Department of
Basic Education

ANNUAL PERFORMANCE PLAN | 2026/27



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

2030 NDP

Contents

List of Acronyms **5**

Executive Authority Statement **7**

Accounting Officer Statement **9**

Official Sign-Off **11**

Part A: Our Mandate **12**

1. Constitutional mandate 12
2. Updates to the relevant legislative and policy mandates 12
3. Updates to Institutional Policies and Strategies 13
   - 3.1. White Papers 13
   - 3.2. Institutional policies and strategies 13
4. Updates to Relevant Court Rulings 14

Part B: Our Strategic Focus **15**

1. Updated Situation Analysis 15
   - 1.1. External Environment 15
   - 1.2. Internal Environment 35

Part C: Measuring Our Performance **46**

1. Institutional Programme Performance Information 46
   - 1.1. Programme 1: Administration 46
   - 1.2. Programme 2: Curriculum Policy, Support and Monitoring 50
   - 1.3. Programme 3: Teachers, Education Human Resources and Institutional Development 66
   - 1.4. Programme 4: Planning, Information and Assessment 73
   - 1.5. Programme 5: Educational Enrichment Services 78
2. Updated Key Risks 82
3. Public Entities 85
4. Infrastructure Projects 85
5. Public Private Partnerships 85

Part D: Technical Indicator Descriptions (TID) **86**

- Programme 1: Administration 86
- Programme 2: Curriculum Policy, Support and Monitoring 90
- Programme 3: Teachers, Education Human Resources and Institutional Development 111
- Programme 4: Planning, Information and Assessment 119
- Programme 5: Educational Enrichment Services 123

Annexures to the Annual Performance Plan. **129**

- Annexure A: Amendments to the Strategic Plan 130
- Annexure B: Conditional Grants 131
- Annexure C: Consolidated Indicators 133
- Annexure D: NSDF and the District Delivery Model 135

List of tables

Table 1: Constitutional mandate 12
Table 2: Legislative mandate 12
Table 3: Policies and strategies 13
Table 4: Institutional policies and strategies 13
Table 5: Percentage of working and unemployed poor 16
Table 6: PED Performance in the 2025 NSC Examinations 24
Table 7: Completed ASIDI projects 30
Table 8: Percentage of women, youth and people with disabilities employed by the Department 41
Table 9: Overview of 2026/27 budget and MTEF estimate 43
Table 10:Departmental plans on women, youth and people with disabilities 44
Table 11: Programme 1: Outcomes, Outputs, Performance Indicators and Targets 46
Table 12: Programme 1: Indicators, Annual and Quarterly Targets 47
Table 13: Programme 1: Programme Resource Considerations 48
Table 14: Programme 2: Outcomes, Outputs, Performance Indicators and Targets 50
Table 15: Programme 2: Indicators, Annual and Quarterly Targets 55
Table 16: Programme 2: Programme Resource Considerations 65
Table 17: Programme 3: Outcomes, Outputs, Performance Indicators and Targets 66
Table 18: Programme 3: Indicators, Annual and Quarterly Targets 68
Table 19: Programme 3: Programme Resource Considerations 72
Table 20: Programme 4: Outcomes, Outputs, Performance Indicators and Targets 73
Table 21: Programme 4: Indicators, Annual and Quarterly Targets 74
Table 22: Programme 4: Programme Resource Considerations 76
Table 23: Programme 5: Outcomes, Outputs, Performance Indicators and Targets 78
Table 24: Programme 5: Indicators, Annual and Quarterly Targets 79
Table 25: Programme 5: Programme Resource Considerations 81
Table 26: Updated Key Risks 82
Table 27: Public Entities 85
Table 28: Public Private Partnerships 85

List of figures

Figure 1: PESTEL analysis. 15
Figure 2: DBE's contribution to the MTDP 17
Figure 3: Indicators of funding and costs since 2007 20
Figure 4: Comparison of performance from 2019 to 2025 24
Figure 5: NSC and Bachelor-level increases since 1993 25
Figure 6: Youths successfully completing Grades 9 to 12 25
Figure 7: Past and envisaged educational quality trend for South Africa 26
Figure 8: Income and Mathematics outcomes of countries 27
Figure 9: Early Childhood Development attendance across type of facility by income level 2017-2023 28
Figure 10: Teachers joining the public educator workforce 29
Figure 11: SWOT Analysis 35
Figure 12: Theory of Change. 37
Figure 13: Organisational Structure 41

List of Acronyms

ASIDI	Accelerated School Infrastructure Delivery Initiative
BEEI	Basic Education Employment Initiative
BELA	Act Basic Education Laws Amendment Act, 2024
C/LPID	Children/Learners with Profound Intellectual Disability
CAPS	Curriculum and Assessment Policy Statement
CEM	Council of Education Ministers
CPTD	Continuing Professional Teacher Development
CSTL	Care and Support for Teaching and Learning
DDM	District Development Model
DoRA	Division of Revenue Act
DTDCs	District Teacher Development Centres
ECCE	Early Childhood Care and Education
ECD	Early Childhood Development
EdWG	Education Working Group
EEA	Employment of Educators Act
EFAL	English First Additional Language
EGRA	Early Grade Reading Assessment
EIG	Education Infrastructure Grant
ELNA	Early Learning National Assessment
EMIS	Education Management Information System
EMS: PMDS	Education Management Service: Performance Management and Development System
ESD	Education for Sustainable Development
FET	Further Education and Training
FLBP	Funza Lushaka Bursary Programme
GBV	Gender-Based Violence
GDD	Global Developmental Delay
GDP	Gross Domestic Product
GEC	General Education Certificate
GET	General Education and Training
GITO	Government Information Technology Office
GNU	Government of National Unity
HEDCOM	Heads of Education Departments Committee
ICT	Information and Communication Technology
IIAL	Incremental Introduction of African Languages
ITE	Initial Teacher Education
LoLT	Language of Learning and Teaching
LTSM	Learning and Teaching Support Materials
LURITS	Learner Unit Record Information and Tracking System
MTbBE	Mother Tongue-based Bilingual Education
MTDP	Medium-Term Development Plan
MTEF	Medium-Term Expenditure Framework

NDP	National Development Plan
NEPA	National Education Policy Act
NGOs	Non-Governmental Organisations
NQF	National Qualification Framework
NSC	National Senior Certificate
NSNP	National School Nutrition Programme
NSSC	National School Sport Championship
NSSF	National School Safety Framework
NTIP	New Teacher Induction Programme
PEDs	Provincial Education Departments
PESTEL	Political, Economic, Social, Technological, Environmental and Legal
PFMA	Public Finance Management Act
PPN	Post Provisioning Norms
QMS	Quality Management System
SACE	South African Council for Educators
SAFE	Sanitation Appropriate for Education
SASA	South African Schools Act
SA-SAMS	South African School Administration and Management System
SASCE	South African Schools Choral Eisteddfod
SASL	South African Sign Language
SCMP	Second Chance Matric Programme
SGBs	School Governing Bodies
SIAS	Screening, Identification, Assessment and Support
SIBG	Schools Infrastructure Backlog Grant
SITA	State Information Technology Agency
SMT	School Management Team
SONA	State of the Nation Address
SRGBV	School-Related Gender-Based Violence
STEM	Science, Technology, Engineering, and Mathematics
TIMSS	Trends in International Mathematics and Science Study
UNESCO	United Nations Educational, Scientific and Cultural Organisation
WSE	Whole School Evaluation
WYPD	Women, Youth and Persons with Disabilities

Executive Authority Statement

South Africa's basic education system carries a simple obligation: every child must learn. This Annual Performance Plan for 2026/27 gives effect to that obligation through a focused programme of work aligned to the Department's Strategic Plan 2025-2030 and its institutional outcomes, including effective governance, improved access to Early Childhood Care and Education (ECCE), improved learning outcomes, improved infrastructure, improved inclusivity in curriculum implementation, improved teacher capacity and professionalism, and enriched learning.

The direction for the year ahead is clear and consistent with the 7th administration's priorities:

- Expand access to quality early childhood development;
- Strengthen literacy and numeracy, especially in the Foundation Phase;
- Improve inclusive education for vulnerable learners and learners with special education needs;
- Strengthen teacher development and professional support; and
- Improve school safety and the quality of learning environments.

The past year has shown what is possible when standards are protected and support is strengthened. The National Senior Certificate results demonstrate system stability and widening opportunity, including excellence spreading in no-fee schools and more Bachelor passes from communities that have carried the heaviest burdens. All 75 districts achieved pass rates of 80% and above, signalling improvement that is spreading across the country. These gains are accompanied by a stronger platform for quality: more on-time progression, fewer candidates missing exam papers and fewer repeat candidates – trends that point to a more stable system on which learning quality can improve.

At the same time, the results have given direction to the next phase. Participation in gateway subjects must grow, but it must be backed by stronger support and earlier intervention so quality does not decline. Mastery in gateway subjects, especially Mathematics and Physical Science, requires better foundations, improved materials, targeted teacher development and earlier learner support long before Grade 12. Inclusive education has also advanced, with far more learners with special education needs writing, passing and achieving admission to Bachelor studies. The work now must ensure inclusion extends beyond access to examinations to access to the full curriculum, including gateway subjects, supported by specialist capacity such as South African Sign Language.

The year also strengthened the evidence base for reform. The National Education and Training Council is now operational and will provide structured advice to the Minister on key matters of national policy, planning, monitoring and learner well-being. This includes a focus on practical reforms to strengthen foundational learning, improve resourcing decisions, reduce unnecessary administrative burden and support implementable improvements across the system.

Learning outcomes cannot be separated from learner well-being. The NSC results highlight the relationship between social protection and performance in Grade 12. This requires deliberate, urgent engagement across government so that learners are supported to complete the final year of schooling successfully.

In 2026/27, the Department's work will be more tightly organised around delivery. Early learning and foundational skills will be prioritised through focused support to schools, stronger early grade reading measures and strengthened monitoring that identifies barriers in classrooms and responds quickly. Teacher capacity will be strengthened in a manner that improves time on task and learning in the classroom, with special attention to the Foundation Phase.

A critical system reform underway is the review of the Post Provisioning Norms, which determine how teaching posts are distributed. The review is being used to strengthen the focus on literacy and numeracy in the Foundation Phase and to support the phased integration of Grade R into the post basket, supported by cost analysis and engagement with National Treasury on the funding gap.

The year ahead will also advance legal and policy certainty to strengthen governance and protect learners' rights. The Department will continue developing and processing national regulations, norms and standards and related policy instruments to support implementation of the amendments introduced by the 2024 BELA Act, including regulations on learner admissions, learner pregnancy, school capacity, home education, education information systems, SGB elections and other identified areas. This work is essential to consistent implementation across provinces and to ensuring that reforms translate into fair, lawful and practical improvements in schools.

This APP sets out measurable commitments that prioritise what matters most: a strong start through quality ECCE, solid foundations in literacy and numeracy, real inclusion that enables learning, empowered teachers and safe schools with the basic conditions for learning in place. Progress must be judged by improved learning, not reports of activities completed. Delivery must be pursued with discipline, transparency and urgency.

XXXX (signature)

Executive Authority of [Name of Institution]

Accounting Officer Statement

The Department operates within the Government of National Unity environment, reflecting the people's will, and under challenging fiscal conditions. This environment requires innovation, creativity, and financial discipline. The government is committed to uplifting every child in South Africa through quality education, including those in poor communities, as it is a constitutional mandate to give meaningful expression to the right to basic education. The impact of education on altering one's life course is undeniable.

Over the past year, the Department of Basic Education has made significant strides in rebuilding public trust in the basic education system. To guide this transformation, the Department committed to five strategic priorities:

1. Expanding access to quality Early Childhood Development
2. Strengthening foundational literacy and numeracy
3. Advancing inclusive education
4. Supporting teacher training and professional management
5. Improving school infrastructure, safety and learner well-being

This commitment will guide decision-making in this portfolio, ensuring a solid foundation for future growth and development. *Firstly*, we will intensify efforts to improve access to and quality of early childhood development, recognising that the formative years are critical to laying a strong foundation for our children's education journey. *Secondly*, we are steadfast on improving literacy and numeracy skills across all phases of schooling. *Thirdly*, we will increase efforts to improve access to and the quality of inclusive education for learners in our most vulnerable communities and Learners with Special Education Needs. It is our duty to ensure that our education system is accommodating and supportive of all learners. *Fourthly*, we will intensify efforts to improve access to and the quality of training and professional development opportunities available to our school management teams and teachers. Teachers are the backbone of our schooling system. Given the many varied challenges that our teachers and principals are required to respond to in their daily work, we need to ensure that they are supported to achieve the quality learning outcomes we so desperately need. And *finally*, but certainly not least, we will be working tirelessly to improve the safety and quality of schooling environments for our learners and teachers.

The Department will carefully review the recently published Norms and Standards for School Infrastructure to ensure that they offer greater clarity and drive meaningful improvements in this regard. We cannot have learners in danger of drowning in pit toilets or learning in inappropriate structures, 30 years into our democracy. The continued implementation of our *Action Plan to 2029: Towards the Realisation of Schooling 2030*, based on the Constitution, National Development Plan, and international conventions, mandates the government to ensure social justice principles of access, redress, equity, efficiency, inclusivity and quality education opportunities are made accessible to all citizens.

Foundational learning is the cornerstone of educational success. Without the ability to read, write, and perform basic calculations with understanding and confidence, learners face challenges across all subjects. Drawing on insights from international benchmarking and South Africa's own Systemic Evaluation – which revealed that 8 out of 10 children cannot read for meaning by Grade 4 - the Department has initiated a strategic shift to strengthen foundational learning. This Cabinet-endorsed strategy prioritises expanding access to quality Early Childhood Development (ECD) and enhancing literacy and numeracy in the early grades. The Department has intensified efforts to register more ECD programmes under the care and oversight of education departments, aiming to register ten thousand ECD centres in the current financial year, especially in under-resourced areas. At the same time, we are developing curriculum-aligned learning materials and a national HR strategy to professionalise ECD. In the Foundation Phase, we have continued rolling out Mother Tongue-based Bilingual Education - training teachers in bilingual methods and providing quality support materials.

We are reviewing Post Provisioning Norms to improve teacher distribution and buffer provinces against budget pressures. In addition, we are updating the National Catalogue for Grades 1 to 3 to ensure learners receive high-quality, curriculum-aligned materials. We anticipate this new National Catalogue being in place by 2026 for procurement for the 2027 school year. Quality teaching is the greatest enabler of quality learning outcomes. We are therefore auditing all training and professional development offerings for teachers to strengthen the teaching of literacy and numeracy; effective classroom management; and the professional management of our schools.

On inclusive education, we have increased allocations for assistive devices and strengthened sector coordination.

We advanced the review of White Paper 6 on Inclusive Education – work that will shape how the sector continues to build an adaptive education system that accommodates diverse learning needs. There is still much work to do to ensure that special schools and ordinary public schools are fully inclusive spaces for all learners.

Furthermore, we have actively supported the sector in implementing the 2024 Basic Education Laws Amendment (BELA) Act, which came into effect on 24 December 2024. This includes training of provincial officials, interim guidelines and an extensive suite of draft regulations. The first two regulations, focused on admissions and capacity, have been published for public comment, with further regulations to follow.

We are building an inclusive system that removes barriers to learning for learners with diverse education needs.

We will continue supporting full-service and special schools through the Inclusive Education conditional grant and monitoring provincial spending on assistive devices, transport and teacher aids. District teams are being strengthened to offer diagnostic support.

The best interest of our learners is to guide our collective efforts in this regard and working together with all officials, partners and stakeholders will advance the attainment of the sector priorities in 2025-2030 planning and implementation period.

XXXX (signature)

Accounting Officer of the Department of Basic Education

Official Sign-Off

It is hereby certified that this Annual Performance Plan:

- Was developed by the management of the Department of Basic Education under the guidance of Minister S Gwarube
- Considers all the relevant policies, legislation and other mandates for which the Department of Basic Education is responsible
- Accurately reflects the Impact, Outcomes and Outputs which the Department of Basic Education will endeavour to achieve over the period 2026/27.

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Part A: Our Mandate

1. Constitutional mandate

Table 1: Constitutional mandate

Constitutional mandate	Responsibilities
The Constitution of the Republic of South Africa, 1996.	The Constitution provides that everyone has (a) the right to a basic education, including adult basic education; and (b) the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable (considering all reasonable educational alternatives, including single medium institutions), taking into account equity, practicability and the need to redress the results of past racially discriminatory laws and practices. The Constitution also provides everyone with the right to establish and maintain, at their own expense and subject to any applicable state subsidy, independent educational institutions that do not discriminate on the basis of race, are registered with the state and maintain standards that are not inferior to standards at comparable public educational institutions.

2. Updates to the relevant legislative and policy mandates

Legislative mandate

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

Table 2: Legislative mandate

Act	Brief description
Basic Education Laws Amendment Act, 2024 (Act No. 32 of 2024)	The Basic Education Laws Amendment (BELA) Act amends the South African Schools Act (SASA) of 1996, as well as the Employment of Educators Act (EEA) of 1998 in order to align them with developments in the education sector and to ensure that systems of learning are put in place in a manner that gives effect to the right to basic education as enshrined in Section 29 (1) of the Constitution.
Children's Act, 2005 (Act No. 38 2005), as amended	The Children's Act protects the rights of all children and ensures that they are supported with appropriate care. The Children's Amendment Bill, which is currently at advanced stage of development, will streamline the regulatory framework for ECD so that expansion can happen more rapidly.
The National Education Policy Act, 1996 (Act No. 27 of 1996), as amended (NEPA)	The NEPA inscribes into law the policies, the legislative and monitoring responsibilities of the Minister of Education, as well as the formal relations between national and provincial authorities. It establishes the Council of Education Ministers, as well as the Heads of Education Departments Committee (HEDCOM), as inter-governmental forums that would collaborate in the development of a new education system. NEPA therefore provides for the formulation of national policy in both the general and further education and training bands for, inter alia, curriculum, assessment, language, and quality assurance. NEPA embodies the principle of co-operative governance, elaborated upon in Schedule 3 of the Constitution.
South African Schools Act, 1996 (Act No. 84 of 1996), as amended (SASA)	SASA provides for a uniform system for the organisation, governance and funding of schools. It ensures that all learners have the right of access to quality education without discrimination and makes schooling compulsory for children aged 7 to 14 years. Proposed amendments to the SASA to provide for online schools are currently being developed.
Public Finance Management Act, 1999 (Act No. 1 of 1999), as amended (PFMA)	The PFMA regulates financial management in the national and provincial governments and ensures that government resources are managed efficiently and effectively.
Division of Revenue Act, 2024 (Act No. 24 of 2024) (DoRA)	The DoRA provides for equitable division of revenue raised nationally and provincially.
Employment of Educators Act, 1998 (Act No. 76 of 1998), as amended (EEA)	The EEA provides for the employment of educators by the state and for regulation of the conditions of service, discipline, retirement and discharge of educators. The BELA Act amends the EEA.
South African Council for Educators Act, 2000 (Act No. 31 of 2000), as amended (SACE Act)	The SACE Act provides for the registration of educators, promotes the professional development of educators and sets, maintains and protects ethical and professional standards for educators.
Public Service Act, 1994 (Act No. 103 of 1994), as amended	This Act provides for the organisation and administration of the public service, as well as the regulation of the conditions of employment, terms of office, discipline, retirement and discharge of members of the public service.
National Qualification Framework Act, 2008 (Act No. 67 of 2008), as amended	This Act creates a single integrated National Qualifications Framework for learning achievement to facilitate access to, and mobility and progression within, education and training as a career path. This Act repealed the South African Qualifications Authority Act, 1995 (Act No. 58 of 1995).
General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001), as amended	This Act provides for the establishment, composition and functioning of the Council for Quality Assurance in General and Further Education and Training (Umalusi) and provides for quality assurance in general and further education and training and control over norms and standards of curriculum and assessment.

3. Updates to Institutional Policies and Strategies

3.1. White Papers

Table 3: Policies and strategies

Policy	Brief description
Education White Paper 1	The fundamental policy framework of the Ministry of Basic Education is stated in the Ministry's first White Paper, Education and Training in a Democratic South Africa: First Steps to Develop a New System (February 1995). This document was adopted as to provide for an education policy framework for South Africa that is based on the government's vision of a unified, non-racial and democratic education system to replace the unequal and fragmented education system under apartheid. After extensive consultation, negotiations and revision, it was approved by Cabinet and has served as a fundamental reference for subsequent policy and legislative development, including the development of the National Education Policy Act.
Education White Paper 2	Education White Paper 2 on the Organisation, Governance and Funding of Schools (February 1996) builds on Education White Paper 1 by setting out key policies for transforming South Africa's schooling system after apartheid. Key themes of Education White Paper 2 include access and equity in schooling, equity-based funding of public schools, the distribution of power to provincial governments and governing bodies of public schools and the empowerment of communities and parents in school governance. Education White Paper 2 was approved by Cabinet after extensive consultation, negotiations and revision and has since served as a fundamental reference for policy and legislative development, including the development of the South African Schools Act.
Education White Paper 5	The Education White Paper on Early Childhood Development (2000) provides for the expansion and full participation of five-year-olds in pre-school Reception Grade education by 2010, as well as for an improvement in the quality of programmes, curricula and teacher development for 0 to 4-year-olds and 6 to 9-year-olds.
Education White Paper 6	Education White Paper 6 on Inclusive Education (2001) describes the intention of the Department of Education to implement inclusive education at all levels of the system by 2020. Such an inclusive system would facilitate the inclusion of vulnerable learners and reduce barriers to learning through targeted support structures and mechanisms that will improve the retention of learners in the education system, particularly learners who are prone to dropping out. Education White Paper 6 is currently under review.
Education White Paper 7	Education White Paper 7 elaborates on e-education and the use of Information and Communication Technology (ICT) to accelerate the achievement of national education goals; connecting learners and teachers to one another and to professional support services; and providing platforms for learning. It seeks to connect learners and teachers to better information, ideas and one another via effective combinations of pedagogy and technology in support of educational reform. The DBE is currently developing a new digital education transformation strategy, which is intended to guide the sector in responding to existing and emerging ICT-related opportunities and challenges.

3.2. Institutional policies and strategies

Table 4: Institutional policies and strategies

Policies and strategies	Brief description
Management of learner pregnancy	The DBE is currently at an advanced stage of drafting regulations to manage learner pregnancy at schools
Prohibition of the payment of unauthorised remuneration or the giving of other financial benefits, or benefits in kind to certain employees	The DBE is currently at an advanced stage of drafting regulations to regulate payments made to educators in terms of section 38A of the SASA
Minimum norms and standards for provincial educator development centres	The DBE is currently at an advanced stage of drafting regulations to provide for norms and standards for provincial educator development centres
National Education Information System	The DBE is currently at an advanced stage of drafting regulations to provide for norms and standards on the national education information system
Home Education	The DBE is currently at an advanced stage of drafting regulations to provide for registration for, and the administration of, home education
Determination of School Capacity	The DBE is currently at an advanced stage of drafting regulations to provide for the determination of school capacity in terms of section 5A of the SASA
Admission of Learner to Public Schools	The DBE is currently at an advanced stage of drafting regulations to provide for admission of learners to public schools
School Fee Exemptions	The DBE is currently reviewing the existing regulations relating to fee exemptions at public schools
Post Provisioning	The DBE is currently reviewing the post provisioning model to improve the distribution of educators, including in the Foundation Phase
Language in Education	The DBE is currently reviewing the national norms and standards on language policy in public schools in line with the 2024 BELA Act
Public School Infrastructure	The DBE is currently reviewing the Regulations relating to the Minimum Uniform Norms and Standards for Public School Infrastructure.

4. Updates to Relevant Court Rulings

The Department of Basic Education (DBE) was served with an urgent application by the Information Regulator (IR) seeking an order to interdict and restrain the Minister and the Director-General from publishing the 2024 NSC (matric) results in newspapers, except through schools or dedicated SMS platforms. The IR further sought an order restraining the DBE from publishing the results in a manner alleged to be inconsistent with the enforcement notice issued by the IR on 6 November 2024.

The parties reached a settlement, which was made an order of court. The order provided that the matric results may be published as in previous years, but without reflecting learners' names and surnames. The DBE has published results in this manner for the 2021, 2022, 2023 and 2024 NSC cohorts.

Following assessments initiated in November 2021, the IR later expressed concern regarding publication in the manner contemplated in the court order and issued an enforcement notice on 18 November 2024. The DBE lodged a statutory appeal against the enforcement notice to the High Court in terms of section 97 of the Protection of Personal Information Act, 2013 (Act No. 4 of 2013) (POPIA).

In the urgent proceedings, the Court did not determine the merits, as it first had to be satisfied that the matter warranted urgent enrolment. The Court emphasised that litigants should act expeditiously and not wait until the last moment to seek certainty on complex legal issues. The Court found that urgency was self-created and struck the application from the roll for lack of urgency. The Court further noted that the interests of affected learners should have been central, but the IR's papers did not set out any prejudice to learners.

There are currently three matters before the courts: (i) the DBE's appeal against the IR's enforcement notice; (ii) proceedings to determine whether the DBE may publish matric results without including learners' examination numbers; and (iii) an application for condonation for a statutory appeal in terms of section 97(1) read with section 98 of POPIA.

Part B: Our Strategic Focus

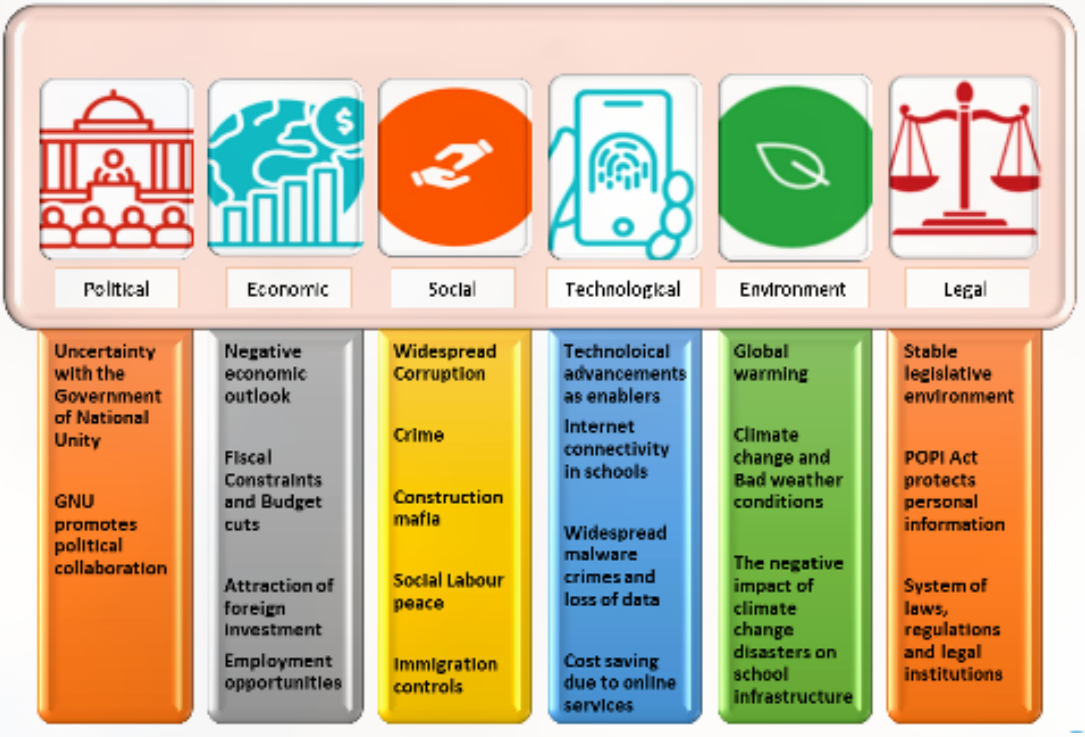
1. Updated Situation Analysis

1.1. External Environment

The following situational analysis of the DBE is a result of the utilisation of various methods and tools to collect information related to the operations of the Department and the sector at large in some instances. Several tools were used collectively for analysis of the internal and external environment.

As outlined in the Revised Framework for Strategic Plans and Annual Performance Plans, the PESTEL tool, which represents factors emanating from the political, economic, social, technological, environmental and legal environment, was used to analyse the external environment. These factors were applied to the SWOT analysis tool to identify the threats facing the Department and its service delivery issues and the opportunities available to be exploited for enhancing service delivery. The results of the PESTEL are reflected in the figure below:

Figure 1: PESTEL analysis



South Africa's commitment to improving access to education is evident in its various pro-poor policies aimed at addressing barriers to schooling. These policies not only support learners but also ease the financial burdens on families, ensuring that education remains accessible to all. Some key initiatives include Scholar Transport: This policy makes education more accessible for children who live far from schools, something especially relevant in deep rural areas. The National School Nutrition Programme (NSNP) provides meals to learners, helping to combat hunger, which in turn can improve their ability to focus and perform academically.

The designation of no-fee schools reduces the financial barriers to school attendance, particularly for low-income families, allowing more children to attend school without the burden of paying for tuition. The DBE Workbook Programme ensures that all learners in public schools have access to standardised workbooks, covering core subjects such as Literacy (up to Grade 6) and Numeracy (up to Grade 9). The availability of these workbooks in all 11 official languages ensures that learners have resources that cater to their level, contributing to inclusivity and effective learning.

To further streamline and improve access to quality early learning, the Bana Pele ECD registration drive was introduced and by registering early learning programmes under this initiative, an important step towards improving participation to quality early learning for all children, ensuring that more children can enter school ready to succeed.

The Curriculum and Assessment Policy Statement (CAPS) describes what should be taught in each subject and grade. A curriculum review process is underway to streamline and modernise CAPS, strengthen foundational learning and ensure that learners acquire the knowledge and skills required for further learning. The extension of Mother Tongue based Bilingual Education into grades 4 to 6, will aim to improve learning through allowing children more years of learning in a language they best understand.

Together, these policies and programmes aim to ensure that both participation in schooling and the quality of learning continue to improve in South Africa – these dual objectives are at the core of SDG4.

Table 5: Percentage of working and unemployed poor

	2011		2015		2019		2023	
	Unemployed poor	Working Poor	Unemployed poor	Working Poor	Unemployed poor	Working Poor	Unemployed poor	Working Poor
Primary or less	15,1	31,9	16,9	27,3	12,9	21,5	10,4	17
Inc. Secondary	44,6	43,8	49,6	44,7	50	42,7	46,8	44,2
Comp Secondary	34,3	18,6	28,7	18,2	30,8	24,3	36,2	27,2
Certificate/Diploma	4,5	2,1	3,2	2,2	4,3	4,1	4,3	3,3
Degree	0,8	0,6	0,7	5,9	1	1,6	1	1,5

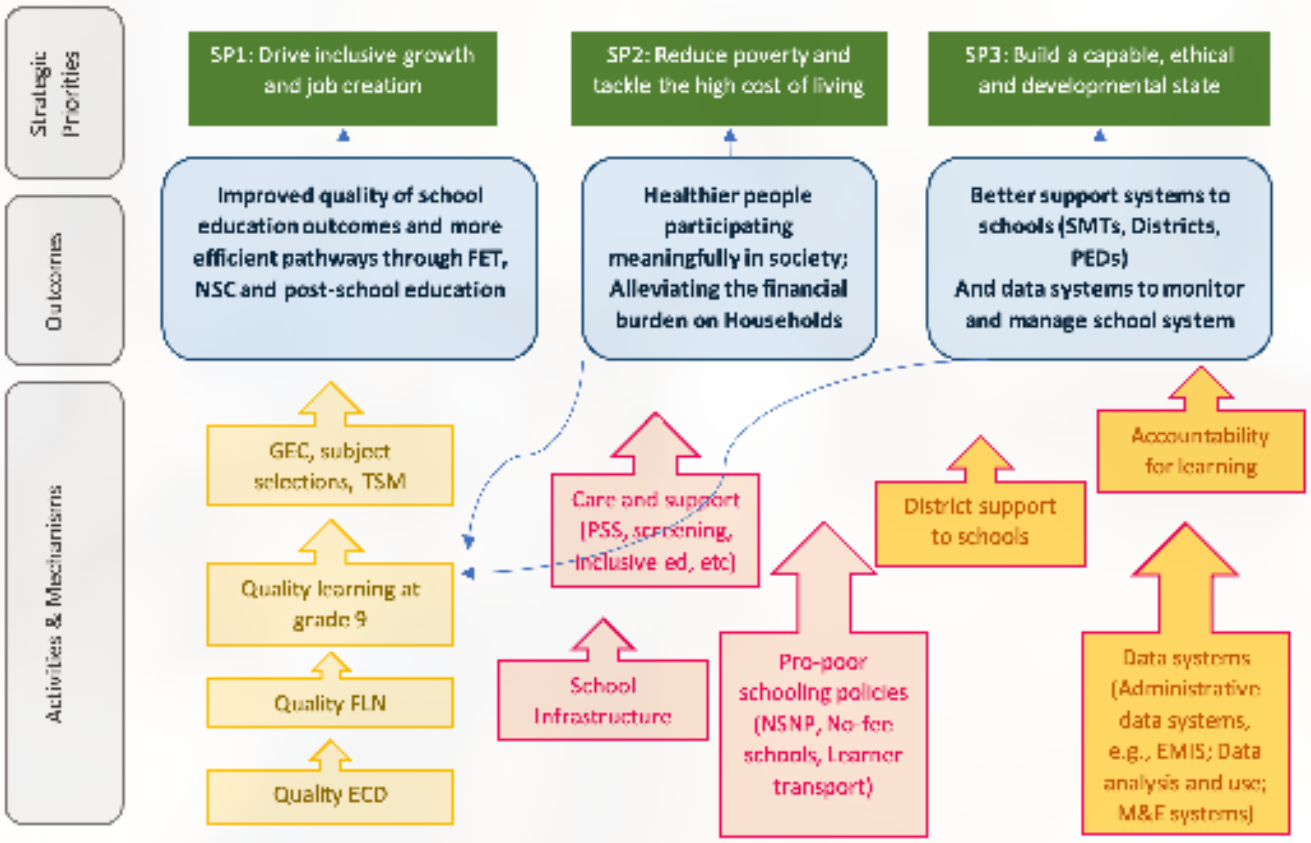
The National Planning commission conducted a research to understand the experience of the working poor and they found that people with primary or less education comprise a substantially larger proportion of the working poor than the unemployed poor, although the difference narrowed from 16.8 percentage points in 2011 to 6.6 percentage points in 2023 (when this group accounted for 17.0 percent of the working poor, compared to 10.4 percent of the unemployed poor). On the surface, this appears to be counter-intuitive, with an established empirical relationship between educational attainment and obtaining a job in South Africa, where those with less education find it more challenging to obtain a job than those with higher levels of educational attainment (Statistics South Africa, 2020). However, these shares may reflect age: the working poor are slightly older than the unemployed poor, while younger cohorts have benefited from the expansion of access to schooling, which has resulted in higher levels of education for these cohorts (Statistics South Africa, 2020). This can be seen within both the unemployed poor and working poor groups, with the share of individuals with primary or less education decreasing substantially as older, less-educated individuals age out of the labour force.

Individuals with incomplete secondary education comprise a plurality of the working poor: at 44.2 percent of the working poor in 2023, this proportion has not changed much between 2011 and 2023. This group's share amongst the unemployed poor was 44.6 percent in 2011, increasing to 46.8 percent by 2023. However, the largest increase amongst the working poor is for those with a completed secondary education: in 2011, 18.6 percent of the working poor had a complete secondary education, but this had increased to 27.2 percent by 2023. The growing share of working poverty accounted for by those with a completed secondary education demonstrates that only increasing access to education is not a sufficient condition to escape poverty. In effect, the value of a completed secondary education in terms of labour market outcomes has decreased over time as more people were able to obtain that qualification. At the same time, minimum educational requirements sought by employers have increased, with many white-collar jobs required a post-secondary qualification. As such, many individuals with a completed secondary education may no longer be eligible for jobs that they would previously have been able to access.

Contributions to Medium-Term Development Plan

The Department of Planning, Monitoring and Evaluation (DPME) shared the approved Medium-Term Development Plan (MTDP) to departments in April 2025. The Strategic Plan and Annual Performance Plan of the Department are developed taking into account the MTDP 2024-2029, the National Development Plan (NDP) and the Action Plan into consideration. Broad consultations were conducted with relevant stakeholders to ensure that the final MTDP reflected the will of the people, is in line with the spirit of inclusivity, and further enhances integrated planning in government. The main objective of the MTDP is to strategically guide the work of the 7th Administration to achieve the goals set out in the Statement of Intent of the GNU and the National Development Plan (NDP).

Figure 2: DBE's contribution to the MTDP



The State of the Nation Address 2025 and 2026

President Cyril Ramaphosa, in his State of the Nation Address (SONA), announced Government's priorities for the basic education sector, emphasising the need to establish a firm foundation for learning in the early years of a child's life. Access to Early Childhood Development (ECD) is being expanded through the Bana Pele Mass Registration of ECD facilities and increased subsidies for ECD learners. The Department is also advancing the implementation of compulsory Grade R to ensure all children get a strong start to their schooling. These efforts form part of intensified work to strengthen the basic education system, with a continued focus on early learning, literacy and numeracy and the phased implementation of Mother Tongue-based Bilingual Education (MTbBE). The President emphasised that the first 1 000 days of a child's life are critical to healthy development. Too many children under five do not receive the nutrition they need, which increases their vulnerability to illness and undermines their ability to learn, develop and thrive. In the 2026/27 financial year, government will strengthen efforts to improve child nutrition and address malnutrition among young children, in line with the *National Strategy to Accelerate Action for Children*. In support of this priority, the DBE is strengthening the National School Nutrition Programme (NSNP) and piloting an ECD nutrition programme to improve nutritional support for young children.

The President highlighted that during the launch of the National Senior Certificate (NSC) examination results earlier this year, Basic Education Minister, Ms Siviwe Gwarube, compared the education system to the Baobab tree. No tree grows tall when its roots are weak and no education system transforms a nation whilst its foundations are weak: For this reason, the department is strengthening early learning, expanding access whilst driving quality and readiness. Strengthening the foundations of learning is a national project. The new course for the basic education system is defined by deep roots, strong foundations and long vision".

President Ramaphosa also congratulated the Class of 2025, which achieved an 88% pass rate: This is the highest pass rate in our history, reflecting both the commitment of these learners and the interventions we have made to improve learning and teaching in schools. As we welcome improvements in the matric pass rate, we must address the dropout rate in the last few years of schooling. More learners must be able to write matric and to take subjects, like Maths and Science, which will enable them to progress further.

To enable the youth to transform society and secure their future, the ground is being prepared for a skills revolution; this includes improving the use of TVET colleges as the primary sites for occupational training and artisan development. The President announced: "I have directed the Ministers of Finance and Higher Education to work on a proposal to build more universities and TVET colleges with specialised areas of focus". During the recent Basic Education Sector Lekgotla, President Ramaphosa encouraged stronger collaboration between the Departments of Basic Education and Higher Education and Training to ensure post-school opportunities.

President Ramaphosa concluded that "a stronger South Africa is built on strong communities, and strong communities look after their children. Our nation has reached a turning point. We are leaving behind an era of decline and turning towards an era of prosperity and growth. The year 2026 must be a year of transformative change".

The commitments in the 2026 SoNA build on the work of the 2025 SoNA that the Department will focus on ensuring that every child can read for meaning in the Foundation Phase to set them up for success in later years. To achieve this, we will be implementing a suite of systemic interventions aimed at improving the quality of learning outcomes in the Foundation Phase. These include, for example, (a) the progressive roll-out of Mother Tongue-based Bilingual Education (MTbBE) (inclusive of lesson plans, reading books and other measures that have been proven to work; and (b) the continued implementation of the Funza Lushaka Bursary Scheme, which will now prioritise students who want to pursue a teaching career in the Foundation Phase.

The BELA Act – which commenced on 24 December 2024 – is pivotal for ensuring that education is accessible and inclusive for all South Africans. The Minister of Basic Education has advanced the development of, and will introduce, national policy, norms and standards and regulations to empower all partners in basic education to support the implementation of the Act.

Moving Early Childhood Development to the Department was an important step to enable the Basic Education Sector to devote more resources to ECD and ensure that, through cooperative governance, all relevant organs of state, within their respective mandates, support the Department's efforts to expand access to quality ECD. The 2025 SoNA committed the Department to focus its attention on expanding access to ECD and improving early grade reading, where we are already beginning to see progress.

The new service delivery model for ECD promises to deal with the identified problem of access to quality ECD programmes that is summarised as a publicly planned, publicly coordinated mixed provisioning model. The service delivery model is used to refer to the delivery arrangements that enable properly planned, funded and regulated ECD programmes to reach every child. The concept of a service delivery model goes beyond the mix of ECD programmes in the system and also refers to the coordinating and contracting arrangements which enable universal coverage and quality, and which address all elements of service delivery, including facilities, workforce and resourcing. Priority attention over the five-year planning period will be directed towards the implementation of the service delivery model.

The proposed mixed provisioning approach is in line with the vision set out in the National Integrated Early Childhood Development Policy (NIECDP), which describes a partnership model between state and non-state role players to achieve the outcomes for which government remains responsible. It indicates a shift towards state-led planning and strategy, where government discharges its responsibility for equitable access and quality, by ensuring that the right leadership, co-ordinating mechanisms, policies and funding are in place for service providers to expand and thrive where they are needed. Where necessary, the government steps in to provide programmes directly. In this sense, state-led planning and strategy are understood to be at the heart of the new Social Compact for ECD, under which government's leadership role is supported by new institutional arrangements for public-private partnerships, including new partnerships with business and donors. "Mixed provisioning" refers to a range of ECD programme modalities which are responsive to the circumstances and needs of families and communities. For all programmes, the priority will be two-fold: To unlock a new supply of quality programmes towards universal access, and to build quality and sustainability.

Group of Twenty (G20)

South Africa assumed the Presidency of the Group of Twenty (G20) in December 2024. The G20 is an international forum that brings together governments and central bank governors from 19 countries, along with two continental unions – the European Union (EU) and the African Union (AU). Originally focused on finance ministers and central bank governors, the G20 gained prominence in 2008 when it played a critical role in responding to the global economic crisis. Its coordinated efforts helped stabilise the world economy and reform international financial systems. Today, the G20's core mission is to promote global economic stability, inclusive development, and sustainable growth through international policy coordination.

The G20 Presidency marks a pivotal moment for global education. As a nation, we were proud to lead with purpose, guided by the values of Solidarity, Equality, and Sustainability. These principles are not abstract ideals they are the foundation of a future where every learner, every teacher, and every community can thrive. *(a) Solidarity* means standing together across borders, sectors, and generations to ensure that no child is left behind. It is the spirit of shared responsibility and mutual support that drives inclusive reform. *(b) Equality* demands that we confront systemic barriers and expand access to quality learning for all. It is a commitment to justice, dignity, and opportunity especially for those historically excluded. *(c) Sustainability* calls us to invest in long-term solutions that strengthen systems, support teachers, and build resilience. It is about ensuring that today's innovations endure and evolve for tomorrow's learners. Under South Africa's G20 presidency, we have placed Early Childhood Care and Education (ECCE) at the heart of our agenda. These are not peripheral concerns they are the foundation of lifelong learning, social cohesion, and national progress. The flagship projects/programmes presented here reflect that conviction, showcasing how countries are investing in the earliest years and the educators who shape them.

