



**DEPARTMENT OF
BASIC EDUCATION**

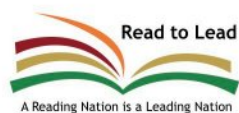
| 2025 - 2030

STRATEGIC PLAN



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



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List of Acronyms

4IR	Fourth Industrial Revolution
ANA	Annual National Assessment
BELA	Basic Education Laws Amendment
CAPS	Curriculum and Assessment Policy Statement
CEM	Council of Education Ministers
DBE	Department of Basic Education
DDM	District Development Model
ECD	Early Childhood Development
EEA	Employment of Educators Act
ELP	Early Learning Programme
EMIS	Education Management Information Systems
FET	Further Education and Training
GHS	General Household Survey
GNU	Government of National Unity
HEDCOM	Heads of Education Departments Committee
ICT	Information and Communication Technology
ITE	Initial Teacher Education
LTSM	Learning, Teaching Support Material
MTbBE	Mother Tongue-based Bilingual Education
MTDP	Medium-Term Development Plan
NDP	National Development Plan
NEPA	National Education Policy Act
NQF	National Qualification Framework
NSC	National Senior Certificate
NSNP	National School Nutrition Programme
NSSF	National School Safety Framework
NEET	Not in Employment nor in Education or Training
SITA	State Information Technology Agency
SoNA	State of the Nation Address
PEDs	Provincial Education Departments
PFMA	Public Finance Management Act
PIRLS	Progress in International Reading Literacy Study
SACE	South African Council for Educators
SAQA	South African Qualifications Authority Act
SASA	South African Schools Act
SASE	South African Systemic Evaluation
SEACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
TALIS	Teaching and Learning International Survey
TIMSS	Trends in International Mathematics and Science Study
WYPD	Women, Youth and Persons with Disabilities

Executive Authority Statement

The Department of Basic Education (DBE) has developed its first Strategic Plan 2025-2030 and Annual Performance Plan 2025/26 under the Government of National Unity (GNU) coming from the 2024 national and provincial elections that were highly contested. The will of the people of South Africa from the elections demonstrated that they expect government to work in unity to achieve the objectives articulated in the National Development Plan Vision 2030. These plans seek to provide clear priorities, strategies and operations on how the key objectives of the GNU will be achieved through the basic education sector and also provide support to other departments to achieve the same.

In the context of constrained resources, it is imperative that the DBE focuses on core priorities that directly improve learning outcomes. While extracurricular programmes and enrichment activities have their place, we must ensure that every initiative aligns with our primary mandate: delivering quality education that prepares learners for meaningful participation in society in which they are able to contribute to the economy.

A focused and disciplined approach will enable us to channel resources where most needed, ensuring no learner is left behind.

The statement of intent through the GNU committed that the 7th Administration should focus on the following priorities:

- a) Rapid, inclusive and sustainable economic growth, the promotion of fixed capital investment and industrialisation, job creation, transformation, livelihood support, land reform, infrastructure development, structural reforms and transformational change, fiscal sustainability, and the sustainable use of our national resources and endowments. Macro-economic management must support national development goals in a sustainable manner.
- b) Creating a more just society by tackling poverty, spatial inequalities, food security and the high cost of living, providing a social safety net, improving access to and the quality of, basic services, and protecting workers' rights.
- c) Stabilising local government, effective cooperative governance, the assignment of appropriate responsibilities to 4 different spheres of government and review of the role of traditional leadership in the governance framework.
- d) Investing in people through education, skills development and affordable quality health care.
- e) Building state capacity and creating a professional, merit-based, corruption-free and developmental public service. Restructuring and improving state-owned entities to meet national development goals.
- f) Strengthening law enforcement agencies to address crime, corruption and gender-based violence, as well as strengthening national security capabilities.
- g) Strengthening the effectiveness of Parliament in respect of its legislative and oversight functions.
- h) Strengthening social cohesion, nation-building and democratic participation, and undertaking common programmes against racism, sexism, tribalism and other forms of intolerance.
- i) Foreign policy based on human rights, constitutionalism, the national interest, solidarity, peaceful resolution of conflicts, to achieve the African Agenda 2063, South-South, North-South and African cooperation, multilateralism and a just, peaceful and equitable world.

As we navigate these unique times, we are reminded of our shared commitment to uplift and empower every child in South Africa through the provision of quality education, especially children living in poor communities. It is our constitutional mandate to do so, to give meaningful expression to the right to basic education enshrined in our Constitution. It is important that we rethink how we invest in education. Education is not just an expenditure item — it is an investment in our country's future. A well-educated population is the foundation of a prosperous, competitive and innovative economy. Without it, we cannot hope to address our unemployment crisis or compete in the global economy.

The recently released international benchmark tests show that many learners are progressing through the education system without mastering foundational skills, particularly in Mathematics and Science. These deficits accumulate over time, limiting learners' ability to succeed in higher grades and diminishing their prospects for further education and employment. During this planning cycle of the 7th Administration, the DBE will undertake a strategic reorientation of the education system towards strengthening early learning. The evidence is clear: early learning is critical to long-term academic success. To address foundational learning deficits, we are intensifying efforts to expand access to quality Early Childhood Development programmes. Our teacher development plans will now be guided by this strategic shift towards strengthening foundational learning.



The Funza Lushaka bursary scheme will now prioritise students who want to pursue a career in Foundation Phase teaching and the scheme will be strengthened to be track and monitor students as they move into educator posts. We will implement plans to improve participation in STEM (Science, Technology, Engineering, and Mathematics) subjects to meet the skills demands of a 21st century digital economy. Our Mathematics plan includes a deeper teaching of concepts through the Teaching of Mathematics for Understanding.

Basic education, as a national imperative and an apex priority of government, must therefore be appropriately resourced from the National Budget, ensuring that we have enough teachers, quality infrastructure and learning resources for every learner. We must ensure that this investment yields tangible educational outcomes and gives a good Return on Investment to the people of this country.

We must upskill teachers to equip them with the tools and knowledge they need to educate in a rapidly changing and increasingly digital world. We will embrace technology in our classrooms. This includes providing digital tools, access to the internet and training for both educators and learners to ensure that no child is left behind in the 21st century. We will also continue to invest in appropriate public school infrastructure and eradicate unsafe infrastructure, such as pit latrines.

The education sector continues to engage through the Council of Education Ministers (CEM) in plotting strategies for the sector and discussing performance against the said priorities. The CEM has met to consider and firm-up the implementation plans around five strategic priorities for the Sector during the 7th Administration's term of office. These priorities encompass:

- a) Early Childhood Development (ECD);
- b) Literacy, Numeracy, and Mother Tongue-based Bilingual Education;
- c) Inclusive Education, Health Promotion and Social Cohesion;
- d) Improving Curriculum Delivery; and
- e) Infrastructure Delivery, Learner Transport and School Safety.

These priorities constitute areas of prodigious focus in what the sector will carry out to realise the much-needed impact towards improving the quality of basic education in all schools across South Africa.

We are increasingly prioritising interventions, improvement programmes and policies that target improved quality of teaching and learning, and implementing accountability systems to ensure that quality outcomes are achieved throughout the basic education system. To support and guide this important work, we will be operationalising the National Education and Training Council to advise the Minister of Basic Education on school education-related matters. This Council will comprise education experts and practitioners from a range of disciplines within basic education.

There is growing acknowledgement that deliberate and sustained systemic efforts must be made to improve the quality of teaching and learning in South African schools. At all times, we must remind ourselves about the non-negotiables for the Basic Education Sector. As with the GNU, our national and provincial partners and stakeholders in the basic education sector need to work collaboratively, creatively and earnestly, irrespective of our different backgrounds and beliefs, to ensure that we make meaningful strides in strengthening and enhancing our existing systems and do everything possible to improve the life chances of our children.

The sector's priorities will be achieved through harnessing the existing relationships between all role players in the sector, including Members of the Executive Council, Heads of Education Departments, Senior Management, Unions, Educators and Officials at all levels.



Executive Authority Officer of Basic Education

Accounting Officer Statement

The 6th Administration produced the 2019-2024 Medium-Term Strategic Framework (MTSF), outlining the government's long-term priorities over a five-year period from June 2019 to March 2024. The election year marks the transformation of the 7th Administration's National Executives' manifestos into a Medium-Term Development Plan (MTDP) for the entire government.

Following the May 2024 democratic national elections, South Africa entered its 7th Administration, characterized by a Government of National Unity (GNU). The President, when announcing the Members of the National Executive, highlighted the following GNU fundamental principles:

- a) Respect for the Constitution and the rule of Law;
- b) Promote non-racism and non-sexism;
- c) Promote social justice, redress and equity, and alleviate poverty;
- d) Human dignity and progressive realisation of social economic rights;
- e) Accountability, Transparency, and community participation;
- f) Integrity and good governance; and
- g) Evidence-based policy and decision-making.

From these principles, eight (8) programmes of priorities have been set against the different chapters of the National Development Plan (NDP). For the current administration, the NDP has been split into three (3) main priorities, namely;

- a) Inclusive Economic Growth and Job Creation;
- b) Reduce Poverty and tackle the high cost of living; and
- c) A capable, ethical and developmental state.

As its contribution to the National Development Plan, and the current Medium-Term Development Plan, the Department will be focusing on the following outcomes:

- a) Improved education outcomes and skills
- b) Social cohesion and nation-building

Under these outcomes, the Department is on a trajectory to achieve universal access to early childhood development, including providing a subsidy for children at ECD centres, and modernizing ECD management systems. Additionally, more emphasis will be on improving literacy and numeracy in the Foundation phase to enable our learners to read with understanding at the end of this phase. In this regard, our efforts will be on ensuring that all learners receive their mother-tongue-based Home Language and Mathematics workbooks. One of our critical areas of focus is preparing our learners to have options in terms of subject and career choice in the Further Education and Training (FET) phase through the implementation of the three-stream model. We intend to conclude the pilot process in the senior phase (grades 8 and 9), and to finalise the curriculum and subjects for the FET phase during this period for full implementation of the Three-Stream Model. We will also contribute towards social cohesion through the Incremental Implementation of African Language programme to reach all schools that have not offered an African Language in the past.

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, especially 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.

