 118	-
Coastal College	-	-	-	-	-	1 778	-	1 778	1 778	-	-	1 778	1 778	-	-	1 778	5 334	-
Elangeni College	-	-	-	-	-	1 256	-	1 256	1 256	-	-	1 256	1 256	-	-	1 256	3 768	-
Esayidi College	-	-	-	-	-	1 074	-	1 074	1 074	-	-	1 074	1 074	-	2 324	3 398	5 546	-
Majuba College	-	-	-	-	-	703	-	703	703	-	-	703	703	-	-	703	2 109	-
Mnambithi College	-	-	-	-	-	2 612	-	2 612	2 612	-	-	2 612	2 612	-	-	2 612	7 836	-
Mthashana College	-	-	-	-	-	786	-	786	786	-	-	786	786	-	1 330	2 116	3 688	-
Thekwini College	-	-	-	-	-	497	-	497	497	-	-	497	497	-	-	497	1 491	-
Umfolozo College	-	-	-	-	-	478	-	478	478	-	-	478	4 092	-	-	4 092	5 048	-



ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2021

ANNEXURE 6

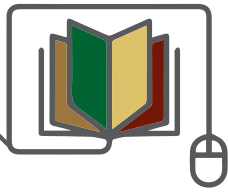
COVID-19 RESPONSE EXPENDITURE

Per quarter and in total

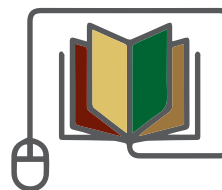
EXPENDITURE per economic classification	Apr-20 R'000	May-20 R'000	Jun-20 R'000	Subtotal Q1 R'000	Jul-20 R'000	Aug-20 R'000	Sep-20 R'000	Subtotal Q2 R'000	Oct-20 R'000	Nov-20 R'000	Dec-20 R'000	Subtotal Q3 R'000	Jan-21 R'000	Feb-21 R'000	Mar-21 R'000	Subtotal Q4 R'000	2020/21 Total R'000	2019/20 Total R'000
Umgungundlovu College	-	-	-	-	-	651	-	651	651	-	-	651	651	-	673	1 324	2 626	-
Capricorn College	-	-	-	-	-	2 334	-	2 334	2 334	-	-	2 334	2 334	-	-	2 334	7 002	-
Lephalale College	-	-	-	-	-	90	-	90	90	-	-	90	90	-	-	90	270	-
Letaba College	-	-	-	-	-	710	-	710	710	-	-	710	710	-	-	710	2 130	-
Mopani College	-	-	-	-	-	1 097	-	1 097	1 097	-	-	1 097	1 097	-	-	1 097	3 291	-
Sekhukhune College	-	-	-	-	-	420	-	420	420	-	-	420	420	-	-	420	1 260	-
Vhembe College	-	-	-	-	-	1 352	-	1 352	1 352	-	-	1 352	1 352	-	-	1 352	4 056	-
Waterberg College	-	-	-	-	-	541	-	541	541	-	-	541	1 318	-	-	1 318	2 400	-
Ehlanzeni College	-	-	-	-	-	1 752	-	1 752	1 752	-	-	1 752	1 752	-	-	1 752	5 256	-
Gert Sibande College	-	-	-	-	-	1 841	-	1 841	1 841	-	-	1 841	1 841	-	-	1 841	5 523	-
Nkangala College	-	-	-	-	-	1 834	-	1 834	1 834	-	-	1 834	1 834	-	-	1 834	5 502	-
Rural College	-	-	-	-	-	586	-	586	586	-	-	586	586	-	-	586	1 758	-
Urban College	-	-	-	-	-	956	-	956	956	-	-	956	956	-	-	956	2 868	-
Orbit College	-	-	-	-	-	857	-	857	857	-	-	857	856	-	-	856	2 570	-
Taletso College	-	-	-	-	-	1 116	-	1 116	1 116	-	-	1 116	1 116	-	-	1 116	3 348	-
Vuselela College	-	-	-	-	-	1 008	-	1 008	1 008	-	-	1 008	1 008	-	-	1 008	3 024	-
Boland College	-	-	-	-	-	721	-	721	721	-	-	721	721	-	-	721	2 163	-
Cape Town College	-	-	-	-	-	1 010	-	1 010	1 010	-	-	1 010	1 010	-	-	1 010	3 030	-
False Bay College	-	-	-	-	-	743	-	743	743	-	-	743	743	-	-	743	2 229	-
Northlink College	-	-	-	-	-	1 187	-	1 187	1 187	-	-	1 187	1 187	-	-	1 187	3 561	-
South Cape College	-	-	-	-	-	198	-	198	198	-	-	198	198	-	-	198	594	-
West Coast College	-	-	-	-	-	967	-	967	967	-	-	967	967	-	-	967	2 901	-
TOTAL COVID-19 RESPONSE	-	-	-	-	1 458	54 070	162	55 690	54 086	609 095	5 663 186	58 768	3	16 416	75 187	794 063	-	-

The Minister approved the reprioritisation of unspent funds at Higher Education Institutions in respect of the previous years towards the COVID-19 pandemic to the amount of R1.344 billion.



This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

→ NOTES





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