The G20 operated through two main tracks; *(a)* The Finance Track, led by finance ministers and central bank governors, focuses on economic and financial matters and *(b* the Sherpa Track, which addresses broader policy issues – including education –through working groups like the Education Working Group (EdWG). Under South Africa's 2025 G20 Presidency, the EdWG is jointly led by the Department of Basic Education (DBE) and the Department of Higher Education and Training (DHET). The G20 Education Working Group (EdWG) process in South Africa includes a series of provincial and national indabas aimed at informing and engaging stakeholders on Early Childhood Care and Education (ECCE) and Teacher Development (TD). South Africa's EdWG leadership aims to deliver two impactful outcomes:

a) a Four-Volume Compendium: Showcasing flagship, innovative, and scalable education programmes from G20 member and guest countries.

b) Education Ministers' Declaration: A unified statement to be adopted, reflecting shared commitments to educational equity, professional development, and global cooperation.

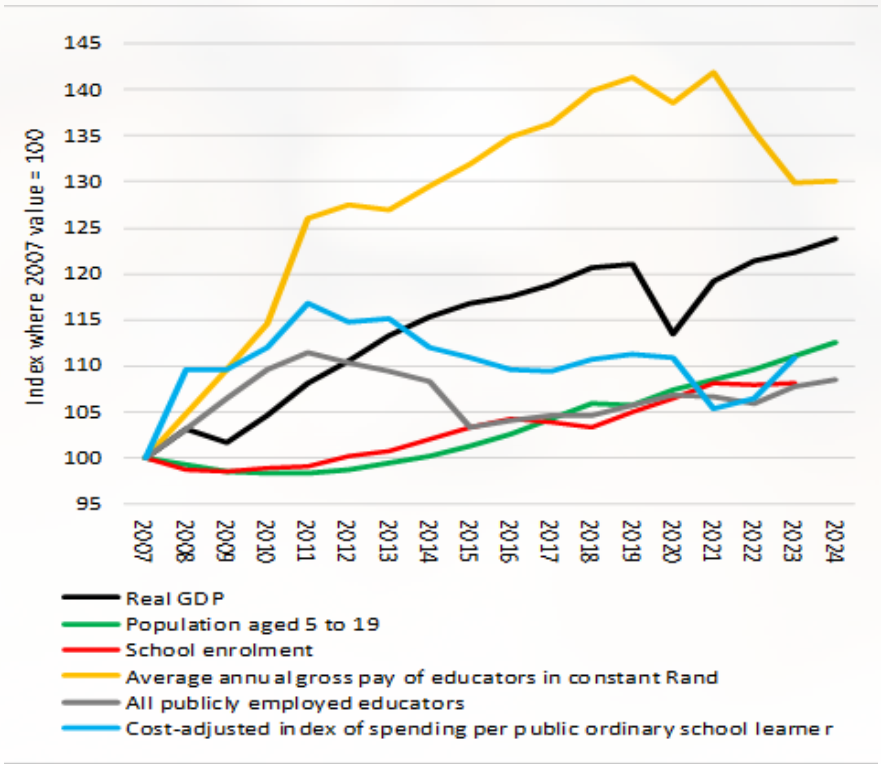
The demographic and spending trends

The Department noted a large increase in Grade 1 enrolments, particularly in 2011, followed by a large Grade 2 increase in 2012, and so on up the grades. This reflected unexpected demographic shifts, related to a rise in the number of births during the 2003 to 2005 period. Figure 1 provides a simplified illustration of various related trends – each series of statistics starts at 100 in 2007. The graph reflects the 2007 to 2024 trend for the age 5 to 19 population. The increase for the entire period was 13%. For the years 2024 to 2028, a further increase of 2,1% is expected, after which the trend is expected to gradually move downward. The school-age population in 2040 is expected to be 5% lower than in 2028[1].

A key matter is the spread of the school-age population across the primary and secondary levels. The percentage of this population corresponding to the primary level has been on the decline since 2019 and is expected to decline up to 2030[2]. This is largely due to rising levels of survival to Grade 12 at the secondary level. In absolute terms, however, the school-age population corresponding to the primary level will be slightly higher in 2030 than in 2019, the difference being 0,7%[3].

Because of the continual improvements in the survival to Grade 12, and increases in the number of National Senior Certificates (NSCs) obtained, enrolment numbers have roughly increased in line with the school-age population. The 8% increase for school enrolments between 2007 and 2023 seen in Figure 3 is in fact lower than the 11% increase in the school-age population for the same period. This has been possible largely due to lower grade repetition rates[4].

Figure 3: Indicators of funding and costs since 2007



Sources: Reserve Bank; Stats SA's; DBE School enrolment; and Persal

1 From Figure 2 in Department of Basic Education (2024a).
2 The 2019 to 2030 decline is from 62% to 57% - Department of Basic Education (2024a: 15).
3 Thembisa data behind Figure 2 of Department of Basic Education (2024a).
4 Department of Basic Education, 2025a: 17; Department of Basic Education, 2024c: 17.

The figure above illustrates South Africa's relatively slow GDP growth, which affects the availability of public funding for services such as education. South Africa's growth has been, and is mostly expected to be, the lowest in the BRICS group of countries[5]. Yet the overall real growth in GDP over the 2007 to 2024 period, of 24%, exceeds by far the demand for schooling as reflected in the abovementioned 13% rise in the age 5 to 19 population. There are a few key factors which dilute the potential benefits of this for basic education. One is that an increasing proportion of government spending has had to be devoted to the servicing of government debt, debt which arose in large part due to the increasing wage bill of government, which included higher salaries for teachers, though a further significant factor was unexpected public spending required during the crisis of the COVID-19 pandemic, starting in 2020. The percentage of public spending going to debt servicing costs rose from 11% in 2013 to around 20% in 2024[6].

A further factor limiting manoeuvrability in spending in basic education has been the real increase in the cost of the average educator, a trend which has mostly been driven by above-inflation cost-of-living adjustments during pre-2020 years, but to a limited extent also by the rising average age among educators up to 2017 (since that year the trend has been for the average age to decline)[7]. Figure 1 shows that despite declines in recent years, spending per educator in real terms was 30% higher in 2024 than 2007. This has for instance limited the opportunities for expanding the size of the publicly employed educator workforce. Yet in 2024 the number of these educators was 8% higher than in 2007, and 5% higher than in 2015[8].

Finally, the blue line in the figure above represents what could be bought for each learner, taking into account the rising cost of educators, and assuming that non-personnel costs rose in line with CPI. Despite very serious budgetary pressures, what can be bought for each learner in 2024 was 11% more than in 2007. The widely perceived decline relates largely to the 2011 to 2024 period. Over this period, what could be bought for each learner has declined by 5%, largely as a result of a combination of budget pressures, movements in the average cost of an educator, and rising enrolments.

The trends seen in Figure 1 bring about challenges, yet they are manageable. Delivering quality schooling is not impossible, and as will be shown below, there are reasons to be optimistic. Despite economic difficulties, learning outcomes have continued to improve in key areas, and important innovations have been occurring in the sector.

As one might expect, the pressures described above have resulted in a deterioration in an important indicator, the learner-educator (LE) ratio. Currently, this ratio stands at around 29,3, a worsening relative to the 27,4 seen in 2011[9]. However, a worsening overall LE ratio does not necessarily mean larger classes. The latter depends in part on where learners are distributed across the system[10], but also how teaching time is utilised.

In some rare cases, there are areas that bring challenges in learner numbers compared to available spaces in schools. These challenges emanate from:

- New developments for residential areas without provisions for school;
- Informal Settlements;
- Late applications: Many parents and guardians submit applications late, creating significant pressure on departments and making it difficult to plan for the placement of learners;
- Schools Preferences: Parents and guardians often prefer specific schools based on perceived performance or reputation, contributing to oversubscription in popular institutions;
- Learner Migration - Parents and guardians, and their children, especially those from rural to urban areas, move to areas with more perceived opportunities or better-performing schools, concentrating demand; and
- Parents in rural areas generally do not apply to register their children in schools until the schools open in January, making it difficult to plan number of classes and timetabling which would enable teaching and learning on Day 1 of the school calendar.

5 Budget Review 2024.
6 Figure 3.2 of Budget Review 2024.
7 Analysis of Persal data.
8 The raw numbers behind the trend seen in the graph are around 387,000 in 2007 and 420,000 in 2024.
9 Department of Basic Education, 2024a: 21.
10 Department of Basic Education, 2024a: 32.

A combination of the above factors leads to situations where parents and guardians who submitted learner placement applications wait for placement outcomes deep into January after reopening of schools.

In mitigating the challenges PEDs are requested to:

- Attend meetings where learner placement issues are discussed and solutions sought. Meetings are set before the admissions, during the admissions and after the admissions process.
- Annually submit plans for admission of learners and strategies put in place to mitigate placement challenges. Hotspot areas (areas where overcrowding is expected) are listed and plans are put in place by PEDs to handle the expected learner numbers.
- Announce their admission periods to the public.
- Work with sister Provincial Departments like transport, municipalities and infrastructure to find solutions.

The Department engages PEDs in the following activities:

- Monitoring to ensure that placement of learners takes place as per school admission policies. These policies are scrutinised to establish if they are not violating any rights of a learner.
- Supporting PEDs to strengthen the functionality of schools so that they become schools of choice for parents within their local communities.
- Readiness reports are verified and monitoring is conducted.

The admissions period begins early in the year to enable PEDs to plan effectively for implementation and manage pressure points on the basis of actual enrolment numbers.

Strengthening Foundational Learning for Future Skills

The Department is focused on clarifying the knowledge and skills young people need to thrive in the 21st century, and what this means for priorities in the schooling system. This work is guided by a clear premise: the most effective way to prepare learners for further learning, training and work is to strengthen the quality of foundational learning – especially language and mathematics – from the earliest years.

International evidence reinforces this approach. Global frameworks and research consistently emphasise that while demand is growing for digital and other higher-order skills, these are built on strong foundations. The 2019 World Development Report, for example, underscores that labour markets increasingly value advanced thinking and problem-solving skills, alongside the ability to work effectively with others and adapt to change – and that developing these capabilities depends on strong foundational learning and lifelong learning.Striking the right balance between a focus on foundational skills and the generation of specialised skills within the Basic Education Sector has large implications for the achievement of post-school education targets, but also for job creation and ultimately economic growth. This task should be informed by the fact that despite improvements in access to post-school education, the current reality is that some 60% of youths do not experience any formal education after leaving school, and only 18% get to obtain a post-school qualification[11].

While strengthening foundational skills, in particular in the areas of languages and mathematics, is often not considered an innovation, how this is done can and should be innovative. The evidence is very clear that improving foundational skills represents one of the best opportunities for developing countries to advance socially and economically[12].

The Presidential Commission on the Fourth Industrial Revolution (4IR) released, in 2020, a detailed guide on how to understand the Fourth Industrial Revolution in the South African context. This guide reiterates the importance of foundational skills[13]:

11 Department of Basic Education, 2024a: 48.
12 OECD, 2010.
13 Department of Communications and Digital Technologies, 2020: 272.

Critical competency skills such as creative thinking, critical thinking and problem solving are hugely impacted by the cognitive development which takes place in the foundation phase of a child's education (up to 7 years) and the optimal time for developing this ability in the pre-school and foundation phase years.

This guide considers the existing school curriculum as a good basis within which to bring about important innovations, and warns against unnecessary curriculum instability. It also warns against letting technologies dictate what the education policies should be, and emphasises that the starting point for technological change should be the question of how one improves the cognitive development of learners[14]:

Rather than deploy a suite of technological artefacts to schools, the Commission sees greater potential in insisting on a curriculum that teaches computational thinking, as this cognitive skill better prepares learners to develop mastery over technology.

One particularly compelling argument for further improving mathematics skills seen among secondary learners is that in in many respects the supply of youths leaving Grade 12 having reached critical mathematics thresholds is below what universities currently demand in order to reach post-school graduation targets[15]. This results in universities relaxing these thresholds in some cases, and providing bridging courses for students who struggle.

In recent years there has also been growing interest in strengthening how the curriculum equips learners with knowledge and skills that are relevant to a changing economy, including digital skills. However, in a context of constrained resources and uneven school readiness, such innovations must be introduced in a phased and sustainable manner. The Department's primary lever for preparing learners for further learning and future opportunities remains improving literacy and numeracy in the Foundation Phase, given the centrality of reading for meaning and core numeracy for success in later learning, including in STEM-related subjects.

2025 National Senior Certificate

The Department has continued to strengthen its commitment to inclusive education through sustained and targeted support for learners with disabilities and those who encounter barriers to learning. A significant milestone remains the consolidation of South African Sign Language Home Language (SASL HL) as a fully established offering in the National Senior Certificate (NSC), now entering its eighth year in Grade 12. Collectively, the DBE resolves to remove systemic barriers and to ensure that every learner is afforded a fair and dignified opportunity to demonstrate their knowledge and achieve academic success. In parallel, the DBE has reinforced equitable participation in the NSC examinations through an expanded and carefully differentiated suite of assessment adaptations. These include 62 question papers for Braille candidates, 58 question papers for Deaf candidates, 92 question papers available in large-print formats and 61 question papers in audio format. These test adaptations are complemented by a wide range of accommodations, like the provision of scribes, readers, assistive devices, extra time and a host of other mechanisms to ensure that learners with barriers are afforded an equivalent opportunity at demonstrating their full potential

The Department of Basic Education has established robust systems to prevent, detect and decisively address any irregularities, including breaches such as the leakage of examination papers. The DBE remains unequivocal in its commitment to protecting the credibility of the NSC and will act firmly, swiftly and strategically against any threat to the integrity of this qualification. The National Senior Certificate examinations continue to serve as a steadfast symbol of academic integrity and public confidence, providing assurance that learner achievement is credible, comparable and internationally respected. This standing is reaffirmed by Umalusi, the Quality Assurance Council, through its approval of the 2025 NSC results following a rigorous and comprehensive verification of all examination and assessment processes.

14 Department of Communications and Digital Technologies, 2020: 168.
15 Department of Basic Education, 2024a: 57.

PED Performance in the 2025 NSC Examinations (in alphabetical order)

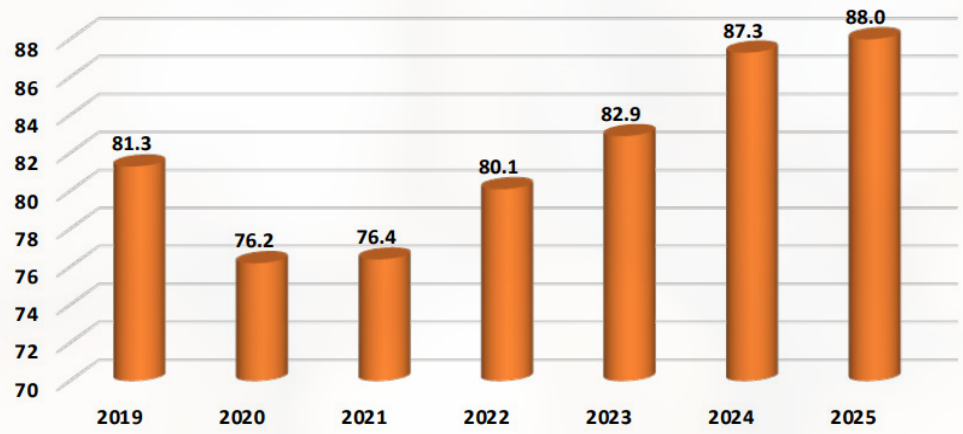
Table 6: PED Performance in the 2025 NSC Examinations

Provinces	2025		
	Total Wrote	Total Achieved	% Achieved
Eastern Cape	106 561	89 694	84.17
Free State	38 205	34 129	89.33
Gauteng	140 927	125 513	89.06
KwaZulu-Natal	171 368	155 258	90.60
Limpopo	100 973	86 986	86.15
Mpumalanga	67 114	58 084	86.55
North West	40 913	36 205	88.49
Northern Cape	14 084	12 365	87.79
Western Cape	65 965	58 181	88.20
National	746 110	656 415	87.98

Source: NSC report

Comparison of performance from 2019 to 2025

Figure 4: Comparison of performance from 2019 to 2025



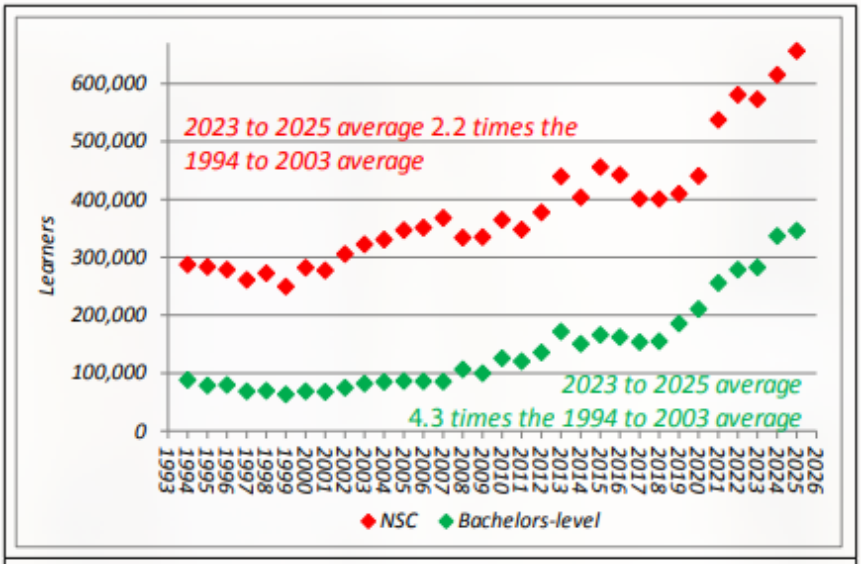
Source: NSC report

The 2025 cohort recorded a total of 764 014 and 137 776 Full Time (FT) and Part Time (PT) candidates respectively registered to write the November 2025 NSC examinations. This translates to a total of 901 790 candidates who enrolled for the November 2025 NSC examinations. The national pass rate for the Class of 2025 is 87.98% which is an increase of 0.74% from the 87.26% in 2024. The table below indicates the overall performance of the Class of 2025 and the individual provincial performance.

NSC attainment since 1994

Trends in the attainment of the National Senior Certificate, and a sub-set of this, the NSC with a Bachelor-level pass, are illustrated in figure 5. It is important to note that most learners who obtain the NSC, but not a Bachelors-level pass, achieve the lower Diploma-level pass. This means that in 2025, 85% of learners who obtained the NSC as full-time candidates qualified to study at a university, either for Bachelors studies or for a three-year diploma programme. This percentage has been on the rise. For example, in 2019, just before the pandemic, it was 81%. Both indicators shown in figure 5 have displayed a general upward trend for the last twenty or so years. In the last three years, the number of Bachelor-level passes stood at 4.3 times the level it was during the first decade of democracy. The number of NSC passes obtained by full-time candidates now stands at around double the level seen in the first decade of democracy. Clearly, the steepest upward trend of the two is that for Bachelor-level passes.

Figure 5: NSC and Bachelor-level increases since 1993

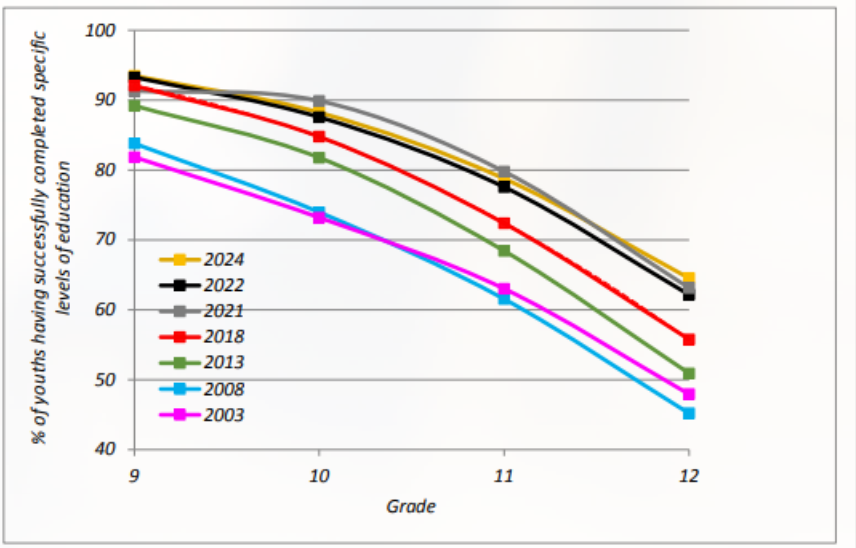


Note: Prior to 2008, a Bachelors-level pass was referred to as a Matriculation Exemption. Values reflect only results of full-time candidates.

Source: NSC report 2025

The figure above does not include approximately 40 000 NSCs obtained by part-time candidates in the public examinations outside the year-end process, approximately 10 000 NSCs obtained through the Independent Examinations Board (IEB), and approximately 6 000 Amended Senior Certificate (ASC) qualifications obtained through a separate public route. In addition, approximately 65 000 NQF level 4 qualifications (equivalent to the NSC) are issued by public and private TVET colleges each year, of which approximately a third are accounted for by youths who do not already have the NSC or ASC.

Figure 6: Youths successfully completing Grades 9 to 12



Source: Analysis of General Household Survey microdata.

Note: The methodology in relation to how variation across ages is dealt with is explained in the DBE's 2024 sector review.

Source: Analysis of GHS, DBE review

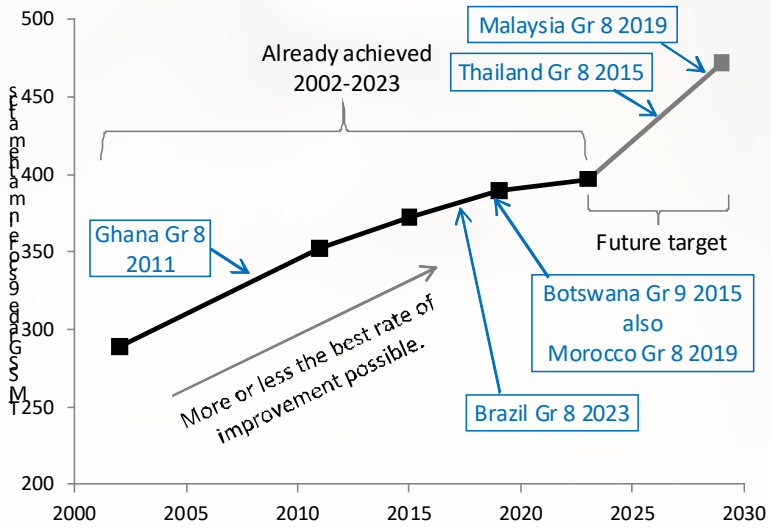
The above reflects the percentage of youths successfully completing grades 9, 10 and 11 at a school, and Grade 12 at a school or something equivalent outside a school, using Stats SA household data. Less dropping out, and better grade survival below Grade 12 explain much of the improvement in the successful completion of twelve years of education, which rose from 45% in 2008 to 65% in 2024. Household data are of limited use in determining the success of provincial schooling systems in getting young people to successfully obtain the NSC, or something equivalent, because especially after leaving school many youths migrate across provinces. It is thus not clear where youths with twelve years of education obtained their school education. Fortunately, the information systems of the schooling system, specifically EMIS11, have matured over the years. In recent years it has become possible to track individual learners as they move up the schooling system, but also across provinces.

Success in Trends in International Mathematics and Science Study

At the heart of development in the schooling sector must be what learners learn. This is made clear in the NDP and the Sustainable Development Goals. It continues to be of great significance for South Africa's development that learning outcomes, according to the three international standardised testing programmes South Africa participates in, have improved. The 2024 international McKinsey report[16] on education acknowledged that South Africa, together with Morocco and Peru, represent hope for educational progress in the developing world. Not only do these countries monitor learning outcomes, they have seen exceptionally steep improvements over the longer term.

The figure below updates a similar graph appearing in *Action plan to 2029*, and focusses on the one international indicator where the most consistent improvements have been seen: lower secondary TIMSS[17] mathematics. The significant improvements seen in the 2011, 2015, and 2019 TIMSS results were encouraging, as they followed a trajectory comparable to that of the fastest-improving countries worldwide. Even the 2019 to 2023 trend was a positive one, despite the pandemic, though less so than in previous periods. Despite the setbacks of the pandemic, in TIMSS 2023 South Africa performed better than a few other developing countries at this lower secondary level, including Brazil and Morocco. But this needs to be seen against the fact that South Africa tested Grade 9, where other countries tested Grade 8. Moreover, in South Africa tested learners were around a year older than in other countries. As can be seen from figure 7, South Africa will have to work hard to achieve the 2029 target set back in 2014 and published in *Action Plan to 2019* of the Department. Specifically, a steeper improvement than originally envisaged would be necessary to compensate for the slowdown caused by the pandemic.

Figure 7: Past and envisaged educational quality trend for South Africa



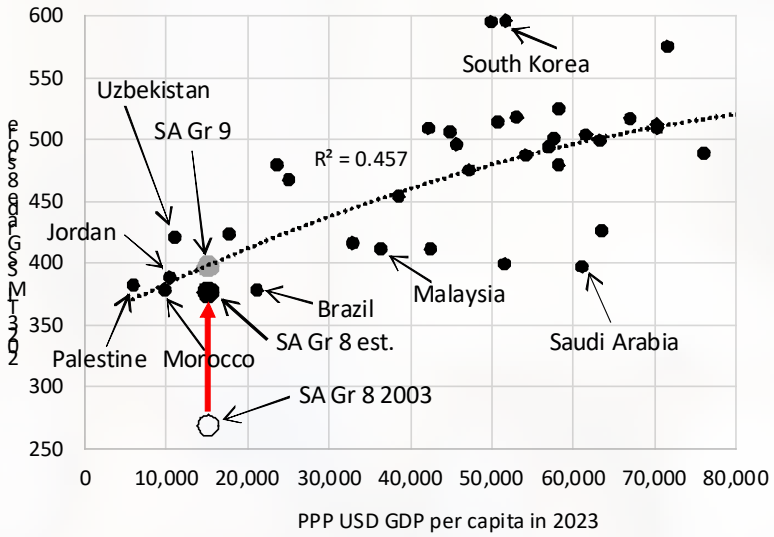
Sources: Points indicated in the graph, South African and other, are from official TIMSS reports, with one exception, namely the 2002 Grade 9 figure for South Africa, which is from Reddy et al *(2012).*

Note: All the South Africa points refer to Grade 9. The 2002 Grade 8 average was 264, 21 points below the Grade 9 average for the same year, but this Grade 8 figure is not reflected in the graph. The 2029 target of 472 is from Action Plan to 2019.

16 McKinsey & Company, 2024.
17 Trends in International Mathematics and Science Study.

The point is often made that compared to similar middle income countries South Africa has displayed exceptionally low levels of learning outcomes[18]. With the release of the country's 2023 lower secondary TIMSS scores, South Africa has for the first time emerged in this type of comparison as a typical developing country. This new status of not being an 'outlier', at least for the secondary level, has been achieved due to the improvements stretching over two decades – see the red arrow in 8. The graph illustrates the likely level of performance in Grade 8 in 2023, in line with the measures for other countries, drawing from historical South Africa data[19]. It is noteworthy that this Grade 8 level of performance for South Africa equals the comparable measure for Brazil.

Figure 8: Income and Mathematics outcomes of countries



Source: GDP per capita is 2023 values from the World Development Indicators. TIMSS values are from Von Davier et al *(2024). Exceptions are South Africa's 2003 score – from Reddy (2006) – and South Africa's estimated Grade 8 score in 2023, which is the Grade 9 score minus 21 points. 21 points is obtained from the difference between the grades 8 and 9 TIMSS scores in 2003 (or, strictly speaking, 2002) – see Reddy* et al *(2012: 3).*

Note: The graph has been truncated on the right, excluding five high-income countries, though the polynomial trendline is based on all available countries.

South Africa's improvements have been strongest among the most disadvantaged, meaning that schooling has contributed to reducing social inequalities. Importantly, it is these improvements in the grades below Grade 12 which largely account for upward trends in the Grade 12 indicators, though to some extent these trends are also affected by other factors, particularly subject choice.

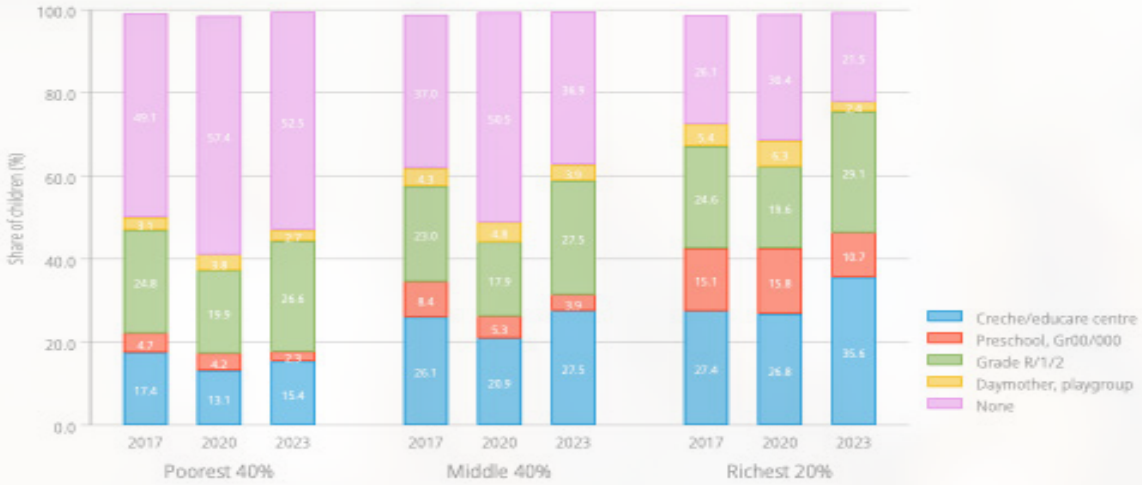
As in other countries, the pandemic had a significant impact on South Africa's learning outcomes. Analysis by the World Bank estimates that South Africa's learning losses were roughly in line with the global average[20]. South Africa's Grade 9 mathematics average in TIMSS was the only South African indicator from the three international assessments to display an improvement during the pandemic. TIMSS Grade 9 science and TIMSS Grade 5 mathematics and science all saw declines between 2019 and 2023[21]. The TIMSS Grade 5 mathematics trend, which goes back to 2015, is particularly noteworthy. The 2015 to 2019 trend here was flat and was the first trend in an international assessment not to display an improvement in the post-2002 period, yet the 2015 to 2019 period was before the pandemic. It has been speculated that this could be a manifestation of the impacts of budgetary and demographic pressures on, for instance, class size. The PIRLS[22] trend for 2016 to 2021 was negative[23], as was the 2013 to 2021 SEACMEQ[24] trend[25].

Early Childhood Development

18 World Bank, 2025: 33.
19 Department of Basic Education, 2017b.
20 Sabarwal et al, 2023: 66-68.
21 Exhibits 1.1.9, 2.1.9 and 2.2.9 in Von Davier et al (2024).
22 Progress in International Reading Literacy Study.
23 Mullis et al, 2023: 37.
24 Southern and Eastern Africa Consortium for Monitoring Educational Quality.
25 Department of Basic Education, 2024b.

The development of human capital and future academic success as identified in trends in the Cost of Living research in South Africa is directly correlated with early childhood development (ECD). Due to the entrenchment of socioeconomic inequality caused by the apartheid legacy in South Africa, many children are unable to access high-quality early childhood development programs (Ashley-Cooper et al., 2019). The figure below presents the types of ECD facilities attended by children under the age of seven years across the income distribution between 2017 and 2023. Over this period, children from higher-income households were more likely to be attending a formal ECD facility (creche or educare centre, preschool or grade 00 or 000, or Grade R or higher) than children from lower-income households. In 2023, 52.5 percent of children in the poorest 40 percent of households did not attend any type of ECD programme, compared to 36.9 percent in the middle 40 percent of households and 21.5 percent in the top 20 percent. Attendance at creche/educare centres and Grade R or higher were at similar levels for children in the middle 40 percent and top 20 percent of households; for children in the poorest 40 percent of households, however, 26.6 percent attended Grade R or higher, while 15.4 percent attended a creche or educare centre.

Figure 9: Early Childhood Development attendance across type of facility by income level 2017-2023



Source: National Planning Commission (own calculations)

Higher costs for ECD have reinforced pre-existing inequalities, and the gap between socio-economic groups has widened. Children from lower income households are more likely to miss out on the foundational benefits of structured early education. Children from households in the richest quintile are 70 percent and 28 percent more likely to attend a formal ECD facility than children from households in the poorest 40 percent and middle 40 percent of households respectively. This reinforces barriers to social mobility and other inequities as deficits accumulated by poorer children may have long-lasting impacts on their cognitive, social, and economic outcomes throughout their lives.

ECD attendance typically comes at a cost to households. Figure 9 presents the monthly costs paid by households for children attending ECD across the income distribution. Fees are paid for most children who attend creche or educare centres, irrespective of their household income, with just 6.6 percent of children paying no fees at these institutions in 2023. In contrast, in the poorest 40 percent of households, three-quarters (73.2 percent) of children attending Grade R/1/2 pay no fees, as do 44.8 percent of children in the middle 40 percent.

Supply of young teachers

Teacher supply and demand has received considerable attention in the media and been the subject of extensive research in recent years. For example, the Teacher Demographic Dividend (TDD) and PrimTEd[26] research projects, both involving the Department of Basic Education (DBE), have produced a number of important research outputs. As explained in the success in TIMMS section, initial fears of an under-supply of teachers in the coming years have subsided after it became clear that the output of teacher graduates from universities increased substantially[27].

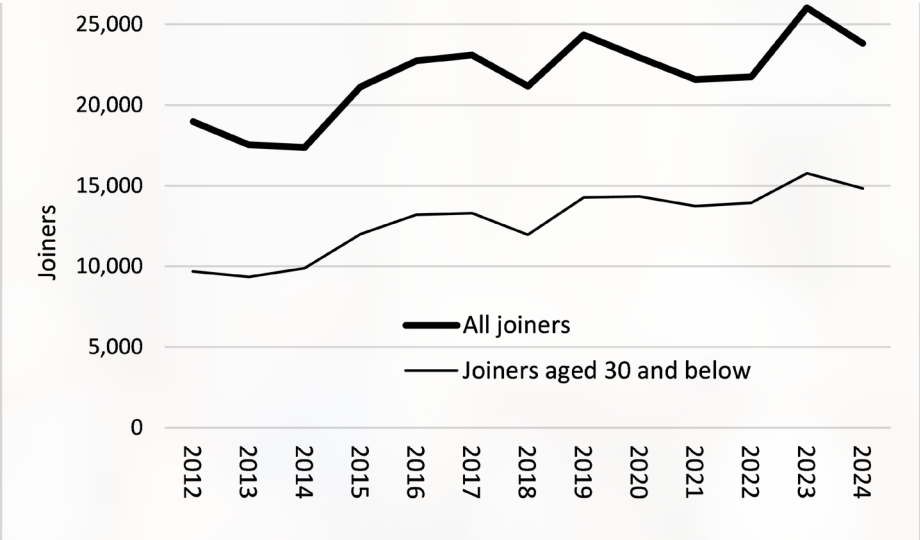
Instead, there have recently been concerns about an over-supply of young teacher graduates. While this helps to

26 See for instance Roberts and Moloi (2022).
27 Gustafsson, 2023: 42.

'flatten the supply curve' and prevent the need for a steep and further increase in university outputs in the coming years, it is true that some graduated teachers have struggled to find jobs. The numbers of unemployed teachers are difficult to ascertain, in part because the available online registration portals for teachers seeking employment tend not to remove individuals once they do find employment, in either a public or private post.

Rising retirements have helped to ensure that relatively large numbers of young teachers have entered the public educator workforce in recent years. This can be seen in the figure below:

Figure 10: Teachers joining the public educator workforce



Source: PERSAL data

Challenges facing the sector relate not so much to overall teacher numbers, but the supply of specific specialisations among teachers. It is clear that the training system produces too many secondary teachers, and too few primary teachers. This has led to a situation where around a third of newly appointed teachers at the primary level are actually trained to teach at the secondary level. The supply of young teachers with a mathematics specialisation is not a major problem. The challenge lies more in retaining such teachers in the public workforce as they age and gain experience. With respect to young primary teachers, there is a clear under-supply of teachers who are fluent in, and have been trained in, one of the nine African languages[28].

Graduates emerging from the Funza Lushaka Bursary Programme (FLBP) are only a quarter of all young teacher graduates who enter the public workforce. The DBE will investigate what more can be done to ensure that this programme addresses the supply imbalances. The anticipated review of the programme will look into how its aims can be sharpened, what its 'theory of change' is, and how data can be better used to inform and monitor the programme.

Accelerated School Infrastructure Delivery Initiative (ASIDI)

The Schools Infrastructure Backlog Grant (SIBG) was established to fund efforts to eliminate schools built entirely from inappropriate materials, such as mud schools in the Eastern Cape and "plankie" schools in the Western Cape, and asbestos-built schools in other provinces as part of the Accelerated Schools Infrastructure Delivery Initiative (ASIDI).

Sub-programme 1 identified 510 inappropriate schools. Population movements led to some under-utilized schools being merged into on e school at the most central location, resulting in a total of 331 inappropriate schools. All the 331 schools have been provided with state-of-the-art facilities.

28 Department of Basic Education, 2025b.

There was also a basic services component to ASIDI for those schools that previously had no access to water, sanitation or electricity. The scope was initially determined as follows: Sub-programme 2 to provide basic sanitation to 939 schools without access. Sub-programme 3 to provide electricity to 327 schools without service. Sub-programme 4 to provide basic water supply to 1 145 schools.

The table below outlines the final scope of the completed ASIDI programme which was funded through the SIBG.

Table 7: Completed ASIDI projects

Programme	Identified	Completed
New replacement schools (inappropriate structures)	510	331
Water supply	1336	1336
Sanitation	1088	1088
Electrification	327	327

Sanitation Appropriate for Education (SAFE)

The continued school sanitation challenges and the need to safely accommodate Grade-R learners in our schools led to the creation of the Sanitation Appropriate For Education (SAFE) initiative, aiming to eradicate pit latrines and provide age-appropriate sanitation. A comprehensive desktop study across all provinces revealed that 3 898 schools require immediate attention. After actual site assessment verifications, only 3 365 continued to implementation and they were allocated to Implementing Agents as follows:

- 640 schools were allocated to the Development Bank of Southern Africa (DBSA)
- 544 schools were allocated to the National Education Collaboration Trust (NECT)
- 996 schools were allocated to The Mvula Trust (TMT)
- 81 schools were allocated to the Coega Development Corporation (CDC)

A total of 1 104 schools are addressed under other programmes:

- 140 of the schools are covered through Donations and Partnerships
- 964 of the schools are covered under the Provincial Education Infrastructure Grant (EIG) programme

The effects of global warming impact every corner of society and education is not spared. In the sector, unpredictable weather patterns have damaged schools, bridges and roads, leaving learners stranded and unable to access schools. By understanding the effects of global warming on education, we can work towards creating a more sustainable, resilient and climate-conscious education system that prepares learners for the challenges of a dynamic world, thereby minimising disruptions.

There is an ongoing effort to identify unsafe forms of sanitation that have not been identified under the SAFE programme, and these will be included in the infrastructure plans of the Provincial Education Departments. The DBE will strengthen its monitoring and evaluation capabilities to ensure accountability of infrastructure provision by the provincial departments.

Health Support

a) Background information on factors contributing to the performance of policy and regulatory institutions

b) Where appropriate, background information on demand for services and other factors which informs the development of the Annual Performance Plan.

c) Challenges experienced by the institution in the performance environment and mechanisms to address the challenges over the medium-term period

d) Demographic or other data that will be used to inform planning for the medium- term period.

e) Trend analysis based on annual reports or other reports that will inform the strategy going forward.

f) Findings of internal or external research that will be used to inform the strategy of the department

g) Findings of internal or external evaluations that will be used to inform the strategy of the department.

h) Information from the political environment which may impact on the implementation of the Annual Performance Plan.

i) Diagnostic and analysis of relevant environmental factors, data, trends, barriers, research, evaluations, relating to women, children, youth and persons with disabilities that will inform the strategy of the institution.

South Africa's education challenges are compounded by deep socio-economic disparities, inadequate infrastructure, and limited access to learning materials, especially in rural and marginalized communities. Gender intersects with these barriers, as girls often face additional obstacles such as inadequate sanitation facilities, lack of access to menstrual hygiene products, and heightened risks of malnutrition and food insecurity. Despite achieving gender parity in school attendance rates for 14-18-year-olds, persistent issues with educational completion, quality, and Gender-Based Violence (GBV) remain. Health vulnerabilities, including high rates of HIV infection and adolescent pregnancy, further threaten girls' educational attainment and perpetuate cycles of poverty.

Studies and health reports indicate that HIV and teenage pregnancy are major health issues in South Africa. Over 17million South Africans are living with HIV with the majority being adolescents and young women between 15 and 24 years. The 2024 HSRC study reported a decline in HIV incidences in the country. However, new infection in boys and young men was reported. The number of deliveries and terminating pregnancies amongst 10-19-year-olds are unacceptably high, from approximately 80 000 in 2013 to 117 000 in 2024. Learner pregnancy has emerged as the single biggest reason for being out of school, affecting 22% of children. In addition, the cost of education and general financial pressures were identified as factors contributing to children being out of school in over one third of all cases.

National School Nutrition Programme

The DBE has a mandate to manage and implement the National School Nutrition Programme (NSNP), which is a key government programme intended to address poverty/hunger in schools in line with the National Development Plan 2030. By addressing hunger and malnutrition, the NSNP creates a more conducive learning environment for learners, potentially leading to improved academic performance.

The Programme is funded by National Treasury through a Conditional Grant, that is, 'ring-fenced' allocations for implementation to all 9 Provincial Education Departments in terms of the Division of Revenue Act (DoRA). The NSNP derives its mandate from the Conditional Grant Framework as gazetted in the DoRA. The framework sets the rules for how the funds can be used and support the administration and oversight of conditional grants.

It largely receives significant community support through the active involvement of parents and community members in various capacities, including the preparation of meals in schools and partnerships with corporate and NGO sectors.

The NSNP has a high demand for its services, driven by the need to combat child hunger and malnutrition, improve learning, and promote healthy lifestyles. The programme reaches over 9 million learners in quintile 1-3 schools, providing them with a nutritious meal daily. Learners identified as 'food insecure' in quintile 4 – 5 schools are also beneficiaries. In line with the DBE's strategic objective of "quality basic education', the Programme aims to target 21 000 schools that implement the Programme, thereby engaging over 61 000 Food Handlers, mostly unemployed women, that prepare and serve meals.

Poverty and Hunger: The NSNP is crucial in addressing high levels of child poverty and hunger in South Africa. The progressive expansion of in-school breakfast to needy learners and meeting the needs of ever-increasing demand for learners in quintile 4 and 5 schools, is a matter being addressed within the limited budget.

Funding: While the NSNP is a significant intervention, there are ongoing calls for increased funding to ensure the program's sustainability and reach. The National Treasury has been a source of great support in protecting the NSNP from budget cuts.