The 5-year planning cycle allows for changes, but the current government, sworn in halfway through the school and academic year, has little to gain and it would be irresponsible to change existing programs and initiatives. The Department will not implement policies or programs without evidence of their value in improving system quality outcomes. The Department's outcomes and impact on learners must be evaluated objectively, as successful implementation can lead to success for many who have been excluded from the economic benefits of a good education.



During 2025/26, the Department will focus on enhancing literacy and numeracy rates in the system, aiming to ensure all learners can read for meaning. The department will thoroughly evaluate the implementation, funding, and desired outcomes of all programmes, ensuring they are successful and positively impact the lives of learners. The Department will critically assess whether monitoring quality in the system is truly driving improvements, as it is easy to confuse increased monitoring with automatic performance enhancement. The DBE plans to establish an advisory council to address pressing education issues, including key stakeholders and experts in key disciplines. This council will ensure targeted, evidence-based, and best practice efforts to strengthen the basic education system, making it an invaluable resource for addressing pressing needs.

The Department has identified five key priorities to ensure a quality and efficient basic education system, from ECD to FET Band. 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 and 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.

This includes reducing overcrowding in classrooms, improving access to electricity, water, and adequate sanitation facilities, and removing inappropriate structures, such as pit latrine toilets. The continued implementation of our Action Plan 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.

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



Accounting Officer of Basic Education

Official Sign-Off

It is hereby certified that this Strategic Plan:

- Was developed by the management of the Department of Basic Education under the guidance of Ms Siviwe Gwarube, MP;
- Takes into account all the relevant policies, legislation and other mandates for which the Department of Basic Education is responsible; and
- Accurately reflects the Impact, Outcomes and Outputs which the Department of Basic Education will endeavour to achieve over the period 2025-30

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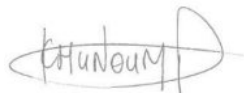
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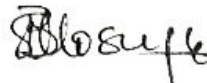


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PART A

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. Legislative and policy mandates

Legislative mandate

Since 1994, a number of policies have been implemented and legislation promulgated to create a framework for the delivery of education and training. A summary of key policies and 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 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 lays the foundation for the establishment of the Council of Education Ministers, as well as the Heads of Education Departments Committee (HEDCOM), as inter-governmental forums that would collaborate in the development of a new education system. NEPA therefore 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.



Act	Brief description
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. The BELA Act amends the SASA.
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 general and further education and training quality assurance council (Umalusi), and provides for quality assurance in general and further education and training and control over norms and standards of curriculum and assessment.

3. Institutional Policies and Strategies over the five-year planning period

Table 3: White Papers

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 decentralisation 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 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.

Table 4: Institutional policies and strategies

Policies and strategies	Brief description
Management of learner pregnancy	The DBE intends to draft 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 intends to draft 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 intends to draft regulations to provide for norms and standards for provincial educator development centres
Organisation, roles and responsibilities of education districts	The DBE intends to draft regulations to provide for the roles and responsibilities of education districts
National Education Information System	The DBE intends to draft regulations to provide for norms and standards on national education information system
Home Education	The DBE intends to draft regulations to provide for home education
Determination of School Capacity	The DBE intends to draft 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 intends to draft regulations to provide for admission of learners to public schools
Learner discipline	The DBE has drafted and issued guidelines on learner discipline
Alternatives to Corporal punishment	The DBE intends to draft guidelines on alternatives to corporal punishment
Language Policy in Public Schools	The DBE intends to update the Norms and Standards for Language Policy in Public Schools in line with the BELA Act and to ensure the progressive realisation of mother tongue education.
South Africa's 2030 Strategy for Early Childhood Development Programmes	The strategy seeks to provide a road map towards expanding access to quality Early Childhood Development by 2023, 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.

4. Relevant Court Rulings

In the matter of *Komape and Others v Minister of Basic Education* (1416/2015) [2018] ZALMPPHC 18 (23 April 2018), the Court granted a structural interdict in terms of which the Department of Basic Education and the Limpopo Education Department were ordered to eradicate identified pit latrine toilets in the Limpopo province and to report to the court every six months on progress.

In matter of *SAOU v Minister of Basic Education and Others*, the North Gauteng High Court ordered the Minister of Basic Education on 10 October 2023 to promulgate regulations on minimum norms and standards for capacity of a school in respect of the numbers of learners a school can admit, as contemplated in section 5A(1)(b) of the SASA, within a period of three years (i.e. by 9 October 2026).



PART B

OUR STRATEGIC FOCUS

1. Vision

A world-class quality basic education system that empowers every child in South Africa to reach their full potential.

2. Mission

We provide policy clarity, support and oversight to the basic education system to ensure that all children are equipped with knowledge, skills and values to participate fully as citizens in a changing world.

3. Values

Child centered: Placing the best interest of our children first.

Accountability: Upholding the Constitution, acting in accordance with the law and being accountable to the Government and the people of South Africa.

Excellence: Upholding high standards of performance and professionalism by striving for excellence in all aspects of our operations.

Collaboration: Working collaboratively and openly with one another and our education partners to achieve shared goals.

Lifelong learning: Creating a learning environment where knowledge and information is shared while committing to personal growth.

Innovation: Striving to seek creative solutions and approaches in our delivery systems in a changing world

4. Situational Analysis

4.1 External Environment

The following situational analysis of the organisation 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.

4.1.1 PESTEL Analysis

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

POLITICAL	ECONOMIC	SOCIAL	TECHNOLOGICAL	ENVIRONMENT	LEGAL
Uncertainty with the Government of National Unity GNU promotes political collaboration	Negative economic outlook Fiscal constraints and budget cuts Attraction of foreign investment Employment opportunities	Widespread corruption Crime Construction mafia Social labour peace Immigration controls	Technological advancements as enablers Internet connectivity in schools Widespread malware crimes and loss of data Cost saving due to online services	Global warming Climate change and bad weather conditions The negative impact of climate change disasters on school infrastructure	Stable legislative environment POPI Act protects personal information System of laws, regulation and legal institutions

Political

The external political factors identified above are a few of the many factors that impact the delivery of service by the Department. This is the first time the democratic South Africa is being led by a Government of National Unity (GNU). Even though there may be uncertainties about the political landscape, there are also opportunities to operate in an environment that is very dynamic with the potential to bring forth new ideas to take the country forward. The Department intends to leverage on the positive aspects of this dynamic environment to improve the provision of services to all children in South African schools.

Economic

Given the prevailing economic landscape, the Department needs to plan carefully to ensure that limited resources are utilised effectively to deliver quality services. This calls on everyone to work hard to make sure that the government machinery focuses on building a capable state in line with the third strategic priority of the 7th Administration. During this five-year term of the GNU, there is a desire to have the public sector, through established functions, principles, norms, and highly competent officials, provide quality services to the nation. The economic dimension of a developmental state is about promoting rapid yet sustainable economic growth; hence, the GNU has identified strategic priority 1: Inclusive growth and job creation, as the nexus that will steer the country in that direction.

Social

The social dimension of a developmental state is critical in nation-building and creating social capital. Some of the current social dynamics that are pulling the country in a negative direction include social inequality, crime, and widespread corruption in state institutions. However, from a positive angle, government is promoting national identity, social cohesion and embracing our diversities through culture and language. The Department of Basic Education is, therefore, fundamental to utilising the opportunity of developing and educating young minds to embrace the values of national identity that will turn around the current ills of society towards achieving national priorities. Migration of citizens from rural to urban areas affects population dynamics, school planning and allocation of financial resources in urbanised provinces like Gauteng and the Western Cape.

Technological

The COVID-19 pandemic compelled the public sector to operate with greater reliance on technology. Even though technology had always been available, it was not fully exploited to enhance the daily operations of organisations. It is an opportune moment for the Department to continue collaborating with partners and other government departments in bringing ICT into schools to enhance teaching and learning and also to improve efficiency in daily administrative operations. However, departments must guard against the negative aspects of using ICT to avoid losing data and being susceptible to cyber-attacks and malware intrusions. Beefing up ICT security is, therefore, critical for all organisations, especially for a sector such as education where data theft could lead to inappropriately acquired qualifications.

Environmental

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 changing world, thereby minimising disruptions.

Legal

Finally, the legislative mandate under which the Department operates has been covered in PART A of this plan. The Department is currently focused on ensuring that implementation of the BELA Act is undertaken with immediate effect in the best interests of learners and is appropriately supported by national regulations, norms and standards and policy.

The BELA Act – which amends the SASA and EEA – is pivotal for ensuring that education is accessible and inclusive for all South Africans, advancing the transformation goals that have been elusive for the past 30 years.



It strengthens the governance and accountability requirements of public schools, ensuring that School Governing Bodies consult with parents on financial matters and the code of conduct, while eliminating barriers to learner admission based on race, religion, or other characteristics. It also places a responsibility on Provincial Departments and holders of public office to act with restraint and to follow due process if they wish to contest a school's actions. This Act will help give every learner, regardless of background, an equal chance to succeed. In addition, the BELA Act makes the attendance of Grade R compulsory for all learners in line with our commitment to ensure universal access to Grade R for all learners.

Threats and opportunities

Opportunities

The World Economic Forum projected that 65% of learners currently at Primary school will ultimately occupy positions that have yet to be created ^[1]. Coding and Robotics cannot for the foreseeable future be rolled out as a mandatory subject for all learners. Therefore, the roll-out of Coding and Robotics as a subject must be progressively realised in line with available resources and the readiness of our schooling system. While Coding and Robotics is an important subject to allow learners to acquire knowledge and skills regarding coding and autonomous systems, the key focus of the DBE is currently on improving literacy and numeracy in the Foundation Phase. If learners are unable to read for meaning and count by the time they reach Grade 4, they will face significant barriers when taking Science, Technology, Engineering and Mathematics-related subjects, including Coding and Robotics. It is therefore important that the limited resources available to our schooling system are first focused on improving learning outcomes in the Foundation Phase before we can expand the roll-out of Coding and Robotics as a subject. The Three Streams Model is a whole of government model. DBE and DHET need to urgently work together to ensure that DBE does not take on what should be undertaken at a HET level. DBE is responsible for implementing the TSM insofar as it concerns schools of skills, as per the MTDP. The Minister has not approved Entrepreneurship Education as a compulsory part of the curriculum to date.

Threats

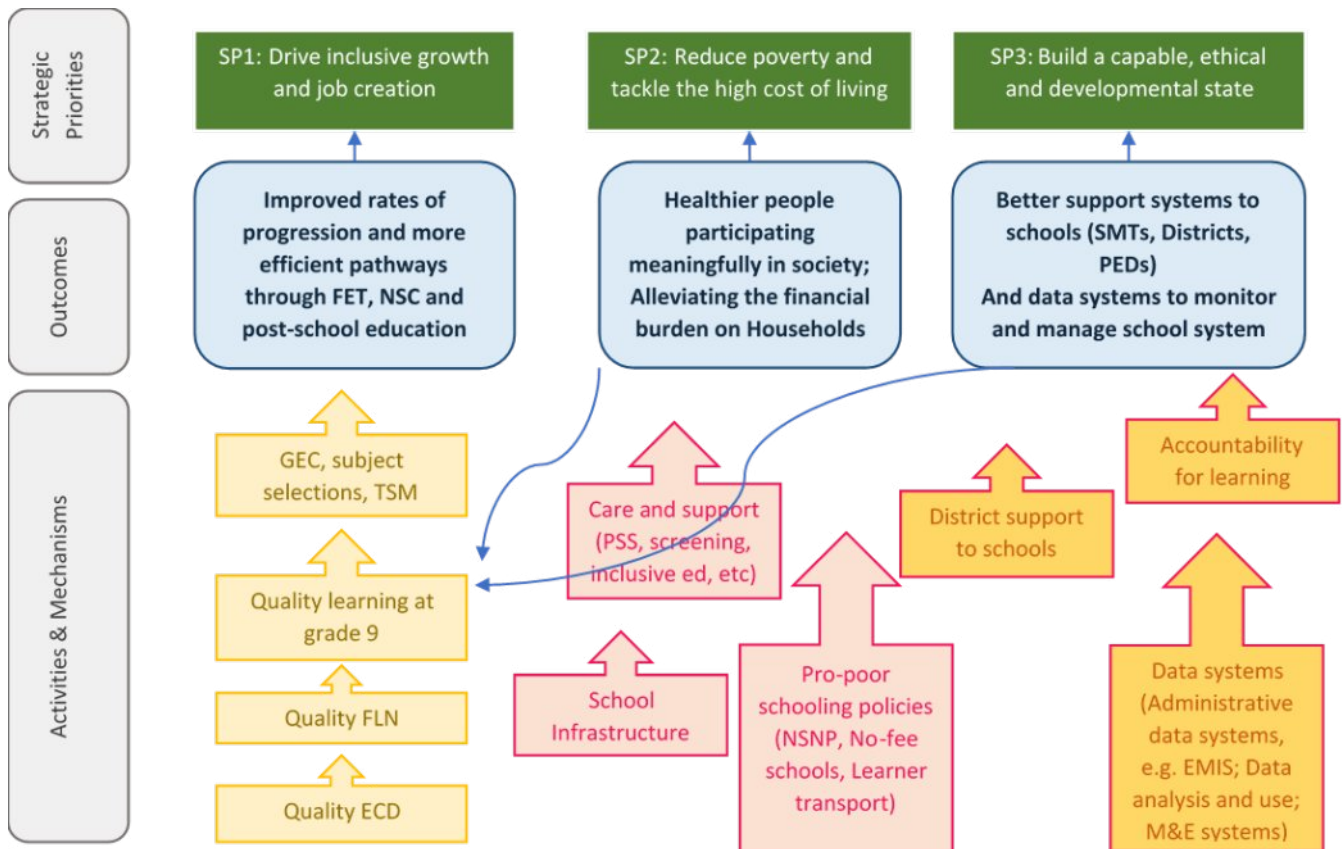
Notwithstanding attempts to reform and enhance education, the sector continues to face significant challenges in improving education outcomes. The quality of education is undermined as learners are not acquiring sufficient fundamental skills and information necessary for advanced learning or leading productive lives. A significant factor frequently overlooked in this regard is the school's physical environment and other inequalities, which are not always conducive to effective teaching and learning. Discussions regarding the challenges to improving education outcomes frequently emphasise curricular competencies and pedagogical resources and methods, often neglecting the impact of school environmental factors and inequalities that facilitate or obstruct desired outcomes.

4.1.2 Contributions to Medium-Term Development Plan

The five (5) year Strategic Plan of the Department has been developed taking the Medium-Term Development Plan (MTDP), the National Development Plan (NDP) and the Action Plan into consideration. The MTDP serves as the 5-year medium-term plan for the 7th Administration of the Government. The MTDP also serves as the implementation framework for the NDP: Vision 2030, the existing long-term plan for South Africa towards 2030.

[1] <https://www.sagoodnews.co.za/>

Figure 2: DBE's contribution to the MTDP



The MTDP, through the three strategic priorities, aligns with the goals and objectives of the NDP and Priorities of the Government of National Unity with a greater emphasis on development outcomes and is primarily an economic plan to address existing socio-economic challenges. The Government of National Unity has dedicated the next five years to actions that will advance three strategic priorities: firstly, to drive inclusive growth and job creation with a desired impact to increase economic growth to above 3.5% by the end-term and unemployment to be reduced to 27.5% by the end-term by creating at least 4 million jobs, secondly, to reduce poverty and tackle the high cost of living with a desired impact of a more equal society where no person lives in poverty, a cohesive and united nation and thirdly, to build a capable, ethical and developmental state with a desired impact for a capable, ethical and developmental state enabling the delivery of services to all citizens; a safe and secure environment.

The Department contributes primarily to reducing poverty and tackling the high cost of living and supports inclusive growth and job creation as well as building a capable, ethical and developmental state, thus having a footprint in all three strategic priorities. The outcomes that will be primarily addressed include Improved education outcomes and skills; and social cohesion and nation-building. The Department's plan for contributing to the strategic priorities to achieve "Quality basic education for all" is premised on the following specific institutional outcomes that will be pursued over the five years.

- Effective governance and administration systems
- Improved access to ECD programmes
- Improved learning outcomes
- Improved infrastructure facilities
- Improved inclusivity in curriculum implementation
- Improved teacher capacity and professionalism
- Enriched learning

4.1.3 President's pronouncements during the opening of Parliament

His Excellency, the President of the Republic of South Africa, in the opening of Parliament on 18 July 2024 indicated that “the Medium-Term Development Plan will set out a well-defined vision and strategic plan that outlines clear goals and includes specific, measurable objectives and a roadmap for achieving them. These goals will be properly aligned with the Budget, which will support the implementation of these objectives. In all this work, the National Development Plan Vision 2030 remains the defining blueprint for our country’s growth and development. We will also draw inspiration from the United Nations Sustainable Development Goals and the African Union’s Agenda 2063 in crafting the Medium-Term Development Plan.

The President has acknowledged that despite the achievements of 30 years of democracy, and the work undertaken over the last five years to rebuild our economy and our society, millions of South Africans remain poor, unemployed and live in a highly unequal society. For a decade and a half, our economy has barely grown. The circumstances of people in the South Africa today require that we act together as the Government of National Unity and all key role players in our country with great urgency, boldly and decisively.

The Government of National Unity will pursue every action that contributes to sustainable, rapid economic growth and remove every obstacle that stands in the way of growth. There is a determination that growth must be inclusive. It must be transformational. Inclusive growth must drive the redistribution of wealth and opportunity. It must support the empowerment of black South Africans and women, and all those who in the past had been relegated to the fringes of the economy. This is part of the constitutional imperative to redress the imbalances of the past and further the process of development. Through empowerment and transformation, we can ensure that the skills, capabilities, resources and energies of all South Africans are used to the greatest effect.

As a country, we need to appreciate the impact that a well-functioning and quality education system has on both reducing poverty and driving inclusive economic growth. Government will therefore focus on achieving universal access to Early Childhood Development, which is a prerequisite for improved learning in later years. We will ensure schools are enabling for the purposes of improving education outcomes, with enough classrooms, safe and appropriate infrastructure (including sanitation facilities), clean water and a daily meal for those who need it. The Three Streams Model is a whole of government model. The DBE and DHET need to urgently work together to ensure that the DBE does not take on what should be undertaken at a HET level. The DBE is responsible for implementing the TSM insofar as it concerns schools of skills, as per the MTDP.

4.1.4 The State of the Nation Address 2024 and 2025

The State of the Nation Address (SoNA) of 2024 and 2025 reflected on key issues that should become priorities and some of the key achievements of the sector. Through this planning phase, the Department will pursue measures to achieve the expected priorities. The President has commended the achievements of the Grade 12 class of 2024, which achieved the highest past rate in our country’s history of 87,26%. For the first time in the history of our country, nearly half of these learners achieved a bachelor pass. The country displays pride in the hard work of these learners and the steady support of their teachers, parents and broader community.

The Department will be focusing 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 has been signed by the President, which is pivotal for ensuring that education is accessible and inclusive for all South Africans. The Minister of Basic Education 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. In the 2025 SoNA, it was committed that over the next five years, the Department will focus its attention on expanding access to ECD and improving early grade reading, where we are already beginning to see progress.