Quality and Composition of Meals: Some schools struggle to provide balanced meals with adequate portions of starch, protein, and fruits/vegetables. Implementation inefficiencies require vigilance and continuous monitoring, as well as firm action from various stakeholders/role players to address this challenge e.g. PEDs terminating contracts of defaulting suppliers.

Operational Issues: Challenges include theft, insufficient coverage for certain quintiles, and resource constraints.

Timeliness of Payments: Delays in payments to food suppliers can affect the quality and quantity of meals provided. PEDs needs reminders to pay special attention to the 'turn-around-time' of payment of invoices as prescribed.

Training and Capacity: Ensuring adequate training for food handlers and addressing issues with kitchen facilities is crucial for maintaining quality.

Sustainability: The programme could benefit from stronger partnerships with local farmers and increased community involvement to promote long-term food security. The following continues to be the data used for planning against the indicator.

a) Learner Enrolment Data:

b) The South African School Administration and Management System (SA-SAMS)

c) Learner Unit Record Information and Tracking System (LURITS) is essential to adjust the number of learners that will benefit.

d) The General Household Survey by the STATS-SA

e) Quintile Data: Identify schools eligible for NSNP in quintile 4 and 5 as well as Special Schools.

Social Cohesion

South Africa's peaceful transition from apartheid to democracy stands as a remarkable achievement in global history, particularly given the prevalence of violent revolutions worldwide. However, while discriminatory laws were formally abolished, the deep-rooted psychological and institutional impacts of discrimination and racism could not be eliminated through legislative changes alone. Despite progress towards societal integration, South Africa remains fractured along racial lines due to colonialism and apartheid's enduring legacy. Additional divisions persist across class, language, culture, ethnicity, religion, gender identity, gender expression, and sexual orientation. Vulnerable populations, especially children, continue facing discrimination and violence, requiring comprehensive support to achieve genuine social inclusion through social cohesion and nation-building interventions.

Education serves as the primary pathway to transformation. The Department of Basic Education leverages the Social Cohesion and Equity sub-programme to advance the transformational agenda of the Basic Education Sector, including gender-transformative education and Education for Sustainable Development aligned with Sustainable Development Goals and climate action imperatives. This sub-programme promotes co-curricular programmes that enhance curriculum delivery across various learning areas. Following the Department's Care and Support for Teaching and Learning (CSTL) framework, schools become platforms for learners' access to essential public services including health, poverty alleviation, child protection, enrichment and social protection, fostering holistic development and well-being.

Critical focus areas include addressing School-Related Gender-Based Violence (SRGBV) through prevention programmes and support systems for survivors. Menstrual health and sanitary dignity initiatives ensure all learners can participate fully in education without this gender-related barrier. The Social Cohesion and Equity sub-programme emphasises positive masculinity work with young men and boys, addressing male vulnerability while challenging harmful gender stereotypes that contribute to violence and inequality. The Education for Sustainable Development (ESD) and Climate Change components equip school communities with knowledge, skills, and values to address environmental challenges while promoting sustainable lifestyles. This includes climate literacy, environmental stewardship, and understanding interconnections between social justice and environmental sustainability.

Programming emphasises multisectoral and intergovernmental collaboration to achieve positive teaching and learning outcomes. The Department actively mobilises donor funding and strategic partnerships to supplement the allocated budgets and expand programme reach. The sub-programme works toward creating inclusive, environmentally conscious educational environments that advance South Africa's democratic ideals while preparing learners for sustainable futures and inclusive societies.

The Social Cohesion and Nation Building curriculum enrichment programmes advance human rights education while strengthening learners' understanding of cultural heritage, national symbols, historical landmarks and significant events in national history. Through problem-based and project-based learning methodologies, learners and educators develop critical knowledge and practical skills in these domains.

These co-curricular initiatives, which address human rights, heritage preservation, oral history, democratic principles and commemorative practices, provide valuable opportunities for both learners and educators to develop and demonstrate competencies essential for academic success, career advancement and professional readiness. By translating theoretical classroom content into authentic, experiential learning environments, these programmes enable learners to apply their knowledge and capabilities in real-world contexts.

The instructional approach incorporates diverse pedagogical strategies including simulation, demonstration, research, interviews, oral presentations and school community engagement. These interactive methods significantly contribute to the early formation of national identity, national cohesion, social unity and civic consciousness, while fostering respect for human dignity and patriotic values.

School Safety

The Department will continue to monitor and support the implementation of the National School Safety Framework in 25 districts annually. The Department will work with the South African Police Service to implement the protocol signed by the two departments. Identified schools in hot spot areas where there is high crime and violence will be prioritised. The protocol will ensure that the DBE and South African Police Service collaborate in:

a) linking schools to local police stations and conducting searches and seizures in line SASA

b) combatting alcohol and drug use among learners and addressing gangsterism in schools and communities

c) controlling the number of liquor outlets and taverns in the vicinity of schools

d) Conducting crime prevention programmes in schools

e) implementing the Junior Commissioner Programme

f) vetting of teachers and support staff in schools

g) collaborating in fighting SRGBV

The Department will continue to implement and train provinces on the Online School Safety Integrated programmes, disaster risk management and on bullying.

Recruitment into Initial Teacher Education (ITE) – Funza Lushaka

Funza Lushaka Bursary Programme (FLBP) is a national initiative designed to encourage young South Africans to pursue teaching as a career. For the 2026 academic year, bursaries were available to applicants who intend to study teaching and who met the following criteria: they must be South African citizens, 30 years or younger, and admitted to a Bachelor of Education (BEd) or a Postgraduate Certificate in Education (PGCE) at a public university, specialising in identified priority subject areas.

The bursary provides comprehensive financial support, covering tuition fees, accommodation, meals, books, learning materials and a modest allowance for monthly living expenses.

Priority Subject Areas and Phases: for Foundation Phase (Grade R-3): South African Indigenous Languages, Neurodevelopment Needs, Braille, South African Sign Language (SASL), Intermediate and Senior Phase (Grade 4-9): Preference for teaching majors in two of Languages, Mathematics, Natural Science and Technology; SP/FET Phase (Grade 10-12): Preference for teaching majors in two of STEM, Agricultural Sciences, Agricultural Technology, and other specified subjects linked with urgent needs of the sector. For 2025, the DBE recruited 8 397 bursaries, with an additional 1 505 bursaries for the Foundation Phase.

Progress through School based support for Initial Teacher Education (ITE) linked with teaching practice

Work Integrated Learning (WIL) as part of School-based support is a crucial component of Initial Teacher Education (ITE) programs, particularly when linked with teaching practice. This support helps student teachers develop their skills, build confidence, and apply theoretical knowledge in practical settings. In South Africa, school-based support for ITE is an essential part of teacher preparation, aiming to equip student teachers with the necessary skills and competencies to teach effectively in diverse classroom settings.

Experienced senior teachers provide guidance and support to student teachers during teaching practice. Teaching practice in schools allows student teachers to apply theoretical knowledge, develop teaching skills, and learn from experienced educators. In South Africa, university faculties of education that offer Initial Teacher Education (ITE) programs typically include a teaching practice component where student teachers are placed in schools for practical experience. The Department of Basic Education (DBE), provincial education departments, and universities work together to ensure that student teachers get adequate school-based support. The challenge is that each university has its own WIL models. There is no DBE policy for school-based WIL to guide schools and provide common standards. The DBE has approached the European Union for technical support to draft a policy on School-Based WIL.

Through the Funza Lushaka Bursary Programme, the DBE supports Work-Integrated Learning (WIL), enhancing the practical experience of bursary recipients in real-world settings. District offices of the Department of Basic Education provide support to bursary recipients, helping with placement in schools for teaching practice and potentially for post-graduation employment. Community involvement fosters connections between students, local schools, and community members, enhancing recipients' understanding of local contexts and needs. This support helps bursary recipients gain practical experience, understand local contexts, and create networking opportunities.

Additionally, NGOs that support student teachers through internships complement district and community-based support, providing further opportunities for practical experience, mentorship, and skill development. This collaboration can help bursary recipients gain valuable experience, build professional networks, and develop the skills needed for effective teaching. The DBE is partnering with Thuto Trust, Global Teacher Institute, Teach the Nation, and Jakes Gerwel Fellowship to support student teachers on WIL.

New teacher induction programme bridging Initial Teacher Education (ITE) and Continuing Professional Teacher Developer (CPTD)

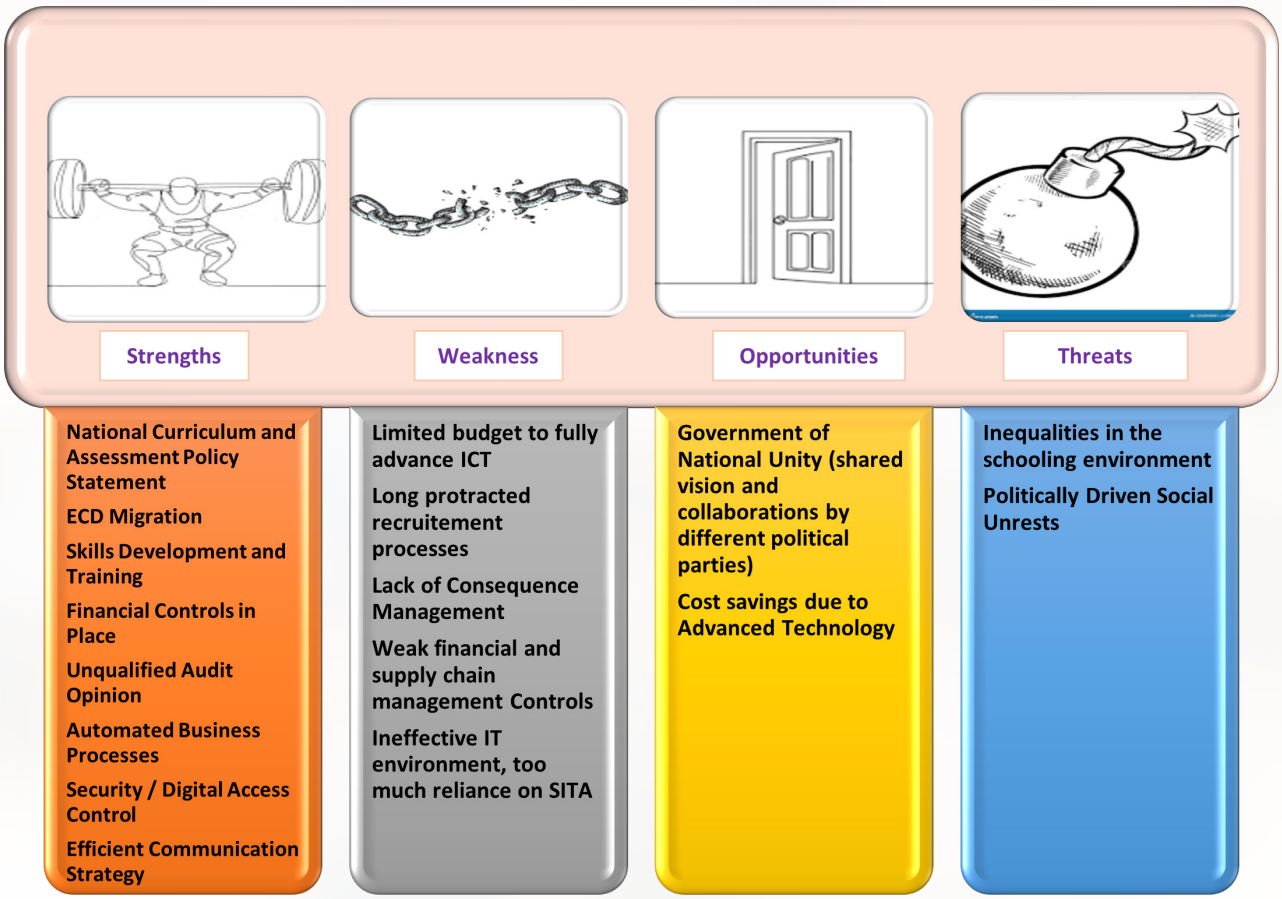
The South African New Teacher Induction Programme (NTIP) aims to bridge the gap between ITE and actual teaching practice. The Department of Basic Education (DBE) launched a field test of the NTIP in 2020 in selected schools across three provinces, namely KwaZulu-Natal, Free State, and North West. The results of the pilot were issued in 2022, and the decision was to implement a phased-in approach of NTIP. From 2023 onwards, the phased-in approach was implemented. Initially, in four PEDs: Free State, KwaZulu-Natal, North West, and Western Cape. After further data collection, the programme was phased in in all nine provinces from 2024 onwards. The programme involves collaboration between DBE, South African Council for Educators (SACE) and other stakeholders (including development partner, VVOB). Induction materials for teachers and mentor training materials have been developed, aligning with professional teaching standards. The DBE is now in the process of drafting policy around NTIP that is envisaged to be published by the end of 2026.

1.2. Internal Environment

SWOT Analysis

A SWOT analysis was also used to determine the Department's strengths, weaknesses, opportunities, and threats in delivering its mandate. The analysis assists the Department in focusing on areas where it is not doing well, devising strategies to overcome current and potential threats, and learning from existing good practices.

Figure 11: SWOT Analysis



Strengths

Schooling in South Africa has improved in terms of school participation and the NSC results, as government policies ensure that all children in the country go to school, at least until grade nine. Access to schooling or the attendance rate in the country is near universal. The National Curriculum and Assessment Policy Statement is a single, comprehensive, and concise policy document, which has replaced the Subject and Learning Area Statements, Learning Programme Guidelines and Subject Assessment Guidelines for all the subjects listed in the National Curriculum Statement Grades R-12. The Curriculum and Assessment Policy Statement has been commended for its clarity and sequence of content. The migration of the ECD function to the Department further ensures that children in their early years are involved in structured learning from an early age. Skills development in the workplace is emphasised and supported through the provision of appropriate development programmes towards enhancing the performance of employees. The Department has adequate financial and performance information systems in place that have enabled it to attain three consecutive unqualified audit opinions. There is a general improvement in business processes due to the utilisation of technology in automating some operations.

Weaknesses

Foundational numeracy and literacy have been a prominent priority of the Department of Basic Education. The political commitment to enhancing foundational learning is evidenced by implementing school nutrition programs, transportation services, the integrated Early Childhood Development policy, high-quality educational resources for learners and

educators, and early-grade reading assessments. These investments have supported universal completion of primary education. Nonetheless, numerous obstacles persist. The Department will be progressively implementing Mother Tongue-based Bilingual Education to improve literacy and numeracy outcomes, and rolling out lesson plans, reading books and other interventions that have been proven to work.

Schools in underprivileged communities persistently fall behind in terms of educational resources, especially Information and Communication Technology (ICT). ICT is essential in educational settings, and its absence adversely affects learners' academic performance and learning processes. The absence or insufficient utilisation of ICT resources cannot serve as a criterion for evaluating learner academic success. Nonetheless, its influence on learner motivation and heightened desires for learning is undeniable. Although there is a strong aspiration for ICT to serve as a "game-changer" in the South African education system, the rate of integration in certain school environments is slower than anticipated[29].

Recruitment processes generally take long, and after the 2023 moratorium on filling of positions, the situation worsened resulting in the Department operating with several vacant senior positions, which negatively impacts service delivery. The 2023/24 audit report noted a lack of consequence management. Decisiveness on this matter is crucial for ensuring that management holds individuals and service providers who are found wanting responsible and accountable for their actions or ack thereof.

Even though the Department attained an unqualified audit opinion, there are traces of weaknesses in the Supply Chain Management processes that need to be improved. To this end, the Department has developed an audit action plan to monitor and improve these areas of weaknesses. This work is monitored by the Audit Steering Committee of the Department, which accounts to the Audit Committee on progress made.

The Department's Information Technology environment requires enhancements to ensure that it adequately supports business operations. The reliance on the State Information Technology Agency (SITA) for services has not assisted operations as effectively is it may be desired. Additionally, the organisational structure does not have adequate IT positions to attract individuals with the requisite skills to manage the ICT infrastructure and security services, which contributes to the over-reliance on SITA.

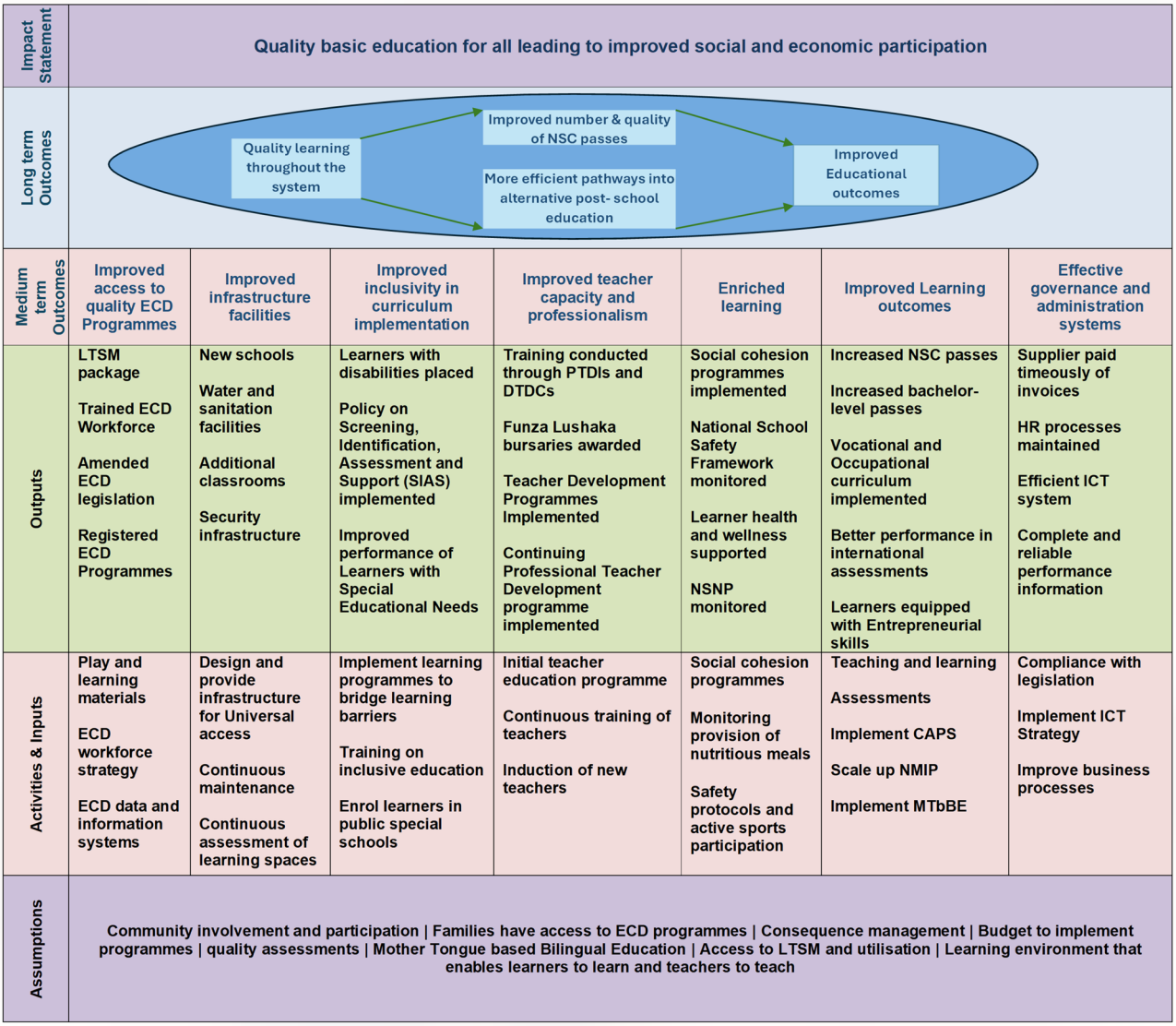
The latest cycle of Trends in International Mathematics and Science Study (TIMSS) in 2023 showed positive gains in high school mathematics but less in primary schools. Across all schools, more than a third of learners did not meet the low international benchmark. According to the 2021 Progress in International Reading Literacy Study, around 81% of fifth-grade students lacked appropriate reading comprehension skills in 2021, an increase from 78% in 2016[30]. Though this regression was partially anticipated due to COVID-19, it also reflects broader issues within the system that are to be addressed over the planning period. The latest Systemic Evaluation and other international and regional assessment results reflect constrained learning outcomes in the early years of schooling in South Africa with a significant number of learners at an emerging or evolving proficiency level. One of the major reasons for under-performance is attributed to the language of instruction and assessment. Until South African children are taught specific mother-tongue based reading literacy strategies in the lowest grades to grasp the basic concepts in literacy and numeracy, constrained learner performance will remain.

Theory of Change

A theory of change approach was adopted to explain how the Department intends to address educational issues to bring about the required change in the sector. The DBE utilises its mandate of developing policy, setting norms and standards to guide the delivery of education in the nine provinces. It must be understood, however, that the education sector is complex, and developing a theory of change for the sector is not a linear and straightforward process.

29 International Journal of Learning Teaching and Educational Research
30 Progress in International Reading and Literacy Study (PIRLS) results

Figure 12: Theory of Change



The above diagram presents a theory of change for basic education in South Africa as outlined in the 2025-2030 Strategic Plan. The theory of change as depicted will continue to guide the Department over the five-year period. The direct and indirect change factors outlined below remain the same in the second year of the five-year plan and gives context on the operating environment of the education sector.

At the top of the diagram, the Department outlines the impact and outcomes to be achieved, with each stage in the education system building on the previous one. Ultimately, these lead to the final impact of improved educational outcomes among South African youth, resulting in better social and economic participation. The logic is that the outcomes are interconnected, and progress in one area supports improvements in the next. For example, ensuring children have access to quality ECD helps them better cope with schooling when they enter Grade 1, which then contributes to achieving foundational literacy and numeracy by the end of the Foundation Phase. This foundation, in turn, gives them an improved chance of succeeding in their future grades.

It is, however, useful to take all critical aspects of the education system and build a compelling case of what the Department needs to do in order to bring about change that will lead to specific outcomes and impacts. Based on the key priorities outlined in this plan, and the broad mandate of this Department, the Theory of Change is adopted for the next five (5) years.

Beneath the outcomes are a set of outputs driven by various activities and inputs. We begin by detailing the activities and inputs and then describe the outputs they are expected to achieve. The diagram consists of four columns representing ECD, the Foundation Phase, the Intermediate Phase, the Senior Phase and the FET Phase. In the ECD phase, the Department of Basic Education has identified key activities, including providing access to play and learning materials, nutritional support, population-based planning, private-public partnerships, an ECD workforce strategy, and robust data systems to support the expansion of access to ECD programmes, along with the improvement of the quality of ECD programmes. In the short run, quality improvements will be supported through strengthening the implementation of the National Curriculum Framework for children from birth to four through the provision of daily activity plans and integrated Learning and Teaching Support Material. Quality improvements will further be sustained in the medium to longer term through the implementation of a Quality Assurance and Support System, and the ECD workforce strategy.

For the Intermediate Phase, Senior Phase and FET Phase, several activities and inputs apply across these phases, such as the school nutrition programme, improved district support to schools, school infrastructure, and access to LTSM. To avoid repetition, these common activities are not duplicated across the columns, though they apply to more than one phase. With these inputs, the Department expects outputs such as Foundation Phase teachers receiving meaningful, subject-specific training and support, all Foundation Phase classrooms having the necessary LTSM for foundational literacy and numeracy, adequate school infrastructure, effective use of mother-tongue bilingual education, and regular district support to schools.

In the FET phase, a key focus is on retaining learners, as this is where dropout rates are highest. Therefore, programmes such as policies to manage learner pregnancies, scholar transport, psychosocial support, and the National School Safety Framework play a critical role in keeping learners in school. However, early learning remains the most significant predictor of NSC success, and thus, the quality of learning outcomes achieved in the Foundation and Intermediate phases is key to improving NSC participation and results. By the end of the FET phase, we aim to see more learners entering the NSC exams, more learners taking STEM subjects, learners feeling safe at school, and learners with disabilities being accommodated in schools.

This theory of change also makes several assumptions, acknowledging that factors outside of schools significantly affect educational outcomes. These factors include family support and broader social issues such as poverty. At the ECD level, there are assumptions that families will choose to access various ECD opportunities. For teacher training, the assumption is that teachers will implement the new practices they have learned. Similarly, it is assumed that teachers will effectively use the LTSM provided. Additionally, there are assumptions about the availability of budgetary resources, as the education sector is currently facing financial constraints due to broader economic pressures. The interventions aimed at reducing dropout also assume that most dropouts are caused by barriers to attendance rather than “pull factors” factors such as joining gangs or finding employment.

While this theory of change is not exhaustive, given the numerous factors influencing educational outcomes, the Department believes it provides a fair representation of the Department’s overall approach and how schooling contributes to better educational outcomes in society.

Direct Change Factors

School infrastructure was excluded from the SWOT analysis, partly because the evidence on the impact of specific classroom designs on learning is mixed and partly because basic elements of school infrastructure such as decent toilets have relevance beyond the matter of effective learning, as they also involve the fulfilment of basic human rights.

Early Childhood Development (ECD) is intentionally at the top of the diagram, reflecting increasing evidence of the importance of health and psychosocial interventions during a child’s earliest years for subsequent learning in school. For example, at the most basic level, around one-fifth of children have suffered stunting due to poor nutrition, which could result in lasting impairments in the ability to learn.

Capabilities of the teacher: The quality of teaching is one of the most important determinants of learning outcomes. Initial Teacher Education (ITE) is intended to provide teachers with the professional knowledge and practical grounding required for effective classroom practice, and there is some evidence that this aspect of the system has strengthened over the past two decades. However, around two-thirds of teachers currently in public schools completed their initial training before the major reforms of the early 2000s, and it is only around 2038 that all teachers are expected to have a post-reform ITE background. This makes high-quality, sustained Continuous Professional Teacher Development (CPTD) essential to improve teaching practice, support curriculum delivery, and enable teachers to update subject knowledge and pedagogy as classrooms and learning technologies evolve.

Learning and Teaching Support Materials (LTSM): The availability of effective LTSM relies in part on investments in the development of good content and in part on funding, distribution systems and technologies that make texts accessible to learners. The development of LTSM is not a straightforward matter, and not all LTSM are equally effective in different linguistic, socio-economic and cultural contexts. The positive impacts of LTSM are likely to be enhanced if learners can take materials home. It is important for teacher support strategies to help teachers to integrate the effective use of LTSM into their lessons.

Class size: While important research from around the world shows that changing average class sizes makes only a small difference to what learners learn, it must be noted that this research tends to deal with class sizes that are much lower than in many South African schools. The large size of South African classes is particularly worrying at the primary level, where individualised attention to learners is important. According to TIMSS data, one in seven Grade 5 learners is in a class with 50 or more learners.

Indirect Change Factors

Other elements in the diagram described below may not impact the classroom as directly as the elements referred to above, but they remain vital change factors. South Africa's conditions of service for educators are determined nationally.

Policies: Policies play a large role in influencing who chooses to take up teaching as a profession and whether the best teachers remain in the public system. It is important to develop clear and logical career pathways for teachers, including opportunities for advancement with respect to pay, responsibilities and professional self-fulfilment. Much work is needed to improve existing career pathways, for instance through a better focus on the role of senior teaching positions such as those of schools-based 'Heads of Department', and a more transparent process of promotion into management posts. Budget constraints in recent years have underlined the importance of better costing methods and better cost projections to inform conditions of service and career pathway policies.

Teacher provisioning and development: Ensuring quality teaching at scale depends not only on teacher capability, but also on how teachers are allocated, supported and retained across schools. The teacher deployment system includes the post provisioning norms, which determines how publicly funded educator posts are distributed to public schools. Schools and educators have some opportunity to influence placements, although the system functions more effectively in some provinces than in others. A well-functioning deployment system should actively enable disadvantaged schools to attract and keep suitably qualified teachers, supported by appropriate incentives and targeted development. While policy provision exists for such incentives, implementation is limited and the approach requires review to strengthen equity and improve the overall quality of teaching where it is needed most.

Curriculum implementation and assessment: The Curriculum and Assessment Policy Statement (CAPS) describes what should be taught in each subject and grade, and to some extent, how. It moreover explains how teachers and schools should assess learners. There are aspects of the CAPS which need to be expanded, including a critical need to provide Foundation Phase teachers with better guidance and materials to help them teach reading. Improving the availability of good assessment tools for teachers is a critical area. Schools need better formative assessment (assessment for learning) in schools throughout the school year, in addition to the summative assessments of learning that often occur twice a year.

Language of Learning and Teaching (LOLT): Learners who speak one of the nine indigenous African languages at home generally experience a dual disadvantage: not only do they usually begin learning in an unfamiliar language in Grade 4, usually English, but they also tend to come from more socioeconomically disadvantaged households. To facilitate a better transition in the LOLT, more support will be provided to improve the teaching of English as a First Additional Language (FAL) and teaching of Home Language Literacy in the Foundation Phase. Furthermore, the DBE will progressively implement Mother Tongue-based Bilingual Education (MTbBE) in Grade 4 in 2025 to strengthen the teaching of the languages of teaching, learning and assessment. The implementation of MTbBE will mainly target Home Language (HL) schools across all the provinces that change LoLT in Grade 4 and will cover the nine official African languages in the country. This is aimed at allowing language to be a positive resource to help our children learn rather than being viewed as a barrier to learning.

School Management and accountability: Principals, supported by their School Management Team (SMT), play a strong instructional leadership role as agents of change in the schooling system. Managers need to pay more attention to how teachers teach, and how academic improvement over time for the school is monitored, keeping in mind that the national improvement in learning outcomes envisaged by the NDP is the sum of improvements brought about in each school across the country, with an increased focus on improving learning outcomes in General Education and Training (Grade R-9). While schools are accountable to districts and provincial authorities, there is a need for a holistic school accountability framework to bring together the various strands and identify critical gaps to effect educational improvement. Existing school accountability elements include the annual school improvement plan, school annual report, the increasing use of the SA-SAMS and the Whole School Evaluation (WSE) programme.

District Support and Monitoring: Districts play a critical role in managing support to schools and teachers and the accountability of schools. Their support functions span from professional teacher development, teacher deployment, LTSM and School Governing Bodies (SGBs). As emphasised in the NDP, the accountability between districts and schools is mutual. Schools are accountable to districts for effective use of the available resources, and districts are accountable to schools for providing quality support services.

Social Support Programmes: Poverty involves many factors impacting negatively on learning, including an inability to pay for transport to school or a school uniform, weak capacity of parents or caregivers to provide educational support and a variety of social problems in the home. Policies dealing with nutrition, scholar transport, safety in schools and the identification of especially vulnerable children, among others, contribute to the social protection offered by the schooling system to mitigate the effects of poverty.

Human Resources

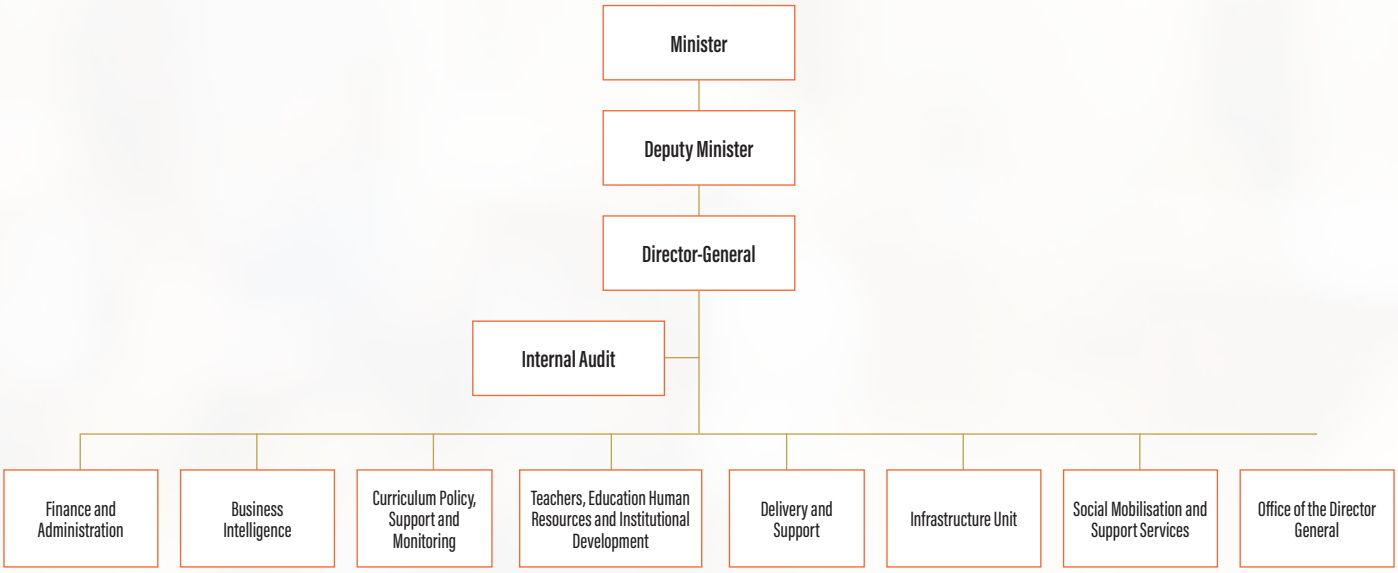
Programme Structure

The Department is structured into five programmes to ensure that it achieves its legislative and strategic mandates. The programmes are ‘Curriculum Policy, Support and Monitoring; ‘Teachers, Education Human Resources and Institutional Development’; ‘Planning, Information and Assessments’ ‘Educational Enrichment Services’ and ‘Administration and the Office of the Director-General’. National Treasury and the Department of Public Service and Administration’s (DPSA) implementation of cost containment measures prevented the DBE from advertising and filling posts that were vacated after 15 September 2023. However, the DBE obtained approval from the Minister for Public Service and Administration (MPSA) to advertise and fill critical posts to ensure continued service delivery in terms of paragraph 7 of the DPSA’s *Directive on the Implementation of Control Measures Aimed at Assisting Executive Authorities in Managing Fiscal Sustainability During the Process of Creating and Filling Vacant Posts in Departments*.

Organisational structure

The Department is currently configured into eight (8) strategic units or branches. Work is underway to improve alignment between the organisational structure and programme structure. The DBE strives to ensure that there are sufficient posts and human resources available at all times for the Department to achieve its strategic and operational objectives; personnel are employed at the correct salary levels; employment equity targets are met; active steps are taken to ensure that suitable persons are recruited and retained as far as possible, and that personnel with talent are identified and nurtured within the Department; the required funding for human resources is made available within the Medium-Term Expenditure Framework; a system of performance management ensures optimal utilisation of human resources for effective service delivery, training, development and recognition of achievements; human resources and financial planning are integrated; and human resource planning and management are an integral part of the responsibility of all managers. The figure below provides a high-level structure of the organisation.

Figure 13: Organisational Structure



The table below illustrates the percentage of women, youth and persons with disabilities employed by the Department. The Department will strive to improve on the appointment of persons with disabilities stipulated as per Employment Equity targets.

Table 8: Percentage of women, youth and people with disabilities employed by the Department

	2024/25	2025/26
Women	61.97%	62.19%
Youth	15.29%	13.15%
People with disabilities	1.1%	1%

Departmental management structures

In addition to the statutory bodies established in terms of the NEPA, namely Council of Education Ministers (CEM) and the Heads of Education Committee (HEDCOM) and its subcommittees, the Department has established various governance structures with the sole objective of providing strategic and technical leadership to the basic education system. These structures include, but are not limited to, the Ministerial Management (MM), Senior Management (SM) and Broad Management (BM).

The DBE provides coordination of the business of 15 HEDCOM Subcommittees which are designated to perform specific functions namely, Communication (CoM); District Coordination, Monitoring and Support (DCMS); School Calendar (SC); Early Childhood Development (ECD); e-education (e-EDU); Finance (FIN); Human Resources, Quality Assurance and Skills Development (HRQASD); Independent Schools (IS); Legal Matters (LEG); Learning and Teaching Support Materials (LTSM); National Examination and Assessment Committee (NEAC); National School Nutrition Programme (NSNP); Planning, Monitoring and Evaluation (PME); School Infrastructure Development (SID); and Teacher Development and Curriculum Management (TDCM).

These governance structures are concerned with guiding the strategic objective of providing improved quality basic education for all in South Africa and thus give effect to the realisation of the Government's priority relating to basic education as a contribution to the Education, Skills and Health Priority. They are mandated to deliberate on issues that pertain to the Basic Education Sector provisioning and to arrive at decisions which line functionaries must implement. Furthermore, these structures must receive regular reports on implementing programmes to ensure monitoring, oversight responsibilities, and necessary interventions are executed timeously and as and when required.

Information and Communication Technology (ICT)

The Government Information Technology Office (GITO) is the business enabler through the provision and maintenance of the technology environment; the service offerings include but are not limited to ICT infrastructure, access to the network and connectivity, tools of trade, business intelligence and support. The services are provided through internal ICT resources and service providers through Service Level Agreements. The Department's business applications are hosted on site and in the government cloud. The business applications support and maintenance are not centralised due to limited internal skills. The DBE is participating in intergovernmental projects as part of government's digital transformation. The Government Information Technology Office strategy will continue to be implemented, which is focused on corporate ICT and will be aligned to address the departmental strategic initiatives. To support and implement the strategy, the Department modernises its business process by automating manual processes, which has led to partially digitised business processes and continues to identify more areas as part of the long-term plan.

In assessing the state of ICT staff skills, capacity and competence, including end-user competence, the Department has noted that there has not been adequate investment in an ICT structure that is tailored to support the business effectively, particularly in the current world driven by ICT efficiency. The realignment of the ICT structure will be a key focus in improving capacity in this area of work. Current human resources will need to be capacitated and upskilled to close the skills gap and enhance operational efficiency. As part of the assessment, GITO identified areas of improvement for the end-users, and training was provided for the applications used within the Department, such as Microsoft products, to enhance users' computer skills and literacy. Some of the identified skills gaps for its staff members and the requirements for training are communicated and referred to Human Resources Training and Development to provide the necessary intervention. In addition, the funding gaps for the ICT portfolio, and communicated to the relevant parties have been assessed. There will be improved budgeting for ICT needs to cater for the ICT priorities.

The Department is currently dependent on outsourced services with SITA through Business Agreements and SLAs. The Control Objectives for Information Technologies (COBIT) and Corporate Governance of Information and Communications Technology policy framework (CGICTPF) have been adopted as part of governance mechanisms. The Department has ICT policies and procedures in place and continuously revises them to respond and adapt to the operating environment. Where challenges are met, guidance and recommendations are sought.

The Department has assessed its cyber security and risk status and working on the development of a formal Cyber security strategy. The Department does not have a cyber and Information security function. The Department intends to create a position for CISO and has sourced cyber-related security services through service providers. The Department will continue outsourcing the said services due to a lack of cyber security function within the current organisational structure. The Department has introduced benchmarking and continues to learn from other organisations on best practices from national departments and government entities and through market research and knowledge-sharing platforms such as forums and conferences.

Financial Resources

Financial resources have become progressively more constrained over time. The Department will be required to do more with less over the MTEF. Some of the largest cost drivers will be as a result of the Department's focus on enhancing teaching and learning in the Foundation Phase: including by expanding mother tongue-based bilingual education; providing quality teaching and learning materials; equipping new and serving teachers to provide learners with skills and competencies for a changing world; improving the quality and reach of ECD services; providing nutritious meals for learners through the national school nutrition programme; and supporting the public employment programme in basic education. The capacity of a Department to deliver on its mandate using its available financial resources depends on several key factors, including:

a) Budget Allocation

Adequate and timely allocation of financial resources is essential. The Department must have sufficient funds to support its programs, operations, and projects effectively.

b) Financial Planning

The Department implemented various financial planning measures, which are intended to ensure that resources are allocated strategically to priority areas. The budget is also aligned with the Department's goals and mandate.

c) Resource Utilisation

Internal controls are designed to ensure efficient and transparent use of available financial resources to avoid waste, duplication, and mismanagement.

d) Accountability and Auditing

The Department has a strong accountability mechanism. Regular audits are conducted by the Auditor-General South Africa (external auditor) and Internal auditors to ensure that there is an efficient and transparent use of available financial resources to avoid waste, duplication and mismanagement.

Table 9: Overview of 2026/27 budget and MTEF estimate

Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-Term Expenditure Estimate R'000		
	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Administration	564 259	590 079	607 458	608 781	636 709	683 856	703 114
Curriculum Policy, Support and Monitoring	3 172 133	3 523 999	4 088 896	4 525 364	4 733 877	9 774 779	10 086 590
Teachers, Education Human Resources and Institutional Development	1 496 586	1 513 861	1 438 697	1 514 132	1 583 495	1 606 672	1 659 000
Planning, Information and Assessment	15 366 653	14 830 105	15 994 550	16 706 178	16 956 572	17 380 032	17 916 884
Educational Enrichment Services	8 827 028	9 570 551	10 129 097	10 660 123	11 147 962	11 663 147	12 182 982
Total	**29 426 659**	**30 028 595**	**32 258 698**	**34 014 578**	**35 058 615**	**41 108 486**	**42 548 570**

Over the MTEF, the Department will focus on improving the delivery of school infrastructure, providing high-quality support materials for learners and teachers, enhancing teaching and learning through the expansion of Mother Tongue-based Bilingual Education, offering comprehensive support for new and existing teachers to ensure that learners acquire essential skills and competencies, improving the quality and reach of early childhood development (ECD) services, and delivering nutritious meals to learners through the National School Nutrition Programme.

Allocations to the Department are projected to increase at an average annual rate of 3.6 per cent, from R38.3 billion in 2025/26 to R42.5 billion in 2028/29. This includes an additional R12.8 billion over the MTEF period to improve access to and the quality of ECD services. Expenditure on transfers and subsidies, the Department's main cost area, is set to increase at an average annual rate of 5.7 per cent, from R33 billion in 2025/26 to R39 billion in 2028/29. This constitutes 91.1 per cent (R111.1 billion) of the Department's budget over the period ahead.

Cabinet endorsed the lower consumer price index levels reflected in the fiscal framework for the Medium-Term Budget Policy Statement. As a result, the Department's baseline allocations for all categories of spending except compensation of employees were adjusted to align with the revised inflation projections, leading to a reduction of R1.4 billion over the medium-term. Allocations for compensation of employees are subject to an existing collective agreement.

Compliance with the Broad-Based Economic Empowerment Act 53 of 2023, as amended

The Department of Basic Education undergoes annual Broad-Based Black Economic Empowerment (B-BBEE) verification through an independent verification agency accredited by the South African National Accreditation System (SANAS). The verification process is conducted in accordance with the applicable Codes of Good Practice issued under section 9(1) of the Broad-Based Black Economic Empowerment Act, 2003 (Act 53 of 2003), as amended, and related verification requirements.

The Department continues to take all necessary steps within its control to ensure that the verification process is completed timeously and that its B-BBEE Verification Certificate is renewed annually.