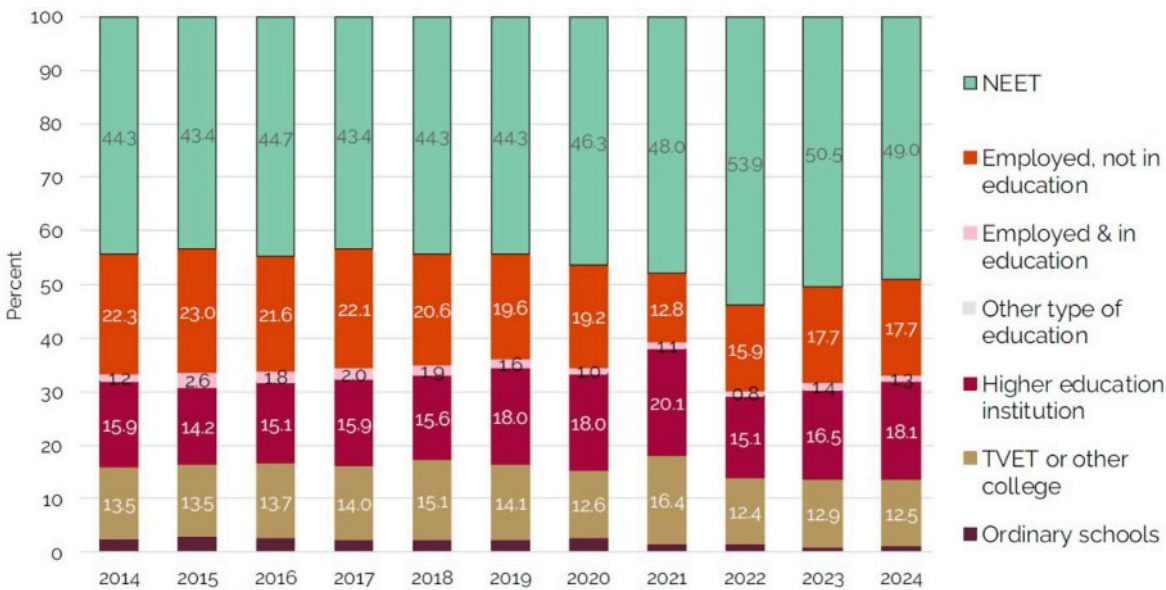
The new service delivery model on ECD promises to deal with the identified problem of access to quality ECD programmes that is summarised as a publicly planned, publicly coordinated mixed provisioning model. The service delivery model is used to refer to the delivery arrangements that enable properly 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. The areas around the implementation of the service delivery model will be the focus over the five-year planning period.

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.

4.1.5 Employment Trends

Unemployment, and youth unemployment in particular, has been increasing in recent years. As Figure 3 shows, the percentage of young people with a completed the NSC aged 19-24 who are Not in Employment nor in Education or Training (NEETs) has increased from 44% in 2014 to 49% in 2024. This means that 5 out of every 10 recent NSC graduates find themselves neither in employment nor education. However, 7 out of every 10 young people who dropped out of school without completing the NSC, were in this NEET category. Completion of the NSC still makes a difference to the probability of finding employment but the labour market opportunities are increasingly scarce.

Figure 3: Activities of youth, aged 19-24, with at least a NSC

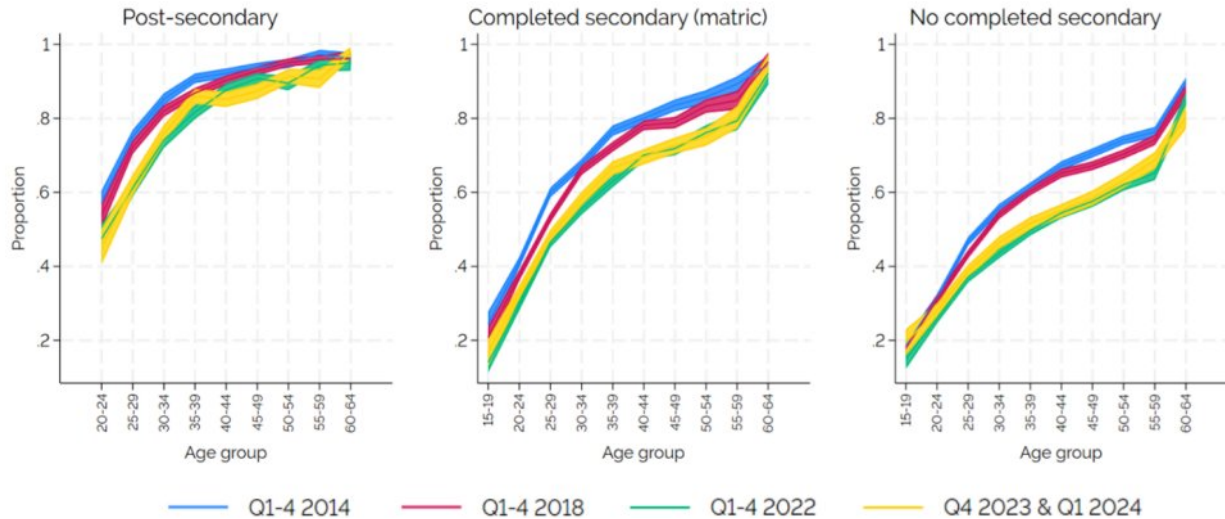


Source: Kohler & Wills (2024) using STATS SA QLFS Q1 data



The amount of education South Africans complete has clearly been rising over time, but unfortunately the labour market returns to given levels of education have been decreasing over time. Figure 4 indicates that the probability of employment for those who complete secondary education (i.e. NSC) in 2024 is similar to the probability of employment for those without completed secondary education in 2014. These concerning trends highlight the limitations of increasing educational outcomes in the country without commensurate increases in economic growth leading to growing demand for skills.

Figure 4: Employment probability by age and level of education over time



Source: Kohler & Wills (2024) using STATS SA QLFS Q1 data

4.1.6 Demand for Services

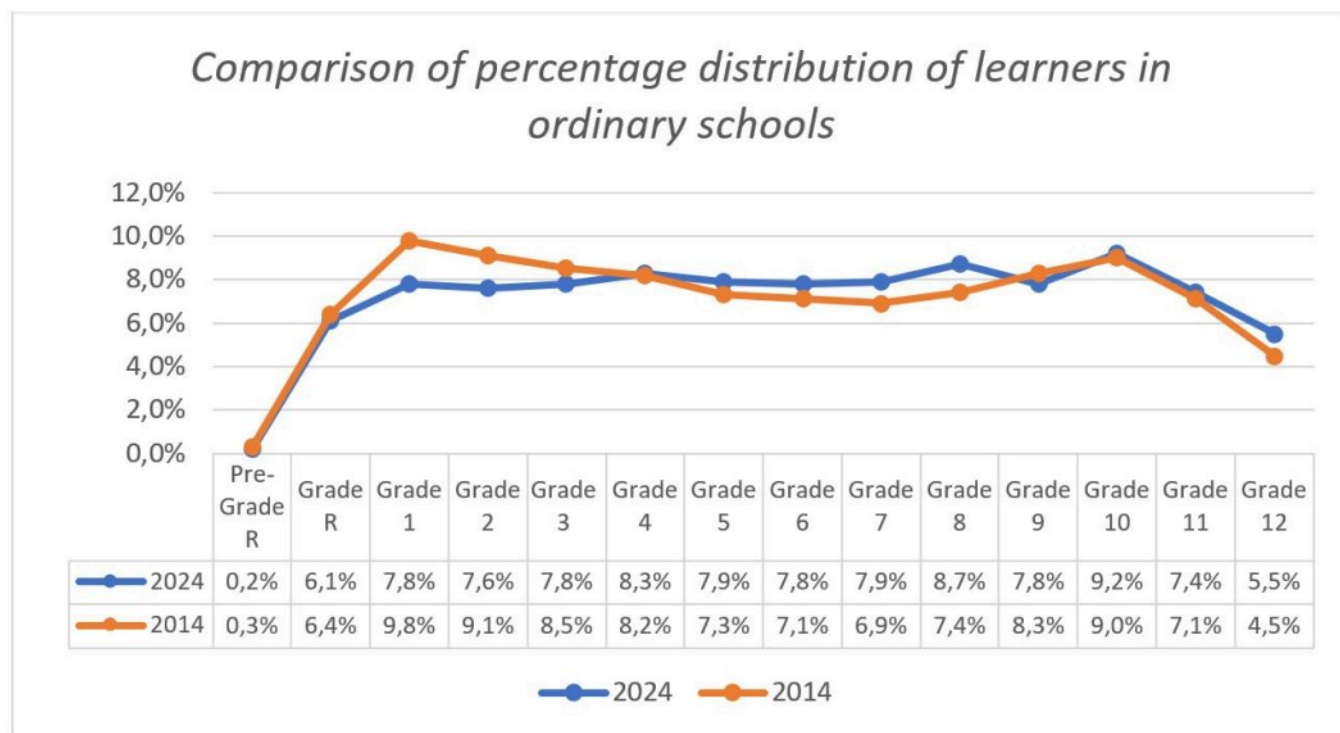
As of 2024, there were 13 527 283 learners in ordinary public and independent schools (hereinafter collectively referred to as ordinary schools) in South Africa, who attended 24 850 schools and were served by 459 993 educators as shown in table 5 below. Such data was extracted from databases uploaded on the Learner Unit Record Information and Tracking System (LURITS) and Provincial Data Warehouses as of July 2024. Approximately 99.9% of functional ordinary schools were uploaded. The figures in this publication are preliminary, and the final figures will be published in the more comprehensive Education Statistics in South Africa 2024.

Table 5: Number of learners in ordinary public and independent schools by sector and province for 2024

PROVINCE	PUBLIC			INDEPENDENT		
	Learners	Educators	Schools	Learners	Educators	Schools
Eastern Cape	1 713 162	57 217	4 990	79 269	4 456	305
Free State	696 717	23 684	915	21365	267	83
Gauteng	2 329 986	76 442	2 068	340 287	21 696	937
KwaZulu-Natal	2 827 819	90 977	5 753	65 196	5 042	277
Limpopo	1 730 686	51 001	3 590	88 432	4 335	233
Mpumalanga	1 123 838	34 758	1 617	37 351	2 393	137
Northern Cape	301 911	10 301	543	7 661	592	46
North West	853 028	27 640	1 436	29 872	1 785	120
Western Cape	1 208 674	40 618	1 469	72 029	5 789	331
Total	12 785 821	412 638	22 381	741 462	47 355	2 469

Table 5 shows the number of ordinary public and independent schools, learners and educators there were in 2024. It further shows that the highest and lowest number of learners, educators and schools in the ordinary school sector occurred in KwaZulu-Natal and the Northern Cape, respectively. The majority of independent schools were situated in Gauteng with 937 followed by the Western Cape with 331 schools.

Figure 5: Percentage distribution of learners in ordinary schools, by grade, in 2014 and 2024



Sources: As published in *School Realities 2014 and 2024*

Figure 5 indicates that enrolment is generally very high in Grades 10 (9.2%) in 2024 as well as 9% in 2014. There has been the same pattern of decline as learners move to higher grades within the schooling system with the FET offering academic learning and career-oriented education and training. Enrolment in Grades 10 to 12 has increase between 2014 and 2024, indicating that more learners are now reaching Grade 12 compared to 2014. This could be attributed to the implementation of the policy where learners are progressed to the next grade based on age, while preventing them from repeating a phase more than once. The drop in enrolment from Grades 10 to 12 could be attributed to a higher number of learners repeating Grade 10 and less learners moving to Grade 11, as evidenced by increase in Grade 10 enrolment, and also as a result of learners transition from Basic Education to TVET colleges or dropout. However, it can be seen that 2024 has been able retain 1% more learners with 5.5% in Grade 12 as compared to 2014. The notable increase with the Grade 12 learners is attributed to policies government that promotes universal access to education, the initiatives that improves access to quality education in previously disadvantaged communities and the intended focus on increasing the number of learners reaching Grade 12. The Matric certificate remains crucial for further education and employment opportunities in South Africa.

4.2 Internal Environment

4.2.1 Human Resources

Programme Structure

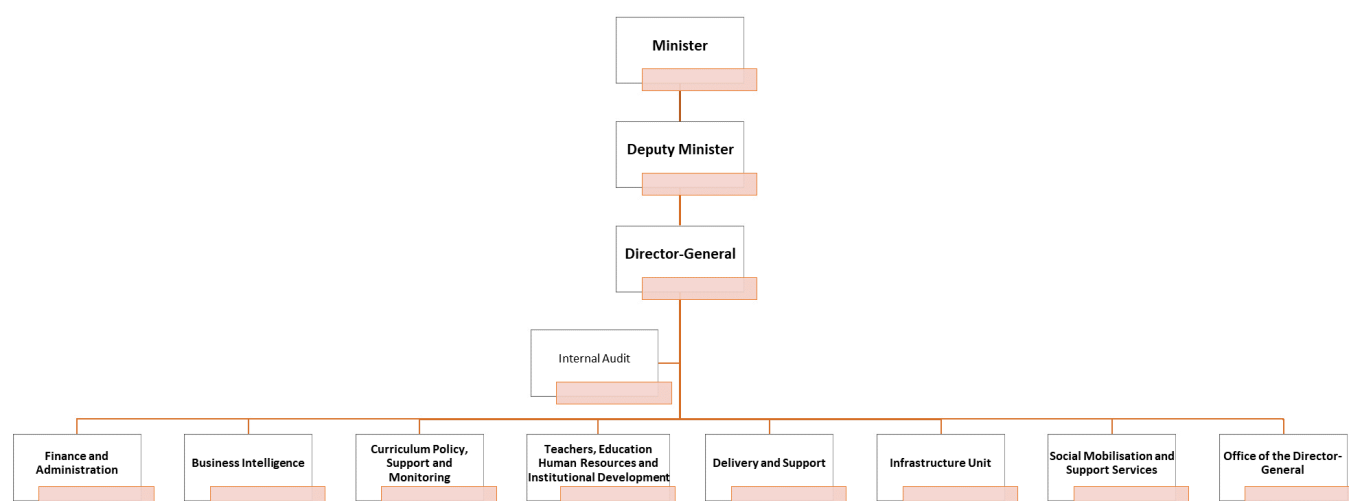
The Department is structured into five programmes to ensure that it achieves its legislative and strategic mandates. The programmes are 'Curriculum Policy, Support and Monitoring'; 'Teachers, Education Human Resources and Institutional Development'; 'Planning, Information and Assessments'; 'Educational Enrichment Services'; and 'Administration and the Office of the Director-General'.

Although 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, the DBE managed to obtain, 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”, approval from the Minister for Public Service and Administration (MPSA) to advertise and fill critical posts to ensure continued service delivery.

Organisational structure

The Department has reconfigured itself into eight strategic units or branches; however, there is 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 6: High-level 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 6: Percentage of women, youth and people with disabilities employed by the Department

Women	62.4%
Youth	30%
People living with disabilities	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 institutionalising 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.

4.2.2 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 partially digitised its 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. These are efforts to ensure that the ICT land space in the organisation is improved.

4.2.3 Financial Resources

Financial resources have been increasingly scarce over the years. The government continues to be required to do more with less. 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 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.

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

The Department of Basic Education has been independently verified in accordance with the Codes of Good Practice, issued in terms of section 9 (1) of the Broad-Based Black Economic Empowerment Act 53 of 2003 as Amended per Act 46 of 2013 (Gazette 37271 of 27 January 2014). The Broad-Based BEE Verification Certificate is based on information provided to Renaissance SA Ratings, a SANAS accredited BEE Verification Agency, as is valid until 30 July 2025.

4.2.4 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 7: Departmental plans on women, youth and people with disabilities

PILLAR	FOCUS AREA	KEY INTERVENTIONS	DEPARTMENTAL PLANS FOR 2025/26
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	<p>Programme 3: Bursaries provided to WYPD under Funza Lushaka Bursary Programme</p> <p>Programme 2: ECD monitoring tool collects information on the number of practitioners (95% of which are female) and their levels of qualification.</p> <p>Programme 5: NSNP is a nutrition intervention targeting school going children (youth). Robust monitoring and support systems are in place to ensure programme is implemented efficiently</p>
	Auditing	The departmental internal audit to assess the inclusion of WYPD indicators and targets in the audit plans	Programme 1: Conduct an audit review that focuses on SCM Process review on the quotation procurement for compliance with specific goals (Gender, Youth and Disability indicators)
Pillar 6: WYPD Responsive Budgeting	Budget	Number of departmental programmes for WYPD are funded from the allocated funds	<p>Programme 3: Funza Lushaka Bursaries Programme has allocation from National Treasury, it is in the Annual Performance Plan (APP) and it is audited and has benefits to WYPD</p> <p>Programme 2: 40% of the ECD subsidy covers salaries of ECD practitioners (95% of which are female)</p>
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	<p>Programme 3: The Department has facilitated an establishment of Professional Learning Community on Women Principals. This is to enable them to collaborate on common challenges facing Women Principals and to learn best practices.</p> <p>Programme 2: ECD practitioners being trained on Gender-Responsive Pedagogy.</p> <p>Programme 2: Nal'ibali (a story-telling programme on Radio), to collaborate with the Department of Basic Education on the Social Employment Fund (SEF) to enhance social value in the literacy sector. (Youth will benefit)</p>
		The Department to coordinate training programmes that advocates for WYPD priorities (e.g. sexual harassment courses, women in leadership programmes etc.	<p>Programme 5: Train over 1000 volunteer food handlers on meal preparation, food safety and hygiene, Over 99% of food handlers are women. Support Districts with the implementation of the Protocol for the Management and Reporting of Sexual Abuse and Harassment in Schools.</p> <p>Programme 5: Monitor the implementation of anti-discriminatory practices in schools, using the sector guidance documents such as Protocol for the Management on Unfair Discrimination in Schools; and Guidelines for the Socio-educational Inclusion of Diverse Sexual Orientation, gender Identity, Expression and Sex Characteristics (SOGIESC) in Schools.</p>
	Advocacy	The Department to conduct sector-based outreach, awareness campaigns, workshops and sessions related WYPD? (i.e. aligned to the departmental mandate)	<p>Programme 3 and 4: Advocacy is done through District Based recruitment – where youth are invited to central location for career guidance day, and DBE then support through distributing Funza Lushaka Bursary Programme material.</p> <p>Programme 3: The Department to celebrate literacy days under the banner of National Reading Coalition and other partners. (Youth will benefit).</p>



4.2.6 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 7: SWOT Analysis

STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> National Curriculum and Assessment Policy Statements ECD Migration Skills Development and Training Financial Controls in Place Unqualified Audit Opinion Automated Business Processes Security/Digital Access Control Efficient Communication Strategy 	<ul style="list-style-type: none"> Limited budget to fully advance ICT Long protracted recruitment process Lack of Consequence Management Weak financial and supply chain management controls Ineffective IT environment, too much reliance on SITA Poor quality assurance of documents 	<ul style="list-style-type: none"> See Section 1.1.1 Enabling environment to explore Three Stream Model, Entrepreneurship, Coding and Robotics Government of National Unity (shared vision and collaborations by different political parties) Cost savings due to Advanced Technology 	<ul style="list-style-type: none"> See Section 1.1.1 Inequalities in the schooling environment Politically Driven Social Unrests

Strengths

Schooling in South Africa has improved in terms of school participation (figure 10) and the NSC results (figure 14), 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, as almost all children who are of school-going age and are meant to be at school are enrolled. 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 learning 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, the language of instruction policy, high-quality educational resources for students and educators, and early-grade reading assessments. These investments have guaranteed 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.

Owing to the obstacles obstructing efforts to attain equity, schools in underprivileged communities persistently fall behind in terms of educational resources, especially information and communication technology (ICT). The 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^[2].

[2] International Journal of Learning Teaching and Educational Research

Recruitment processes generally take long, and after the 2023 moratorium of filling of positions, the situation was 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 lack 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 is ineffective and does not adequately support business operations. The reliance on the State Information Technology Agency (SITA) for services has not assisted operations as effectively as 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.

In mathematics, according to the 2019 Trends in International Mathematics and Science Study (TIMSS), South Africa ranked among the three countries with the lowest achievement levels while seeing significant progress, with a fourfold rise in mathematics proficiency from 11% to 41% over two decades. The latest cycle of 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^[3]. 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.

The above reports also highlight the fact that our education system still experiences weaknesses in terms of the quality of teaching. The challenges broad about by fiscal constraints have made it difficult to deploy properly qualified teachers in critical areas such as Mathematics, Science and Technology. This has resulted in these subjects being taught by teachers who are not adequately qualified to teach them, impacting negatively on the quality of teaching. Inadequate appointment measures for School Management Teams (SMTs) have also compromised in some instances the quality of Management and Governance in our schools, impacting negatively in issues of school functionality. Measures need to be put in place to improve school functionality in order to improve learning outcomes in those schools.