Plans to respond to Women, Youth and People with Disabilities

The Department in addressing issues related to Women, Youth and People with Disabilities will be focusing on the following departmental plans:

Table 10:Departmental plans on women, youth and people with disabilities

PILLAR	FOCUS AREA	KEY INTERVENTIONS	DEPARTMENTAL PLANS FOR 2026/27
Pillar 3: WYPD Responsive Policy Priorities	**Five-year WYPD policy priorities for 2019-2024**	Are your departmental policies responsive to the WYPD priorities? (List the policies in place)	The NSNP Policy Framework integrates WYPD priorities by ensuring equitable access to nutritious meals for vulnerable learners, including learners with disabilities. SCM Policy was reviewed to comply with WYPD priorities. Preferential Procurement Regulations 2022 which has been implemented from 16 January 2023. Preference points must be awarded for specific goals. DBE SCM policy prescribes specific goals as per below: **Description** **80/20 Points** **90/10 Points** Black People 52 Women 84 Disability 11 Youth 63 The specific goals stated above gives the designated groups an advantage to score higher points for preference. However, the Preferential Procurement Policy Framework Act (PPPFA) requires that during the procurement process, the service provider which scores the highest points when applying the PPPFA must be the one that gets the business and in an event where a woman owned service provider does not score the highest points, the Department will not be able to give business to that particular woman owned service provider.

PILLAR	FOCUS AREA	KEY INTERVENTIONS	DEPARTMENTAL PLANS FOR 2026/27
Pillar 5: WYPD Responsive Monitoring and Auditing	**Service delivery monitoring**	The departmental service delivery monitoring tool/template used at service sites to consider WYPD priorities. Provide names of programmes that will collect data on WYPD	The National School Nutrition Programme (NSNP) is a government intervention programme which is intended to enhance learning capacity and address short-term hunger by providing daily nutritious meals to identified learners on all school days. Robust monitoring and support systems are in place to ensure programme is implemented efficiently.
	Auditing	The departmental internal audit to assess the inclusion of WYPD indicators and targets in the audit plans	
Pillar 6: WYPD Responsive Budgeting	**Budget**	Number of departmental programmes for WYPD are funded from the allocated funds	The NSNP is funded through the conditional grant to provide meals to identified schools and pay stipend for Food Handlers on monthly basis. The HIV and AIDS Life Skills Education Programme is funded through conditional grant to support South Africa's HIV prevention strategy, and pay stipend for Learner support Agents (Young people <35)
Pillar 10: WYPD Responsive Capacity Building, Institutionalisation and Advocacy	**Training**	The Department to coordinate training programme/s with any other institution/s on gender mainstreaming, gender responsive planning and budgeting or any WYPD related courses.	The NSNP facilitate the training of Food Handlers on meal preparation, food safety and hygiene in all provinces. The majority of the Food Handlers are women. The HIV and AIDS Life Skills Education Programme capacitate Learner support Agents (Young people <35) to support care and support programmes implemented in schools. Skills Development and Training, Bursary, Employee Health and Wellness and Internship Programme
		The Department to coordinate training programmes that advocates for WYPD priorities (e.g., sexual harassment courses, women in leadership programmes etc.	
	Advocacy	The Department to conduct sector-based outreach, awareness campaigns, workshops and sessions related WYPD (i.e., aligned to the departmental mandate)	Ensuring that the Standard Operating Procedure regarding the discharge of educators who have committed sexual offences against learners is implemented, including the SACE Act.

Implementation of the Education White Paper 6 continues to guide the Department in its work through addressing the findings that: (i) specialised education and support have predominantly been provided for a small percentage of learners with disabilities within 'special' schools and classes; (ii) where provided, specialised education and support were provided on a racial basis, with the best human, physical and material resources reserved for whites; (iii) most learners with disability have either fallen outside of the system or been 'mainstreamed by default'; (iv) the curriculum and education system as a whole have generally failed to respond to the diverse needs of the learner population, resulting in massive numbers of drop-outs, push-outs, and failures; and, (v) while some attention has been given to the schooling phase with regard to 'special needs and support', the other levels or bands of education have been neglected. The measurable work in this planning period seeks to address this scope.

Part C: Measuring Our Performance

1. Institutional Programme Performance Information

1.1. Programme 1: Administration

Programme Purpose: To provide strategic leadership, management and support services to the Department.

Sub-Programmes: Ministry; Department Management; Corporate Services; Office of the Chief Financial Officer; Internal Audit and Risk Management; and Legal and Legislative Services.

Programme 1: Outcomes, Outputs, Performance Indicators and Targets

Table 11: Programme 1: Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Reporting Cycle	Annual Targets						
				Audited /Actual Performance			Estimated Performance	MTEF Period		
				2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Effective governance and administration systems	Valid invoices paid	1.1.1 Percentage of valid invoices paid within 30 days upon receipt by the Department.	Quarterly	100% 34688/ 34688	98.55% 34 159/34 661	96.22% 24 587/ 25 553	100%	100%	100%	100%
	Resolved misconduct cases reported	1.1.2 Number of reports on misconduct cases resolved within 90 days and submitted to the DPSA	Quarterly	4	4	4	4	4	4	4
	Skilled officials	1.1.3 Number of capacity-building programmes offered to the DBE officials	Annually	24	36	31	18	20	22	24
	Conditional Grants Quarterly Reports submitted	1.1.4 Number of Schedule 4 and 5 Conditional Grants' Quarterly Performance Reports submitted to National Treasury (NT) 45 days after the end of each quarter.	Quarterly	20	28	28	28	24	24	24
	Operationalisation of the National Education and Training Council	1.1.5 Number of advisory reports on school education-related matters prepared for the Minister of Basic Education by the National Education and Training Council	Annual	-	-	-	2	2	2	2

Programme 1: Indicators, Annual and Quarterly Targets

Table 12: Programme 1: Indicators, Annual and Quarterly Targets

Output Indicators	Reporting Cycle	Annual Target	Q1	Q2	Q3	Q4
1.1.1 Percentage of valid invoices paid within 30 days upon receipt by the Department.	Quarterly	100%	100%	100%	100%	100%
1.1.2 Number of reports on misconduct cases resolved within 90 days and submitted to the DPSA	Quarterly	4	1	1	1	1
1.1.3 Number of capacity-building programmes offered to the DBE officials	Annually	20	-	-	-	20
1.1.4 Number of Schedule 4 and 5 Conditional Grants' Quarterly Performance Reports submitted to National Treasury (NT) 45 days after the end of each quarter.	Quarterly	24	6	6	6	6
1.1.5 Number of advisory reports on school education-related matters prepared for the Minister of Basic Education by the National Education and Training Council	Annually	2	-	-	-	2

Explanation of planned performance over the medium-term period

Effective governance and administration systems

Valid invoices paid

Paying suppliers within 30 days directly supports DBE's ability to deliver educational services efficiently and equitably. Timely payments ensure services are delivered promptly, which directly supports programme implementation tied to the institution's mandate.

Resolved misconduct cases reported

This output reports the number of misconduct cases resolved within 90 days submitted to the Department of Public Service and Administration (DPSA) quarterly during the financial year. The cases include grievances, misconduct, precautionary suspensions/ transfers, disputes (conciliations and arbitrations), matters in courts, officials conducting business with the state and appeals. The performance against this output ensures that cases are resolved within the relevant timeframe.

Skilled officials

The Department will conduct twenty capacity-building programmes for DBE officials within the financial year 2026/27 focused on budget planning and finance.

Conditional Grants Quarterly Reports submitted

The Department is required to submit the following Schedule 4 and 5 Conditional Grants Quarterly Performance Reports to the National Treasury 45 days after the end of each quarter.

1. Education Infrastructure Grant;
2. Children/Learners with Severe to Profound Intellectual Disability (C/LSPID) Grant;
3. HIV/AIDS Life Skills Education Grant;
4. Mathematics, Science and Technology Grant;
5. Early Childhood Development (ECD) Grant;
6. National School Nutrition Grant.

The submitted performance information on the status of implemented grants, including progress on outputs as per the approved business plan for the year, includes both financial and non-financial details, focusing on achievements, challenges, and mitigation measures for improvement.

The process for submitting Conditional Grants Quarterly Reports involves collating reports from grant managers, obtaining DG approval, obtaining signatures on letters to oversight authorities, forwarding reports to the Portfolio Committee, Select Committee, and National Treasury, and obtaining receipt proof from these authorities.

The submission of conditional grants ensures accountability, compliance with the Division of Revenue Act (DoRA), and the effective, efficient use of public funds for specific national priorities and identifies risk mitigation as well as prevention of possible misuse. These Grants constitute various outputs and objectives that contribute to the sector to achieve improved learning outcomes of the department.

Operationalisation of the National Education and Training Council

The National Education and Training Council (NETC) is established in terms of the Regulations for the Establishment of the NETC as an advisory body to the Minister of Basic Education on policy matters pertaining to school education. In accordance with its functions, the NETC advises the Minister on any matter contemplated in section 3 of the National Education Policy Act, 1996 (NEPA), as well as on any matter identified by the Minister. Advisory reports are prepared by the NETC for the Minister on school education-related matters, consistent with the scope of the NETC's mandate.

Programme Resource Considerations

Table 13: Programme 1: Programme Resource Considerations

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-Term expenditure estimate R'000		
	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Ministry	47 599	53 197	48 322	47 039	44 456	46 725	48 177
Departmental Management	104 630	111 355	105 994	120 236	130 639	130 909	132 978
Corporate Services	80 384	80 462	102 274	86 962	91 065	95 263	98 227
Office of the Chief Financial Officer	89 210	91 739	101 335	109 043	104 812	116 529	121 707
Internal Audit and Risk Management	8 461	10 116	11 076	11 978	12 511	13 059	13 465
Office Accommodation	233 975	229 414	283 480	254 396	275 669	281 371	288 560
Total	**564 259**	**576 283**	**652 481**	**629 654**	**659 152**	**683 856**	**703 114**
Economic Classification							
Current payments	**542 742**	**554 575**	**620 288**	**606 529**	**626 288**	**649 457**	**667 489**
Compensation of employees	212 891	219 670	232 280	257 100	270 008	284 353	291 193
Goods and services	**290 118**	**299 863**	**348 491**	**314 984**	**324 182**	**355 573**	**345 847**
Audit costs: External	16 678	16 278	22 038	21 064	11 295	16 383	18 457
Computer services	32 627	32 983	43 429	31 323	33 345	35 313	36 416
Property payments	178 176	178 620	224 577	202 876	214 168	221 051	226 201
Travel and subsistence	30 045	40 417	33 121	27 263	32 491	30 371	31 259
Other	32 592	31 565	25 326	32 458	32 883	52 455	33 514
Interest and rent on land of which:	39 733	35 042	39 517	34 445	32 098	29 531	30 449
Transfers and subsidies	**863**	**1 668**	**902**	**904**	**538**	**559**	**577**
Departmental agencies and accounts	472	474	495	517	538	559	577
Foreign Government and International Organisations	-	-	-	-	-	-	-
Households	391	1194	407	387	-	-	-
Payments for capital assets	**20 639**	**19 640**	**31 100**	**21 386**	**32 326**	**33 840**	**35 048**
Buildings and other fixed structures	13 804	14 034	18 482	16 094	29 403	30 789	31 910
Machinery and equipment	6 078	5 606	12 618	4 857	2 749	2 870	2 951
Software and other intangible assets	757	-	-	435	174	181	187
Payments for financial assets	15	400	191	835	-	-	-
Total	**564 259**	**576 283**	**652 481**	**629 654**	**659 152**	**683 856**	**703 114**

Programme 1 budget structure provides strategic leadership, management and support services to the Department. The allocated budget over the MTEF ensures strategic leadership participates in assessing progress in meeting the constitutional rights in terms of basic education and national education policies. This budget allocation is for supporting the role of monitoring and evaluation instructed to the national department. by the National Education Policy Act. The budget gives effect to Schedule 4 of the Constitution in terms of concurrent functions across the national and provincial departments, and engagements with the sector and stakeholders on issues relating to the DBE mandate and priorities. This budget covers the Ministry's oversight activities locally to support districts and schools in the delivery of education, and internationally, representing the country on educational matters of common interest, especially early childhood development and foundational learning. The Head of Department, in managing a concurrent function, engages provincial structures and other stakeholders to monitor the sector's performance on the delivery of its mandate but most importantly to ensure coordination between the national department and provinces. This supports strategic Priority 3 of building the capacity of the state.

1.2. Programme 2: Curriculum Policy, Support and Monitoring

Programme Purpose: Develop curriculum and assessment policies, and monitor and support their implementation.

Sub-programmes: Programme Management: Curriculum Implementation and Monitoring; Curriculum and Quality Enhancement

Programme 2: Outcomes, Outputs, Performance Indicators and Targets

Table 14: Programme 2: Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Reporting Cycle	Annual Targets						
				Audited /Actual Performance			Estimated Performance	MTEF Period		
				2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Improved learning outcomes	Schools monitored on implementation of the Curriculum and Assessment Policy Statement (CAPS)	2.1.1 Number of Technical Schools monitored for implementation of the Curriculum and Assessment Policy Statement (CAPS)	Quarterly	18	18	27	27	27	27	30
	Subject passes obtained through the Second Chance Matric Programme (SCMP)	2.1.2 Number of learners obtaining subject passes towards a National Senior Certificate (NSC) or Senior Certificate (amended) SC(a) supported through the Second Chance Matric Programme per year	Bi-Annually	71 612	124 285	128 469	100 000	90 000	95 000	100 000
Improved inclusivity in curriculum implementation	Children/Learners with Profound Intellectual Disability and those with Global Development Delay supported	2.1.3 Number of Children/ Learners taught using the Learning Programme for C/LPID	Annually	4 381	4 321	5 230	4 257	4 327	4 407	4507
	Policy on Screening, Identification, Assessment and Support (SIAS) implemented	2.1.4 Number of learners experiencing barriers to learning supported through the Policy on Screening, Identification, Assessment and Support (SIAS)	Annually	-	-	-	51 000	52 000	53 000	54000

Outcome	Outputs	Output Indicators	Reporting Cycle	Annual Targets						
				Audited /Actual Performance			Estimated Performance	MTEF Period		
				2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Improved access to Early Childhood Development (ECD) programmes	Universal access to quality Early Childhood Development (ECD) programmes	2.1.5 Number of children benefiting from the Early Childhood Development (ECD) subsidy	Annually	-	-	-	950 000	1 000 000	1 200 000	1 250 000
		2.1.6 Number of children accessing registered Early Childhood Development (ECD) programmes	Annually	-	-	-	1 000 000	1 050 000	1 150 000	1 200 000
		2.1.7 Early Childhood Administration and Reporting System (eCares) developed	Annually	-	-	-	Approved User Acceptance Testing report on the development of an Early Childhood Administration and Reporting system (eCares)	Approved User Acceptance Testing report on the development of an Early Childhood Administration and Reporting system (eCares) on subsidy application and review	Approved User Acceptance Testing report on the development of an Early Childhood Administration and Reporting system (eCares) for Infrastructure support module	Approved User Acceptance Testing report on the development of an Early Childhood Administration and Reporting system (eCares) on Quality Assurance and support system module
		2.1.8 Tabling of the 2023 Children's Amendment Bill in Parliament	Annually	-	-	-	2023 Children's Amendment Bill tabled in Parliament	Consultation on the Bill	Consultation on the Bill	Presentation to relevant internal and external structures.
Improved learning outcomes	Implementation of the National Curriculum Statement (NCS) monitored	2.1.9 Number of districts monitored on implementation of the National Curriculum Statement (NCS) for Grades 10–12	Annually	18	14	15	15	15	15	15
	Increased Bachelor-level passes	2.1.10 Number of provinces monitored for extra-support classes to increase the number of learners achieving Bachelor-level passes	Annually	9	9	9	9	9	9	9
	Improved Mathematics results	2.1.11 Number of candidates achieving 60% and above in Mathematics in the National Senior Certificate (NSC) examinations	Annually	-	-	-	44 789	35 954	37 752	39 639
	Improved Physical Science results	2.1.12 Number of candidates achieving 60% and above in Physical Science in the National Senior Certificate (NSC) examinations	Annually	-	-	-	35 789	34 570	36 070	37 570

Outcome	Outputs	Output Indicators	Reporting Cycle	Annual Targets						
				Audited /Actual Performance			Estimated Performance	MTEF Period		
				2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Improved learning outcomes	Implementation of the General Education Certificate (GEC) monitored	2.1.13 Number of schools implementing the General Education Certificate (GEC)	Annually	-	-	-	4 000	5 500	7 000	8000
	Occupational and Vocational subjects offered	2.1.14 Number of special schools offering Occupational or Vocational subjects	Annually	-	-	-	165	175	190	200
	Females access technical subjects in public ordinary schools	2.1.15 Percentage of female learners accessing technical subjects in public ordinary schools	Annually	-	-	-	_	35.58%	37.58%	39.58%
	Revised History Curriculum and Assessment Policy Statement (CAPS)	2.1.16 History Curriculum and Assessment Policy Statement (CAPS) for Grades 4-12 revised.	Annually	Grades 10-12 Content review on History Curriculum and Assessment Policy Statement	Draft History Curriculum and Assessment Policy Statement for Grades 4-12	Approved second draft of the revised History Curriculum and Assessment Policy Statement for Grades 4-12	Revised History CAPS for Grades 4-12 submitted to Umalusi for appraisal	Revised History CAPS for Grades 4-12 resubmitted to Umalusi for appraisal after public comments	Revised History CAPS Grades 4 - 12 document to be presented to the Minister for Gazetting as Policy.	New History textbooks screened
	Entrepreneurship education implemented in schools	2.1.17 Number of schools monitored for implementing entrepreneurship education	Annually	180	225	225	270 (30 per province)	315 (35 per province)	360 (40 per province)	405 (45 per province)
	Implementation of reading norms monitored	2.2.1 Number of schools monitored on the implementation of the reading norms	Quarterly	18	18	27	27	27	27	27
	Implementation of the Introduction to African Languages (IIAL) monitored	2.2.2 Number of schools monitored on the implementation of the Incremental Introduction to African Languages (IIAL)	Quarterly	18	18	27	27	27	27	27
	Implementation of Early Grade Reading Assessment monitored	2.2.3 Number of schools monitored on the implementation of the Early Grade Reading Assessment (EGRA)	Quarterly	18	36	36	36	45	45	45
	Implementation of the multi- grade toolkit monitored	2.2.4 Number of schools with multi-grade classes monitored for implementing the multi-grade toolkit	Quarterly	32	36	36	45	45	45	45
	Implementation of the National Reading Literacy Strategy monitored	2.2.5 Number of districts monitored on the implementation of the National Reading Literacy Strategy	Quarterly	-	-	-	9	15	21	24

Outcome	Outputs	Output Indicators	Reporting Cycle	Annual Targets						
				Audited /Actual Performance			Estimated Performance	MTEF Period		
				2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Improved learning outcomes	Availability of readers monitored	2.2.6 Number of schools monitored on the availability of readers	Quarterly	-	-	-	72 (8 per province)	72 (8 per province)	72 (8 per province)	72 (8 per province)
	Learner textbooks on Mathematics and English First Additional Language (EFAL) provided	2.3.1 Number of schools monitored on the availability of Grades 3, 6, 9 and 12 Mathematics and English First Additional Language (EFAL) textbooks.	Quarterly	-	-	-	288 (32 per province)	324 (36 per province)	360 (40 per province)	396 (44 per Province)
	Workbooks provided to schools	2.3.2 Percentage of public schools provided with Life Skills workbooks for learners in Grades 1 to 3 per year, after having placed an order	Annually	-	-	-	100%	100%	100%	100%
	Workbooks provided to schools	2.3.3 Percentage of public schools provided with Home Language workbooks for learners in Grades 1 to 6 per year, after having placed an order	Annually	100.21% 16 821/16 786	100% 16 691/16 691	100% 16 523/16 523	100%	100%	100%	100%
	Workbooks provided to schools	2.3.4 Percentage of public schools provided with Mathematics workbooks for learners in Grades 1 to 9 per year, after having placed an order	Annually	99.73% 22 631/22 692	100% 22 582/22 582	100% 22 461/22 461	100%	100%	100%	100%
	Workbooks provided to schools	2.3.5 Percentage of public schools provided with workbooks for learners in Grade R per year, after having placed an order	Annually	100.13% 16 110/16 089	100% 15 801/15 801	100% 15 804/15 804	100%	100%	100%	100%
	Implementation plan for the National Reading Literacy Strategy reviewed	2.3.6 Review of the National Reading Literacy Strategy implementation plan	Annually	-	-	-	-	Approved National Readling Literacy Strategy implementation plan	Implementation of the approved implementation plan in all PEDs	Implementation of the approved implementation plan in all PEDs
	Mother Tongue-based Bilingual Education (MTbBE) implemented	2.4.1 Number of subject specialists orientated in Mother Tongue-based Bilingual Education (MTbBE)	Quarterly	-	-	-	296 (Grade 4)	296 (Grade 5)	296 (Grade 6)	296 (Grade 6)
	Mother Tongue-based Bilingual Education (MTbBE) implemented	2.4.2 Number of participants reached through advocacy sessions on Mother Tongue- based Bilingual Education (MTbBE)	Quarterly	-	-	-	1 063	1 063	1 263	1 463

Outcome	Outputs	Output Indicators	Reporting Cycle	Annual Targets						
				Audited /Actual Performance			Estimated Performance	MTEF Period		
				2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Improved inclusivity in curriculum implementation	Teachers capacitated in inclusion	2.5.1 Number of teachers trained in inclusive education	Annually	-	-	-	10 200	10 300	10 400	10 500
	Learners with disabilities admitted to schools for Learners with special education needs	2.5.2 Number of learners with disabilities enrolled in schools for Learners with Special Education Needs	Annually	-	-	-	141 000	142 000	143 000	143 000
	Learners with disabilities admitted to public ordinary schools	2.5.3 Number of learners with disabilities enrolled in public ordinary schools	Annually	-	-	-	67 125	67 150	67 150	67 150

Programme 2: Indicators, Annual and Quarterly Targets

Table 15: Programme 2: Indicators, Annual and Quarterly Targets

Output Indicators	Reporting Cycle	Annual Target	Q1	Q2	Q3	Q4
2.1.1 Number of Technical Schools monitored for implementation of the Curriculum and Assessment Policy Statement (CAPS)	Quarterly	27	9	9	-	9
2.1.2 Number of learners obtaining subject passes towards a National Senior Certificate (NSC) or Senior Certificate (amended) SC(a) supported through the Second Chance Matric Programme per year	Bi-Annually	90 000	-	45 000	-	45 000
2.1.3 Number of Children/Learners taught using the Learning Programme for C/LPID	Annually	4 327	-	-	-	4 327
2.1.4 Number of learners experiencing barriers to learning supported through the Policy on Screening, Identification, Assessment and Support (SIAS)	Annually	52 000	-	-	-	52 000
2.1.5 Number of children benefiting from the Early Childhood Development (ECD) subsidy	Annually	1 000 000	-	-	-	1 000 000
2.1.6 Number of children accessing registered Early Childhood Development (ECD) programmes	Annually	1 050 000	-	-	-	1 050 000
2.1.7 Early Childhood Administration and Reporting System (eCares) developed	Annually	Approved User Acceptance Testing report on the development of an Early Childhood Administration and Reporting system (eCares) on subsidy application and review	-	-	-	Approved User Acceptance Testing report on the development of an Early Childhood Administration and Reporting system (eCares) on subsidy application and review
2.1.8 Tabling of the 2023 Children's Amendment Bill in Parliament	Annually	2023 Children's Amendment Bill tabled in Parliament	-	-	-	2023 Children's Amendment Bill tabled in Parliament
2.1.9 Number of districts monitored on implementation of the National Curriculum Statement (NCS) for Grades 10–12	Annually	15	-	-	-	15
2.1.10 Number of provinces monitored for extra-support classes to increase the number of learners achieving Bachelor- level passes	Annually	9	-	-	-	9
2.1.11 Number of candidates achieving 60% and above in Mathematics in the National Senior Certificate (NSC) examinations	Annually	35 954	-	-	-	35 954
2.1.12 Number of candidates achieving 60% and above in Physical Science in the National Senior Certificate (NSC) examinations	Annually	34 570	-	-	-	34 570
2.1.13 Number of schools implementing the General Education Certificate (GEC)	Annually	5 500	-	-	-	5 500
2.1.14 Number of special schools offering Occupational or Vocational subjects	Annually	175	-	-	-	175
2.1.15 Percentage of female learners accessing technical subjects in public ordinary schools	Annually	35.58%	-	-	-	35.58%
2.1.16 History Curriculum and Assessment Policy Statement (CAPS) for Grades 4-12 revised	Annually	Revised History CAPS for Grades 4-12 resubmitted to Umalusi for appraisal after public comments	-	-	-	Revised History CAPS for Grades 4-12 resubmitted to Umalusi for appraisal after public comments.

Output Indicators	Reporting Cycle	Annual Target	Q1	Q2	Q3	Q4
2.1.17 Number of schools monitored for implementing entrepreneurship education	Annually	315 (35 per province)	-	-	-	315 (35 per province)
2.2.1 Number of schools monitored on the implementation of the reading norms	Quarterly	27	9	12	6	-
2.2.2 Number of schools monitored on the implementation of the Incremental Introduction to African Languages (IIAL)	Quarterly	27	7	7	7	6
2.2.3 Number of schools monitored on the implementation of the Early Grade Reading Assessment (EGRA)	Quarterly	45	15	15	6	9
2.2.4 Number of schools with multi-grade classes monitored for implementing the multi-grade toolkit.	Quarterly	45	15	15	6	9
2.2.5 Number of districts monitored on the implementation of the National Reading Literacy Strategy	Quarterly	15	5	4	3	3
2.2.6 Number of schools monitored on the availability of readers	Quarterly	72 (8 per province)	18	18	18	18
2.3.1 Number of schools monitored on the availability of Grades 3, 6, 9 and 12 Mathematics and English First Additional Language (EFAL) textbooks.	Quarterly	324 (36 per province)	81	81	81	81
2.3.2 Percentage of public schools provided with Life Skills workbooks for learners in Grades 1 to 3 per year, after having placed an order	Annually	100%	-	-	-	100%
2.3.3 Percentage of public schools provided with Home Language workbooks for learners in Grades 1 to 6 per year, after having placed an order	Annually	100%	-	-	-	100%
2.3.4 Percentage of public schools provided with Mathematics workbooks for learners in Grades 1 to 9 per year, after having placed an order	Annually	100%	-	-	-	100%
2.3.5 Percentage of public schools provided with workbooks for learners in Grade R per year, after having placed an order	Annually	100%	-	-	-	100%
2.3.6 Review of the National Reading Literacy Strategy implementation plan	Annually	Approved National Readling Literacy Strategy implementation plan	-	-	-	Approved National Readling Literacy Strategy implementation plan
2.4.1 Number of subject specialists orientated in Mother Tongue-based Bilingual Education (MTbBE)	Quarterly	296	90	90	40	76
2.4.2 Number of participants reached through advocacy sessions on Mother Tongue-based Bilingual Education (MTbBE)	Quarterly	1 063	400	400	60	203
2.5.1 Number of teachers trained in inclusive education	Annually	10 300	-	-	-	10 300
2.5.2 Number of learners with disabilities enrolled in schools for Learners with Special Education Needs	Annually	142 000	-	-	-	142 000
2.5.3 Number of learners with disabilities enrolled in public ordinary schools	Annually	67 150	-	-	-	67 150

Explanation of planned performance over the medium-term period

Improved learning outcomes

Schools monitored on implementation of the Curriculum and Assessment Policy Statement (CAPS)

Monitoring the implementation of the Curriculum and Assessment Policy Statement (CAPS) is crucial for improving learning outcomes by ensuring that the curriculum is being delivered as intended. CAPS provides clear, specific guidelines on what to teach and how to teach it, but without proper monitoring, there's a risk of teachers misinterpreting or not fully implementing these guidelines. By regularly checking on classroom practices, school management and education departments can identify where teachers may be struggling, whether with content knowledge, instructional methods or assessment strategies. This allows for targeted support, such as professional development workshops, peer-to-peer learning, or the provision of better teaching materials. Ultimately, monitoring helps to close the gap between the curriculum's design and its delivery, creating a more consistent and effective learning environment for students.

Furthermore, monitoring and implementation of CAPS provides valuable data for ongoing curriculum reform and review. By analysing the challenges and successes of CAPS in various schools and contexts, educational authorities can identify areas that need strengthening or modernisation. This could lead to the development of new subjects, or the creation of better-aligned learning and teaching support materials. For example, ongoing monitoring may reveal that a particular section of the curriculum is consistently difficult for both teachers and students, prompting a review and possible revision of that content. This cyclical process of monitoring, evaluating, and refining the curriculum ensures that the education system remains relevant, responsive to the needs of learners, and ultimately, more effective in producing positive learning outcomes.

Subject passes obtained through the Second Chance Matric Programme (SCMP)

Increased matric pass rates through SCMP contribute to a larger, more qualified cohort of individuals eligible for further education and training, thereby boosting employability and contributing to economic transformation. During the MTEF, the budget has been reduced, and the targets have been adjusted backward to ensure programme implementation remains realistic within the available resources.

The subject passes obtained through the SCMP significantly contribute to the achievement of educational and socio-economic outcomes. This programme provides learners who previously failed to meet matric requirements with an opportunity to improve their results, thereby enhancing their chances of further education, training, and employment. By passing key subjects such as Mathematics, Physical Sciences, and English, participants gain the credentials necessary to access higher education institutions or vocational training programmes. This leads to increased skills development and better job prospects, contributing to economic growth and poverty reduction. Moreover, the programme supports lifelong learning and fosters a sense of achievement and motivation among individuals who may have otherwise dropped out of the system. As more learners succeed, overall national matric pass rates improve, aligning with the government's goals of equity, inclusivity, and empowerment through education. In this way, the programme plays a vital role in transforming lives and communities.

The programme specifically aims to reduce barriers to access for vulnerable groups, including:

- Women and Girls: By providing flexible learning schedules and safe, accessible face-to-face centres, SCMP accommodates the needs of young mothers and women who had to leave school prematurely. Increasing female pass rates supports gender parity in education and access to economic opportunities.
- Children and Youth: The programme is open to out-of-school youth aged 21 and above who failed to complete matric, offering them a second chance at education and thus breaking cycles of poverty.
- Persons with Disabilities: SCMP additionally provides support to Learners with Special Education Needs.

Improved inclusivity in curriculum implementation

Children/Learners with Profound Intellectual Disability and those with Global Development Delay supported

The DBE will monitor the number of children taught using the Learning Programme for Learners with Profound Intellectual Disability. The selected outcome indicator serves to operationalise the national commitment to inclusive education, as articulated in the South African Schools Act No. 84 of 1996 and Education White Paper 6: *Special Needs Education – Building an Inclusive Education and Training System* (2001). Specifically, the indicator enables monitoring and reporting on access to appropriate learning programmes for children with profound intellectual disabilities, who, historically, were excluded from the National Curriculum due to prevailing perceptions that they were "uneducable".

The number of learners admitted to public schools (ordinary and special) is crucial in tracking whether learners with disabilities have access to basic education. This is to ensure that learners with disabilities are not left behind. In this regard, the DBE will monitor the number of learners with disabilities in ordinary and special public schools.

The DBE implemented the Policy on SIAS in 2014 for early identification and intervention. Despite training, implementation has not been as expected. The DBE plans to monitor the policy's implementation by tracking learners' screening, identifying barriers to learning and development, and supporting them by addressing these barriers.

Policy on Screening, Identification, Assessment and Support (SIAS) implemented

The DBE plans to monitor the policy's implementation by tracking learners' screening, identifying barriers to learning and development, and supporting them by addressing these barriers. This approach is crucial because it directly addresses the core objective of the policy on SIAS by monitoring each critical stage of its intended process. By specifically tracking the screening of learners, the DBE can assess whether the initial identification step is being consistently applied across schools, which is vital for early intervention. Subsequently, monitoring the identification of barriers to learning and development will reveal if the screening process is effectively leading to a diagnosis of specific challenges. Finally, tracking the support provided to learners in addressing these barriers serves as the ultimate measure of the policy's success, ensuring that identified needs are met with the appropriate interventions. This comprehensive monitoring strategy allows the DBE to pinpoint precisely where implementation gaps exist, enabling targeted interventions to improve the policy's effectiveness and ensure learners receive the timely support they need.

Teachers will be trained in specialised areas of inclusive education for building their capacity to support learners identified as experiencing barriers to learning. The DBE plans to monitor the number of teachers trained in these areas to ensure that identified learners receive the necessary support.

This indicator is aligned with Section 29(1)(a) of the South African Constitution, which guarantees the right to basic education for all. It reflects the directives of Education White Paper 6 (2001) and the SIAS Policy (2014), both of which emphasise teacher development as essential for inclusive education. The approach also complies with the Children's Act (No. 38 of 2005) and South Africa's obligations under the UN Convention on the Rights of Persons with Disabilities. Furthermore, it supports the Medium-Term Development Plan's priority to build an inclusive and capable education system, contributing towards the achievement of Sustainable Development Goal 4.

Improved access to Early Childhood Development (ECD) programmes

Universal access to quality Early Childhood Development (ECD) programmes

Child attendance in quality ECD programmes is associated with a better transition to primary school, reduced repetition and drop-out rates and higher learning achievement in school. The cognitive and socio-emotional skills children develop in their early years are critical to success in the workplace and in life as adults, contributing to the rising living standards of the entire population. These benefits also have implications beyond the individual's lifetime in their potential to stop the intergenerational transmission of poverty.

The migration of the responsibility for ECD from the Department of Social Development to the Department of Basic

Education was therefore ground-breaking and marks an important step towards achieving quality care and education for children from birth to school-going age. Upon receiving the responsibility for ECD, the Department conducted a system analysis to understand the challenges preventing South Africa from achieving universal access to quality ECD programmes. The analysis showed that 1.3 million 3-5-year-olds are not currently attending an ECD programme. The gap is closely linked to household income with 66% of children in Quintile 1 not attending ECD programmes. The 2021 Thrive by Five Index further reported that 57% of children attending ECD programmes are not on track for cognitive and/or physical development and face barriers to realising their full potential.

The analysis showed that there are many systemic challenges underlying these poor outcomes, including supply-side barriers for ECD programmes (such as regulation and funding) and demand-side barriers for parents and caregivers (unaffordability). ECD planning and provisioning were not aligned, there is not enough total funding in the system – and parents' fees cannot bridge the gap, and finally there are poor working conditions for ECD practitioners, as well as a lack of sustainable jobs, training and opportunities for progression.

The DBE, therefore, developed the 2030 Strategy for ECD Programmes to provide a road map towards achieving universal access to ECD, and to provide the basis for a new Social Compact between all ECD role-players, in order that effort and resources are aligned behind a common strategy. The Strategy focuses on systems-building to develop robust systems that enable the ECD sector to expand access and improve the quality of programme delivery.

The Children's Amendment Bill will streamline the regulatory framework for ECD so that expansion can happen more rapidly, whereas the development of the eCares system will enable more strategic evidence-informed expansion planning and resource allocation. The success of these efforts will be tracked through the number of children accessing registered ECD programmes, as well as the number of children benefitting from the ECD subsidy.

In November 2025, the DBE launched a R496m Outcomes Fund that aims to support 115 000 children across more than 2 000 ECD programmes in the poorest municipalities in the Eastern Cape, KwaZulu-Natal and Limpopo. Five Implementing Partners have been appointed to establish new access to ECD programmes, as well as to improve the quality of ECD programme delivery.

Implementation has started in January 2026 in all targeted areas. The Bana Pele Mass Registration Drive is another critical initiative to unlock the access and quality constraints by supporting all ECD programmes to become registered with the Department.

The Department will also focus various efforts on strengthening curriculum implementation in the sector through the roll-out of daily activity plans and integrated Learning and Teaching Support Material to enable ECD practitioners to implement the National Curriculum Framework for Children from birth to four years more confidently.

A further effort is through the Human Resource Development Task team, which is working on developing a fit-for-purpose pathway to train and upskill ECD practitioners. All these efforts align to create a systemic approach to increasing access to and improving the quality of ECD programmes.

Improved learning outcomes

Implementation of National Curriculum Statement (NCS) monitored

Provincial Education Departments (PEDs) will be monitored and supported in quarters 1 and 2. A total of fifteen districts will be visited in the span of the two quarters. The PEDs and districts will be selected on the basis of learner attainment in the National Senior Certificate examinations of the preceding year, and the schools on the basis of subject performance by the Subject Specialists. The visits will take place in quarters 1 and 2, followed by the preparation of a draft monitoring report in quarter 3 and a final report in quarter 4, with the aim of enhancing teaching quality and improving learner performance in the identified subjects.

Increased Bachelor-level passes

This activity will comprise visits to extra support programmes conducted in the nine PEDs during school holidays. This will include Autumn, Winter and Spring classes. Due to Winter programmes straddling June and July, monitoring thereof will

mainly be conducted in quarter 2, with a possibility of monitoring in quarter 1, where the programmes started in June. The Spring programme will be monitored in quarter 3, with a draft report on the extra support programmes prepared in quarter 4 and the final report included in the annual report, all aimed at increasing the number of Bachelorlevel passes in Grade 12.

By monitoring provinces, educational authorities can identify areas where a low number of learners are achieving bachelor passes. A bachelor's pass is the highest level of achievement in the National Senior Certificate (NSC) in South Africa, which grants a student provisional acceptance into a university. A low number of bachelor passes in a province can indicate systemic issues such as a lack of resources, teacher shortages, or ineffective teaching strategies.

Monitoring allows for the targeted allocation of resources and interventions. Extra support classes, also known as supplemental or remedial programs, can be implemented to address specific learning gaps. These classes can be tailored to the needs of the students and schools, reinforcing core skills and providing individualised attention that may not be possible in a large classroom setting.

The monitoring process itself generates valuable data on learner performance, which can be used to inform educational policy and practice. By tracking the effectiveness of extra support classes, authorities can identify what works and what doesn't. This data can be used to refine and improve intervention strategies, ensuring that resources are used efficiently and that support is provided where it is most needed. This continuous cycle of monitoring, intervention, and evaluation is fundamental to achieving sustained improvements in learning outcomes.

Improved Mathematics and Physical Science results

Increasing the number of learners achieving 60% and above in Mathematics and Physical Science is a crucial goal for improving learning outcomes on both an individual and national level. This is due to the foundational nature of these subjects and their strong correlation with a wide range of positive academic and economic outcomes.

A workforce proficient in Science, Technology, Engineering, and Mathematics (STEM) is crucial for a modern, globalised economy. High-achieving learners in Mathematics and Physical Science are well-prepared for careers in these fields, which are often characterised by innovation, good salaries, and job creation.

In summary, increasing the number of learners who excel in Mathematics and Physical Science is a strategic investment in a country's future. It not only empowers individuals with the skills and opportunities to succeed, but also lays the foundation for a more innovative, competitive, and prosperous society.

Implementation of General Education Certificate monitored

The targets over the MTEF are based on the completion of a pilot study and consultation with Provincial Education Departments. The GEC has moved from a pilot study to a 4-year phased implementation model. Provincial Education Departments have been advised to prioritise resources to effectively support assessment programmes in the GEC. 5 500 schools are targeted to implement the GEC in 2026/27, with this target increasing to 7 000 schools in 2027/28 and 8 000 schools in 2028/29. These numbers show a progressive scaling-up of the GEC across all nine provinces.

Occupational or Vocational subjects offered

Many students with special needs, particularly those with intellectual disabilities, learn more effectively through practical application rather than abstract concepts. Vocational training provides a curriculum that is primarily focused on hands-on training, bridging the gap between theoretical knowledge and real-world application.

Vocational programs equip students with specific, job-related skills in fields such as agriculture, hospitality, woodwork, and office administration. This training is essential for securing employment and making a successful transition into the job market. Studies show that students with special needs who receive vocational training have better post-school employment outcomes. These programs not only increase their chances of finding a job but also help them secure higher wages.

A greater number of special schools offering occupational or vocational subjects will lead to improved learning outcomes by providing students with special needs with practical skills for employment, fostering their independence and self-

confidence, and creating a more inclusive and supportive educational environment. This approach recognises the unique strengths and needs of each student, paving the way for a successful and fulfilling life after school.

Females access technical subjects in public ordinary schools

Technical subjects at Grade 12 level are critical to developing the skills required for South Africa's economic growth and industrial development. Subjects such as Civil Technology (Civil Services), Civil Technology (Construction), Civil Technology (Woodworking), Electrical Technology (Digital Systems), Electrical Technology (Electronics), Electrical Technology (Power Systems), Engineering Graphics and Design, Mechanical Technology (Automotive), Mechanical Technology (Fitting and Machining), Mechanical Technology (Welding and Metal Work), Technical Mathematics and Technical Sciences provide learners with practical, technical and problem-solving competencies that enable progression into TVET colleges, universities of technology, apprenticeships and scarce-skills occupations.

These subjects form a key pipeline into priority sectors including engineering, construction, manufacturing, Information and Communication Technology and energy. Learners who complete technical subjects are better positioned for employment, entrepreneurship and further technical study, making these subjects central to national skills development and workforce sustainability.

Despite strong overall performance outcomes in technical subjects, female learner participation remains significantly lower than male participation in most technical streams, particularly in Mechanical and Electrical Technology. This under-representation is not linked to ability, as evidence consistently shows that female learners who do enrol in technical subjects achieve pass rates that are comparable to, and in many cases higher than, those of their male counterparts. The challenge therefore lies in access, awareness, confidence and long-standing gender stereotypes rather than academic capability.

Increasing the uptake of female learners in Grade 12 technical subjects is essential for several reasons. Firstly, it expands the national skills pool by ensuring that technical and engineering pathways draw from the full population. Secondly, it supports gender equity and social justice by opening access to high-demand, economically empowering career opportunities for young women. Thirdly, greater female participation strengthens innovation and productivity in technical fields by promoting diversity of perspectives and inclusive problem-solving.

Revised History Curriculum and Assessment Policy Statement (CAPS)

A submission was submitted to the Minister and approved for the publication of the draft new History Curriculum and Assessment Policy Statement (CAPS) for Grades 4-12 for public comment. The draft History CAPS (Grades 4-12) has been submitted to Umalusi for appraisal. Following the public comment process, inputs will be incorporated and a final, quality-assured version will be prepared for the remaining assurance processes, including engagement with Umalusi as required.

Once the final History CAPS has been quality assured and all assurance and consultation processes have been concluded, a further submission will be submitted to the Minister to approve the History CAPS for Gazetting as policy. Thereafter, a call will be issued to publishers to develop new History textbooks aligned to the final CAPS, and screening will be undertaken per phase in accordance with the applicable textbook evaluation and procurement processes.

Entrepreneurship education implemented in schools

The Entrepreneurship in Schools Sector Plan to 2030 was used to develop the Entrepreneurship, Employability and Education Programme of the Department of Basic Education (DBE-E3 Programme). The goal of DBE- E3 Programme is to reduce youth unemployment and to ensure learners graduate with the skills to thrive after school, supported by evidence on implementation quality and learner outcomes from monitored schools. The aim of DBE- E3 Programme is to equip learners with the skills needed for the future world of work so that learners will be able to meaningfully and actively engage in the economy, either as entrepreneurs, entrepreneurial employees and/or as lifelong learners and to track improvements in implementation quality and learner competencies through monitoring and reporting.