4.2.7 Demographic data informing planning

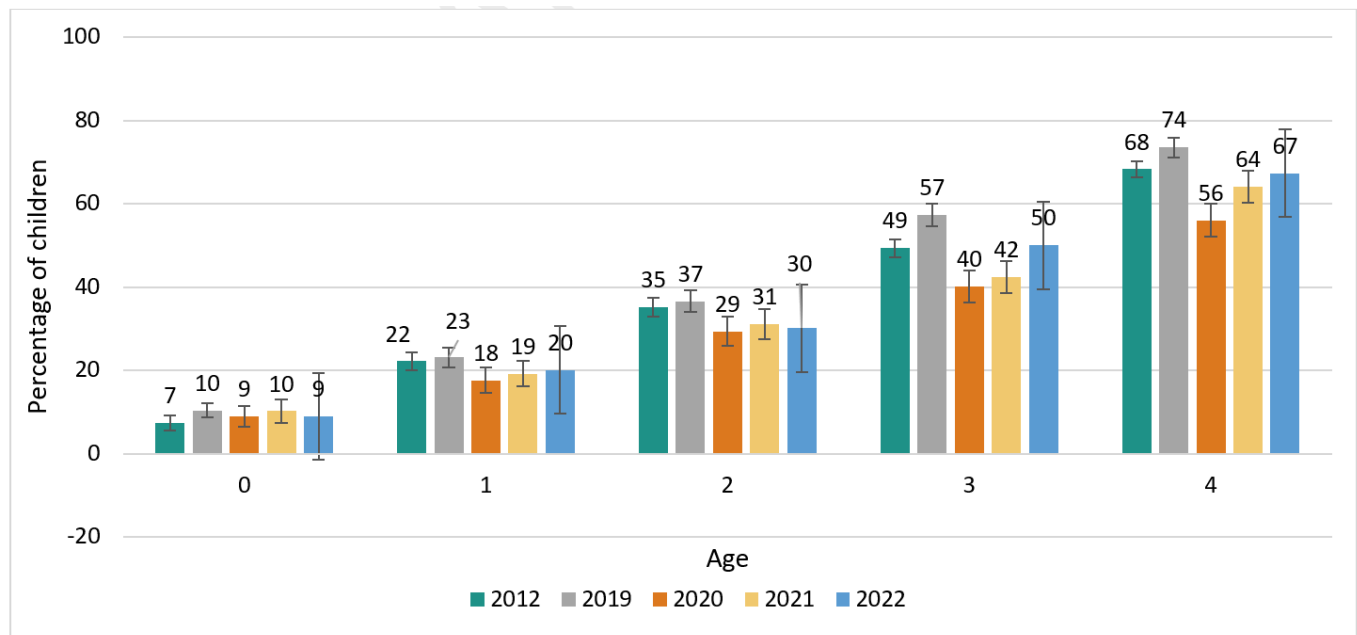
Early Childhood Development

The early years of a child's life are critical for the acquisition of concepts, skills and attitudes that lay the foundation for lifelong learning. These include acquiring language, perceptual and motor skills required for learning to read and write, basic numeracy concepts and skills, problem-solving and a love of learning. In South Africa, the importance of this critical period of development is recognised, with the National Development Plan stating that two years of quality preschool enrolment for 4- and 5-year-olds should be made compulsory before Grade 1. Figure 7 shows how the attendance of ECD facilities amongst 0-4 year-olds increased substantially between 2012 and 2019, but then dropped sharply in 2020 as the COVID-19 pandemic hit. Attendance was better in 2021 and 2022 but still not as high as it was in 2019. The same overall patterns are seen in Figure 8, in which 0-3-year-olds are grouped together and 4, 5 and 6-year-olds are also shown. Clearly, educational attendance for these young age groups was strongly negatively affected by the pandemic, however a recovery from the impact of the pandemic can be observed in the increase in the percentage of 0-6-year-olds attending an educational institution in 2022 compared to the decline in 2020.

[3] Progress in International Reading and Literacy Study (PIRLS) results



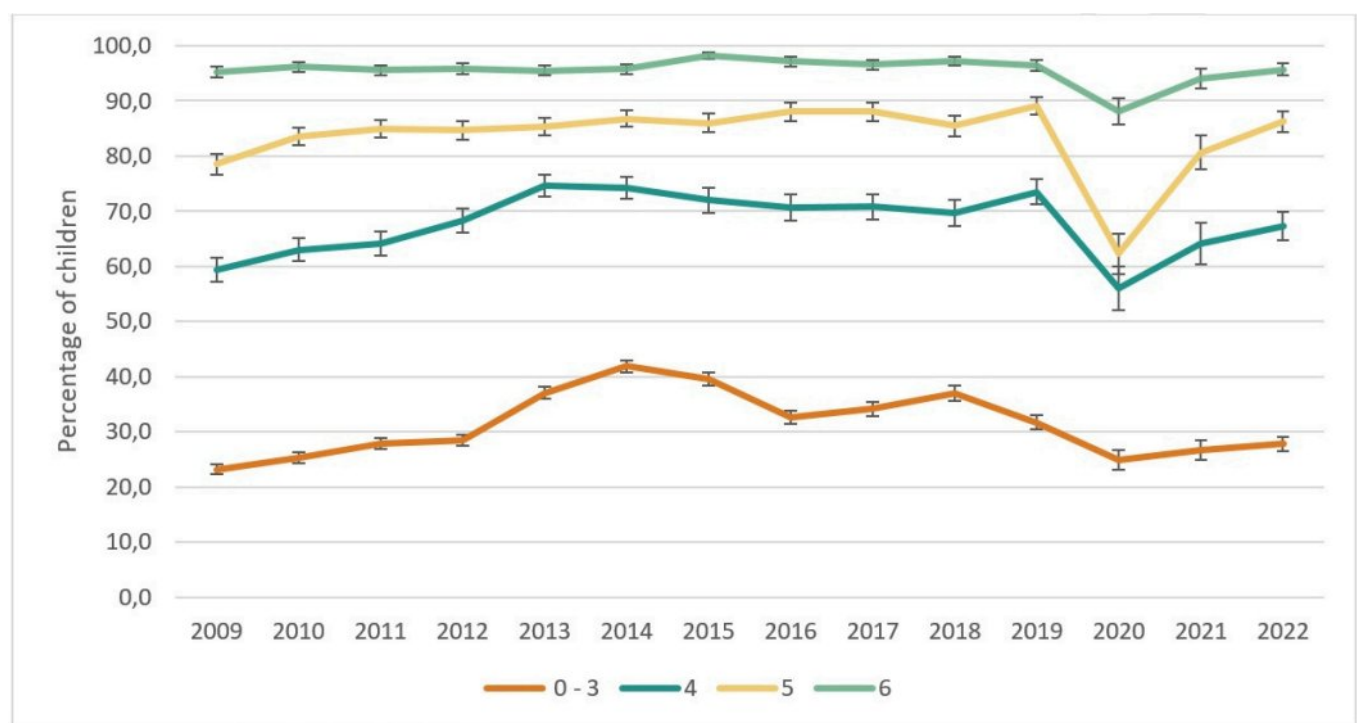
Figure 8: Percentage of 0-4-year-olds attending ECD facilities, 2012-2022



Source: Statistics South Africa, General Household Survey (GHS), own calculations. Notes: 95% confidence intervals shown.

The 2021 General Household Survey (GHS) also gives us useful insights on the number of children accessing ELPs.¹¹ About 2.2 million 0-5 year-olds attend an ELP such as a creche, nursery, pre-school, playgroup or day mother. A further 750,000 children in this age group attend Grade R or Grade 1. This means that 1.3 million 3-5 year-olds who would most benefit from access to structured early learning opportunities, are not currently attending an ELP. The gap is closely linked to income - 66% of children in Quintile 1 are not in ELPs compared to only 36% of children in Quintile 5. Data on access to other ECD programmes is incomplete. For example, in the 0-2 year-old age group, while 733 000 are attending an ELP, it is not known how many other children are reached by parent support programmes. The 2021 Thrive by Five Index reported that 57% of children attending ELPs are not on track for cognitive and/or physical development and face barriers to realising their full potential. For early learning specifically, 54% of children were not able to do the learning tasks expected of children their age, with 28% of children falling far behind the expected standard – and poor children least likely to be on track.

Figure 9: Percentage of 0-6-year-olds attending an educational institution, 2009-2022

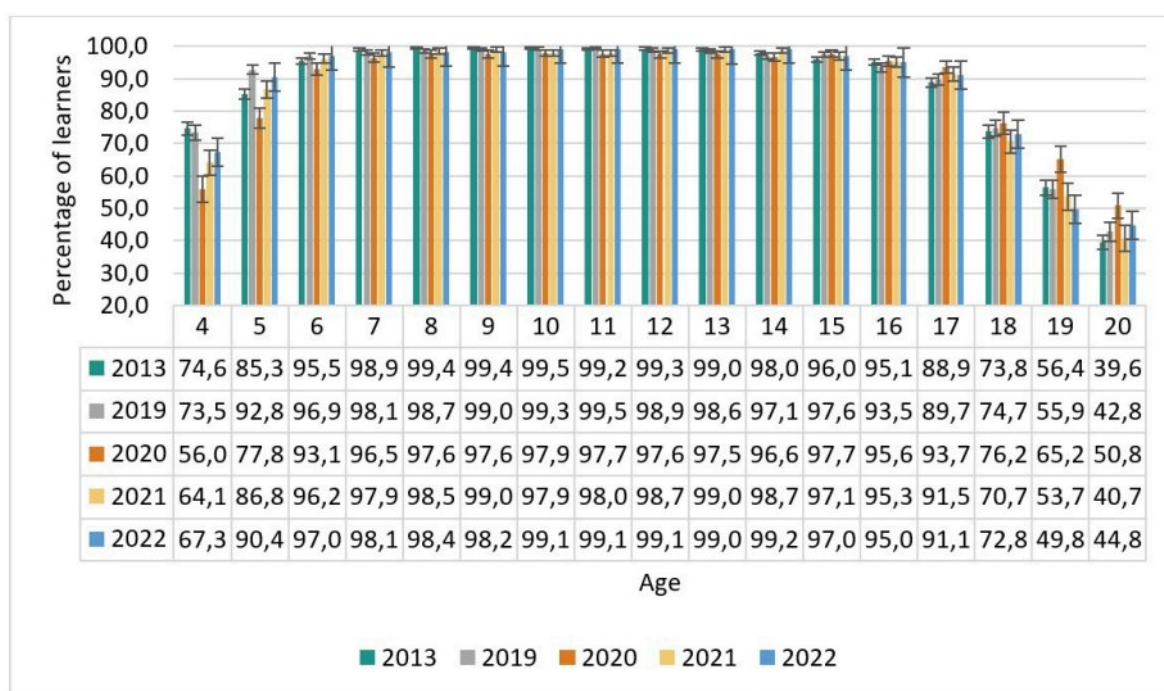


Source: Statistics South Africa, General Household Survey (GHS), own calculations.

Notes: 95% confidence intervals shown; Several slight changes in the questionnaires over the years mean that year-on-year trends in this graph should be interpreted with caution.

Figure 9 shows Age-Specific Enrolment Rates (ASER) by single age group for 2013, 2019, 2020, 2021 and 2022. It is evident that participation in educational institutions increased between 2013 and 2019 – the continuation of a long and steady trend. The increase in participation was sharpest among younger children, reflecting increasing access to ECD Programmes and Grade R. There was considerable interest in the impact of the pandemic on educational participation, including on dropout. Figure 10 indicates that participation in 2020-2022 for 8–15-year-olds remained high (above 97%) and was only slightly lower than in 2019. For 16-20-year-olds, perhaps surprisingly, participation rates actually increased in 2020, before dropping back in 2022 to levels similar to those of 2019. It is not clear why this happened. One possibility could be that with the partial shutting down of the economy in 2020, fewer job opportunities presented themselves to 16-20-year-olds attending school. There was, however, a clear drop in educational participation for younger children. For 4-, 5- and 6-year-olds, there was a substantial drop in attendance in 2020 followed by a partial recovery in 2021 and further recovery in 2022. We can therefore conclude that the main negative impact of the pandemic on educational participation was amongst young children. Rather than causing learners to drop out of school, the pandemic caused lower, and perhaps delayed, educational participation amongst young children.

Figure 10: Overall summary participation in educational institutions

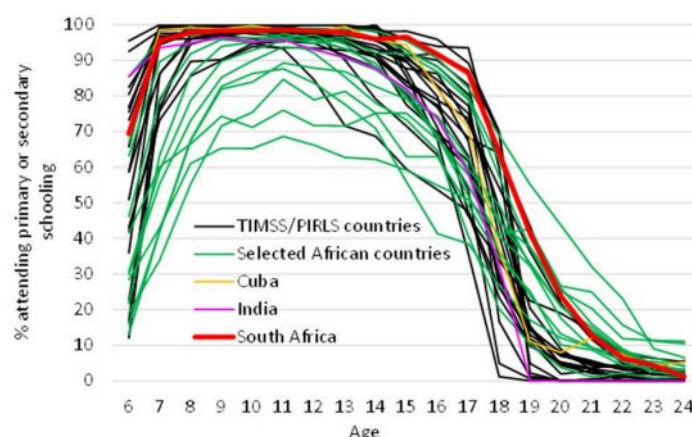


Source: Statistics South Africa, General Household Survey (GHS), own calculations.

Notes: 95% confidence intervals shown.

Participation in schooling is extremely high in South Africa by international comparison, as Figure 10 shows. For 7-15-year-olds, participation in schooling is nearly universal in South Africa, something that is not necessarily true in many other countries.

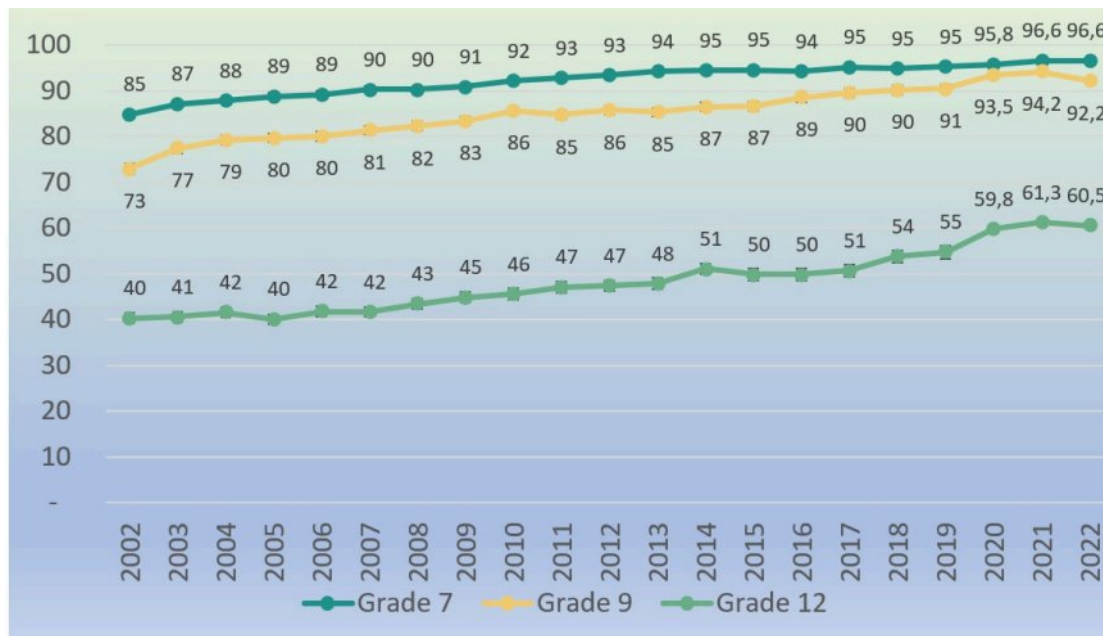
Figure 11: School participation by age across 34 countries



Source: The 'Education Attainment and Enrollment around the World' database of the World Bank. This source in turn draws from household surveys.

While access to school is nearly universal in South Africa, not everyone completes various levels of schooling. Figure 11 shows that the percentages of youths completing grades 7, 9 and 12 have all been steadily increasing over the years. There is public concern about school dropout, which is usually understood to refer to youths leaving school without successfully completing Grade 12. This phenomenon has been decreasing over time as Figure 11 indicates – dropout is the converse of Grade 12 completion rates, which have clearly been improving. It should also be noted that Grade 12 completion rates in Figure 11 include both National Senior Certificate graduates as well as those obtaining another equivalent qualification at a TVET or FET college.

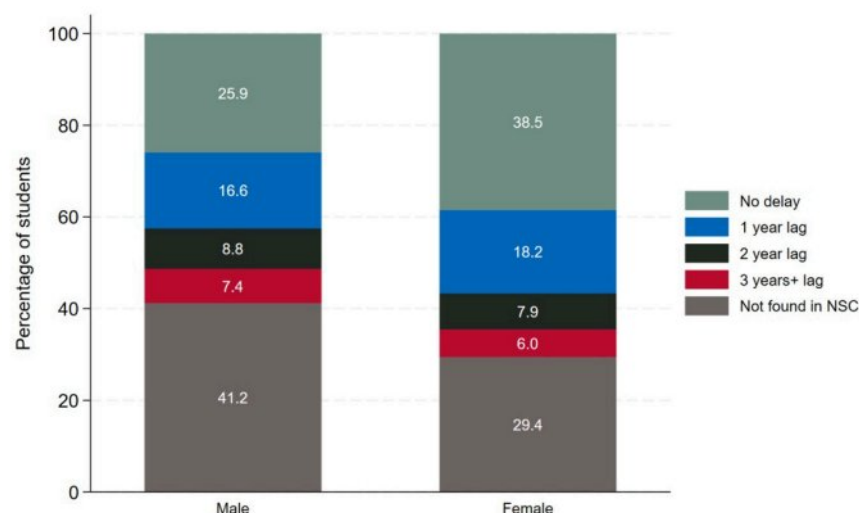
Figure 12: Grade completion rates over time



Source: Own calculations using GHS 2002-2022

An important policy research question is what predicts successful completion of Grade 12, and how can Grade 12 completion rates be further increased? Recent work done within the DBE has explored the progression of learners from their appearance in the 2012 Annual National Assessments (ANA) to the National Senior Certificate (NSC) in subsequent years. One significant factor predicting progression to Grade 12 and the NSC examinations is gender. As Figure 12 shows, boys in grade 6 in 2012 were far less likely to be found in the NSC datasets of 2018 to 2023 (41.2%) compared to girls (29.4%). One of the reasons boys are less likely to reach Grade 12 is that they were already more likely to be too old for their grade (see Figure 12). Amongst the 2012 Grade 6 cohort, 47% of boys were old for their grade compared to 31% of girls. This is a key vulnerability predisposing learners to dropout of school in grades 10, 11 or 12. Finally, a major reason underlying dropout is weak learning foundations.

Figure 13: Progression of Grade 6's of 2012 to National Senior Certificate



Source: Own calculations using Annual National Assessments data (2012) and National Senior Certificate data (2018-2023)

Mother Tongue Based Bilingual Education (MTbBE)

Language is a powerful enabler of learning. Assessment results have shown that learners whose home language differs from the language of learning and teaching at school are significantly outperformed by learners taught in their home languages. The Constitution provides everyone with the right to receive education in the official language or languages of their choice in public institutions where that education is reasonably practicable. This right needs to be progressively but equitably realised in line with the available resources.

For education to be effective for sustainable development, opportunities that are afforded by a system must be inclusive and equitable across race, language and class. Previously, mother tongue education in South Africa was limited to English and Afrikaans, benefiting a minority while creating inequalities in health, economic opportunities, and sustainable livelihoods for the majority. African language learners are the most vulnerable, achieving the lowest proficiency levels in literacy and numeracy by the end of Grade 4. The disconnect between supply and demand in higher education of educators trained to deliver the curriculum in the mother tongue of learners, particularly learners whose mother tongue language is an African language is part of the reason. Currently, the language of instruction at universities is English and the language of instruction in many Foundation Phase classrooms is an African language.

Recognising this, the Department of Basic Education is currently rolling out a Mother Tongue-based Bilingual Education (MTbBE) programme to support provinces in assisting public schools to expand access to mother tongue education as and where the need arises. This programme aims to allow learners to access Mathematics, Science and Technology instruction in their home language alongside English. In doing this, we empower learners to excel in these critical subjects by bridging the gap between comprehension and application.