The implementation of the Entrepreneurship Education as per the Entrepreneurship in Schools Sector Plan to 2030 will be monitored physically at school level in nine provinces using a standardised tool that records implementation quality and outcomes. Monitoring will be consolidated quarterly for internal improvement purposes and will culminate in a signed annual implementation quality and outcomes report submitted to the Minister, highlighting findings, trends, risks, and recommended improvement actions.

Implementation of reading norms monitored

The Department will monitor the implementation of reading norms in 27 under-performing schools annually. Reading norms measure the expected number of words a learner should be able to read per minute, aligned to grade level and language of learning. This targeted monitoring aims to strengthen the culture of reading and ensure that learners in the Inter-Sen Phases meet the expected grade-level reading benchmarks. By focusing on schools that demonstrate low literacy performance, the Department seeks to identify specific barriers to effective reading instruction, provide targeted support, and track progress over time. Continuous monitoring of reading norms is crucial for ensuring that teachers receive appropriate feedback and guidance, and that sustainable improvements in learner reading outcomes are achieved across the identified schools. Monitoring will be conducted physically and will include classroom observation.

Implementation of Incremental Introduction to African Languages monitored

The DBE will continue to monitor the implementation of the Incremental Introduction to African Languages (IIAL) strategy in schools. The monitoring process will focus on assessing the extent to which schools have included the teaching of African Languages into their timetables, the availability and use of the IIAL toolkit, and the level of teacher readiness and capacity to deliver the programme effectively. Ongoing monitoring will enable the Department to identify areas requiring support, ensure alignment with curriculum policy, and track progress towards the broader goals of promoting multilingualism, inclusivity, and social cohesion. Through consistent oversight and engagement with provincial and district officials, the Department aims to strengthen the quality and sustainability of IIAL implementation across the targeted schools over the three-year period of 2026/27; 2027/28; and 2028/29. Monitoring will be conducted physically and will include classroom observation.

Implementation of Early Grade Reading Assessment monitored

The DBE will continue to monitor the implementation and outcomes of the Early Grade Reading Assessment (EGRA) across targeted schools. The monitoring process will focus on evaluating learner performance in key foundational reading skills such as letter recognition, phonemic awareness, vocabulary, and reading comprehension. Regular administration and analysis of EGRA results will enable the Department to identify persistent learning gaps, track improvements in literacy outcomes, and assess the effectiveness of reading interventions implemented in the early grades. Continuous monitoring of EGRA is essential for informing evidence-based planning, guiding teacher support and training, and ensuring that all learners acquire the foundational literacy skills necessary for future academic success. Through collaboration with provincial and district officials, the Department aims to strengthen accountability and sustain improvements in early grade reading performance over the three-year period. The revised EGRA toolkit will be utilised to monitor and track reading proficiency in the targeted schools. Due to limited human resources in the Foundation Phase at the DBE, a total of 45 schools will be monitored each financial year, from 2026/27. Monitoring will be conducted physically and will include classroom observation, interviews with teachers and principals.

Implementation of the multi-grade toolkit monitored

The DBE will monitor the utilisation of the Multi-Grade Toolkit in 45 schools that implement multi-grade teaching each financial year, starting in 2026/27. The monitoring process will focus on assessing how teachers are using the toolkit to plan, deliver, and assess learning across combined grades, as well as evaluating the effectiveness of the toolkit in supporting curriculum differentiation and improving learner outcomes in multi-grade contexts. By engaging with teachers and school management teams, the DBE aims to identify best practices, address implementation challenges, and provide targeted support to strengthen teaching and learning in multi-grade classrooms. Continuous monitoring of the toolkit's utilisation is critical to ensuring that it serves as an effective resource for enhancing instructional quality, promoting curriculum coverage, and improving learner performance in rural and under-resourced schools where multi-grade teaching is prevalent. Monitoring will be conducted physically and will include classroom observation.

Implementation of the National Reading Literacy Strategy monitored

For the 2026/27, 2027/28, and 2028/29 financial years, the DBE will monitor the implementation of the National Reading Literacy Strategy in 15, 21, and 24 education districts, respectively. The monitoring process will focus on assessing the extent to which districts are implementing key components of the strategy, including teacher professional development, the use of quality reading resources, classroom support mechanisms, and learner progress tracking. Through systematic monitoring, the DBE aims to strengthen district-level capacity to drive reading improvement initiatives, identify implementation challenges, and share effective practices across provinces. This phased approach ensures that the strategy is progressively scaled up, fostering consistency, accountability, and measurable improvement in learners' reading outcomes nationwide. Monitoring will be conducted physically in the identified education districts and will include interviews with district subject specialists who are responsible for languages.

Availability of readers

Studies conducted nationally, regionally and globally reveal that learners in South Africa are unable to read at age-appropriate levels. The Progress in International Reading and Literacy Study (PIRLS 2023) has shown that a significant percentage of ten-year-olds are unable to read for meaning and do not meet the minimum comprehension standards. In response to this, the Department of Basic Education (DBE) revised its Reading Strategy, focusing on four key pillars aimed at improving reading and literacy. The DBE committed to ensuring that within the next decade, every 10-year-old must be able to read for meaning.

This commitment is reflected in various programmes within the education sector. There have been multiple initiatives aimed at improving reading outcomes, including the development of the Integrated Sector Reading Plan, to ensure that reading is central to achieving quality educational outcomes. A critical component of this strategy is ensuring the availability of readers in schools under the Learner Teacher Support Materials (LTSM) programmes. Over the MTEF schools will be monitored on the availability of readers as per the Reading Literacy strategy aimed at implementing activities that are supporting and improving reading outcomes.

Learner textbooks on Mathematics and English First Additional Language (EFAL) provided

At the beginning of each year, the DBE updates the Learning and Teaching Support Materials (LTSM) Sector Plan and shares this with provinces for them to align their respective LTSM Management Plans. The Provincial Departments procure Top Up textbooks to replace damaged and lost textbooks. The Top Up textbooks procured are inclusive of Grades 3, 6, 9 and 12 Mathematics and EFAL subjects.

Working together with provinces, the Department will continue monitoring the availability of textbooks in schools during the MTEF period. The sample will be on availability of Grades 3, 6, 9 and 12 Mathematics and English First Additional Language textbooks. Each province is expected to monitor a total number of 44 schools per year.

Workbooks provided to schools

Over the next three (3) years, the Department will spend funds to print and distribute the Grades R to 9 workbooks to public schools. The Grades R to 9 workbooks are to support teachers and learners in public schools to improve literacy and numeracy. The list of workbooks to be provided is as follows: Grade R workbooks (11 Official Languages Terms 1-4); Grades 1 to 3 Mathematics (11 Official Languages Volumes 1-2); Grades 1 to 3 Life Skills (11 Official Languages Volumes 1-2); Grades 1 to 6 Home Languages (11 Official Languages Volumes 1-2); Grades 4 to 9 Mathematics (English and Afrikaans Volumes 1-2); and Grades 1 to 6 English First Additional Language (Volumes 1-2).

In line with the Department's mandate, the workbook provision to schools that have placed orders will be maintained at 100% over the MTEF.

Implemetation plan for the National Reading Literacy Strategy reviewed

Foundational literacy is a prerequisite for improved learning outcomes across the schooling system. The National Reading Literacy Strategy provides the strategic framework to strengthen reading and literacy, but the implementation plan requires further detail to ensure consistent, system-wide execution. During 2026/27, the Department will review and augment the National Reading Literacy Strategy implementation plan to include a minimum integrated package of support for Grades R-3, informed by evidence-based local and international reports of good practice.

The augmented plan will set out the minimum package components to be implemented across provinces, including structured pedagogy and time-on-task guidance, core LTSM requirements, teacher development modalities, screening and assessment routines with data use, inclusive learning support, an appropriate language approach, school management support, caregiver engagement resources and a clear monitoring and reporting framework.

Mother Tongue-based Bilingual Education (MTbBE) implemented

A key component of delivering quality basic education is ensuring that an enhanced curriculum is in place and high-quality learning and teaching support materials are accessible, and that these resources are used effectively. Part of this entails allowing children more years of learning in a language they best understand. To do so, over the period ahead, the Department will continue to incrementally roll out the Mother Tongue-based Bilingual Education strategy over the MTEF period. This will, in part, involve training teachers in bilingual and mother tongue teaching and assessment methods, and providing support materials to allow learners to access Mathematics, Science and Technology instruction in their Home Languages alongside English.

Improved inclusivity in curriculum implementation

Teachers capacitated in inclusion

Teachers are trained in specialised areas of inclusive education for building their capacity to support learners identified as experiencing barriers to learning. The DBE plans to monitor the number of teachers trained in these areas to ensure that identified learners receive the necessary support.

This indicator is aligned with Section 29(1)(a) of the South African Constitution, which guarantees the right to basic education for all. It reflects the directives of Education White Paper 6 (2001) and the SIAS Policy (2014), both of which emphasise teacher development as essential for inclusive education. The approach also complies with the Children's Act (No. 38 of 2005) and South Africa's obligations under the UN Convention on the Rights of Persons with Disabilities. Furthermore, it supports the Medium-Term Development Plan's priority to build an inclusive and capable education system, contributing towards the achievement of Sustainable Development Goal 4.

Learners with disabilities admitted to schools for Learners with Special Education Needs and to public ordinary schools

Tracking the number of learners with disabilities admitted to both public schools for Learners with Special Education Needs and public ordinary schools is important for determining whether these learners are accessing basic education. Monitoring these admission trends enables the DBE to evaluate the extent to which earners with disabilities are meaningfully included in the schooling system and ensures that no learner is excluded. This focus is critical, as it provides a direct measure of the education system's progress in integrating learners with disabilities into inclusive, mainstream learning environments.

Programme Resource Considerations

Table 16: Programme 2: Programme Resource Considerations

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-Term expenditure estimate R'000		
	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Programme Management: Curriculum Policy, Support and Monitoring	1 743	3 783	4 154	4 010	4 191	4 378	4 513
Curriculum Implementation and Monitoring	397 015	395 894	377 212	413 837	473 644	499 172	520 149
Curriculum and Quality Enhancement Programmes	1 576 654	1 719 360	1 956 931	2 116 630	1 892 989	1 969 109	2 032 512
Early Childhood Development	1 196 721	1 201 702	1 600 165	4 485 693	4 994 190	7 302 120	7 529 416
Total	**3 172 133**	**3 320 739**	**3 938 462**	**7 020 170**	**7 365 014**	**9 774 779**	**10 086 590**
Current Payments	**1 292 390**	**1 485 801**	**1 620 469**	**2 202 888**	**1 863 485**	**1 942 900**	**2 006 248**
Compensation of employees	85 565	98 872	106 997	116 303	117 204	123 551	130 359
Goods and services	**1 206 825**	**1 386 929**	**1 513 472**	**2 086 585**	**1 746 281**	**1 819 349**	**1 875 889**
Agency and support/outsourced services	50 301	58 347	31 087	177 087	39 912	41 505	42 796
Inventory: Learner and teacher support material	1 086 222	1 261 860	1 425 431	1 593 178	1 366 522	1 421 742	1 465 930
Consumables: stationery, printing and office supplies	1 482	1 263	423	2 735	11 015	11 454	11 810
Travel and subsistence	38 512	35 696	33 704	37 073	30 384	32 364	33 369
Operating payments	257	1 168	646	5 890	6 683	6 949	7 165
Other	30 051	28 595	22 181	270 622	291 765	305 335	314 819
Transfers and subsidies	**1 878 323**	**1 833 775**	**2 312 832**	**4 814 039**	**5 499 910**	**7 830 194**	**8 078 605**
Provinces and Municipalities	1 872 996	1 828 133	2 311 864	4 708 696	5 395 658	7 721 810	7 966 852
Departmental Agencies and accounts	-	-	-	-	-	-	-
Foreign government	173	191	182	100 224	104 252	108 384	111 753
Non-profit institutions	4 039	4 055	-	4 935	-	-	
Households	1 115	1 396	786	184	-	-	-
Payments for capital assets	**1 314**	**1 046**	**835**	**3 188**	**1 619**	**1 685**	**1 737**
Building and Other Fixed Structure	-	-	-	-	-	-	-
Machinery and equipment	911	1 046	835	3 188	1 619	1 685	1 737
Software	403	-	-	-	-	-	-
Payments for financial assets	106	117	4 326	55	-	-	-
Total	**3 172 133**	**3 320 739**	**3 936 462**	**7 020 170**	**7 365 014**	**9 774 779**	**10 086 590**

The Programme 2 budget assists the Department with improving access to education and improving learning outcomes. The programme contributes to the objectives outlined in Section 1 of the Curriculum and Assessment Policy Statement (CAPS). This programme focuses on learner development through curriculum coverage across all phases. Programme 2 is also targeted towards the South African Sign Language (SASL) as an official language that should enjoy parity of esteem alongside all official Home Languages. This programme ensures that SASL Home Language speakers receive the same support as speakers of other Home Languages. The MTEF allocations assure the implementation of the National Framework for Rural Education that has five pillars and all projects and programmes implemented respond to these pillars. These programmes include: improving Numeracy and Literacy (including reading) in rural primary schools; development and piloting of school-based initial teacher training model; and Partial Adaptive Reuse Model for Improving Access to Early Childhood Development. The development of content that is uploaded on the Thutong Portal online platform is critical in enhancing access of high quality resources to teachers and learners. The Operation Phakisa budget is used to create interactive activities that are uploaded on the online platforms for learners and teachers to have relevant resources that are aligned to the curriculum. ICT implementation is monitored to assess the integration of ICT in teaching and learning, but also to evaluate the impact of ICT integration in education delivery.

1.3. Programme 3: Teachers, Education Human Resources and Institutional Development

Programme Purpose: Promote quality teaching and institutional performance through the effective supply, development and utilisation of human resources.

Sub-Programme: Programme Management: Teacher Education Human Resources Management; Education Human Resources Development; and Curriculum and Professional Development.

Programme 3: Outcomes, Outputs, Performance Indicators and Targets

Table 17: Programme 3: Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Reporting Cycle	Annual Targets						
				Audited /Actual Performance			Estimate Performance	MTEF Period		
				2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Effective governance and administration systems	School Governing Bodies monitored	3.1.1 Percentage of School Governing Bodies (SGBs) that meet the minimum criteria in terms of effectiveness	Annually	94.3% 943/1000	96.5% 965/1 000 sampled schools	97.3% 973/1 000	70% of 1000 sampled schools	90% of 1000 sampled schools	50% of 1000 sampled schools	70% of 1000 sampled schools
	Effective school management process	3.1.2 Percentage of schools producing the minimum set of management documents at a required standard.	Annually	100% 1 000/1 000	100% 1 000/ 1 000 sampled schools	100% 1 000/1 000	100% of 1000 sampled schools	100% of 1000 sampled schools	100% of 1000 sampled schools	100% of 1000 sampled schools
Improved teacher capacity and professionalism	Funza Lushaka bursaries awarded	3.1.3 Number of Funza Lushaka bursaries awarded to students enrolled for Initial Teacher Education in the Intermediate to Senior/FET phases	Annually	-	-	-	-	4 000	4 000	3 900
	Funza Lushaka bursaries awarded	3.1.4 Number of Funza Lushaka bursaries awarded to students enrolled for Initial Teacher Education in the Foundation Phase	Annually	-	-	-	1 490	7 390	7 500	7 600
	DTDCs monitored	3.2.1 Number of District Teacher Development Centres monitored on functionality	Quarterly	-	-	-	78	78	78	78
	Teacher Development Programmes monitored	3.2.2 Number of districts monitored on Foundation Phase teachers trained in Numeracy	Quarterly	-	-	-	27	27	27	27
	Teacher Development Programmes monitored	3.2.3 Number of districts monitored on Foundation Phase teachers trained in Literacy	Quarterly	-	-	-	27	27	27	27

Outcome	Outputs	Output Indicators	Reporting Cycle	Annual Targets						
				Audited /Actual Performance			Estimate Performance	MTEF Period		
				2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Improved teacher capacity and professionalism	Post provisioning processes assessed	3.2.4 Number of PEDs that had their post provisioning processes assessed for compliance with the Post Provisioning Norms and Standards	Annually	9	9	9	9	9	9	9
	Revised Post Provisioning Norms and Standards Policy	3.2.5 Revised Post Provisioning Norms and Standards Policy drafted	Annually	-	-	-	Draft Revised Post Provisioning Norms and Standards Policy	2nd Draft Revised Post Provisioning Norms and Standards Policy	Approved cost analysis on the affordability of the Post Provisioning Norms and Standards Policy	Approved and Gazetted Post Provisioning Norms and Standards Policy
	Performance management monitored	3.3.1 Number of schools monitored on the implementation of the Quality Management System (QMS) for school-based officials	Quarterly	-	-	-	54	54	54	54
	Performance management monitored	3.3.2 Number of districts monitored on implementation of the Education Management Service: Performance Management and Development System (EMS: PMDS) for office- based educators	Quarterly	-	-	-	17	25	25	25
	Job opportunities created	3.4.1 Number of job opportunities created through the Basic Education Employment Initiative	Annually	-	-	-	200 000	150 000*	150 000*	150 000*

* The achievement of this indicator will be contingent upon future funding availability.

Programme 3: Indicators, Annual and Quarterly Targets

Table 18: Programme 3: Indicators, Annual and Quarterly Targets

Output Indicators	Reporting Cycle	Annual Target	Q1	Q2	Q3	Q4
3.1.1 Percentage of School Governing Bodies (SGBs) that meet the minimum criteria in terms of effectiveness	Annually	90% of 1000 sampled schools	-	-	-	90% of 1000 sampled schools
3.1.2 Percentage of schools producing the minimum set of management documents at a required standard.	Annually	100% of 1000 sampled schools	-	-	-	100% of 1000 sampled schools
3.1.3 Number of Funza Lushaka bursaries awarded to students enrolled for Initial Teacher Education in the Intermediate to Senior/ FET phases	Annually	4 000	-	-	-	4 000
3.1.4 Number of Funza Lushaka bursaries awarded to students enrolled for Initial Teacher Education in the Foundation Phase	Annually	7 390	-	-	-	7 390
3.2.1 Number of District Teacher Development Centres monitored on functionality	Quarterly	78	26	26	-	26
3.2.2 Number of districts monitored on Foundation Phase teachers trained in Numeracy	Quarterly	27	9	9	-	9
3.2.3 Number of districts monitored on Foundation Phase teachers trained in Literacy	Quarterly	27	9	9	-	9
3.2.4 Number of PEDs that had their post provisioning processes assessed for compliance with the Post Provisioning Norms and Standards	Annually	9	-	-	-	9
3.2.5 Revised Post Provisioning Norms and Standards Policy drafted	Annually	2nd Draft Revised Post Provisioning Norms and Standards Policy	-	-	-	2nd Draft Revised Post Provisioning Norms and Standards Policy
3.3.1 Number of schools monitored on the implementation of the Quality Management System (QMS) for school-based officials	Quarterly	54	18	30	6	-
3.3.2 Number of districts monitored on implementation of the Education Management Service: Performance Management and Development System (EMS: PMDS) for office-based educators	Quarterly	25	8	11	6	-
3.4.1 Number of job opportunities created through the Basic Education Employment Initiative	Annually	150 000	-	-	-	150 000

Explanation of planned performance over the medium-term period

Effective governance and administration systems

School Governing Bodies monitored

The Department will enhance its efforts to monitor and support the capacity of SGBs. Provinces will be guided to have induction and post-training. Performance will be driven by:

- Provinces monthly reports on the capacity building that took place;
- Engaging reports during interprovincial meetings;
- The implementation of Guidelines on SGB Capacity Building; and
- A strengthened monitoring and evaluation mechanism to assess the effectiveness of SGBs, using the *SGB Functionality Tool*.

The Department aims to progressively increase the percentage of SGBs that meet the minimum functionality criteria over the MTEF period. Targets will reflect support visits and the strengthening of provincial monitoring systems. These efforts are intended to ensure that all SGBs are equipped to carry out their legislated responsibilities effectively, including financial oversight, policy development, and support for teaching and learning.

Effective school management process

The Department will support Provinces to assist schools to develop and maintain basic management documents. Planned activities over the MTEF period include:

- Supporting induction programs of SMTs where Provinces have such plans in place;
- Monitoring the implementation of the templates for the school management documents;
- Engaging reports during interprovincial meetings; and
- Monitoring and evaluation to assess the quality and completeness of submitted documentation.

The Department will work towards an annual increase in the number of schools producing a full set of management documents at the required standard. This includes promoting accurate school improvement planning and financial accountability practices. The MTEF targets will reflect increased compliance across all provinces. These outputs are key to establishing strong internal controls and aligning school activities with national development goals.

Improved teacher capacity and professionalism

Funza Lushaka bursaries awarded

Funza Lushaka bursaries are available to students accepted into Initial Teacher Education Programmes, in particular the Bachelor of Education (BEd) in Foundation Phase (FP), Intermediate Phase (IP) and Senior/FET Phase programmes, with a focus on priority subject/phase areas. Key eligibility criteria include: being a South African citizen, typically younger than 30 when first applying, being accepted into a suitable teaching qualification, and specialising in one or more specified priority subject/teaching areas. The aim is to increase the number of available qualified teachers in priority subjects and mainly in underserved areas. It enhances diversity and representation in the teaching profession. From 2023, the DBE prioritised Home Languages, Sciences, Technology, Engineering and Mathematics (STEM) subjects. It also creates a pipeline of newly qualified teachers aligned with national needs. From 2026 going forward, the DBE is prioritising the FP. Accordingly, more bursaries will be issued for the FP on the current allocated budget for 2026/27.

The DBE, in partnership with Provincial Education Departments (PEDs) and higher education institutions (HEIs), identifies and recruits young people, specifically Grade 12 learners, graduates under the age of 30, and career changers under 30,to enter the teaching profession. This recruitment is primarily implemented through the District and Community-Based Recruitment Model, which targets prospective candidates within local communities to strengthen and sustain the educator workforce.

The DBE has received approval from the National Treasury to add 1 490 bursaries for Foundation Phase, which is a special dispensation for four years (2025/26 to 2030/31). The 1 490 bursaries for the FP are funded through funds in FLB account managed by NSFAS. These funds will carry this initial cohort for four years of study.

District Teacher Development Centres (DTDCs) monitored

District Teacher Development Centres are localised hubs that provide teacher training, professional development (e.g. CPTD), support to professional learning communities and resources for curriculum delivery and teacher improvement. They are essential for strengthening teacher capacity and improving classroom practice across districts. The DBE will monitor 78 DTDCs over each of the MTEF years to evaluate the functionality and effectiveness of each DTDC.

Teacher Development Programmes monitored

The outcome aims to professionalise teachers, enhance learning outcomes through enhanced Pedagogical and Subject Content Knowledge, and increase local participation of youth and female teachers, including those with disabilities. There is a need for ongoing teacher training, to ensure that teachers' classroom practices, as it pertains to the teaching of the foundational skills of literacy and numeracy, are in line with the expected outcomes. In order for teaching to be more effective in the lower grades, it is imperative that the DBE focuses its monitoring activities

on the Foundation Phase, with specific focus on how districts are supporting teachers in the effective delivery of numeracy and literacy programmes. Teacher appointments and placements in schools and subjects should be in line with their qualifications, for e.g. only teachers who have been trained to teach in the Foundation Phase should be appointed to teach in that phase. Learner performance should be tracked from the lower grades to 'flag' those who may be in need of interventions and support programmes. A wide variety of fiction and non-fiction Learning and Teaching Support Materials in all the official African Languages should be made available in all the Foundation Phase classrooms in Classroom Library Boxes/ Library Trolleys, to allow learners to read for leisure, and thereby, improving their vocabulary.

Post provisioning processes assessed

The Department is reviewing the Post Provisioning Norms, as these determine the distribution of posts to public schools to place a necessary focus on literacy and numeracy in the Foundation Phase. This is critical, given that (i) the funding for posts comprises over 80% of the budget of Provincial Education Departments; and (ii) the education landscape and priorities have changed since these norms were last revised in 2002. The integration of Grade R into the PPN forms part of a phased approach toward the full formalisation of Grade R posts within the PPN basket. The norms and standards have been reviewed and revised to support this integration, and a budget bid for additional funding has been submitted to the National Treasury. These measures aim to ensure the equitable and effective allocation of educator posts, including Grade R, across all public schools nationally. The norms are currently in draft form, undergoing an internal approval process, while the DBE and National Treasury work to secure the necessary funding to bridge the existing gap. The ultimate goal is for Grade R posts to be fully reflected in the PPN basket alongside other teaching posts.

Revised Post Provisioning Norms and Standards Policy

The Department set out to draft the revised Post Provisioning Norms and Standards Policy. While significant preparatory work commenced during the previous financial year, the review will continue into the 2026/27 financial year, with a focus on finalising the second draft of the policy. Meanwhile, a strategic partnership has been established with the Zenex Foundation and the European Union (EU) – African Regional Teachers' Union Initiative, which is committed to providing technical expertise to support the review process. The Regional Teachers Initiative for Africa support policy reforms, innovations, and research in key areas such as teacher governance, teacher education, and professional development.

Through the Flemish Association for Development Cooperation and Technical Assistance (VVOB), an opportunity arose for the Department of Basic Education to receive a request to bid for technical assistance to deploy expertise in support of designing, implementing, and evaluating national teacher policies, as well as building capacity. Technical assistance consists of mobilising expertise to support the design and implementation of system reforms and policies, as well as capacity building.

A National Task Team was convened, comprising both internal and external stakeholders. The multidisciplinary composition of the task team is essential for ensuring that the revised norms and standards respond comprehensively to the sector's complex realities. The Department has also planned to continue this work for the MTEF period, including a cost assessment of the affordability of the revised policy set for finalisation in 2027/28. This will be followed by the approval and gazetting of the final Post Provisioning Norms and Standards Policy in 2028/29. These timelines will ensure the policy is evidence-informed, context-sensitive, and feasible to implement across diverse schooling environments in the sector.

Performance management monitored

Performance management systems assist in recognising good practice, identifying areas for development and improving overall performance. The appraisal of school and office-based educators is informed by Collective Agreements of the Education Labour Relations Council.

The implementation of educator performance management systems in the sector links with Goals 16 (*Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers*) and 17 (*Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction*) from the *Action Plan to 2029 – Towards the Realisation of Schooling 2030*. Its objectives, among others, is to establish a performance and learning culture in the workplace thereby improving service delivery. Monitoring and support on the implementation of QMS; EMS: PMDS; Sector Skills Development practices and school evaluations will be undertaken to contribute to sector outcomes.

Performance Agreements enable the Department to assign its employees specific performance objectives and targets to improve learner outcomes. The DBE will monitor and guide all nine (9) PEDs on implementing performance management systems and school evaluations to enhance employee performance and school improvement.

Whole School Evaluation (WSE) is the first step in the process of school improvement and quality management. The focus is on both internal monitoring and external evaluation, i.e. self-evaluation by the school and external evaluation by the supervisory teams, and intervention and support emanating from the District Office. In this regard, the DBE will support PEDs to strengthen post-evaluation activities in order to improve learner outcomes. The DBE will also strengthen the implementation of SIP and empower PEDs to do the same. PEDs will be empowered to utilise School Self-Evaluation (SSE) and School Improvement Plans (SIP) as management tools to improve learner outcomes and the school environment. Furthermore, the WSE-programme will support the priorities of the Basic Education Sector through the Systemic Evaluation study

Job opportunities created

The Basic Education Employment Initiative (BEEI) Phase VI is a component of the Presidential Employment Stimulus (PES) aimed at addressing youth unemployment in South Africa. It offers temporary employment opportunities to unemployed youth between the ages of 18 and 34 by placing them in schools as education assistants (EAs) and general school assistants (GSAs). The initiative not only helps reduce unemployment but also strengthens the functioning of schools by providing additional human resources.

One of the core objectives of Phase VI will be to provide meaningful work experience and skills training to young people, increasing their chances of future employment. The initiative also supports schools by easing the administrative and classroom workload of teachers, thereby enhancing teaching and learning conditions. Special emphasis is placed on developing digital skills, communication skills, and financial skills, especially for EAs, through training provided by partners.

Overall, the BEEI continues the government's broader efforts to tackle unemployment, build youth capacity, and improve the quality of education in public schools. For BEEI Phase VI for the 2026/27 financial year, the allocation to Provincial Education Departments (PEDs), to be transferred through the Provincial Equitable Share, is intended to support oversight and implementation of the programme, while R40 million has been allocated to the Department of Basic Education for the same purpose. Funding for the creation of job opportunities will come from, and is dependent upon, the Labour Activation Programme (LAP) of the Unemployment Insurance Fund.

Programme Resource Considerations

Table 19: Programme 3: Programme Resource Considerations

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-Term expenditure estimate R'000		
	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Programme Management: Teachers, Education Human Resources and Institutional Development	1 437	1 910	1 884	2 885	2 339	2 436	2 517
Education Human Resources Management	68 438	68 308	69 744	482 442	120 590	83 992	84 494
Education Human Resources Development	1 409 132	1 415 398	1 349 150	1 366 918	1 420 336	1 500 085	1 546 705
Curriculum and Professional Development Unit	17 579	14 785	17 016	36 574	38 737	20 159	25 284
Total	**1 496 586**	**1 500 401**	**1 437 794**	**1 888 819**	**1 582 002**	**1 606 672**	**1 659 000**
Economic classification							
Current payments	**135 323**	**132 399**	**137 992**	**593 605**	**226 702**	**174 853**	**182 680**
Compensation of employees	75 773	75 529	77 114	93 241	94 509	99 626	105 116
Goods and services:	**59 550**	**56 870**	**60 878**	**500 364**	**132 193**	**75 227**	**77 564**
Catering	3 494	1 792	1 711	3 033	2 849	2 964	3 055
Computer Services	1 457	1 260	1 951	2 556	2 007	2 087	2 152
Travel and subsistence	17 950	17 388	17 850	31 227	42 790	23 706	24 447
Training and Development	29 996	29 721	33 018	48 662	54 930	36 432	37 564
Other	6 653	6 709	6 348	414 886	29 617	10 038	10 346
Transfers and subsidies	**1 360 299**	**1 367 250**	**1 299 242**	**1 294 625**	**1 354 782**	**1 431 279**	**1 475 764**
Provinces and Municipalities	-	-	-	-	-	-	-
Departmental agencies and accounts	15 528	15 599	16 434	17 170	17 864	18 577	19 155
Foreign government	15 056	16 929	16 338	20 620	21 458	22 315	23 009
Non-profit institutions	-	-	-	-	-	-	-
Households	1 329 715	1 334 722	1 266 470	1 256 835	1 315 460	1 390 387	1 433 600
Payments for capital assets	**812**	**641**	**525**	**589**	**518**	**540**	**556**
Machinery and equipment	812	641	525	589	518	540	556
Payments for financial assets	152	111	35	-	-	-	-
Total	**1 496 586**	**1 500 401**	**1 437 794**	**1 888 819**	**1 582 002**	**1 606 672**	**1 659 000**

The Funza Lushaka Bursary Programme aims to attract and support students who aspire to become teachers in fields in which there is a shortage of qualified educators in public schools. Priority subject areas include Home Languages, Mathematics, Science, Technology and inclusive education. The Department plans to award 29 900 Funza Lushaka bursaries over the medium-term to prospective teachers at a cost of R4.1 billion in the *Teachers, Education Human Resources and Institutional Development* programme. The Funza Lushaka bursary covers teachers across the four phases of the schooling system, with a dedicated focus on training teachers for the Foundation Phase with the aim of supporting the programme to improve foundational learning, which is one of the sector's priority areas.

To further realise strategic priorities of the sector, the Programme 3 budget targets the development and monitoring of school management teams and School Governing Bodies to improve management and governance in public ordinary schools. The continued debate on the amended SASA indicates the heightened interest that stakeholders have in educational matters.

1.4. Programme 4: Planning, Information and Assessment

Programme Purpose: To promote quality and effective service delivery in the basic education system through planning, implementation and assessment.

Sub-Programme: Programme Management: Information Management Systems; School Infrastructure; National Assessments and Public Examination; National Education Evaluation and Development Unit; and Planning and Delivery Oversight Unit

Programme 4: Outcomes, Outputs, Performance Indicators and Targets

Table 20: Programme 4: Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Reporting Cycle	Annual Targets						
				Audited /Actual Performance			Estimated Performance	MTEF Period		
				2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Improved learning outcomes	Test items developed	4.1.1 Number of General Education and Training (GET) test items developed in Language and Mathematics for Grades 3, 6 and 9	Annually	500	500	500	550	600	650	700
	Examination question papers set	4.1.2 Number of question papers set for June and November examinations	Annually	320	323	320	320	320	320	320
Effective governance and administration systems	Effective school administration monitored	4.1.3 Percentage of public schools using the South African School Administration and Management System (SA-SAMS) for reporting	Annually	99.38% 21363/21497	99.27% 21 255/ 21 412	99.64% 21 186/21 262	98%	98%*	98%	98%
Improved learning outcomes	Learners retained in school	4.1.4 Percentage of learners who remain in school from the beginning of Grade 1 and are retained up to Grade 9	Annually	-	-	-	90%	90%	90%	90%
	Determination of school readiness reported	4.1.5 Percentage of learners achieving an acceptable level in emerging Literacy through the Early Learning National Assessment	Annually	-	-	-	78%	81%	84%	87%
	Determination of school readiness reported	4.1.6 Percentage of learners achieving an acceptable level in emerging Numeracy through the Early Learning National Assessment	Annually	-	-	-	68%	71%	74%	77%
	Underperforming schools supported	4.2.1 Number of underperforming secondary schools monitored at least twice a year by sector officials	Bi-annually	1 101	1 007	768	750	500	400	300
Improved infrastructure facilities	School sanitation facilities monitored	4.3.1 Number of schools monitored for the provision of appropriate sanitation facilities	Quarterly	-	-	-	-	55	62	63

* SA-SAMS stores data collected by schools and is developed, maintained and supported by the DBE. It is currently used by more than 99% of public schools in eight provinces, excluding Western Cape, which is using the Centralised Educational Management Information System (CEMIS) for reporting.

Programme 4: Indicators, Annual and Quarterly Targets

Table 21: Programme 4: Indicators, Annual and Quarterly Targets

Output Indicators	Reporting Cycle	Annual Target	Q1	Q2	Q3	Q4
4.1.1 Number of General Education and Training (GET) test items developed in Language and Mathematics for Grades 3, 6 and 9	Annually	600	-	-	-	600
4.1.2 Number of question papers set for June and November examinations	Annually	320	-	-	-	320
4.1.3 Percentage of public schools using the South African School Administration and Management System (SA-SAMS) for reporting	Annually	98%	-	-	-	98%
4.1.4 Percentage of learners who remain in school from the beginning of Grade 1 and are retained up to Grade 9	Annually	90%	-	-	-	90%
4.1.5 Percentage of learners achieving an acceptable level in emerging Literacy through the Early Learning National Assessment	Annually	81%	-	-	-	81%
4.1.6 Percentage of learners achieving an acceptable level in emerging Numeracy through the Early Learning National Assessment	Annually	71%	-	-	-	71%
4.2.1 Number of underperforming secondary schools monitored at least twice a year by sector officials	Bi-annually	500	-	250	-	250
4.3.1 Number of schools monitored for the provision of appropriate sanitation facilities	Quarterly	55	-	-	27	28

Explanation of planned performance over the medium-term period

Improved learning outcomes

Test items developed

The Department sets 600 test items annually in Language and Mathematics for Grades 3, 6 and 9. The purpose of developing these items is to provide schools with high- quality test items that can be used by educators to assess learning capabilities and identify potential learning gaps. The short tests can be used to diagnose learning at the start or at the end of a topic. The test items are mediated through a test development manual that provides information about how to use the test items individually or as part of a short test. The test items have been developed and versioned into all applicable official languages in each of the grades. For ease of use, the test items are compiled into booklets for each of the grades, subject and language and are published in the first term of the academic year.

Examination question papers set

The DBE will continue to set and moderate 320 SC and NSC for the June and November examinations, covering broad topics in the curriculum. This target is projected to be maintained over the MTEF. The question papers undergo internal moderation conducted by DBE-appointed internal moderators. Umalusi moderators conduct external moderation and verification of question papers. External Moderator's reports confirm that question papers have gone through the moderation process. The DBE edits and quality assures question papers and handover to PEDs. The DBE develops four (4) NSC reports that contain data on learner performance obtained through the NSC examination. The reports are in the form of learner performance that is analysed at the national, provincial, district and school levels and diagnostically in selected subjects. The NSC reports are published with the approval of the Minister. Reporting is annual. The PEDs administer the writing of the examinations, and the examination scripts are marked at the provincial central location (marking centres). Learner responses on scripts are moderated. Provinces capture marks on the examination system and Umalusi, the quality assurance body, standardises results.

Effective governance and administration systems

Effective school administration monitored

The target is set at 98% usage to maintain high levels of compliance while accounting for risks related to system upgrades, infrastructure changes during the SA-SAMS Modernisation transition process. By promoting the regular use of SA-SAMS, the DBE ensures that data on enrolment, staffing, resources and learner academic performances is

captured accurately and in a timely manner. This enables provincial and national departments to monitor performance, respond to challenges quickly, and plan for interventions based on evidence, which is a hallmark of effective governance and administration. This also assists with decision-making, resource allocation, calculation of the equitable share by National Treasury, registration of the Grade 12 NSC learner registrations and data available for reporting and research.

Improved learning outcomes

Learners retained in school

The MTEF target of 90% retention reflects a commitment to sustaining learner participation through to Grade 9, measuring the internal efficiency of the basic education system and progress towards universal access to compulsory schooling. It is based on historical data and focuses on supporting vulnerable learners through interventions that address barriers to staying in school. This output promotes improved learning outcomes by reducing dropout during the compulsory schooling phase. Retaining learners ensures they benefit from continuous learning, which builds foundational skills and supports long-term educational success.

Determination of school readiness reported

The DBE-initiated standard-setting processes for Early Learning National Assessments (ELNA) establish clear benchmarks for monitoring and tracking learners' emerging Literacy and Numeracy performances in South Africa. This process was undertaken to develop a set of performance standards, set recommended scores for ELNA assessments and determine expectations for emergent Literacy and emergent Numeracy standards among South African learners entering the schooling system. The performance benchmarks enable the measuring of emergent (Literacy or Numeracy) Proficiency Levels that can be effectively communicated to various stakeholders, track improvement over time, and inform decision-making to improve the learners' emergent Literacy and/or Numeracy performance in line with the prescribed (CAPS) curriculum and international practices. Further, the set of emergent Literacy/Numeracy standards can be used to support the attainment of national education goals as outlined in the National Development Plan (NDP) and the education sector's priorities for the seventh administration.

Underperforming schools supported

Supporting underperforming schools requires a comprehensive and multifaceted approach. The Department will use data from Data Driven Districts, as well as the data from the National Senior Certificate results to support schools that are deemed to be underperforming. The support will entail school support visits to monitor curriculum implementation and clustering schools to conduct content workshops.

Improved infrastructure facilities

School sanitation facilities monitored

In terms of the Regulations Relating to Minimum Uniform Norms and Standards for Public School Infrastructure, all schools must be provided with appropriate sanitation facilities. An allocation has been made to Eastern Cape, KwaZulu-Natal and Limpopo to provide schools with appropriate sanitation facilities. The DBE will be monitoring the construction of the projects to ensure that the projects are complete for use by beneficiaries. In the first and second quarters of the 2026/27 financial year, PED's will be involved in planning and procurement of service providers and it is anticipated that construction will commence in the third quarter.

Programme Resource Considerations

Table 22: Programme 4: Programme Resource Considerations

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-Term expenditure estimate R'000		
	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Programme Management: Planning Information and Assessment	3 197	1 669	4 505	22 973	3 591	3 752	3 872
Information Management Systems	40 196	48 808	53 832	56 988	56 404	63 981	65 932
School Infrastructure	14 737 741	14 342 878	15 731 952	17 370 089	16 776 535	16 668 300	17 186 315
National Assessments and Public Examination	396 867	421 345	430 563	426 073	499 039	539 471	589 375
National Education Evaluation and Development Unit	19 517	18 083	14 403	20 750	22 118	23 087	23 815
Planning and Delivery Oversight Unit	169 135	157 439	149 896	155 129	104 907	81 441	47 575
Total	**15 366 653**	**14 990 222**	**16 388 151**	**18 052 002**	**17 462 594**	**17 380 032**	**17 916 884**
Current Payments	**626 485**	**702 067**	**699 421**	**674 103**	**546 374**	**545 315**	**592 717**
Compensation of employees	125 063	137 453	137 159	153 814	155 659	158 119	159 726
Goods and Services of which:	**501 382**	**564 385**	**562 262**	**520 289**	**390 715**	**387 196**	**432 991**
Computer services	53 136	75 022	87 597	67 172	60 194	62 043	63 712
Consultants: business and advisory services	296 294	331 835	314 600	188 998	80 489	35 384	36 484
Agency and Support/Outsourced services	28 850	27 707	29 788	39 913	50 985	74 467	110 083
Travel and subsistence	90 244	99 215	92 416	161 016	134 944	147 853	152 341
Other	32 858	30 606	37 861	63 190	64 103	67 449	70 371
Interest on rent and land	40	229	-	-	-	-	-
Transfers and subsidies	**12 806 375**	**12 573 351**	**14 295 344**	**16 328 667**	**16 515 375**	**16 831 901**	**17 321 262**
Provinces and municipalities	12 500 851	12 277 518	14 002 440	16 028 309	16 257 401	16 590 464	17 106 083
Departmental agencies and accounts	162 031	162 945	166 918	174 384	182 350	190 596	199 152
Foreign government	2 836	5 773	5 317	4 182	5 624	5 841	6 027
Non-profit institutions	139 957	126 515	119 575	121 717	70 000	45 000	10 000
Households	700	600	1 094	75	-	-	-
Payments for capital assets	**1 933 704**	**1 714 504**	**1 393 237**	**1 049 071**	**400 845**	**2 816**	**2 905**
Buildings	1 930 802	1 712 957	1 391 858	1 046 053	397 935	-	-
Other fixed structures	-	-	-	-			
Machinery and equipment	2 258	1 547	1 379	3 018	2 910	2 816	2 905
Software and other intangible assets	644	-	-	-	-	-	-
Payments for financial assets	89	300	149	161	-	-	-
Total	**15 366 653**	**14 990 222**	**16 388 151**	**18 052 002**	**17 462 594**	**17 380 032**	**17 916 884**

In the current financial year, the School Infrastructure Backlogs Grant (SIBG) will continue the mop-up processes to address residual construction, administrative and compliance matters following practical completions of school assets. This process involves concluding final accounts of projects funded through the Grant and the eventual transference of these assets out of the DBE asset register to the respective custodian provincial departments. An overall SAFE and ASIDI programme close-out report will be compiled and handed over to the National Treasury giving a full account of the monies spent since the inception of the ASIDI programme. The programme's close-out report will also assist the provincial departments to easily accept the transferred assets and any liabilities that might still be reflected in the Financial Statements of the DBE.

Funds allocated to Information Management Systems ensures resource allocation is dependent on learner numbers in the sector, for instance, PPN uses learner numbers, Equitable Share allocation uses learner numbers. On the other hand, the data collected through EMIS is self-reported with inherent risks of duplication or number inflation, the budget also covers data quality to conduct a data quality audit in a sample of schools so as to deal with elements of "Ghost learners". The programme 3 allocation also funds the development, maintenance and modernisation of the South African School Administration System (SA-SAMS) and the Learner Unit Record Information and Tracking System (LURITS). The project includes maintenance of SA-SAMS by updating the policies (modules), unloading of LURITS Data, hosting of LURITS on the cloud. This project is fully implemented by SITA as per the legislation. ICT infrastructure is funded to address disaster recovery, backup services and cyber security. In 2026/27, the School Moniroting Survey is funded to establish trends in the 13 indicators of the goals of Sector Plan - 'Action Plan to 2029' which are meant to impact learning outcomes. The biggest cost driver in programme 4 is the national examinations where the allocation goes towards various examination processes for the National Senior Certificate and Senior Certificate (amended) qualifications.

1.5. Programme 5: Educational Enrichment Services

Programme Purpose: To monitor and support provinces to implement Care and Support programmes for learning and teaching.

Sub-Programme: Programme Management: Care and Support in Schools; and Partnership in Education.

Programme 5: Outcomes, Outputs, Performance Indicators and Targets

Table 23: Programme 5: Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Reporting Cycle	Annual Targets						
				Audited /Actual Performance			Estimated Performance	MTEF Period		
				2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Enriched learning	Monitored provision of nutritious meals	5.1.1 Number of schools monitored on the provision of nutritious meals	Quarterly	-	-	116	110	110	110	110
	Learner health and wellness improved	5.1.2 Number of schools monitored on the implementation of the HIV/ AIDS Life Skills Education Programme	Quarterly	-	-	-	36	48	60	68
	Safe, active and social friendly schools	5.1.3 Number of districts monitored on the implementation of the National School Safety Framework (NSSF)	Quarterly	75	25	25	25	25	25	25
	Social Cohesion and Co-curricular programmes implemented	5.1.4 Number of participants and stakeholders reached through social cohesion programmes	Quarterly	7 068	5 881	5 989	5 000	6 000	6 000	6 500
	Gender-Based Violence programmes implemented	5.1.5 Number of participants and stakeholders reached to raise awareness towards ending School-Related Gender-Based Violence	Quarterly	-	5 280	5 322	5 000	6 000	6 000	6 500
	Trained professionals on SASCE	5.1.6 Number of professionals trained in SASCE programmes	Annually	1 001	1 474	1 654	900	900	900	900
	Learners compete in sports	5.1.7 Number of learners participating at the National School Sport Championships (NSSC)	Annually	-	-	-	1 000	1 100	1 200	1 300

Programme 5: Indicators, Annual and Quarterly Targets

Table 24: Programme 5: Indicators, Annual and Quarterly Targets

Output Indicators	Reporting Cycle	Annual Target	Q1	Q2	Q3	Q4
5.1.1 Number of schools monitored on the provision of nutritious meals	Quarterly	110	30	40	10	30
5.1.2 Number of schools monitored on the implementation of the HIV/AIDS Life Skills Education Programme	Quarterly	48	16	14	8	10
5.1.3 Number of districts monitored on the implementation of the National School Safety Framework (NSSF)	Quarterly	25	10	10	-	5
5.1.4 Number of participants and stakeholders reached through social cohesion programmes	Quarterly	6000	2500	2000	500	1000
5.1.5 Number of participants and stakeholders reached to raise awareness towards ending School-Related Gender-Based Violence	Quarterly	6000	2500	2000	500	1000
5.1.6 Number of professionals trained in SASCE programmes	Annually	900	-	-	-	900
5.1.7 Number of learners participating at the National School Sport Championships (NSSC)	Annually	1 100	-	-	-	1 100

Explanation of planned performance over the medium-term period

Enriched learning

Monitored provision of nutritious meals

The National School Nutrition Programme (NSNP) is a key government programme which aims to provide nutritious meals to needy learners in schools in terms of the Basic Education Sector's Strategic Goal 25 to "use schools for promoting access to a range of public services amongst learners in areas such health, poverty alleviation, psychosocial support, sport and culture" and Section 27 (1) of the Constitution on "the right of access to sufficient food and water". The NSNP aims to improve the health and nutritional status of South African school-going children, to improve levels of school attendance and to improve the learning capacity of children, which should in turn level the playing field for learners from poor socio-economic background in terms of access to education. In terms of section 11 of 2015 of the Division of Revenue Act, provinces are required to submit reports within 30 days after the end of each quarter to the Transferring Officer. The reports are consolidated for use to assess the performance of the Grant and compliance with feeding requirements. The DBE provides oversight to all provinces by developing the annual target for monitoring districts and schools. The monitoring tools are analysed to measure "how well nutritious meals are served" in all schools visited.

Learner health and wellness improved

The Department plans to continue promoting health and wellness amongst learners and educators through the health promotion and psychosocial support programmes. These interventions are currently funded through the HIV and AIDS Life Skill Conditional Grant from Treasury. In this regard, nine Provincial Business Plans aligned to the Grant framework will be developed annually through MTEF. These programmes are also supported through donor funding from United Nations organisations and the Global Fund.

Safe, active and social friendly schools

Safe schools contribute to the overall vision of the department therefore the allocated budget ensures that districts are monitored and supported to strengthen safety in schools. The activities in school safety are intended to reduce crime and violence in schools and support conducive environments for teaching and learning. Over the MTEF period the DBE intends to train teachers and support districts in mediating guidelines, protocols and frameworks that prevent violence and improve safety and security. This includes advocating for the use of the state-owned open source: *At the Crossroads* series of textbooks for Life Skills (Grades 4 to 6) and Life Orientation (Grades 7 to 12) by school communities (including partners involved in human rights education, learner safety, gender transformation, health and nutrition, as well as social-emotional well-being, physical education and learning enrichment) to advance the sector's priorities.

Social Cohesion and Co-curricular programmes and Gender-Based Violence programmes implemented

The Anniversaries and Significant Historic Events programme will be integrated with SRGBV prevention programmes to give expression to the coordination of the implementation of the National Strategic Plan on Gender-Based Violence and Femicide (GBVF). This integration aligns with constitutional mandates for human dignity, equality and non-discrimination. By linking SRGBV prevention to historic anniversaries, DBE transforms commemorations into critical moments for teaching values, addressing historical trauma and building inclusive communities. It operationalises education's foundational duty to develop democratic citizens committed to social transformation and healing. Reduced SRGBV incidents, safer school communities. School climate surveys, disciplinary data, learner engagement metrics, General Household Surveys and Reconciliation Barometer contain evidence for behavioural change. The programme contributes to the learning outcomes of democratic citizenship, critical consciousness, emotional resilience, historical understanding, cultural identity formation and commitment to gender equality and social justice.

The EU has committed to funding the GBV Programme. This programme seeks to tackle GBV in and around schools across four provinces in South Africa: KwaZulu-Natal, Gauteng, Mpumalanga, and Limpopo. It builds on existing national frameworks, particularly South Africa's National Strategic Plan on GBV and Femicide, and is aligned with the Department's policies on school safety and learner well-being. These efforts are aimed at reaching 80 primary and secondary schools in 20 communities, improving access to protection, prevention and support services in the four provinces. The Basic Education Sector globally has the responsibility to lead the Gender Transformation Education agenda, especially in light of the global crisis of violation of the rights of women, the rights of children, and the rights of sexually and gender diverse persons. The Basic Education Sector has observed a great deal of SRGBV, which manifests itself in the form of bullying, discrimination, prejudice and related intolerances. These activities frame the performance of the Programme in combating and raising awareness about SRGBV.

Trained professionals on SASCE

The Department is committed to ensuring that the development and capacitation of professionals (Conductors, Data-Capturers, Programme Directors and Adjudicators) in the enrichment space is pivotal, which will augment and promote mass participation. The training of professionals focuses on the prescribed music syllabus for the year and touches on the music pedagogy which is the application of music education. It includes all the strategies, tactics, and methods in music education to help learners of all ages and skill levels acquire musical knowledge, abilities, and comprehension. The training programme ensures that we expand the scope of reach, targeting 900 professionals to be trained annually. This number of professionals will be able to reach more learners to participate in the programme.

Learners compete in sports

School Sport forms part of the enrichment and co-curricular programmes offered by a school and as such provides continuous learning opportunities that seek to engage learners in activities that support and transfer applied competences from the curriculum context to the sustainable development of self and communities.

The integration of physical education and sport experiences into the school day makes fitness and sport accessible to all children and adolescents who attend school (regardless of their physical ability, gender, socio-economic or ethno-cultural backgrounds). Over the MTEF period, 3 300 learners are targeted to have competed in a National School Sport Championship.

This integration can build on children and adolescent's early experiences by: (a) Ensuring that learners develop their physical and motor capacities to lead active, healthy lives – a major protective factor in preventing non-communicable disease; (b) Providing learners with opportunities to have fun and be active, reinforcing their desire to make physical activity a lifelong habit; (c) Helping learners understand and overcome barriers to agility and physical activity; (d) Informing, equipping and motivating learners to make healthy lifestyle choices through play, physical activity, physical education and school sport which form part of a school's curricular and co-curricular offering; (e) Improving learners' relaxation, concentration, values and mindset in school – assisting them to focus, collaborate and learn; and (f) Attracting more learners to enrol and stay in school to take advantage of opportunities for sport and play that they may not otherwise have access to.

Programme Resource Considerations

Table 25: Programme 5: Programme Resource Considerations

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-Term expenditure estimate R'000		
	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Programme Management: Educational Enrichment Services	4 468	4 083	4 495	5 246	4 468	4 665	4 807
Partnership in Education	37 963	43 082	40 441	43 081	46 657	49 201	52 103
Care and Support in Schools	8 784 597	9 526 433	10 082 673	10 619 301	11 106 020	11 609 281	12 126 072
Total	**8 827 028**	**9 573 598**	**10 127 609**	**10 667 628**	**11 157 145**	**11 663 147**	**12 182 982**
Economic classification							
Current payments	**75 680**	**80 177**	**78 446**	**86 293**	**90 608**	**95 108**	**98 009**
Compensation of employees	50 637	52 214	55 170	59 212	62 244	65 615	67 599
Goods and services	**25 043**	**27 963**	**23 276**	**27 081**	**28 364**	**29 493**	**30 410**
Inventory: Learner and teacher support material	486	66	56	140	3 503	3 642	3 756
Consumables: stationery, printing and office supplies	410	421	413	1 825	2 260	2 350	2 423
Travel and subsistence	11 859	13 498	14 251	15 185	10 292	10 703	11 033
Operating payments	168	659	199	2 862	828	861	888
Other	12 120	13 319	8 357	7 069	11 481	11 937	12 310
Transfers and subsidies	**8 750 719**	**9 492 950**	**10 047 945**	**10 580 511**	**11 065 867**	**11 567 342**	**12 084 254**
Provinces and municipalities	8 750 596	9 492 805	10 047 848	10 580 417	11 065 770	11 567 241	12 084 150
Non-profit institutions	82	86	90	94	97	101	104
Household	41	59	7	-	-	-	-
Payments for capital assets	**613**	**456**	**1 086**	**821**	**670**	**697**	**719**
Machinery and Equipment	613	456	1 086	821	670	697	719
Software and other intangible assets	-	-	-	-	-	-	-
Payments for financial assets	16	15	132	3	-	-	-
Total	**8 827 028**	**9 573 598**	**10 127 6009**	**10 667 628**	**11 157 145**	**11 663 147**	**12 182 982**

The Department contributes to eliminating poverty and supporting food security through providing nutritious meals to learners. With funds from the National School Nutrition Programme grant, the Department plans to provide meals to more than 9 million learners in 19 800 schools in each year over the next 3 years. To this end, the National School Nutrition Programme grant is allocated R33 855 726 over the MTEF period in the Educational Enrichment Services programme.

The allocated resources will ensure that the DBE monitors and supports the Safe School project in 25 districts annually and strengthen the mediation of protocols, guidelines and frameworks. The Department will, through resources from partners, support the provinces and districts where challenges in implementing the National School Safety Framework have been identified.

The programme budget seeks to strengthen school-community bonds, reduced inter-group tensions, inclusive democratic participation. School climate surveys, community engagement metrics, General Household Surveys and Reconciliation Barometer to track social cohesion. Democratic citizenship, critical consciousness, intercultural understanding, historical awareness, social belonging, reconciliation capacity and commitment to inclusive nation-building are some of the learning outcomes. Preserved heritage, deepened historical consciousness, strengthened democratic citizenship and national pride. Evidence for the impact is found in the oral history archives, learner assessments, participation metrics, General Household Surveys and Reconciliation Barometer document learning and awareness. Learning Outcomes include historical consciousness, democratic values, cultural pride, critical thinking, storytelling capacity, multilingualism, promotion of reading, literacy, MTbBE and commitment to nation-building.

2. Updated Key Risks

Table 26: Updated Key Risks

Outcomes	Key Risks	Risk Mitigations
Effective governance and administration systems	Insufficient information and cybersecurity measures expose the department to severe risks.	· Security Operations Centre (SOC) for real-time threat monitoring and early detection · User awareness and cybersecurity training initiatives to improve workstation security against cyber-attacks. · Enforced user access controls and ICT security policies (User access management and Information communication technology and security policy and procedures) · Anti-virus software: Semantic protection (monitoring and security for end point protection (servers and workstations). · Application firewalls implemented with SITA support · Force point- security and protection of internet services · Mimecast for secure email gateway and archiving. · Appointment of Chief Information Security Officer (CISO) Specialist. · Revision of the structure for provision of a dedicated information and cyber security function within the Department. · Multi-factor authentication to strengthen remote and cloud security services/access. · Outsourcing of the Cyber and Information Security services to a service provider, following the SCM procurement process.
	Ineffective financial governance and compliance management	· Branch Heads and all officials ensuring that documents are quality assured (doing things right the first time) · Strengthen accountability of IA's · Strengthen the effectiveness of consequence Management. · Monitoring and updating of the progress of the Audit Action Plan.
	Budget Constraints: Insufficient funding for educational services	· Engage line managers to channel funds to other priorities and mandates allocated to Branches. · Task Team incorporating Chief Directors in (Finance and strategic planning unit) to oversee DBE spending patterns and needs analysis to reprioritise for allocation of funds. · Reprioritisation of budget allocations and funding. · Partnerships and sponsorships · Budget Committee (incorporating all Branch heads) to oversee DBE spending patterns and needs. · Participate in Budget Standard Exercise (BSE), where PEDs can be given guidance on reprioritising funds.
	Insufficient resources (budget and staff) for system development and maintenance	· Sourcing of funds for all unfunded mandates through partnerships/ sponsorships and requests to PEDs via HEDCOM to fund system development (SA-SAMS Modernisation) · Budget was aligned to the National Treasury for maintenance of systems (eCares) · Partnership and sponsorships · Reprioritise the budget to be aligned with the strategy of the Department (Resources)
Improved access to ECD programmes	Insufficient human capacity, including trained practitioners' (at policy making level and implementation level / monitoring of policy implementation)-	· The Department is partnering with various organisations to have additional human resources seconded to provide technical support. · Additional funding was approved by National Treasury for ECD programmes, a proportion of which will assist on HR capacity. · Continuous monitoring and support of centres to verify the effectiveness of the ECD Programmes. · Bana Pele Project Management Unit is set to support and provide capacity for training of PED's and districts. · Monitoring the PED training offered for Practitioners. · Continuous mobilisation of more funders to sponsor training and support for the ECD Project Management Unit. · Flexible staffing models, cross-functional training, and technology integration. · Support and coordination of Provincial Project Management Units (Engagements on curriculum support between GET and ECD).

Outcomes	Key Risks	Risk Mitigations
Improved learning outcomes	Loss of teaching and learning due to other factors (The impact of learning losses or content gaps, leaners not being grade specific and lack of institutional monitoring).	· Implementation of the Learning Recovery Plan by PEDs · Support for the teaching and learning of Mathematics in grades R-9 · Support for special schools and learners with learning barriers · Support for Literacy/Language is being done through evidence-based programmes such as the Early Grade Reading Programme that are being implemented in NW and NC PEDs. · Provision of exemplary question papers (Grade 12) · The weighting of formal assessments in the internal grades has been amended to allow for more teaching and the implementation of Assessment for Learning, to ensure optimal teaching and learning. · PEDs are required to present on learner performance during the Subject Committee Meetings. The presentations include learner performance in lower grades. · Provision for increased teaching time in the lower grades is achieved by reducing the weighting of end-of-year examinations. This enables teachers to place greater emphasis on assessment for learning and to provide more enriched learning experiences. · Ongoing capacity building for teachers, Departmental Heads, and Subject Advisors. · Programme Funding and Scale-Up: Provinces implementing evidence-based literacy programmes will utilise their allocated budgets for programme rollout and may also apply for additional funding (e.g. through FLOAT or other organisations) to support scaling up. These programmes embed sustainability as a key strategy by building the capacity of teachers, Departmental Heads, and Subject Advisors to ensure that the gains achieved are maintained over time. · Performance Monitoring and Reporting: Strengthen use of SA-SAMS and DDD to track learner performance; ensure regular reporting at DG and PED forums. Provincial Education Departments which will strengthen report on learner performance data in various meetings and structures, such as the Director-General's meetings with each of the nine PEDs.
	Inequitable distribution of funding due to lack of norms on special schools	· Declaration of special schools as no fee-paying schools to improve access for learners. · Consideration of a fee exemption application for learners as per legislation in public ordinary schools. · Develop the funding norms and standards for special schools as a long-term plan
Improved infrastructure facilities	Insufficient budget to address infrastructure backlogs (Laboratories, and Workshop Centres)	· DBE has developed a 10-point infrastructure strategy to improve planning and delivery of infrastructure. (Cost Effectiveness) to minimise overpricing. The strategy includes standardised concept designs and specifications, cost model (benchmark of prices), capacity for monitoring and support of infrastructure facilities and maintenance. · Streamlined contracting and supply chain processes include local sub-contracting, establishing a centre of excellence on infrastructure procurement to prepare tender documents for framework contracts; life cycle monitoring of project planning and implementation as well as management to root out poor performing contractors and restrict defaulting service providers. · The Department is preparing a funding application to the Budget Facility for Infrastructure (BFI) for the sector for consideration by the National Treasury for additional funding to address backlogs. · Additional funding is sourced from private partners. · Strengthen accountability of IA's · Regular monitoring meeting with IA's · Continuous sourcing of funding to address backlogs through sponsorships and the National Treasury.
	Lack of reliable data to inform infrastructure plan	· Provinces are conducting conditional assessments to update infrastructure data for the purposes of having reliable data for planning · The EFMS has been updated on a regular basis on the condition of the school. Continuous monitoring will be done regularly. · To strengthen the service level agreement for Service Providers, Implementing Agents, and PEDs by including a clause that indicates that no payments will be made until the deliverables claimed are fully loaded on EFMS.

Outcomes	Key Risks	Risk Mitigations
Improved inclusivity in curriculum implementation	Ineffective implementation of inclusive education policies and practices in curriculum delivery	· Highlight or monitor compliance with national and international obligations (e.g. White Paper 6, UNCRPD, Constitution) to strengthen advocacy. · Strengthens the training of teachers in specialised areas of inclusive education. · Maximise Use of the Conditional Grant: Identify opportunities to expand the scope of the conditional grant and align with the strategic direction of the sector (i.e. placement of out-of-school learners). · Cost-Efficient Resource Allocation: Prioritise low-cost, high-impact strategies (e.g. intra- and inter-collaborate to strengthen early identification, prevention and intervention mechanisms). · Integrate inclusive education into existing programmes to reduce duplication of activities and cost. · Policy Review and Prioritisation: Review of Education White Paper 6 to align and strengthen resource allocation frameworks to mainstream and prioritise inclusive education. · Request for additional funding for Inclusive Education
Improved teacher capacity and professionalism	Inadequate funding for appointment of Grade R teachers, impacting national efforts to improve teacher capacity and professionalism in the foundation phase	· Negotiations in progress with unions in the ELRC to upgrade the underqualified Grade R practitioner · ETDP SETA provided funding for the upgrade of the qualifications of Grade R teachers. · Development of the national CPTD programmes for Grade R teachers · Strengthening coordination of teacher training programs · Reskilling of educators to mitigate subject-specific teacher shortages · Teacher's Survey to mitigate the risk of ghost teachers
	Inadequately prepared teachers come to the education system	· Policy on Minimum Requirements for Teacher Education Qualification (MRTEQ) under review, as the policy that informs the content of Teacher Qualifications to be taught in Universities in South Africa · National Teachers Induction Programmes in place. · Access to teacher training opportunities · The alignment of the initial teacher programmes with universities and the national priorities (STEM)
	Teachers fail to take advantage of or seize the presented opportunities for development	· Revision of the National Policy Framework for Teacher Education to prescribe the allocation of time within the timetable · Online teacher development platform developed to expand opportunities for participation in Professional Development · Continuous Teacher Training on on critical pedagogy skills (especially in relation to literacy and numeracy in the Foundation Phase), classroom management and digital skills (including AI in education). · Promotion requirements will be linked to the CPTD points for educators. · Teachers to be recognised for participation in professional development. · The digital skills and competencies to be embedded or incorporated in the Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED). · Strengthening of the Professional Learning Communities (PLC) and proper implementation of teacher development (QMS)
Enriched learning	Incidents of violence at schools (unsafe school environments deterring attendance, Bullying, substance abuse).	· Monitoring and evaluation provided to Districts and Schools for the implementation of the National School Safety Framework and PEDs training of School Safety Committees. · Partnership Protocol with the South African Police, which includes linking schools with Police Stations for identification of drugs or criminal acts committed by learners. · Engagement with learners and workshops with teachers on bullying and social issues such as substance abuse and GBV. · Strengthening partnerships to deal with social ills and advocating for better reporting of violent behaviour by schools · Online safety training for Teachers and Curriculum Advisors. · Training for Governance Structures (District officials, SGBs and Safety Officials) · Dissemination and mediation of technical guidance document (including the protocols for reporting corporal punishment and sexual harassment) · Psycho-social support for teachers and learners to respond to trauma and incidences such as learner suicide.

3. Public Entities

Table 27: Public Entities

Name of Public Entity	Mandate	Key Outputs	Current Annual Budget (R thousand)
South African Council for Educators (SACE)	To provide for the professional registration of educators, promote their professional development, and set, protect, and maintain the profession's ethical and professional standards.	a. Register of qualified and screened educators and lectures. b. Finalised Investigations. c. Monitoring reports on sanctions. d. Professional development activities captured on the CPTD information system. e. Educators supported on professional matters. f. Approved providers and endorsed activities list. g. Teacher Professionalisation Policy. h. Developed Policy Framework Registering Student Educators from 1st year of study. i. Professional Certification Framework and Policy for Educators. j. Research reports completed. k. Statistical report on the status of the teaching profession.	17 864
Umalusi	The NQF Act, 2008 provides for the establishment of Umalusi as a quality council that is responsible for the development and management of a sub-framework of qualifications at levels 1 - 4 of the National Qualifications Framework (NQF) and related quality assurance processes. The GENFETQA Act, as amended, assigns Umalusi responsibility for quality assurance of general and further education and training. Umalusi was established with the purpose of maintaining norms and standards in general and further education and training.	a. Promotes quality and internationally comparative standards in FET. b. Maintains and improves educational standards through development and evaluation of qualifications and curriculum; quality assurance of assessment, and provision of education, training and assessment. c. Continually develops in-depth knowledge and expertise in mandated areas through rigorous research. d. Issues appropriate and credible certificates of learner achievement in terms of specific qualifications and subjects on the FET Framework of Qualifications. e. Provides reliable and credible leadership and guidance in standard setting and quality assurance.	182 350

4. Infrastructure Projects

From 2026/27, the School Infrastructure Backlogs Grant (SIBG) that has been managed by the DBE will be incorporated into the Education Infrastructure Grant (EIG), that is transferred to Provincial Education Departments. There are therefore no new infrastructure projects to be undertaken by the DBE with effect from 2026/27. The DBE will, in line with its mandate, monitor spending of the EIG by Provincial Education Departments.

5. Public Private Partnerships

Table 28: Public Private Partnerships

PPP Name	Purpose	Outputs	Current Value of Agreement	End Date of Agreement
Sethekgo	Finance, Design, Construction and Maintenance of the DBE head office	As per schedule 3 part 2 of the PPP agreement	R 754 342 235	End of the 2035 financial period

Part D: Technical Indicator Descriptions (TID)

Programme 1: Administration

Indicator Title	**1.1.1 Percentage of valid invoices paid within 30 days upon receipt by the Department.**
Definition	To ensure that all valid invoices received by the DBE are paid within 30 days of receipt from the suppliers. Valid invoices refer to invoices that meet Treasury regulations (Section 8.2.3) and PFMA as well as Income Tax Act requirements.
Source of data	Basic Accounting System (BAS)
Method of Calculation / Assessment	Numerator: Total number of valid invoices paid within 30 days of receipt by the Department Denominator: Total number of valid invoices received and paid by the Department Multiply by 100
Means of Verification	Accrual report for invoices not paid. Quarterly reports for all invoices received and paid by the DBE.
Data limitations	Suppliers not submitting invoices on time.
Assumptions	There is sufficient budget to pay service providers.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired performance	All invoices received are paid within 30 days.
Indicator Responsibility	Branch A: Finance and Administration

Indicator Title	**1.1.2 Number of reports on misconduct cases resolved within 90 days and submitted to the DPSA**
Definition	The indicator measures the number of reports on misconduct cases submitted to the Department of Public Service and Administration (DPSA) within the financial year. Misconduct refers to the transgression of the code of conduct by an official in which case a disciplinary action was instituted for such act. A misconduct case is considered resolved when the disciplinary process for that case has been completed within 90 days, including all required steps defined in the disciplinary framework. This includes both progressive and formal disciplinary actions as outlined in Resolution 1 of 2003- Clause 7.2(a) - and Chapter 7, clause 2.7(2)(b) of the SMS Handbook.
Source of data	Signed list of formal cases submitted by line managers to the Directorate: Labour Relations to initiate/ institute a disciplinary process. Signed list of those cases resolved by the Directorate: Labour Relations. Personnel and Salary System (PERSAL) reports.
Method of Calculation / Assessment	Count the number of reports on misconduct cases resolved within 90 days and submitted to the DPSA
Means of Verification	Quarterly misconduct reports submitted to the DPSA.
Data limitations	Resolution time may be extended beyond 90 days.
Assumptions	People report misconduct cases.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Cumulative: Year-end
Reporting Cycle	Quarterly
Desired performance	All misconduct cases are resolved within 90 days.
Indicator Responsibility	Branch A: Finance and Administration

Indicator Title	**1.1.3 Number of capacity-building programmes offered to the DBE officials.**
Definition	The indicator measures the number of capacity-building programmes offered to the DBE officials within the financial year.
Source of data	Records of capacity-building programmes conducted.
Method of Calculation / Assessment	Count the number of capacity-building programmes offered to the DBE officials.
Means of Verification	Signed (Director or above) list of programmes with dates conducted Signed (by participants) attendance registers Completion certificates
Data limitations	No officials attending in a particular quarter.
Assumptions	The newly appointed DBE officials will undergo the Compulsory Induction Programme. Existing DBE officials are offered and attend capacity-building programmes that are appropriate for their identified training needs and contribute to their development). Some training will be done online (via Teams/ Zoom).
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	20 capacity-building programmes per year
Indicator Responsibility	Branch A: Finance and Administration

Indicator Title	**1.1.4 Number of Schedule 4 and 5 Conditional Grants' Quarterly Performance Reports submitted to National Treasury (NT) 45 days after the end of each quarter.**
Definition	Schedule 4 Conditional Grant specifies allocations to provinces to supplement the funding of programmes or functions funded from provincial budgets. The Education Infrastructure Grant is a prime example of such a grant where provincial equitable share portion for education infrastructure is supplemented by an allocation from the national tier of government. In reporting on implementation of the grant, the focus of the report would encompass both projects funded from the respective provincial equitable share and those undergirded with funding from the conditional grant. Schedule 5 Conditional Grants which are specifying specific-purpose allocations to provinces that are entirely flowing from the national tier without any matching funding from the provincial equitable share. Most of the conditional grants in the education sector are Schedule 5 grants which include HIV/AIDS Life Skills Education Programme, Learners with Severe to Profound Intellectual Disabilities, Mathematics, Science and Technology and National School Nutrition Programme. Reports on implementation would typically focus on grant outputs alone. The following Conditional Grants are submitted to NT 45 days after the end of the quarter: 1. Education Infrastructure Grant 2. Children/Learners with Severe to Profound Intellectual Disability (C/LSPID) Grant 3. Mathematics, Science and Technology (MST) Grant 4. Early Childhood Development (ECD) Grant 5. HIV/AIDS Life Skills Education Grant 6. National School Nutrition Programme (NSNP) Grant Performance information on the status of implemented grants is submitted especially progress on outputs (as contained in the grant framework) as expressed in the approved business plan for the year. This performance information which has both financial and non-financial information focus on achievements for the quarter under review, challenges and mitigation measures to improve performance. Note that the 4th quarterly report of the previous financial year is produced in April of the new financial year.
Source of data	Respective Grant Managers responsible for the management of the Schedules 4 and 5 Conditional Grants, who in turn, receive such reports from the Provincial Education Departments.
Method of Calculation / Assessment	Count the number of Schedules 4 and 5 Conditional Grants' Quarterly Performance Reports submitted to National Treasury (NT) 45 days after the end of each quarter.
Means of Verification	Email submitted to NT within 45 days after the end of each quarter, containing all six Conditional Grants' Quarterly Performance Reports along with the signed DG approval letter.
Data limitations	Accuracy, completeness and substance of the Schedules 4 and 5 Conditional Grants as well as their late submission by Provincial Education Departments
Assumptions	Late submission of Schedules 4 and 5 Conditional Grants quarterly reports by Provincial Education Departments thereby affecting timely submission to National Treasury
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Cumulative: Year-end
Reporting Cycle	Quarterly
Desired performance	To develop and submit four quarterly performance reports per conditional grant in accordance with the Division of Revenue Act requirements.
Indicator Responsibility	Branch A: Finance and Administration

Indicator Title	**1.1.5 Number of advisory reports on school education-related matters prepared for the Minister of Basic Education by the National Education and Training Council**
Definition	To ensure that the National Education and Training Council is effective in discharging its mandate in accordance with the *Regulations for the Establishment of the National Education and Training Council* (Government Notice R974, Government Gazette 32629, 9 October 2009), read with Section 11 of the National Education Policy Act.
Source of data	Decision register
Method of Calculation / Assessment	Count the number of advisory reports on school education-related matters approved by the National Education and Training Council, signed by the Chairperson
Means of Verification	Signed (by the Chairperson) advisory reports on school education-related matters. Signed (by the Chairperson) minutes of the National Education and Training Council in terms of which such advisory reports were approved by the Council.
Data limitations	None.
Assumptions	The National Education and Training Council is supported by an effective secretary designated by the Director-General in terms of the *Regulations for the Establishment of the National Education and Training Council* (Government Notice R974, Government Gazette 32629, 9 October 2009)
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	The National Education and Training Council to advise the Minister of Basic Education on education related matters
Indicator Responsibility	Ministry

Programme 2: Curriculum Policy, Support and Monitoring

Indicator Title	**2.1.1 Number of Technical Schools monitored for implementation of the Curriculum and Assessment Policy Statement (CAPS)**
Definition	The indicator measures the number of schools visited to monitor the implementation of the CAPs for the specialisation subjects
Source of data	Information is obtained through monitoring.
Method of Calculation/ Assessment	Count the number of Technical Schools monitored for implementation of the CAPS
Means of Verification	Completed, signed and dated monitoring tools. Signed (Director or above) list of schools monitored per quarter with dates monitored. Signed (Director or above) consolidated annual monitoring report.
Data limitations	None
Assumptions	All identified schools would have been monitored and data collected during the monitoring
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Cumulative: Year-end
Reporting cycle	Quarterly
Desired performance	Improvement in the implementation of the CAPS for Technical Schools.
Indicator responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	**2.1.2 Number of learners obtaining subject passes towards a National Senior Certificate (NSC) or Senior Certificate (SC) supported through the Second Chance Matric Programme per year**
Definition	Subject passes towards the NSC or Senior Certificate (SC) by accessing resources from the Second Chance Matric Programme (SCMP), which provides the following models of support: · Face-to-face classes in selected centres throughout the country. · Radio and television broadcasting. · Online and offline digital programme (The DBE Cloud and Vodacom E School). · Print resources. · Content Access Points (CAPS) These learners include: · Supplementary learners (including those who did not meet the NSC requirements for a Diploma or Degree pass). · Progressed learners who modularised and will sit for the May/ June examinations. · Candidates writing the Senior Certificate (SC) in May/ June. · Adults who have Grade 7 or equivalent and wish to achieve matric qualifications. · Part-time NSC candidates writing the November examinations (including candidates upgrading their pass status). The Programme provides support for the 11 high enrolment subjects (pass mark of >30%), Languages (pass mark of >40%)
Source of data	NSC and SC Database sourced from the DBE examinations.
Method of Calculation/ Assessment	Count the number of learners who have obtained subject passes towards a National Senior Certificate (NSC) or Senior Certificate SC supported through the Second Chance Matric Programme per year
Means of Verification	Learners who wrote: Database of learners who wrote the NSC examinations Database of learners who wrote the Senior Certificate examinations Learners who obtained subject passes: Database of learners who achieved subject passes in the NSC examinations Database of learners who achieved subject passes in the Senior Certificate examinations Statement of results for each learner *(available upon request)*
Data limitations	The DBE is reliant on data from external sources – Examinations Database, registration of learners, data from the DBE Cloud/ website and Vodacom E School, District offices, and data from broadcasters that is not learner-specific. Learners accessing support unable to provide examination or ID numbers at venues. The target achieved in the 4th quarter emanates from the NSC examinations which were written in February/ March of the 2025 academic year. However, results were only available in August 2025. Out-of-school candidates do not take all subjects but a few subjects a year and will therefore not necessary obtain an NSC in one year. However, their subject passes are still an achievement as they are credited towards the qualification. Learners accessing the broadcast lessons on television and radio and those who access the available online resources.
Assumptions	All learners register and sit for the May/June and October/November examinations each year.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Cumulative: Year-end
Reporting cycle	Bi-annually
Desired performance	A high number of learners passing the NSC and Senior Certificate (amended) SC(a) will improve opportunities at tertiary institutions.
Indicator responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator title	**2.1.3 Number of Children/Learners taught using the Learning Programme for C/LPID**
Definitions	Among the children/learners enrolled in special care centres and schools, are those that have been diagnosed by psychologists as having Profound Intellectual Disability (PID) and those with Global Developmental Delay (GDD). Others have been provisionally diagnosed with PID and GDD by physiotherapists, occupational therapists, speech and language therapists, and senior education specialists. This means their diagnosis must be confirmed by a psychologist. Both children/ learners with PID and GDD diagnosed and provisionally are taught using the Learning Programme for C/LPID. The Learning Programme for Children/Learners with Profound Intellectual Disability (C/LPID), which is essentially a differentiated National Curriculum Statement for Grades R-12 and NCF has been developed to respond to the educational and developmental needs of these children/learners.
Source of data	Provincial databases on the number of Children/Learners taught using the Learning Programme for C/LPID
Method of Calculation/ Assessment	Count the number of Children/Learners with Profound Intellectual Disability (C/LPID) and Global Developmental Delay (GDD) taught using the Learning Programme for C/LPID. (measured over the academic year)
Means of Verification	Signed (Director or above) database of children/learners taught using the Learning Programme for C/LPID. Mark schedules of Children/Learners taught using the Learning Programme for C/LPID *(available upon request)*
Data limitations	Enrolment and learner attendance in special care centres fluctuates due to various factors, such as socio-economic factors. This may result in the fluctuation in the number of children/learners taught using the Learning Programme for L/ CPID. In addition, for one reason or the other, some of the children/learners may not have official identification documents. This poses a challenge with data verification.
Assumptions	The Transversal Itinerant Outreach Team Members, caregivers and teachers will implement the Learning Programme for C/LPID.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: All children/learners taught using the Learning Programme for PID have a disability.
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	All children/learners in the database who have been diagnosed and provisionally diagnosed as PID and GDD are taught using the Learning Programme for LPID.
Indicator responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator title	**2.1.4 Number of learners experiencing barriers to learning supported through the Policy on Screening, Identification, Assessment and Support (SIAS)**
Definitions	Although a significant number of teachers and officials have been trained in the implementation of the Policy on SIAS, implementation has not had the expected impact as a mechanism for early identification and intervention. Thus, the indicator is intended to track the number of learners experiencing barriers (such as numeracy, language barriers, or other special educational needs) supported through the Policy on SIAS.
Source of data	Provincial databases on the number of learners experiencing barriers to learning supported through the Policy on Screening, Identification, Assessment and Support (SIAS)
Method of Calculation/ Assessment	Count the number of learners experiencing barriers to learning supported through Policy on SIAS. (measured over the academic year)
Means of verification	Signed (Director or above) database of learners experiencing barriers to learning supported through the Policy on SIAS. Support Needs Assessment (SNA1) forms *(available upon request)*
Data limitations	Data may not be reported promptly or aligned with the reporting period, making it challenging to capture accurate supported numbers of learners.
Assumptions	All learners experiencing barriers to learning are supported through the Policy on SIAS
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Enhanced institutionalisation of the Policy on SIAS as a mechanism for early identification and intervention in schools.
Indicator responsibility	Branch C: Curriculum Policy, Support and Monitoring Support –

Indicator Title	**2.1.5 Number of children benefiting from the Early Childhood Development (ECD) subsidy**
Definition	The disbursement of public funds for ECD delivery is done through the ECD subsidy. This subsidy is funded through both the Equitable Share and the Subsidy Component of the ECD Conditional Grant as per conditions in the ECD Framework.
Source of data	Early Childhood Administration and Reporting System (eCares)
Method of Calculation/ Assessment	Count the number of children benefitting from the ECD subsidy
Means of verification	Signed (Director or above) consolidated list of Provincial Education Department data as reported on the eCares system. ECD Contract with list of children benefiting from the subsidy *(available upon request)*
Data limitations	The quality of data on the eCares system is dependent on the usage of the system at the Provincial Education Department level.
Assumptions	Government funding is available through the equitable share and conditional grant to pay the ECD subsidies. The data systems are in place to report on the number of ECD programmes receiving the ECD subsidy.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	A database exists with the number of ECD programmes receiving the ECD subsidy. Develop a system to update the database annually.
Indicator Responsibility	Branch D: Delivery and Support

Indicator Title	**2.1.6 Number of children accessing registered Early Childhood Development (ECD) programmes**
Definition	This indicator measures the number of children who are accessing both conditionally and fully registered Early Childhood Development programmes. ECD programmes are registered in terms of the Children's Act and ECD programmes are classified as conditionally or fully registered as evaluated by the ECD registration framework.
Source of data	Early Childhood Administration and Reporting System (eCares)
Method of Calculation/ Assessment	Count the number of children accessing ECD programmes in the eCares System
Means of verification	Signed (Director or above) consolidated list of Provincial Education Department data as reported on the eCares system. Registration certificate of the ECD programmes *(available upon request)*
Data limitations	The quality of data on the eCares system is dependent on the usage of the system at the Provincial Education Department level.
Assumptions	All children in fully and conditionally registered ECD programmes are captured on eCares.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	If the information is accurate, this will increase access to quality ECD services, particularly for those in the poorest and most vulnerable communities.
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	A database exists with the number of children accessing ECD programmes.
Indicator Responsibility	Branch D: Delivery and Support

Indicator Title	2.1.7 Early Childhood Administration and Reporting System (eCares) developed
Definition	This indicator tracks the progress in the development of the eCares system. The purpose of the system is to enable the collection, verification and reporting of accurate information on the provision of ECD programmes. This will support data-driven planning practices at a National, Provincial and District level.
Source of data	Approved User Acceptance Testing report
Method of Calculation/ Assessment	Assessment of the approved User Acceptance Testing report on the development of an Early Childhood Administration and Reporting system (eCares)
Means of verification	Signed (Director or above) User Acceptance Testing report on the development of an Early Childhood Administration and Reporting system (eCares)
Data limitations	The DBE will develop the eCares system in collaboration with stakeholders from the ECD sector and provincial officials. Their availability to participate in consultation might not always be timeous and that might affect the planned timelines.
Assumptions	All stakeholders and parties concerned will participate fully in the development and implementation of the system
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	A functional Early Childhood Administration and Reporting System (eCares)
Indicator Responsibility	Branch D: Delivery and Support

Indicator Title	2.1.8 Tabling of the 2023 Children's Amendment Bill in Parliament
Definition	This indicator tracks the progress in amending the Children's Amendment Bill to create a more enabling environment for expanding access to ECD programmes, as well as improving the quality of ECD programmes. The 2023 Children's Amendment Bill will improve Early Childhood Development (ECD) by removing systemic barriers and creating a stronger, more enabling regulatory and operational environment for ECD programmes. The amendment process strengthens coordination between ECD roleplayers, improving how government plans, funds, regulates, and supports ECD provision. Tabling in parliament serves as the formal introduction of proposed legislation, initiating the legislative process for debate, amendment, and potential enactment into law.
Source of data	Children's Amendment Bill and progress data on the amendment of legislation
Method of Calculation/ Assessment	Proof of 2023 Children's Amendment Bill tabled in Parliament
Means of verification	Tabled 2023 Children's Amendment Bill
Data limitations	The DBE will amend the legislation through consultation with stakeholders and concerned parties. Their availability to participate in consultation might not always be timeous and that might affect the planned timelines. The processing of the Children's Amendment Bill will be dependent on the introduction to Parliament and be processed through the Parliamentary processes.
Assumptions	All stakeholders and parties concerned will participate fully in the amendment of the legislation
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	Amendment of legislation to create an enabling ECD environment
Indicator Responsibility	Branch D: Delivery and Support

Indicator Title	**2.1.9 Number of districts monitored on implementation of the National Curriculum Statement (NCS) for Grades 10–12**
Definition	One of the primary responsibilities of the national Department is to monitor and support the implementation of the National Curriculum Statement (NCS) in all subjects for the Further Education and Training (FET) phase. Learner performance in the National Senior Certificate (NSC) of the preceding year is used as the main criterion for selecting schools. The least performing districts (initially 10 and currently 15) in the NSC are identified during the analysis and announcement of results. The Subject Specialists in the FET Directorate identify six (6) underperforming schools in the identified districts at which to conduct on-site monitoring and support. Subject-specific monitoring tools, which Subject Specialists will use, are developed. Monitoring will be conducted at the identified school in identified districts to determine the extent to which the curriculum is implemented, identify gaps in implementation and areas of support required.
Source of data	Information is obtained through in-person monitoring.
Method of Calculation/ Assessment	Count the number of districts monitored on implementation of the National Curriculum Statement (NCS) for Grades 10–12.
Means of verification	Completed, signed and dated monitoring tools. Signed (Director or above) list of districts monitored with dates monitored. Signed (Director or above) consolidated annual monitoring report.
Data limitations	Service delivery protests might impact the collection of data on monitoring of the NCS implementation. Teacher union disengagements with the employer might hinder data collection on monitoring the NCS implementation. Road infrastructure and distances between the selected schools, especially in the rural areas, impact data collection as the second school is reached almost at the end of the day. The challenge in this case is teacher travel clubs as well as learner transport. Clash of priorities, where members of the School Management team are required to attend pre-arranged meetings also contribute to data limitation.
Assumptions	Monitoring of schools in districts will improve learner performance and accountability in the district.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	The quality of learning and teaching in identified subjects will improve.
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	To improve teaching quality that impact learner performance in identified subjects.
Indicator Responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	**2.1.10 Number of provinces monitored for extra-support classes to increase the number of learners achieving Bachelor-level passes**
Definition	One of the primary responsibilities of the national Department is to monitor and support the implementation of the National Curriculum Statements (NCS) in all subjects for the Further Education and Training (FET) band. The number of Bachelor-level passes obtained per subject indicates the quality of learning and teaching. Extra-support classes provided in provinces are one of the interventions used to increase the number of Bachelor-level passes per subject. Subject Specialists monitor a sample of extra-support classes/ centres in provinces. The quality of the intervention is assessed against a monitoring instrument. This determines the interventions' effectiveness and identifies best practices for sharing among the provinces. The monitoring will be conducted on site by the Subject Specialists.
Source of data	Information is obtained through on-site monitoring.
Method of Calculation/ Assessment	Count the number of provinces monitored on extra-support classes to increase the number of learners achieving Bachelor-level passes.
Means of verification	Completed, signed and dated monitoring tools. Signed (Director or above) list of schools monitored per quarter with dates monitored. Signed (Director or above) consolidated annual monitoring report.
Data limitations	Some data is dependent on information from provinces whose accuracy the DBE cannot confirm. Not all subjects are offered during extra-support classes. Data on certain subjects might not be available. Clash of the priorities mainly in autumn and winter where the best teachers are not available to teach as they are appointed to mark scripts for remarking and June examinations.
Assumptions	Monitoring will increase the number of Bachelor-level passes in identified subjects in Grade 12.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Vulnerable learners are supported to achieve excellence in passing Grade 12. Reflect on the spatial impact area: Not Applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	To increase the Bachelor-level passes in Grade 12.
Indicator Responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	**2.1.11 Number of candidates achieving 60% and above in Mathematics in the National Senior Certificate (NSC) examinations**
Definition	The indicator measures the number of learners/candidates that have achieved 60% and above in Mathematics in the National Senior Certificate (NSC). Achieving quality passes (60% and above) in Mathematics in South Africa is essential for accessing higher education in STEM fields, filling critical skills shortages, and enhancing economic growth.
Source of data	National Senior Certificate Database
Method of Calculation/ Assessment	Count the number of learners obtaining 60% and above in Mathematics in the National Senior Certificate (NSC) examinations
Means of verification	Signed (Director or above) database of learners that passed Mathematics in the NSC examinations Statement of results for each candidate (*available upon request*)
Data limitations	Data for learners maybe withheld due to examination irregularities
Assumptions	Data from officially published NSC reports in January will be used, even though some additional Bachelor and Diploma-level passes will be obtained through the supplementary examinations.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	All schools offering NSC
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	More learners in all nine provinces achieving quality passes
Indicator Responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	**2.1.12 Number of candidates achieving 60% and above in Physical Science in the National Senior Certificate (NSC) examinations**
Definition	The indicator measures the number of learners/candidates that have achieved 60% and above in Physical Science in the National Senior Certificate (NSC). Achieving quality passes 60% and above in Physical Science in South Africa is essential for accessing higher education in STEM fields, filling critical skills shortages, and enhancing economic growth.
Source of data	National Senior Certificate Database
Method of Calculation/ Assessment	Count the number of learners obtaining 60% and above in Physical Sciences in the National Senior Certificate (NSC) examinations
Means of verification	Signed (Director or above) database of learners that passed Physical Science in the NSC examinations Statement of results for each candidate (*available upon request*)
Data limitations	Data for learners maybe withheld due to examination irregularities
Assumptions	Data from officially published NSC reports in January will be used, even though some additional Bachelor and Diploma-level passes will be obtained through the supplementary examinations.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	More learners in all nine provinces achieving quality passes
Indicator Responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	**2.1.13 Number of schools implementing the General Education Certificate (GEC)**
Definition	The indicator tracks the number of schools that are implementing the GEC and complete the GEC assessment tasks. The GEC is the qualification at level 1 on the National Qualifications Framework (NQF) that is intended to formally recognise learners' achievements at the end of Grade 9.
Source of data	Schools will upload the GEC scores onto SA-SAMS. A data extraction report will be generated from SA-SAMS indicating the number of implementing schools per province.
Method of Calculation/ Assessment	Count the number of schools implementing the General Education Certificate (GEC)
Means of verification	Signed (Director or above) SA-SAMS database of schools implementing the General Education Certificate (GEC) Data extracts of term 4 schedules from SA-SAMS for GEC implementing schools *(available upon request)*
Data limitations	The data from schools is uploaded manually into SA-SAMS and there is possible human error on during capturing
Assumptions	implementing schools successfully completed all the GEC assessment tasks.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	Incremental scaling up of schools implementing the GEC across all 9 provinces
Indicator Responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	2.1.14 Number of special schools offering Occupational or Vocational subjects
Definition	The indicator measures special schools that are offering Vocational or Occupational subjects and this includes Schools of Skills (SoS), which are a type of educational institution or programme that focuses on providing learners with practical, vocational, or technical skills, often for learners who have difficulty succeeding in a traditional academic setting. The vocational pathway includes subjects that incorporate knowledge and skills to enter the economy through a general, broad orientation in vocational areas, as well as general learning in essential areas such as Language and Mathematics. The occupational pathway, meanwhile, includes subjects associated with a trade, occupation or profession, consisting of knowledge/theory and application (practical skills, work experiences, or simulated work experiences) and articulate largely into the skills programmes offered by the occupational quality council. The indicator covers specials schools offering Grades 8 and 9 or Years 1 to 4 in the General Education and Training.
Source of data	Provincial databases on the number of special schools offering Vocational or Occupational pathways subjects.
Method of Calculation/ Assessment	Count the number of special schools offering Occupational or Vocational subjects
Means of verification	Signed (Director or above) list of special schools offering Vocational or Occupational pathways subjects. Proof of approval for the respective special school to participate in the offering of Vocational or Occupational pathways subjects in specific occupational learning fields and their subject combinations *(available upon request)*.
Data limitations	Data integrity is dependent on the information derived from participating schools and verification by Provincial Education Departments.
Assumptions	There is a set of special schools in which implementation of the Vocational or Occupational or pathways at Grades 8 and 9 or Years 1 to 4 in the General Education and Training phase will occur.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	Special schools implement the Occupational or Vocational Streams
Indicator Responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	2.1.15 Percentage of female learners accessing technical subjects in public ordinary schools
Definition	The indicator measures the percentage of females accessing technical subjects. Access refers to those who are enrolled for the technical subjects at Grades 10, 11 and 12. Technical subjects provide learners with the specific knowledge and practical skills to operate tools, software, and systems required for their job roles, focusing on hands-on, job-specific hard skills. The indicator is meant to improve the empowerment of females by enhancing their employability, fostering independence, and promoting social inclusion. The subjects help to equip participants with practical skills, boost their confidence, and create opportunities for economic empowerment, leading to greater self-reliance and improved well-being.
Source of data	Provincial database on total number of learners accessing technical subjects in public ordinary schools in Grades 10, 11 and 12
Method of Calculation/ Assessment	Numerator: Total number of female learners accessing technical subjects in public ordinary schools Denominator: Total number of learners accessing technical subjects in public ordinary schools Multiplied by 100
Means of Verification	Numerator: Signed (Director or above) list of female learners accessing technical subjects Denominator: Signed (Director or above) list of learners accessing technical subjects Learner profiles or report cards including gender (available upon request)
Data limitations	Data integrity is dependent on the information derived from participating schools and verification by Provincial Education Departments. The participation in Technical subjects is dependent and reliant on the availability of requisite infrastructure like workshops.
Assumptions	There are adequate offerings of vocational training and learners participate
Disaggregation of Beneficiaries (where applicable)	Target for Women: Indicator reports on females accessing technical subjects Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Increase in female learners participating in technical subjects
Indicator responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	**2.1.16 History Curriculum and Assessment Policy Statement (CAPS) for Grades 4-12 revised.**
Definition	The indicator measures the completion of the public participation and revision process for the History CAPS (Grades 4–12), evidenced by the consolidation and incorporation of public comments into the revised draft and its resubmission to Umalusi for appraisal. The revision aims to strengthen curriculum coherence and address identified gaps, including the inclusion of African-centred and pre-colonial African history content, as appropriate.
Source of data	Record of public comments and DBE response matrix
Method of Calculation/ Assessment	Revised History CAPS for Grades 4-12 formally resubmitted to Umalusi for appraisal after public comments.
Means of Verification	Signed (Director-General or above) approval of the resubmission to Umalusi for appraisal Covering letter/email to Umalusi with the revised CAPS (Grades 4-12)
Data limitations	Progress may be affected by the volume and complexity of public inputs, the time and capacity required for internal technical consolidation and quality assurance, and Umalusi appraisal timeframes, which are external to the DBE's direct control.
Assumptions	Public participation processes are implemented as scheduled; required technical capacity is available to consolidate inputs; internal governance approvals are obtained timeously; and Umalusi processes are accessible for receipt of the resubmitted document.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Fostering social understanding and cohesion through a revised History CAPS (Grades 4-12) that has incorporated public inputs and progressed through Umalusi appraisal processes
Indicator responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	**2.1.17 Number of schools monitored for implementing entrepreneurship education**
Definition	The aim of Entrepreneurship Education is using the Teaching for Learning approach to incrementally infuse project-based learning in the 'Project' assessment task in Section 4 of the Curriculum and Assessment Policy Statements from Grades R–12 through the Entrepreneurship, Employability and Education Programme, and to assess the quality of implementation and learner outcomes in monitored schools. The purpose of the Entrepreneurship, Employability and Education Programme is to develop entrepreneurial skills and competencies of learners and teachers; and to strengthen project-based teaching and learning, with measurable improvements in implementation quality and learner outcomes. Monitoring must culminate in a consolidated annual quality and outcomes report, highlighting key findings, trends, risks, and recommended improvement actions.
Source of data	Information is obtained through onsite and desktop monitoring.
Method of Calculation/ Assessment	Count the number of schools monitored for implementing entrepreneurship education.
Means of Verification	Completed, signed and dated monitoring tools. Signed (Director or above) list of schools monitored per quarter with dates monitored. Signed (Director or above) consolidated annual monitoring report.
Data limitations	Some of the data is dependent on information from districts and provinces of which the DBE cannot confirm the accuracy.
Assumptions	All participating schools implement Entrepreneurship Education, and monitored schools provide sufficient evidence to assess implementation quality and outcomes.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	To improve the quality of implementation of project-based learning and strengthen learner entrepreneurship-related competencies, informed by monitoring findings and reported improvement actions.
Indicator responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	**2.2.1 Number of schools monitored on the implementation of the reading norms**
Definition	This indicator measures the number of schools monitored to verify implementation of the reading norms in the Foundation Phase. Reading norms measure the expected number of words a learner should be able to read per minute, aligned to grade level and language of learning. Monitoring includes verification of implementation and evidence that findings are used to drive improvement actions
Source of data	Information will be obtained through onsite school monitoring.
Method of Calculation/ Assessment	Count the number of schools monitored on the implementation of the reading norms.
Means of Verification	Completed, signed and dated monitoring tools. Signed (Director or above) list of schools monitored per quarter with dates monitored. Signed (Director or above) consolidated annual monitoring report
Data limitations	Monitoring is conducted on a sample basis. Data quality is dependent on the accuracy of school assessment records and verification by district/provincial officials.
Assumptions	All schools have language and grade appropriate reading resources
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Cumulative: Year-end
Reporting cycle	Quarterly
Desired performance	To improve reading proficiency levels in public schools through verified implementation of the reading norms and tracked improvement actions.
Indicator responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	**2.2.2 Number of schools monitored on the implementation of the Incremental Introduction to African Languages (IIAL)**
Definition	The IIAL programme tracks the number or percentage of public schools that have formally introduced and are implementing an African Language for communicative purposes and fostering social cohesion.
Source of data	Information will be obtained through onsite school monitoring.
Method of Calculation/ Assessment	Count the number of schools monitored on the implementation of the IIAL.
Means of Verification	Completed, signed and dated monitoring tools. Signed (Director or above) list of schools monitored per quarter with dates monitored. Signed (Director or above) consolidated annual monitoring report.
Data limitations	Monitoring is conducted on a sample basis. Data quality is dependent on the accuracy of school assessment records and verification by district/provincial officials.
Assumptions	All targeted schools have introduced an official African Language at Second Additional Language level.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Cumulative: Year-end
Reporting cycle	Quarterly
Desired performance	All schools should introduce a previously marginalised African Language.
Indicator Responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	**2.2.3 Number of schools monitored on the implementation of the Early Grade Reading Assessment (EGRA)**
Definition	This indicator measures the number of public schools monitored to verify implementation of the Early Grade Reading Assessment (EGRA) programme as an intervention for improving foundational reading. Monitoring includes verification of implementation and evidence that findings are used to drive improvement actions.
Source of data	Information is obtained through school monitoring, including lesson observation and review of assessment records and support plans.
Method of Calculation/ Assessment	Count the number of underperforming schools monitored on the implementation of the EGRA.
Means of verification	Completed, signed and dated monitoring tools. Signed (Director or above) list of schools monitored per quarter with dates monitored. Signed (Director or above) consolidated annual monitoring report
Data limitations	Monitoring is conducted on a sample basis. Data quality is dependent on the accuracy of school assessment records and verification by district/provincial officials.
Assumptions	All Foundation Phase teachers have been orientated on the administration of EGRA
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Cumulative: Year-end
Reporting Cycle	Quarterly
Desired performance	Public schools demonstrate correct EGRA implementation and documented use of results to strengthen reading instruction and learner support.
Indicator Responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	**2.2.4 Number of schools with multi-grade classes monitored for implementing the multi-grade toolkit**
Definition	This indicator measures the number of schools classified as multigrade that have formally adopted and are implementing approved multigrade teaching strategies, supported by relevant materials such as the Multigrade Toolkit.
Source of data	Information is obtained through onsite school monitoring.
Method of Calculation/ Assessment	Count the number of schools with multi-grade classes monitored for implementing the multi-grade toolkit.
Means of verification	Completed, signed and dated monitoring tools. Signed (Director or above) list of schools monitored per quarter with dates monitored. Signed (Director or above) consolidated annual monitoring report.
Data limitations	Monitoring is conducted on a sample basis. Data quality is dependent on the accuracy of school assessment records and verification by district/provincial officials.
Assumptions	All schools that practice multigrade teaching have received the multigrade toolkit in all the subjects.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Cumulative: Year-end
Reporting Cycle	Quarterly
Desired performance	To achieve improved curriculum coverage in schools with multi-grade classes.
Indicator Responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator title	**2.2.5 Number of districts monitored on the implementation of the National Reading Literacy Strategy**
Definition	This indicator measures the number of education districts monitored to verify implementation of the National Reading Literacy Strategy and district actions to strengthen reading outcomes in the Foundation Phase, particularly in Home Languages.
Source of data	Approved National Reading Literacy Strategy: 2024–2030 Information is obtained through onsite or desktop monitoring of the districts
Method of Calculation/ Assessment	Count the number of districts monitored on the implementation of the National Reading Literacy Strategy.
Means of verification	Completed, signed and dated monitoring tools. Signed (Director or above) list of districts monitored per quarter with dates monitored. Signed (Director or above) consolidated annual monitoring report
Data limitations	Monitoring is conducted on a sample basis. District implementation evidence is dependent on district records and verification by Provincial Education Departments.
Assumptions	All education districts have reading strategies and plans.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Cumulative: Year-end
Reporting cycle	Quarterly
Desired performance	Districts implement the National Reading Literacy Strategy with verified support actions to schools and tracked improvement actions based on monitoring findings.
Indicator responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	**2.2.6 Number of schools monitored on the availability of readers**
Definition	This indicator measures the number of schools monitored to verify the availability of grade-appropriate and language-appropriate readers in the Foundation Phase aligned to the curriculum, and the presence of basic systems for their classroom use, as required by the National Reading Literacy Strategy.
Source of data	Information obtained through onsite school monitoring.
Method of Calculation/ Assessment	Count the number of schools monitored on the availability of readers
Means of verification	Completed, signed and dated monitoring tools. Signed (Director or above) list of schools monitored per quarter with dates monitored. Signed (Director or above) consolidated annual monitoring report
Data limitations	Monitoring will be conducted in a sample of Districts.
Assumptions	Schools maintain basic inventory/ recording systems for readers and make readers accessible for classroom use.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Cumulative: Year-end
Reporting Cycle	Quarterly
Desired performance	Schools have sufficient, appropriate readers available and accessible for regular classroom use in the Foundation Phase to support reading for meaning.
Indicator Responsibility	Branch D: Delivery and Support

Indicator Title	**2.3.1 Number of schools monitored on the availability of Grades 3, 6, 9 and 12 Mathematics and English First Additional Language (EFAL) textbooks**
Definition	This indicator measures the number of public schools monitored to verify that the specified Mathematics and EFAL textbooks for Grades 3, 6, 9 and 12 are available in the school and accessible to learners for learning and teaching, as evidenced through onsite verification.
Source of data	Information obtained from monitoring reports
Method of Calculation/ Assessment	Count number of schools monitored on the availability of Grade 3,6,9 and 12 Mathematics and English First Additional Language (EFAL) textbooks.
Means of Verification	Completed, signed and dated monitoring tools Signed (Director or above) list of schools monitored per quarter with dates monitored. Signed (Director or above) consolidated annual monitoring report
Data limitations	Monitoring is conducted on a sample basis. Availability may fluctuate due to late deliveries, losses or learner movement. Monitoring records reflect availability at the time of the visit.
Assumptions	Learners use textbooks over a minimum period of five years. If the textbooks are well taken care of, the lifespan could be extended to more than the minimum of five years. At the end of each year, the school retrieves and reports to provinces the number of textbooks in good condition and places orders to replace shortages caused by losses, damages, etc
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Cumulative: Year-end
Reporting Cycle	Quarterly
Desired performance	Sampled schools demonstrate adequate textbook availability and learner access in monitored grades/subjects, with shortages recorded and corrective actions tracked.
Indicator Responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	**2.3.2 Percentage of public schools provided with Life Skills workbooks for learners in Grades 1 to 3 per year, after having placed an order**
Definition	This indicator measures the percentage of public schools that placed an order and were provided with the relevant workbooks for the specified grades. Public schools refer to schools that are owned, funded, and regulated by the government and offer Grades 1-3 and which have placed Life Skills workbook orders according to the provincial data submitted to the DBE. Grades 1-3 Life skills workbooks are produced and delivered are as follows: Item Description Delivery Plan: Volume 1 Grades 1-3 Life Skills Oct-Nov 2026 Volume 2 Grades 1-3 Life Skills Jan-Feb 2027
Source of data	The DBE consolidates a list of schools that placed an order for Grades 1-3 Life Skills workbooks. The DBE consolidates a list of schools in which Grades 1-3 Life Skills workbooks were delivered with hyperlinks to the delivery note.
Method of Calculation/ Assessment	Numerator: Total number of public ordinary schools provided with Grades 1-3 Life Skills workbooks Denominator: Total number public ordinary schools that have ordered Grades 1-3 Life Skills workbooks Multiply by 100
Means of Verification	Numerator: Database of public ordinary schools provided with Grades 1-3 Life Skills workbooks including hyperlinked proof of deliveries Denominator: Database of public ordinary schools that have ordered Grades 1-3 Life Skills workbooks including hyperlinked orders Signed (LTSM officials) copies of workbooks.
Data limitations	Percentage achieved is dependent on the accuracy of ordering data and distribution records and may be affected by late changes in enrolment, school rationalisation or logistical constraints.
Assumptions	The Language of Learning and Teaching (LoLT) for schools submitted by provinces does not change. The names of schools submitted by provinces do not change.
Disaggregation of Beneficiaries applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Ordered Life Skills workbooks for learners in Grades 1 to 3 are delivered accurately (right grade, language and quantity)
Indicator responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	**2.3.3 Percentage of public schools provided with Home Language workbooks for learners in Grades 1 to 6 per year, after having placed an order**
Definition	This indicator measures the percentage of public schools that placed an order and were provided with the relevant workbooks for the specified grades. Public Schools refer to schools that are owned, funded, and regulated by the government and offering Grades 1-6 and which have placed Home Languages workbook orders according to the provincial data submitted to the DBE. Grades 1-6 workbooks are produced and delivered are as follows: Item Description Delivery Plan: Volume 1 Grades 1-6 Home Languages Oct-Nov 2026 Volume 2 Grades 1-9 Home Languages Jan-Feb 2027
Source of data	The DBE consolidates a list of schools that placed an order for Grades 1-6 Home Languages workbooks. The DBE consolidates a list of schools in which Grades 1-6 Home Languages workbooks were delivered with hyperlinks to the delivery note.
Method of Calculation/ Assessment	Numerator: Total number of public ordinary schools provided with Grades 1-6 Home Language workbooks Denominator: Total number public ordinary schools that have ordered Grades 1-6 workbooks Multiply by 100
Means of Verification	Numerator: Database of public ordinary schools provided with Grades 1-6 Home Language workbooks including hyperlinked proof of deliveries Denominator: Database of public ordinary schools that have ordered Grades 1-6 Home Language workbooks including hyperlinked orders Signed (LTSM officials) copies of workbooks.
Data limitations	Percentage achieved is dependent on the accuracy of ordering data and distribution records and may be affected by late changes in enrolment, school rationalisation or logistical constraints.
Assumptions	The Language of Learning and Teaching (LoLT) for schools submitted by provinces does not change. The names of schools submitted by provinces do not change.
Disaggregation of Beneficiaries applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Ordered Home Language workbooks for learners in Grades 1 to 6 are delivered accurately (right grade, language and quantity)
Indicator responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	**2.3.4 Percentage of public schools provided with Mathematics workbooks for learners in Grades 1 to 9 per year, after having placed an order**
Definition	This indicator measures the percentage of public schools that placed an order and were provided with the relevant workbooks for the specified grades. Public Schools refer to schools that are owned, funded, and regulated by the government and offering Grades 1-9 and which have placed Mathematics workbook orders according to the provincial data submitted to the DBE. Grades 1-9 workbooks are produced and delivered are as follows: Item Description Delivery Plan: Volume 1 Grades 1-9 Mathematics Oct-Nov 2026 Volume 2 Grades 1-9 Mathematics Jan-Feb 2027
Source of data	The DBE consolidates a list of schools that placed an order for Grades 1-9 Mathematics workbooks. The DBE consolidates a list of schools in which Grades 1-9 Mathematics workbooks were delivered with hyperlinks to the delivery note.
Method of Calculation/ Assessment	Numerator: Total number of public ordinary schools provided with Grades 1-9 Mathematics workbooks Denominator: Total number of public ordinary schools that have ordered Grades 1-9 workbooks Multiply by 100
Means of Verification	Numerator: Database of public ordinary schools provided with Grades 1-9 Mathematics workbooks including hyperlinked proof of deliveries Denominator: Database of public ordinary schools that have ordered Grades 1-9 Mathematics workbooks including hyperlinked orders Signed (LTSM officials) copies of workbooks.
Data limitations	Percentage achieved is dependent on the accuracy of ordering data and distribution records and may be affected by late changes in enrolment, school rationalisation or logistical constraints.
Assumptions	The Language of Learning and Teaching (LoLT) for schools submitted by provinces does not change. The names of schools submitted by provinces do not change
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Ordered Mathematics workbooks for learners in Grades 1 to 9 are delivered accurately (right grade, language and quantity)
Indicator responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	**2.3.5 Percentage of public schools provided with workbooks for learners in Grade R per year, after having placed an order**
Definition	This indicator measures the percentage of public schools that placed an order and were provided with the relevant workbooks for the specified grades. Public Schools refer to schools that are owned, funded, and regulated by the government and offering Grade R and that have placed workbook orders according to the provincial data submitted to the DBE. Grade R workbooks are produced and delivered once off for use in all academic terms (Terms 1–4) as follows: Item Description Delivery Plan: Book 1 For use during term 1 of the academic year January-to March 2026 Book 2 For use during term 2 of the academic year April-June 2026 Book 3 For use during term 3 of the academic year July- September 2026 Book 4 For use during term 4 of the academic year October- December 2026
Source of data	The DBE consolidates a list of schools that placed an order for Grade R workbooks. The DBE consolidates a list of schools in which Grade R workbooks were delivered with hyperlinks to the delivery note
Method of Calculation/ Assessment	Numerator: Total number of public ordinary schools provided with Grade R workbooks Denominator: Total number of public ordinary schools that have ordered Grade R workbooks Multiply by 100
Means of Verification	Numerator: Database of public ordinary schools provided with Grade R workbooks including hyperlinked proof of deliveries Denominator: Database of public ordinary schools that have ordered Grade R workbooks including hyperlinked orders Signed (LTSM officials) copies of workbooks.
Data limitations	Percentage achieved is dependent on the accuracy of ordering data and distribution records and may be affected by late changes in enrolment, school rationalisation or logistical constraints.
Assumptions	The LoLT for schools submitted by provinces does not change. The names of schools submitted by provinces do not change.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Ordered workbooks for learners in Grade R are delivered accurately (right grade, language and quantity)
Indicator Responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	**2.3.6 Review of the National Reading Literacy Strategy implementation plan**
Definition	The indicator measures the development, review and approval of the implementation plan of the National Reading Literacy Strategy that explicitly includes a minimum integrated package of support for foundational literacy in Grades R-3. The review is informed by evidence-based local and international reports of good practice and must specify: (i) package components; (ii) roles and responsibilities across national and provincial levels; (iii) resourcing and costing assumptions; (iv) implementation schedule; and (v) monitoring, evaluation and reporting arrangements.
Source of data	National Reading Literacy Strategy implementation plan
Method of Calculation/ Assessment	Assessment in line with the approved National Reading Literacy Strategy
Means of Verification	Signed (Minister) implementation plan of the National Reading Literacy Strategy
Data limitations	Timelines depend on consolidation of evidence-based local and international reports of good practice, availability of PED inputs, and completion of costing and implementation arrangements. Documentation quality and completeness of provincial inputs may vary.
Assumptions	PEDs and stakeholders participate in consultation and confirm feasibility of roll-out arrangements; and required internal governance processes for submission and approval are completed timeously.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Ministerial reviewed, augmented and approved National Reading Literacy Strategy implementation plan that embeds a minimum integrated Grades R-3 package informed by evidence-based local and international reports of good practice.
Indicator Responsibility	Branch D: Delivery and Support

Indicator Title	**2.4.1 Number of subject specialists orientated in Mother Tongue-based Bilingual Education (MTbBE)**
Definition	The indicator measures subject specialists that are orientated in MTbBE on the pedagogy and methodologies for the implementation of MTbBE so that they can provide MTbBE Workshops for Mathematics and Natural Sciences Teachers in all PEDs. Mother Tongue-based Bilingual Education (MTbBE) is an approach that promotes the use of learners' mother tongue, as the primary language of instruction in the early years of education, gradually transitioning to a second language. It aims to improve literacy, cognitive skills, and overall educational outcomes by allowing students to first learn in a language they understand deeply, learners' mother tongue. Subject Specialists/Curriculum Advisors are office-based educators subject- specific who coordinate guidance and mentorship on teaching, learning and assessment.
Source of Data	Facilitators and Participants MTbBE Orientation Manuals Attendance registers
Method of Calculation / Assessment	Count the number of subject specialists who attended the MTbBE orientation programme.
Means of Verification	List of targeted subject specialists Signed (by participants) attendance register for physical attendance Signed (Director or above) downloaded database for virtual attendance Signed (Director or above) MTbBE Annual Programme Report
Data Limitations	Not every subject specialist listed attends due to competing priorities or different task allocation. Subject specialist vacancies .
Assumptions	Orientation programmes are well-structured and effectively delivered. Subject specialist will continue into full MTbBE implementation. Full support and participation by subject specialists at PEDs.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	All Education districts that have subject specialists
Calculation Type	Cumulative: Year-end
Reporting Cycle	Quarterly
Desired Performance	Orientate all subject advisors to understand MTbBE programme Teaching, Learning and Assessment methodologies are used in classrooms.
Indicator Responsibility	National Language Unit and Transformation Programmes

Indicator Title	**2.4.2 Number of participants reached through advocacy sessions on Mother Tongue-based Bilingual Education (MTbBE)**
Definition	The indicator measures the number of participants and stakeholders reached through MTbBE advocacy sessions so that they understand legal obligation regarding the use of official languages for teaching, learning, assessment, language of governance and providing support for MTbBE towards improved leaner performance. Mother Tongue-based Bilingual Education (MTbBE) is an approach that promotes the use of learners' mother tongue, as the primary language of instruction in the early years of education, gradually transitioning to a second language. It aims to improve literacy, cognitive skills, and overall educational outcomes by allowing students to first learn in a language they understand deeply, learners' mother tongue. The purpose of advocacy sessions is to inculcate understanding of MTbBE strategy to support implementation and improve learner experience of subject contents and concepts in learning, teaching and assessment. Participants include PED, District, Circuit Officials, educators (Principals and Teachers), SGB's and other stakeholders in use of official languages in teaching, learning, assessment and language of governance.
Source of Data	Attendance registers Meetings and Forums with Participants and Stakeholders
Method of Calculation / Assessment	Count the number of participants reached through advocacy sessions on MTbBE strategy
Means of Verification	Signed (by participants) attendance register for physical attendance Signed (Director or above) downloaded database for virtual attendance
Data Limitations	Given planned leveraging on existing forums and meetings – not receiving invites limits the intended scope of MTbBE advocacy coverage
Assumptions	MTbBE Programme invited to planned forums, meetings and integrated on the agenda
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	All Education districts
Calculation Type	Cumulative: Year-end
Reporting Cycle	Quarterly
Desired Performance	Orientate all participants and stakeholders to understand the obligations on the use of official languages for teaching, learning, assessment and language of governance and providing support for MTbBE towards improved leaner performance.
Indicator Responsibility	National Language Unit and Transformation Programmes

Indicator title	**2.5.1 Number of teachers trained in inclusive education**
Definition	This indicator measures the number of teachers trained in inclusive education. This includes training in skills and strategies necessary for teaching and supporting learners experiencing barriers to learning, such as numeracy and literacy barriers, stuttering, left-handedness, dyslexia, dyscalculia, dysgraphia, and others.
Source of data	Provincial databases on the number of teachers trained on inclusive education
Method of Calculation/ Assessment	Count the number of teachers trained in inclusive education (measured over the academic year)
Means of verification	Signed (Director or above) list of teachers trained in inclusive education Signed (by participants) attendance registers *(available upon request)*
Data limitations	Data may not be reported promptly or aligned with the reporting period, making it challenging to capture the number of teachers trained in inclusive education. The training includes programmes that are endorsed and those offered as capacity building (not endorsed) as the needs arise.
Assumptions	There will be enough qualified trainers with expertise in inclusive education to conduct the training sessions effectively. Adequate funding and resources (e.g., training materials, venues, or online platforms) are available to support the training programmes without interruptions
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Teachers are trained in inclusive education.
Indicator responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator title	**2.5.2 Number of learners with disabilities enrolled in schools for Learners with Special Education Needs**
Definition	The number of learners admitted to public schools for Learners with Special Education Needs (LSEN) is crucial in tracking whether learners with disabilities have access to basic education. This is to ensure that all learners with disabilities are not left behind. Learners with disabilities are identified through a functional assessment, not only medical diagnosis. This functional approach determines: · the type of disability, · the level of support required, and · appropriate school placement Schools for LSEN are public schools that: · admit learners who require highlevel or specialised support, · use functional assessment to determine placement, · deliver adapted curricula and support programmes, and · ensure that learners with disabilities have access to quality, appropriate education.
Source of data	Provincial databases on the number of learners with disabilities enrolled in public schools for Learners with Special Education Needs
Method of Calculation/ Assessment	Count the number of learners with disabilities enrolled in public schools for Learners with Special Education Needs (measured over the academic year)
Means of verification	Signed (Director or above) list of learners with disabilities enrolled in public schools for Learners with Special Education Needs Learner profiles or report cards including disability type *(available upon request)*
Data limitations	Data may not be reported promptly or aligned with the reporting period, making it challenging to capture an accurate number of learners with disabilities.
Assumptions	Learners with disabilities are accessing basic education in public schools for Learners with Special Education Needs
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Learners with disabilities are accessing basic education in public schools for Learners with Special Education Needs
Indicator responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	**2.5.3 Number of learners with disabilities enrolled in public ordinary schools**
Definition	Tracking the number of learners with disabilities admitted to public ordinary public schools is crucial in ensuring that have access to basic education. Learners with disabilities are identified through a functional assessment, not only medical diagnosis. This functional approach determines: · the type of disability, · the level of support required, and · appropriate school placement Learners with disabilities enrolled in ordinary public schools are those who: · have a formally identified disability, · have been assessed as suitable for mainstream schooling, · are enrolled in ordinary public schools with additional support as needed, and · are tracked annually to ensure inclusion and access.
Source of data	Provincial databases on the number of learners with disabilities enrolled in ordinary public schools
Method of Calculation/ Assessment	Count the number of learners with disabilities enrolled in ordinary public schools (measured over the academic year)
Means of verification	Signed (Director or above) list of learners with disabilities enrolled in ordinary public schools Learner profiles or report cards including disability type *(available upon request)*
Data limitations	Data may not be reported promptly or aligned with the reporting period, making it challenging to capture an accurate number of learners with disabilities.
Assumptions	Learners with disabilities will access basic education in ordinary public schools
Disaggregation of Beneficiaries (where applicable)	Target for Youth: Not Applicable Target for Women: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	Learners with disabilities are accessing basic education in ordinary public schools.
Indicator Responsibility	Branch C: Curriculum Policy, Support and Monitoring

Programme 3: Teachers, Education Human Resources and Institutional Development

Indicator Title	**3.1.1 Percentage of School Governing Bodies (SGBs) that meet the minimum criteria in terms of effectiveness**
Definition	The South African Schools Act, Act 84 of 1996, prescribes roles and responsibilities for SGBs. An SGB is regarded effective if it scores an average of 60% of the items on the SGB functionality tool. The tool comprises of the following categories used to determine the effectiveness of SGBs: a) Policies; b) Legal requirements of the SGB; and c) Financial Management. Each category has weighted sub-questions to determine effectiveness
Source of data	Information is obtained through a survey administered during an academic year.
Method of Calculation/ Assessment	Numerator: Total number of public ordinary schools sampled that meet the minimum criteria. Denominator: Total number of public ordinary schools sampled Multiply by 100 = Percentage of School Governing Bodies (SGBs) that meet the minimum criteria in terms of effectiveness. The DBE predetermine the number of schools to be sampled per province using quotas as per the formula below: Numerator: Number of public ordinary schools per province Denominator: Total number of public ordinary schools nationally Multiply by 1 000 = Number of public ordinary schools sampled per province (quota) From the quota per province, the actual 1 000 schools are predetermined through random sampling using a formula supplied by Internal Audit. The formula is: =RAND () inserted on each school EMIS number field to determine the selection.
Means of Verification	Completed survey tools Signed (Director or above) list of sampled schools Signed (Director or above) list of schools that meet the minimum criteria
Data limitations	Reliability of data from schools. Officials conducting the survey may not interpret the findings in a uniform manner.
Assumptions	The survey will be conducted according to the financial year Management Plan.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	All schools should have effective SGBs operating within the legislation to support effective teaching and learning.
Indicator responsibility	Branch D: Delivery and Support

Indicator Title	**3.1.2 Percentage of schools producing the minimum set of management documents at a required standard.**
Definition	The minimum set of management documents are basic documents viewed to be mandatory for the effectiveness of management processes in any school. These documents comprise 16 items divided into two categories, namely, management and registers documents. The listed management documents that every school must have are: a) Annual Academic Performance Report (AAPR); b) School Improvement Plan (SIP); c) Curriculum Monitoring Plan; d) Curriculum Monitoring Tools; e) Setting Realistic Subject Targets; f) Quarterly Learner Achievement Data; g) Tracking Learner Performance Instrument; h) Composite School Timetable; i) Classroom Timetables; and j) Teacher's Personal Timetables. Listed registers that every school must have are: a) Admission Register; b) Learner Attendance Register; c) Period Register; d) Educator Daily Attendance Register; e) Educator Leave Register; and f) LTSM Register.
Source of data	Information is obtained through a survey administered during an academic year.
Method of Calculation/ Assessment	Numerator: Total number of schools from the sample selected found to be functional by having produced the basic set of documents Denominator: Total number of schools surveyed (1000) Multiply by 100 = Percentage of schools producing the minimum set of management documents at a required standard. The DBE predetermine the number of schools to be sampled per province using quotas as per the formula below: Numerator: Number of public ordinary schools per province Denominator: Total number of public ordinary schools nationally Multiply by 1 000 = Number of public ordinary schools sampled per province (quota) From the quota per province, the actual 1 000 schools are predetermined through random sampling using a formula supplied by Internal Audit. The formula is: =RAND () inserted on each school EMIS number field to determine the selection.
Means of Verification	Completed survey tools Signed (Director or above) list of sampled schools Signed (Director or above) list of schools with a minimum set of management documents
Data limitations	Reliability of data from schools Officials conducting the survey may not interpret the findings in a uniform manner.
Assumptions	The survey will be conducted according to the financial year Management Plan.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	All schools must be able to produce minimum management documents.
Indicator responsibility	Branch D: Delivery and Support

Indicator Title	**3.1.3 Number of Funza Lushaka bursaries awarded to students enrolled for Initial Teacher Education in the Intermediate to Senior/FET phases**
Definition	Number of Funza Lushaka bursaries awarded for Bachelor of Education Students in the first, second, third and fourth-years studying in public Higher Education Institutions (HEIs). The bursaries are awarded to students who are identified through ID numbers, the lists of names and surnames of students selected is according to the criteria set. The Identity Number is the unique identifier. The Intermediate to Senior / Further Education and Training (FET) phases covers Grades 4-12.
Source of data	Application for bursaries on FLIMS. Proof of registration from the university. Student contracts/agreements.
Method of Calculation/ Assessment	Count the number of Funza Lushaka bursaries awarded to enrolled Initial Teacher Education BEd students in the first, second, third and fourth year, qualifications in higher education institutions.
Means of Verification	Signed (Director or above) list of Funza Lushaka bursaries Proof of registration of students (*available upon request*) Contract/agreement signed by students (*available upon request*)
Data limitations	As a result of fee changes in institutions, bursary recipients who fail to register, cancel the bursary or decline the bursary, or become deceased, the number of students awarded the bursary may not be the exact number enrolled
Assumptions	The list of awarded beneficiaries of the Funza Lushaka bursary programme is based on the database of applications received per financial year.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	To utilise the bursary to fund more graduates for the education profession.
Indicator responsibility	Branch T: Teachers, Education Human Resources and Institutional Development

Indicator Title	**3.1.4 Number of Funza Lushaka bursaries awarded to students enrolled for Initial Teacher Education in the Foundation Phase**
Definition	Number of Funza Lushaka bursaries awarded for Bachelor of Education Students in the first, second, third and fourth-years studying in public Higher Education Institutions (HEIs) in the Foundation Phase. The bursaries are awarded to students who are identified through ID numbers, the lists of names and surnames of students selected is according to the criteria set. The Identity Number is the unique identifier. The Foundation Phase covers Grades R-3.
Source of data	Application for bursaries on FLIMS. Proof of registration from the university. Student contracts/agreements.
Method of Calculation/ Assessment	Count the number of Funza Lushaka bursaries awarded to students enrolled for Initial Teacher Education in the Foundation Phase in the first, second, third and fourth year.
Means of Verification	Signed (Director or above) list of Funza Lushaka bursaries awarded to students enrolled for Initial Teacher Education in the Foundation Phase Proof of registration of students *(available upon request)* Contract/agreement signed by students (*available upon request*)
Data limitations	As a result of fee changes in institutions, bursary recipients who fail to register, cancel the bursary or decline the bursary, or become deceased, the number of students awarded the bursary may not be the exact number enrolled
Assumptions	The list of awarded beneficiaries of the Funza Lushaka bursary programme is based on the database of applications received per financial year.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	To utilise the bursary to fund more graduates for the education profession.
Indicator responsibility	Branch T: Teachers, Education Human Resources and Institutional Development

Indicator Title	3.2.1 Number of District Teacher Development Centres monitored on functionality
Definition	The indicator will measure functionality of centres and the delivery of Teacher Development Programmes at a district level. The centres are established to strengthen the implementation of Continuous Professional Teacher Development programmes in a more institutionalised manner. Teacher centres will also fast-track the establishment of professional learning communities or communities of practice. The indicator intends to improve the delivery of Teacher Development Programmes that will improve learning outcomes. Functionality means that the District Teacher Development Centres (DTDCs) make a meaningful contribution to strengthening teacher development and support.
Source of data	Information is obtained through onsite monitoring.
Method of Calculation/ Assessment	Count the number of District Teacher Development Centres monitored on functionality
Means of Verification	Approved monitoring plan Completed, signed and dated monitoring tools Signed (Director or above) lists of District Teacher Development Centres monitored with dates monitored Signed (Director or above) consolidated annual monitoring report
Data limitations	None.
Assumptions	All nine (9) PEDs have functional District Teacher Development Centres
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Cumulative: Year-end
Reporting cycle	Quarterly
Desired performance	To utilise the reports to strengthen the District Teacher Development Centres' functionality.
Indicator responsibility	Branch T: Teachers, Education Human Resources and Institutional Development

Indicator Title	3.2.2 Number of districts monitored on Foundation Phase teachers trained in Numeracy
Definition	Teacher Development Programmes aims to improve teacher capacity and professionalism by enhancing Pedagogical and Subject Content Knowledge. The indicator measures the extent of teacher capacity-building programmes towards improvement of curriculum delivery for Foundation Phase Numeracy. Foundation Phase includes teachers in Grades R to 3.
Source of data	Information is obtained through onsite or desktop monitoring of the districts as well as DBE and PEDs reports on the Teacher Development programmes
Method of Calculation/ Assessment	Count the number of districts monitored on Foundation Phase teachers trained in Numeracy
Means of Verification	Completed, signed and dated monitoring tools Signed (Director or above) list of districts monitored with dates monitored Signed (Director or above) consolidated annual monitoring report.
Data limitations	The training includes programmes that are endorsed and those offered as capacity building as the needs arise (not endorsed).
Assumptions	All PEDs submit the reports on districts monitored
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Cumulative: Year-end
Reporting cycle	Quarterly
Desired performance	To utilise the reports to strengthen Teacher Development in critical content knowledge that will uplift learning outcomes
Indicator responsibility	Branch T: Teachers, Education Human Resources and Institutional Development

Indicator Title	**3.2.3 Number of districts monitored on Foundation Phase teachers trained in Literacy**
Definition	Teacher Development Programmes aims to improve teacher capacity and professionalism by enhancing Pedagogical and Subject Content Knowledge. The indicator measures the extent of teacher capacity-building programmes towards improvement of curriculum delivery for Foundation Phase Literacy. Foundation Phase includes teachers in Grades R to 3.
Source of data	Information is obtained through onsite or desktop monitoring of the districts as well as DBE and PEDs reports on the Teacher Development programmes
Method of Calculation/ Assessment	Count the number of districts monitored on Foundation Phase teachers trained in Literacy
Means of Verification	Completed, signed and dated monitoring tools Signed (Director or above) list of districts monitored with dates monitored Signed (Director or above) consolidated annual monitoring report.
Data limitations	The training includes programmes that are endorsed and those offered as capacity building as the needs arise (not endorsed).
Assumptions	All PEDs submit the reports on districts monitored
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Cumulative: Year-end
Reporting cycle	Quarterly
Desired performance	All PEDs have their implementation processes assessed
Indicator responsibility	Branch T: Teachers, Education Human Resources and Institutional Development

Indicator Title	**3.2.4 Number of PEDs that had their post provisioning processes assessed for compliance with the Post Provisioning Norms and Standards**
Definition	The Post Provisioning Norms and Standards implementation is monitored at the process and technical levels to ensure all the factors and weightings as stipulated in the model are applied. Processes assessed include distribution of posts to schools, declaration of excess posts and vacancies; identification of extra educators; redeployment of excess educators, and filling of vacancies technical assessment includes reviewing data used; factors and weightings used etc. Provinces avail data to determine the post-establishment and model used with all the original factors and weightings.
Source of data	Meetings are held with PED officials responsible for implementation wherein an approved template is administered to collect data.
Method of Calculation/ Assessment	Count the number of PEDs that had their post provisioning processes assessed for compliance with the Post Provisioning Norms and Standards.
Means of verification	Signed (Director or above) PED post provisioning plans Signed (Director or above) consolidated annual monitoring report assessing the implementation of Post Provisioning Norms and Standards
Data limitations	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Assumptions	PEDs issue staff establishments for the following academic year to schools in the fourth quarter of the preceding academic year.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Non-cumulative.
Reporting Cycle	Annually
Desired performance	The indicator is not comparable it just requires the actual number for that financial year.
Indicator Responsibility	Branch T: Teachers, Education Human Resources and Institutional Development

Indicator Title	**3.2.5 Revised Post Provisioning Norms and Standards Policy drafted**
Definition	The indicator measures the development and completion of the 2nd draft of the revised Post Provisioning Norms and Standards Policy. A review of the Post Provisioning Norms and Standards Policy aims to improve the allocation of teachers and resources to schools in a way that enhances education quality and equity. It will further align the Post Provisioning Norms and Standards Policy with strategic priorities, such as improving literacy and numeracy in the Foundation Phase. The draft will incorporate research insights, stakeholder consultations, and expert input from both internal and external partners to ensure that the revised norms reflect current realities and support inclusive, quality education delivery. The norms will be examined to determine how it can be leveraged to address the current needs of education in our country. The key focus of this review is to identify opportunities in · Improving Learner: The review will look into introducing better teacher-learner ratio guidelines to contribute towards managing class sizes effectively by ensuring a fair allocation of educators · Aligning with Education Policy and Curriculum Changes: Adapt the allocation of teachers to accommodate new subjects, curriculum updates, and evolving educational priorities. · Ensuring Equitable Teacher Distribution: Address teacher shortages in underprivileged, rural, and township schools.
Source of data	Technical reports Task Team for the review of the Post Provisioning Norms and Standards Policy Consultation reports and stakeholder engagement feedback
Method of Calculation/ Assessment	Assessment of the 2nd Draft Revised Post Provisioning Norms and Standards Policy
Means of verification	Signed (Director-General or above) 2nd Draft Revised Post Provisioning Norms and Standards Policy
Data limitations	None
Assumptions	The deployed technical expertise will produce the main deliverables in line with the timeframe, and the task team will meet regularly to revise the Post Provisioning Norms and Standards Policy in consultation with the social partners in the system.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	There is an optimal way in which teaching posts are allocated to ensure efficient staffing, quality education, and equitable distribution of resources.
Indicator Responsibility	Branch T: Teachers, Education Human Resources and Institutional Development

Indicator Title	**3.3.1 Number of schools monitored on the implementation of the Quality Management System (QMS) for school-based officials**
Definition	The appraisal of school-based educators and education therapists, psychologists and counsellors are guided by Collective Agreements Number 2 of 2020 and 2 of 2022 on the Quality Management System (QMS). As a performance management system, the QMS assists in recognising good practices, identifying areas for development and improving overall performance. The DBE will monitor the implementation of the two (2) Collective Agreements in schools across PEDs.
Source of data	Information is obtained through onsite or desktop monitoring.
Method of Calculation / Assessment	Count the number of schools monitored on the implementation of the QMS.
Means of verification	Approved monitoring plan Completed, signed and dated monitoring tools Signed by the DBE (Director or above) lists of schools monitored with dates monitored Signed by the DBE (Director or above) consolidated annual monitoring report
Data limitations	None
Assumptions	PEDs have mechanisms in place to monitor the implementation of the QMS. School principals ensure that the QMS is implemented uniformly and effectively. Circuit Managers ensure that the QMS is implemented uniformly and effectively by school principals. Evidence on the implementation of the QMS is available at schools
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Cumulative: Year-end
Reporting Cycle	Quarterly
Desired performance	Teacher performance and learner achievement improve through the implementation of QMS.
Indicator Responsibility	Branch T: Teachers, Education Human Resources and Institutional Development

Indicator Title	**3.3.2 Number of districts monitored on implementation of the Education Management Service: Performance Management and Development System (EMS: PMDS) for office-based educators**
Definition	The EMS: PMDS, as informed by Collective Agreement 3 and 4 of 2017, provides a standardised framework for managing the performance and job descriptions of office-based educators. As a performance management system, it is aimed at improving employee performance in terms of quality and quantity. The DBE monitors the implementation of the EMS: PMDS in districts across PEDs.
Source of data	Information is obtained through onsite or desktop monitoring.
Method of Calculation / Assessment	Count the number of districts monitored on implementation of the EMS: PMDS.
Means of verification	Approved monitoring plan Completed, signed and dated monitoring tools Signed by the PED (Director or above) list of provincial officials evaluated Signed by the selected district (Director or above) list of district officials evaluated Signed by the DBE (Director or above) consolidated annual monitoring report
Data limitations	None.
Assumptions	Districts and PEDs have mechanisms in place to monitor implementation of the EMS: PMDS.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Cumulative: Year-end
Reporting Cycle	Quarterly
Desired performance	Educator performance and learner achievement improve through the enhanced implementation of the EMS: PMDS.
Indicator Responsibility	Branch T: Teachers, Education Human Resources and Institutional Development

Indicator Title	**3.4.1 Number of job opportunities created through the Basic Education Employment Initiative**
Definition	The Basic Education Employment Initiative is aimed at recruiting young people at the ages 18 – 34 turning 35 on or before 31 March 2027. These young people will be placed in public ordinary schools and schools for Learners with Special Education Needs across nine provincial education departments. The young people will be placed in eight categories based on the needs of the schools, that is Reading Champions, Curriculum Assistants, eCadres, Care and Support Assistants, Handypersons, Sports and Enrichment Assistants, Laboratory Assistants and Workshop Assistants. The programme will from start date run for six (6) months only.
Source of data	Kwantu Payment System for the 160,000 jobs offered through UIF Funding and Provincial reported data for the 40,000 jobs funded through National Treasury.
Method of Calculation/ Assessment	Count the number of youths appointed in the Basic Education Employment Initiative (BEEI) Phase V.
Means of Verification	Data downloaded from Kwantu Payment System and data received from Provinces, signed off by the Project Manager
Data limitations	Data integrity depended on full functionality of the Kwantu Payment System as it would be used to collect data to be used for capturing assistants
Assumptions	The participating schools would have read the implementation framework and implement aligned with its prescripts. The participating schools would replace youth that terminate in their services to ensure that continuously there is 200 000 beneficiaries
Disaggregation of Beneficiaries (where applicable)	Target for Women: 65% applicable Target for Youth: 98% applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Young People employed in schools would receive soft and hard skills that will improve their employability. Teachers and Learners would be supported by Assistants.
Indicator responsibility	Branch BI: Business Intelligence

Programme 4: Planning, Information and Assessment

Indicator Title	**4.1.1 Number of General Education and Training (GET) test items developed in Language and Mathematics for Grades 3, 6 and 9**
Definition	A test item is an assessment terminology that refers to an individual question or statement that a learner responds to that assesses a particular skill or knowledge of the curriculum content required by a specified cognitive level. The item can then be used to build or create a test or assessment task to meet the desired purpose.

Subject	Grade 3		Grade 6		Grade 9		TOTAL
Mathematics	75		110		115		300
Languages	HL		HL	FAL	HL	FAL	300
	75		60	50	60	55	

Source of data	Question papers for Language and Mathematics with test items for Grades 3, 6 and 9
Method of Calculation/ Assessment	Count the number of General Education and Training (GET) test items developed in Language and Mathematics for Grades 3, 6 and 9
Means of verification	Signed off test items produced (English versions only) Proof of moderation of test items in all applicable languages produced
Data limitations	Items will not be counted as final until the final moderation is done in Quarter 4.
Assumptions	Schools covered the curriculum as prescribed so learners could confidently respond to the items
Disaggregation of Beneficiaries (where applicable)	Target for Youth: Not Applicable Target for Women: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	Maintenance of a valid and credible database of test items.
Indicator Responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	**4.1.2 Number of question papers set for June and November examinations**
Definition	Question papers are set by examiners and moderated by an internal moderator and approved by the external Umalusi moderator. Separate question papers are set for the May/June examination and the October/November examination.
Source of data	Umalusi provides a signed list of question papers that have been approved by Umalusi external moderators.
Method of Calculation/ Assessment	Count the number of question papers set for the June and November examinations.
Means of verification	List of question papers set Copies of question papers set for the financial year in question Signed (Director or above) memorandum on number of question papers set
Data limitations	Question papers are highly confidential documents that cannot be provided as evidence to anyone until the results have been released.
Assumptions	Question paper will cover wide topics in the curriculum.
Disaggregation of Beneficiaries (where applicable)	Target for Youth: Not Applicable Target for Women: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	Administration of valid and credible examinations.
Indicator Responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	**4.1.3 Percentage of public schools using the South African School Administration and Management System (SA-SAMS) for reporting**
Definition	The education sector requires reliable data for reporting and monitoring in line with the South African Schools Act (SASA) 84, section 58, which mandates the provision of school-level information. This indicator also aligns with the National Education Policy Act (NEPA), which authorises the monitoring of education programmes. SA-SAMS is a cost-effective, standardised, and fully integrated application developed and maintained by the DBE to support schools with administrative, management and governance information needs. Provided at no cost to schools and supported by provinces, SA-SAMS enables institutions to capture and update unit-level administrative data and serves as the primary source of information for LURITS and other departmental reports.
Source of data	Provincial databases on the number of operational public ordinary and special schools (measured over the academic year)
Method of Calculation / Assessment	Numerator: Total number of public schools reporting using SA-SAMS (reported by provinces) Denominator: Total number of public schools (reported by provinces) PED excluding Western Cape Multiply by 100
Means of verification	A summary report of all provinces for operational public schools using SA-SAMS. Numerator: Consolidated National list of all schools using SA-SAMS Denominator: Consolidated National list of schools provided by provinces (master list)
Data limitations	Currently, the Western Cape does not collect source data through SA-SAMS, and therefore no reports will be received from this province. The indicator includes only operational public schools—both ordinary and special schools—and excludes ECD centres. Due to the holiday period, the final completed data submissions from schools will only be available in January of the following year.
Assumptions	Not all schools send the data in time or some schools will not be using SA-SAMS for reporting. Schools can be created or closed during the year therefore the number can vary at the end of the academic year (31 December).
Disaggregation of Beneficiaries (where applicable)	Target for Youth: Not Applicable Target for Women: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	All public schools are to use SA-SAMS to generate performance reports quarterly and to submit these reports with electronic data to the districts (province) for uploading onto information systems.
Indicator Responsibility	Branch BI: Business Intelligence

Indicator Title	**4.1.4 Percentage of learners who remain in school from the beginning of Grade 1 and are retained up to Grade 9**
Definition	The indicator measures the movement of learners throughout the compulsory education band (Grades 1 to 9). It reflects the ability of an education system to retain learners from the early years of schooling, from Grade 1 through to a critical educational milestone of Grade 9, which is the end of compulsory education. A high percentage suggests effective retention and educational support, while a low percentage may highlight the need for targeted interventions to address issues such as school dropout and repetition. However other factors need to be considered such as migration, mortality, movement to home education and online education.
Source of data	Education Management Information System (EMIS) data
Method of Calculation/ Assessment	Numerator: Total number of learners originally enrolled in Grade 1 in a specific year and still enrolled in any grade up to Grade 9 Denominator: Total number of learners originally enrolled in Grade 1 in a specific year Multiply by 100
Means of verification	Numerator: Database of learners originally enrolled in Grade 1 in a specific year and still enrolled in any grade up to Grade 9 Denominator: Database of of learners originally enrolled in Grade 1 in a specific year
Data limitations	Incomplete and inaccurate data captured.
Assumptions	All learners and their performance are captured in a school administrative system.
Disaggregation of Beneficiaries (where applicable)	Target for Youth: Not Applicable Target for Women: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	To retain about 90% (considering mortality, migration and movement to Home and Online Education) of learners who started Grade 1 in a specific year up to Grade 9.
Indicator Responsibility	Branch BI: Business Intelligence

Indicator Title	**4.1.5 Percentage of learners achieving an acceptable level in emerging Literacy through the Early Learning National Assessment**
Definition	The Early Learning National Assessment (ELNA) was conceptualised to address the educational principle of learners being school ready when they enter the schooling system officially in Grade 1. This indicator measures the percentage of learners in emerging Literacy who reach the achieved level benchmark in the Early Learning National Assessment (ELNA). Having established performance benchmarks enables the measuring of emerging Literacy Proficiency Levels that can be effectively communicated to various stakeholders, track improvement over time, and inform decision-making to improve the learners' emerging Literacy performance in line with the prescribed (CAPS) curriculum and international practices. ELNA is a systemic assessment with samples of schools and learners. We aggregate data on national and provincial levels, not at an individual learner level. It is not a census assessment. Aggregated datasets for national and provincial performance will be made available.
Source of data	Learners participating in the Early Learning National Assessment (ELNA).
Method of Calculation/ Assessment	For Literacy, the proportion of learners are calculated against four achievement levels (viz. NA=Not Achieved, PA=Partially Achieved, A=Achieved, and OA=Outstanding Achievement) where NA is the lowest and OA the highest. The calculation is: Numerator: A+OA (emerging literacy score) Denominator: NA+PA+A+OA Multiply by 100 (emerging literacy level as a percentage)
Means of verification	Signed (Director or above) anonymised dataset of learner results in emerging Literacy through the Early Learning National Assessment
Data limitations	The data is extrapolated from sample estimates.
Assumptions	The assessment is done early in the academic year to establish school readiness.
Disaggregation of Beneficiaries (where applicable)	Target for Youth: Not Applicable Target for Women: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	Improvements in emerging literacy skills should result in more learners moving from lower to their higher performance levels over time.
Indicator Responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	**4.1.6 Percentage of learners achieving an acceptable level in emerging Numeracy through the Early Learning National Assessment**
Definition	The Early Learning National Assessment (ELNA) was conceptualised to address the educational principle of learners being school ready when they enter the schooling system officially in Grade 1. This indicator measures the percentage of learners in emerging Numeracy who reach the achieved level benchmark in the Early Learning National Assessment (ELNA). Having established performance benchmarks enables the measuring of emergent Numeracy Proficiency Levels that can be effectively communicated to various stakeholders, track improvement over time, and inform decision-making to improve the learners' emerging Numeracy performance in line with the prescribed (CAPS) curriculum and international practices. ELNA is a systemic assessment with samples of schools and learners. We aggregate data on national and provincial levels not at an individual learner level. It is not a census assessment. Aggregated datasets for national and provincial performance will be made available.
Source of data	Learners participating in the Early Learning National Assessment (ELNA).
Method of Calculation/ Assessment	For Numeracy, the proportion of learners are calculated against four achievement levels (viz. NA=Not Achieved, PA=Partially Achieved, A=Achieved, and OA=Outstanding Achievement) where NA is the lowest and OA the highest. The calculation is: Numerator: A+OA (emerging literacy score) Denominator: NA+PA+A+OA Multiply by 100 (emerging literacy level as a percentage)
Means of verification	Signed (Director or above) anonymised dataset of learner results in emerging Numeracy through the Early Learning National Assessment
Data limitations	The data is extrapolated from sample estimates
Assumptions	The assessment is done early in the academic year to establish school readiness.
Disaggregation of Beneficiaries (where applicable)	Target for Youth: Not Applicable Target for Women: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable

Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	Improvements in emerging numeracy skills should result in more learners moving from lower to their higher performance levels over time.
Indicator Responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	**4.2.1 Number of underperforming secondary schools monitored at least twice a year by sector officials**
Definition	Monitor the provision of support to secondary schools that have been declared as underperforming in terms of Section 58B of the South African Schools Act (SASA), Act 84 of 1996. By sector officials we refer to officials from districts to national level.
Source of data	Information is obtained through administration of provincially designed monitoring tool and the DBE monitoring tool.
Method of Calculation/ Assessment	Count the number of underperforming secondary schools monitored at least twice a year by sector officials.
Means of Verification	Completed, signed and dated monitoring tools or logbook copies where monitoring tools are not available Signed (Director or above) list of schools monitored with dates of monitoring Signed (Director or above) list of underperforming schools per province Signed (Director or above) consolidated annual monitoring report
Data limitations	Lack of adequate tools of trade and delayed/ non-filling of critical posts across the system.
Assumptions	Completed survey forms are received electronically from sampled school principals.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Cumulative: year-end
Reporting cycle	Bi-annually
Desired performance	Schools must receive optimum support from education districts, especially in areas of management and governance, curriculum provision as well as learner welfare, to ensure that all schools provide quality basic education across the provinces. At least 95% of principals should rate the support received as satisfactory.
Indicator responsibility	Branch D: Delivery and Support

Indicator Title	**4.3.1 Number of schools monitored for the provision of appropriate sanitation facilities**
Definition	The indicator measures the number of schools monitored in the implementation stages for the provision of sanitation facilities. Monitoring is conducted to assess the progress made with regards to the provision of appropriate sanitation facilities as per the Regulations Relating to the Minimum uniform Norms and Standards for Public School Infrastructure. Sanitation refers to all kinds of toilets, including water-borne and dry sanitation. This measure applies to existing schools and excludes new schools, and the projects are funded from the ring-fenced funding in the Education Infrastructure Grant (EIG). The Infrastructure Delivery Management System (IDMS) is a South African Government's official, standardised system for planning, delivering, operating, and maintaining public infrastructure. Monitoring will include projects that are in construction i.e. at Works (IDMS Stage 5) and Handover (IDMS Stage 6) of completed projects for use by beneficiaries.
Source of data	Information is obtained through onsite monitoring.
Method of Calculation/ Assessment	Count the number of schools monitored for the provision of appropriate sanitation facilities
Means of Verification	Completed, signed and dated monitoring tools. Signed (Director or above) list of schools monitored per quarter with dates monitored. Signed (Director or above) consolidated annual monitoring report.
Data limitations	Reliance on Provincial Education Departments to complete the planning and procurement on time.
Assumptions	Ringfenced funding to be paid on time to service providers.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Cumulative: Year-end
Reporting cycle	Quarterly
Desired performance	All public schools have access to appropriate sanitation facilities in line with the Regulations Relating to Minimum Uniform Norms and Standards for Public School Infrastructure
Indicator responsibility	Branch I: Infrastructure

Programme 5: Educational Enrichment Services

Indicator Title	**5.1.1 Number of schools monitored on the provision of nutritious meals**
Definition	The South African Dietary Base Guideline is a national document on health nutrition from the Department of Health. All guidelines, including DBE guidelines, are derived from this national document. According to the guideline, a nutritious meal is made up of a protein, starch and a green/red/orange vegetable or fruit. The schools that will be monitored are public ordinary schools in quintiles 1-3 and identified special schools. It must be noted that there are also public ordinary schools in quintiles 4 and 5 that have been identified as in need of the NSNP.
Source of data	Information is obtained through onsite or desktop monitoring of schools.
Method of Calculation / Assessment	Count the number of schools monitored on the provision of nutritious meals
Means of verification	Completed, signed and dated monitoring tools Signed (Director or above) list of schools monitored per quarter with dates monitored Signed (Director or above) consolidated annual monitoring report
Data limitations	Not Applicable
Assumptions	All schools are providing nutritious meals to learners
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Learners in Primary, Secondary and identified Special Schools. Target for Persons with Disabilities: Learners in Primary, Secondary and identified Special Schools.
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Cumulative: Year-end
Reporting cycle	Quarterly
Desired performance	All schools complying with feeding requirements to effectively provide quality nutritious meals.
Indicator responsibility	Branch S: Educational Enrichment Services

Indicator Title	**5.1.2 Number of schools monitored on the implementation of the HIV/AIDS Life Skills Education Programme**
Definition	This indicator measures the oversight and management function of the DBE towards the development and approval of provincial business plans, monitoring and support of implementation of the key outputs of the HIV/AIDS Life Skills Education Programme.
Source of data	Information is obtained through desktop monitoring, analysis of provincial reports, provincial monitoring visits and two Inter-provincial meetings.
Method of Calculation / Assessment	Count the number of schools monitored on the implementation of the HIV/AIDS Life Skills Education Programme
Means of verification	Completed, signed and dated monitoring tools Signed (Director or above) list of schools monitored per quarter with dates monitored Signed (Director or above) consolidated annual monitoring report
Data limitations	None
Assumptions	Schools implement the HIV/AIDS Life Skills Education Programme.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Cumulative: Year-end
Reporting cycle	Quarterly
Desired performance	Improved implementation of activities and achievement of the grant outputs.
Indicator responsibility	Branch S: Educational Enrichment Services

Indicator Title	**5.1.3 Number of districts monitored on the implementation of the National School Safety Framework (NSSF)**
Definition	National School Safety Framework serve as a management tool for provincial and district officials responsible for school safety to monitor and support principals, Senior Management Team Members, SGB members, teachers and learners to identify safety problems and manage risk and threats of violence in and around schools. The Framework is critical in empowering all responsible officials in understanding their responsibilities regarding school safety. NSSF seeks to address prevalence of crime and violence in 25 education districts. Safety means school safety in particular
Source of data	Information is obtained through onsite or desktop monitoring of districts.
Method of Calculation / Assessment	Count the number of districts monitored on the implementation of the NSSF
Means of verification	Completed, signed and dated monitoring tools Signed (Director or above) list of districts monitored per quarter with dates of monitoring. Signed registers by district officials
Data limitations	None
Assumptions	Districts are monitoring the implementation of NSSF
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Learners in Public Ordinary Schools Target for Persons with Disabilities: Learners with Special Educational Needs (LSEN)
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Cumulative: Year-end
Reporting cycle	Quarterly
Desired performance	NSSF fully implemented in districts
Indicator responsibility	Branch S: Educational Enrichment Services

Indicator Title	**5.1.4 Number of participants and stakeholders reached through social cohesion programmes**
Definition	The indicator measures the participants and stakeholders reached through social cohesion programmes. Participants and stakeholders include learners, educators, parents, SGBs, SMTs, programme implementers, School Safety Committees, Learner Support Agents, District and Provincial Officials, civil society organisations and other education stakeholders reached through dialogues, engagements and training workshops. These may be delivered face-to-face or via digital platforms. The social cohesion programmes includes all the curriculum enrichment initiatives. The Care and Support for Teaching and Learning (CSTL) Framework encourages coordinated, comprehensive and multisectoral collaboration to ensure that the education outcomes of learner access and retention are ultimately achieved through the transformation of schools into socially inclusive and cohesive schooling environments which are welcoming of all children and provides them with quality teaching regardless of their differences in race, nationality, sex, gender, family income, physical or health status, sexual orientation, intellectual capacity, or language. To respond to the framework, social cohesion programmes include activities such as: · Engagements on the Rights and Responsibilities and Values; · National Schools Moot Court; · iNkosi Albert Luthuli Oral Programme; · Youth Citizens Action Programme; · Heritage Education Schools Outreach Programme; · Commemorations of Historic Events and Significant Anniversaries; · Children's Parliament and other Child and Youth Agency promotion; · Future Choices Programme (Jamboree); · Education for Sustainable Development (ESD) and Climate Change programmes; · Multimedia engagements (radio, television, social media and webinars); · Truth and Reconciliation Commission (TRC); and · CSTL workshops/ trainings/ conference/ symposia and CSTL-related interventions.
Source of data	Attendance registers
Method of Calculation / Assessment	Count the number of learners, educators, officials and stakeholders reached through the implementation of social cohesion and nation building curriculum enrichment programmes, both physically and virtually, including the statistical analysis of numbers reached through radio, television and social media, where applicable
Means of verification	Signed (by participants) attendance registers. Signed (Director or above) lists of Truth and Reconciliation Commission (TRC) Bursary Sundry Advice. Signed (Director or above) lists of participants from partners/ virtual platforms/ national/ provincial coordinators.
Data limitations	The social media reach is not static and therefore information is cumulative. The radio and television reach are statistical analysis of information provided by the broadcasting house
Assumptions	Provinces will facilitate mass participation, arrange facilities and resources for virtual platforms and email or courier pieces of work such as essays and research projects
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: In-school Youth Target for Persons with Disabilities: Learners with Special Educational Needs (LSEN)
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Cumulative: Year-end
Reporting cycle	Quarterly
Desired performance	Stakeholder engagements held to promote social cohesion, democratic value driven and nation building
Indicator responsibility	Branch S: Educational Enrichment Services

Indicator Title	**5.1.5 Number of participants and stakeholders reached to raise awareness towards ending School-Related Gender-Based Violence**
Definition	The indicator measures the participants and stakeholders reached to raise awareness towards ending School-Related Gender-Based Violence. Participants and stakeholders include learners, educators, parents, SGBs, SMTs, programme implementers, School Safety Committees, Learner Support Agents, District and Provincial Officials, civil society organisations and other education stakeholders reached through dialogues, engagements and training workshops. These may be delivered face-to-face or via digital platforms. School-Related Gender-Based Violence refers to acts or threats of sexual, physical, or psychological violence occurring in or around schools, driven by unequal power dynamics and gender stereotypes. The programmes may also include: · Girls Education Initiatives; · Boys Education Initiatives; · Girls and Boys Education Movement Programme (GBEM); · Gender Empowerment activities; · Child and Youth Agency promotion; · Representative Council of Learners (RCL) activities; · Sessions on the Prevention, Management and Reporting of Sexual Abuse and Harassment in Schools; and · Diverse Sexuality and Gender Inclusion (SOGIESC).
Source of data	Attendance registers
Method of Calculation / Assessment	Count the number of learners, educators, officials and stakeholders reached to raise awareness towards Ending School-Related Gender-Based Violence
Means of verification	Signed (by participants) attendance registers Signed (Director or above) lists of participants from partners/ virtual platforms/ national/ provincial coordinators.
Data limitations	The social media reach is not static and therefore information is cumulative. The radio and television reach are statistical analysis of information provided by the broadcasting house
Assumptions	Provinces would have disseminated invitations to the intended participants.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: In-school Youth Target for Persons with Disabilities: Learners with Special Educational Needs (LSEN)
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Cumulative: Year-end
Reporting cycle	Quarterly
Desired performance	Ongoing engagements, dialogues and workshops to raise awareness towards ending School-Related Gender-Based Violence
Indicator responsibility	Branch S: Educational Enrichment Services

Indicator Title	**5.1.6 Number of professionals trained in the South African Schools Choral Eisteddfod (SASCE) programme**
Definition	The South African Schools Choral Eisteddfod (SASCE) is a strategic programme in the Department's quest to promote unity in diversity, national reconciliation, social cohesion, and a national identity among young South Africans of school-going age. SASCE as a development programme aims to capacitate and develop professionals in the areas of music pedagogy, capturing the following focuses: conducting, performance assessments, programme directing and data capturing. It ensures fair and consistent evaluation of musical performances, provides constructive feedback to musicians, and helps them grow as performers. Additionally, it fosters a positive and supportive environment for musical development and competition. The development programme implemented is for the following professionals: · Adjudicators: evaluate and judge musical performances or compositions. These adjudicators or "judges" are often experts in their field and their purpose is to listen and evaluate performances and provide feedback based on the criteria for the performance. · Data-capturers focuses on the capturing of scores from the adjudicators and consolidate to give comprehensive results. · Conductors: Conductors are based in schools, training learners (choirs) on the current prescribed music syllabus.
Source of data	Attendance registers
Method of Calculation / Assessment	Count the number of professionals trained in SASCE programmes
Means of verification	Signed attendance registers by all participants
Data limitations	None
Assumptions	Trained professionals will participate in the SASCE programme
Disaggregation of Beneficiaries (where applicable)	Target to Women: Not Applicable Target to Youth: Learners in Public Ordinary Schools Target to Persons with Disabilities: Learners with Special Educational Needs (LSEN)
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	An increased pool of professionals trained to deliver the programme
Indicator responsibility	Branch S: Educational Enrichment Services

Indicator Title	**5.1.7 Number of learners participating at the National School Sport Championships (NSSC)**
Definition	School sport forms part of the enrichment and co-curricular programmes offered by a school and as such provides continuous learning opportunities that seek to engage learners in activities that support and transfer applied competences from the curriculum context to the sustainable development of self and communities. A National School Sport Championship is a culmination of all the levels of competition -leagues and festivals that take place from circuit level through to the provincial level to a national final championship. A National School Sport Championship is the final tier of a competition that is used as a platform for such competitions and talent endorsement. Participation implies having a role or share in the activity, which could be as an athlete, team member, or performer. Sport has a meaningful role to play in positively activating the youth of a country. The integration sport experiences into the school day makes sport accessible to all children who attend school (regardless of their physical ability, gender, socio-economic or ethno-cultural backgrounds). This integration can build on children's early experiences by: · Ensuring that children develop their physical and motor capacities to lead active, healthy lives – a major protective factor in preventing non- communicable disease. · Providing children with opportunities to have fun and be active, reinforcing their desire to make physical activity a lifelong habit. · Helping children understand and overcome barriers to physical activity. · Informing, equipping and motivating children to make healthy lifestyle choices by integrating sport and physical activity with health education courses. · Improving children's relaxation, concentration and mindset in school – assisting them to focus and learn. · Attracting more children to enrol and stay in school to take advantage of opportunities for sport and play that they may not otherwise have.
Source of data	Provincial databases on the number of learners participating at the National School Sport Championships (NSSC)
Method of Calculation / Assessment	Count the number of learners participating at the National School Sport Championships
Means of verification	Signed (by provincial coordinators) list of learners participating at the NSSC Signed (Director or above) summary of learners participating at the NSSC Registration forms of learners participating at the NSSC (available upon request)
Data limitations	None
Assumptions	Learners will participate in all levels of the competitions including school leagues to qualify for the National School Sport Championships.
Disaggregation of Beneficiaries (where applicable)	Target to Women: Girl learners' play school sport; Women teachers coach school sport Target to Youth: Learners in Public Ordinary Schools Target to Persons with Disabilities: Learners with Special Educational Needs (LSEN) can play school sport
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	More learners participating in School Sport through mass participation.
Indicator responsibility	Branch S: Educational Enrichment Services

Annexures to the Annual Performance Plan

The following annexures must be included in the Annual Performance Plans of institutions where applicable:

Annexure A: Amendments to the Strategic Plan

None.

Annexure B: Conditional Grants

Table 29: Conditional Grants

Name of Grant	Purpose	Outputs	Current Annual Budget (R thousand)	Period of Grant
1. Education Infrastructure Grant (EIG)	To help accelerate construction, maintenance, upgrading and rehabilitation of new and existing infrastructure in education including district and circuit accommodation To address achievement of the targets set out in the minimum norms and standards for school infrastructure To address damages to infrastructure To enhance capacity to deliver infrastructure in education	Number of new schools, additional education spaces, education support spaces and administration facilities constructed as well as equipment and furniture provided Number of existing schools' infrastructure upgraded and rehabilitated including schools constructed of asbestos material and other inappropriate material Number of new and existing schools maintained Number of disaster damaged school rehabilitated Number of schools provided with water, sanitation, and electricity Number of work opportunities created Number of new special schools provided, and existing special and full-service schools upgraded and maintained	16 257 401	2026/27
2. Early Childhood Development (ECD) Grant: Infrastructure	To support ECD providers delivering ECD programmes to meet basic health and safety requirements for registration To construct low-cost ECD centres	Number of ECD centres supported with Health and Safety interventions for compliance with registration Number of conditionally registered ECD centres maintained or upgraded to full compliance with registration Number of new low-cost ECD centres constructed and operationalized	267 587	2026/27
3. Children/ Learners with Severe to Profound Intellectual Disability (C/LPID) Grant	To provide the necessary support, resources and equipment to identified special care centres and schools for the provision of education to children with severe to profound intellectual disabilities	Nine deputy chief education specialists as provincial grant managers and 255 transversal itinerant outreach team members appointed to provide support in special care centres and targeted schools 483 special care centre data captured and managed using the South African School Administration and Management System 255 transversal itinerant outreach team members, 2 490 caregivers trained on the learning programme for learners with profound intellectual disabilities and other programmes that support the facilitation of the learning programme Number of caregivers trained on accredited training 9 672 children with severe to profound intellectual disabilities supported through a range of services 279 children with profound intellectual disabilities of school going age from special care centres placed in schools Number of practitioners, caregivers and class assistants appointed on 12-month contract to support placement of children from special care centres in schools	307 312	2026/27
4. Mathematics, Science and Technology (MST) Grant	To provide support and resources to schools, teachers and learners in line with the Curriculum Assessment Policy Statements (CAPS) for the improvement of Mathematics, Science and Technology teaching and learning at selected public schools	School support: Supplying 1 936 laboratories with apparatus and consumables for mathematics, science and technology subjects in accordance with minimum specifications Providing subject-specific computer hardware and related software in accordance with the minimum specifications prescribed by the curriculum assessment policy statements to 485 schools Providing workshop tools, machinery, equipment and consumables for technology subjects to 232 schools offering technical subjects (including pilot schools for the vocationally oriented curriculum) and schools offering agricultural subjects Registering 55 000 learners for participation in mathematics, science and technology Olympiads Providing structured training and orientation for 2 500 teachers and subject advisers in content and teaching methodologies on curriculum assessment policy statements for electrical, civil and mechanical technology, technical mathematics and technical sciences Providing targeted and structured training for 2 000 teachers and subject advisers in teaching methodologies and subject content for mathematics; physical, life, natural or agricultural sciences; technology; computer applications technology; IT; agricultural management; and technology subjects.	477 672	2026/27

Name of Grant	Purpose	Outputs	Current Annual Budget (R thousand)	Period of Grant
5. Early Childhood Development (ECD) Grant: subsidy	To increase the number of poor children accessing subsidised ECD programme	Number of eligible children subsidised, as agreed in the service level agreements (SLA) Number of all children attending ECD services in fully registered centres Number of all children attending ECD services in conditionally registered centres Number of children subsidised from the conditional grant in fully registered centres Number of children subsidised from the conditional grant in conditionally registered centres Number of days subsidised for centre-based programmes Number of children subsidised through provincial own revenue including equitable share that are benefiting from the top-up grant Number of equitable share children benefiting from the top-up grant Number of all children attending fully registered non-centres-based programmes Number of all children attending conditionally registered non-centres-based programmes Number of children subsidised from the conditional grant in non-centres-based programmes Number of children subsidised from the conditional grant in conditionally registered non-centres-based programmes Number of ECD practitioners and other staff employed in registered ECD centres benefiting from the conditional grant Number of ECD centres assessed for infrastructure support and health and safety standards Number of ECD centres maintained to improve registration status as a result of the infrastructure component Number of new low cost ECD centres constructed	4 343 087	2026/27
6. HIV/AIDS Life Skills Education Grant	To support South Africa' s HIV prevention strategy by providing Comprehensive Sexuality Education (CSE) and access to Sexual and Reproductive Health Services (SRHS) to learners; and supporting the provision of employee health and wellness programmes for educators. To mitigate the impact of HIV and TB by providing a caring, supportive and enabling environment for learners and educators. To reduce the vulnerability of children to HIV, TB and STIs, with a particular focus on orphaned children and girls.	Number of educators trained to implement comprehensive sexuality education and TB prevention programmes for learners to be able to protect themselves from HIV and TB and the associated key drivers. Number of school management teams and governing bodies trained to develop policy implementation plans focusing on keeping mainly young girls in school, ensuring that comprehensive sexuality education and TB education is implemented for all learners. Number of learners reached through co-curricular activities and jamborees on the provision of comprehensive sexuality education, access to sexual and reproductive health and TB services. Number of Care and support programmes and psychosocial support services implemented to reach learners and educators; Number of Learner Support Agents appointed to support vulnerable learners prioritising primary schools. Number of curriculum and assessment policy statement (CAPS) compliant comprehensive sexuality education material, including material for learners with barriers to learning, printed and distributed to schools. Host advocacy and social mobilisation events with learners, educators and school community members lobbying for support of the DBE Policies and empowering them to change social norms and values on the provision of CSE and SRH services. Number of schools will be reached through monitoring and support visits	272 219	2026/27
7. National School Nutrition Programme Grant	To provide nutritious meals to targeted schools	19 800 schools that prepare nutritious meals for learners	10 793 551	2026/27

Annexure C: Consolidated Indicators

Sector Outputs and Standardised Indicators

Table 30: Sector Outputs and Standardised Indicators

Programme 1	**Administration**
Sub-Programme	
Output	**Standardised Indicator**
School administration and Management system implemented	SOI 101: Number of public schools that use the South African School Administration and Management System (SA-SAMS) or any alternative electronic solution to provide data.
Effective School Communication system implemented	SOI 102: Number of public schools that can be contacted electronically (email)
Optimal distribution of financial, physical and human resources across the system.	SOI 103: Percentage of expenditure going towards non-personnel items
Social Cohesion programmes implemented	SOI 104: Number of school community engagements held to combat racism, sexism, hate speech, GBV and other forms of intolerance to address inter-generational violence and trauma across society
Programme 2	**Public Ordinary School Education**
Sub-Programme	
Output	**Standardised Indicator**
Multimedia resources provided to schools	SOI 201: Number of schools provided with multimedia resources
Learners in no-fee public ordinary schools in line with the National Norms and Standards for school funding	SOI 202: Number of learners in no-fee public ordinary schools in line with the National Norms and Standards for School Funding
Learners in schools that are funded at a minimum level	SOI 203: Percentage of learners in schools funded at a minimum level.
Foundation Phase teachers trained on reading methodology	SOI 204: Number of Foundation Phase teachers trained in reading methodology
Foundation Phase teachers trained on numeracy content and methodology	SOI 205: Number of Foundation Phase teachers trained in numeracy content and methodology
Teachers trained in mathematics content and methodology	SOI 206: Number of teachers trained in mathematics content and methodology
Teachers trained in language content and methodology	SOI 207: Number of teachers trained in language content and methodology
Learners with disabilities enrolled in public ordinary schools	SOI 208: Number of learners with disabilities enrolled in public ordinary schools
Incremental Introduction of African Languages	SOI 209: Number of public ordinary schools that offer a previously marginalized official South African Language
Females accessing technical subjects	SOI 210: Percentage of females accessing technical subjects in public ordinary schools
Programme 3	**Independent School Subsidies**
Sub-Programme	
Output	**Standardised Indicator**
Registered independent schools receive subsidies	SOI 301: Percentage of registered independent schools receiving subsidies
Learners in independent schools receive subsidies	SOI 302: Number of learners subsidised at registered independent schools
Programme 4	**Public Special School Education**
Sub-Programme	
Output	**Standardised Indicator**
Learners enrolled in special schools	SOI 401: Number of learners with disabilities enrolled in special schools
Therapists/ specialist staff in public special schools	SOI 402: Number of therapists/ specialist staff in public special schools
Special schools offering Occupational subjects	SOI 403: Number of special schools offering Occupational subjects

Programme 5	Early Childhood Development
Sub-Programme	
Output	**Standardised Indicator**
Public schools offer Grade R	SOI 501: Number of public schools that offer Grade R
Registered ECD programmes	SOI 502: Number of registered ECD programmes
Children accessing registered ECD Programmes	SOI 503: Number of children accessing registered ECD Programmes
Provision of ECD subsidy	SOI 504: Number of children benefiting from the ECD subsidy
Programme 6	**Infrastructure Development**
Sub-Programme	
Output	**Standardised Indicator**
Education facilities provided with water services	SOI 601: Number of education facilities provided with water services
Education facilities Schools provided with electricity services	SOI 602: Number of education facilities provided with electricity services
Education facilities Schools provided with sanitation services	SOI 603: Number of education facilities provided with sanitation services
Education facilities maintained	SOI 604: Number of education facilities where maintenance projects are completed
New schools completed	SOI 605: Number of new schools completed
Replacement schools completed	SOI 606: Number of replacement schools that are completed
Grade R classrooms provided	SOI 607: Number of new Grade R classrooms provided
Programme 7	**Examination and Education Related Services**
Sub-Programme	
Output	**Standardised Indicator**
Grade 12 learners passing the National Senior Certificate	SOI 701: Percentage of learners who passed the National Senior Certificate (NSC) examination
Grade 12 learners passing at Bachelor Pass level	SOI 702: Percentage of Grade 12 learners passing at the Bachelor Pass level
Grade 12 learners achieving 60% and above in Mathematics	SOI 703: Percentage of Grade 12 learners achieving 60% and above in Mathematics
Grade 12 learners achieving 60% and above in Physical Sciences	SOI 704: Percentage of Grade 12 learners achieving 60% and above in Physical Sciences
Secondary School with National Senior Certificate (NSC) pass rate of 70% and above	SOI 705: Number of secondary schools with National Senior Certificate (NSC) pass rate of 70% and above

Annexure D: NSDF and the District Delivery Model

Table 31: NSDF and the District Delivery Model

Area of Intervention in NSDF and DDM	Annual commitments								
	Project Name	Project Description	Budget Allocation	District Municipality	Specific Location	Project Leader	Social Partners	Longitude (East/ West/+X)	Latitude (North/ South/-Y)
Early Childhood Development	Bana Pele Mass Registration Drive	All ECD programmes to register with the DBE	Donor funding	National roll out	National roll out	DBE	Bana Pele PMU	National	National
School Nutrition	National School Nutrition Programme (NSNP)	To provide a nutritious meal to needy children in public schools across all quintiles	Donor Grant	75 Education Districts	In all the 52 District and Metro Municipalities	DBE	DSD DOH DALRRD DPME NGOs/ Donors	National	National

Note: The information may also be captured and / or uploaded onto the DPME GIS Capturing and Data Uploading tools:

Link for the Data Capture tool: https://survey123.arcgis.com/share/1574bea778264e18b4477b6fd1123d54?portalUrl=https://dpmegis.dpme.gov.za/portal

Link for the Upload tool: https://survey123.arcgis.com/share/2cd3b169a78644b89001c5dc78413ca0?portalUrl=https://dpmegis.dpme.gov.za/portal=https://dpmegis.dpme.gov.za/portal

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