The Department's implementation of MTbBE includes the Mother Tongue-based Reading Literacy (MTbRL) programme for Early Childhood Development (ECD) to Grade 3. The MTbBE strategic framework enables learners to continue using their mother tongue language for learning and assessment in subjects like Science, Technology and Mathematics and Language. The success factors of MTbBE will include: (i) Improved Reading Comprehension Scores in African Languages; (ii) Effective Integration of Morphological Awareness in Teaching Practices; (iii) Stakeholder Buy-In and Sustained Support; (iv) Scalability and Adaptability of the Pilot Framework; (v) Increased Learner Engagement and Positive Attitudes; and (vi) Increased Awareness, Positive Attitudes and Support for African Language-Specific Methodology.

The MTbRL is anchored in the linguistic and cultural logic of South African languages. The programme fosters a deep understanding of how words are formed and how meaning is constructed. This approach will equip learners with skills to decode, read fluently, and comprehend texts effectively, laying a strong foundation for lifelong literacy. The programme prioritises cultural integration, drawing on oral traditions such as storytelling, proverbs, and riddles. These practices not only engage learners but also affirm their identities and connect them to their linguistic heritage. By emphasising both linguistic and cultural relevance, the programme will prepare learners to succeed academically while instilling pride in their languages. Just as reading methodologies for English and Afrikaans are language-specific, so too will be the approach for African languages. The Department has developed a language-specific reading methodology tailored to African languages. The Department is moving away from just phonemic accuracy; children must read for meaning; morphemic awareness allows African languages new opportunities that were never explored before.

To support this programme, the Department is prioritising the training of educators in bilingual teaching methods, ensuring the availability of quality bilingual learning and teaching support materials and exploring the possibility of a bilingual national assessment.

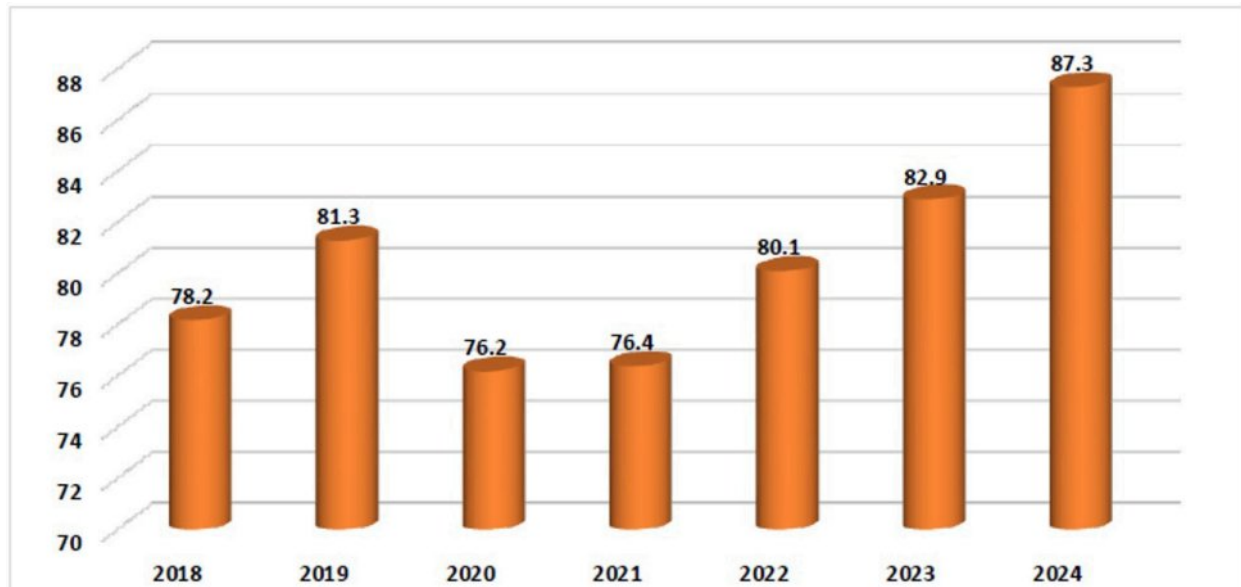
Rolling out mother tongue education will not solve all the sector's challenges overnight, but it will contribute to improving learning outcomes and foster a deeper appreciation of South Africa's rich linguistic and diverse cultural heritage. Achieving this aim will require significant resources and investment and, within the constrained fiscal environment the country currently faces, it will need to be rolled out progressively within our existing means, where it is most required and with the support of corporate and social partners.



National Senior Certificate Examination

The National Senior Certificate (NSC) examination is in its 17th year of implementation in its current format and structure, and 2024 signifies 28 years of successful administration of public examinations at a national level in the democratic era. In this planning period, we reflect on the achievements and challenges encapsulated in this plan. Education is significant in shaping the future of our youth and, by extension, our country. The NSC remains not just a certificate – it is a gateway to opportunities that empower our young people to pursue further education, enter the workforce and contribute to the socio-economic development of South Africa. The national pass rate for the Class of 2024 as shown in Figure 13 depicts 87.3% which is an increase of 4.4% from 82.9% in 2023.

Figure 14: NSC Performance 2018-2024

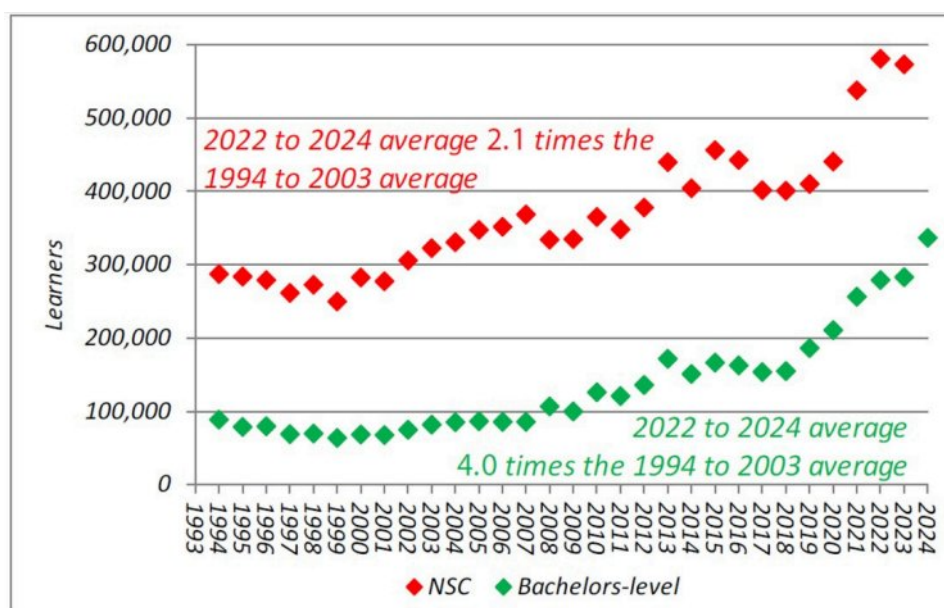


Source: DBE NSC report

The comprehensive analysis of the November 2024 NSC performance data shows that there is significant improvement in relation to the social justice principles of access, redress, equity, efficiency, quality and inclusivity. The number of candidates enrolling and meeting the pass requirements of the NSC over the years has increased significantly. Performance data also indicates that the system is efficient and that the quality of passes has improved with more learners achieving admission to Bachelor Studies compared to those achieving admission to diploma and higher certificate studies combined. The number of learners with special needs in education and girl learners participating in the system has increased over time and this, among other factors, indicates that the system has become a more inclusive system.

- a) The Department intends to improve on the following 2024 NSC examinations results to demonstrate progress in upholding these principles: 615 429 candidates obtained the NSC – more than any other year in our history;
- b) 337 158 learners obtained Bachelor passes, of which 67% come from Quintile 1 to 3 schools (which are typically found in our poorer communities). This marks a 6.9% increase on the number of Bachelor passes achieved in 2023 and a notable improvement in the performance of Quintile 1 to 3 schools;
- c) 3 321 learners with special education needs obtained Bachelor passes;
- d) The total number of distinctions achieved increased by over 65 000 from 2023, with every province improving on the number of distinctions achieved provincially;
- e) More of our high schools achieved a pass rate of between 80% and 100% than in 2023 with the number of underperforming high schools decreasing; and
- f) Every province improved on its performance from 2023 and achieved a pass rate above 80%; and 73 out of our 75 education districts achieved pass rates above 80%.

Figure 15: NSC and Bachelor-level increases since 1994



Note: Prior to 2008, a Bachelor-level pass was referred to as a matriculation exemption. Values reflect only results of full-time candidates.

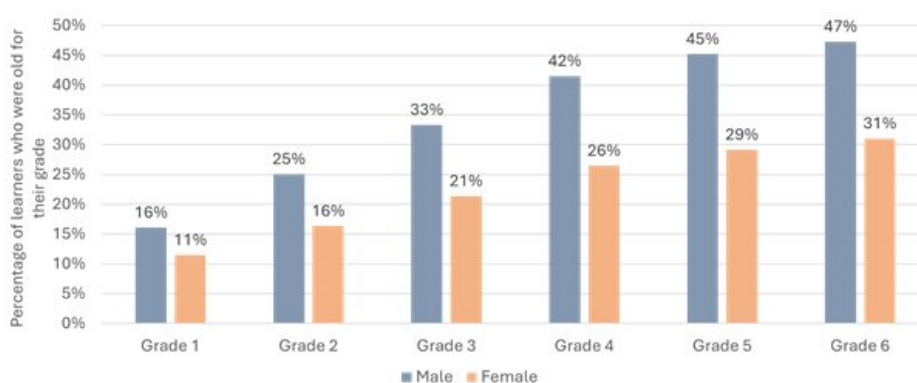
Source: DBE NSC report

Trends in the attainment of the National Senior Certificate, and a sub-set of this, the NSC with a Bachelor level pass, both qualifications which impact on the opportunities available to young South Africans, are illustrated in Figure 14 above. 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 2024, 84% 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 14 have displayed a general upward trend for the last 20 or so years. In the last three years, the number of Bachelor-level passes stood at four 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 steeper upward trend of the two is that for Bachelor-level passes. The Sector will continue to improve the upward trends through more emphasis in the foundation and intermediate phases.

Trends in School participation and Grade completion

Figure 16 below shows that children with better grade 6 ANA scores were much more likely to reach Grade 12 than children with low ANA scores. Weaker foundational learning is part of the reason why boys repeat grades more regularly than girls, becoming old for their grade, and ultimately leaving the school system without completing the NSC. All of this points to the importance of tracking and improving learning outcomes in primary schools.

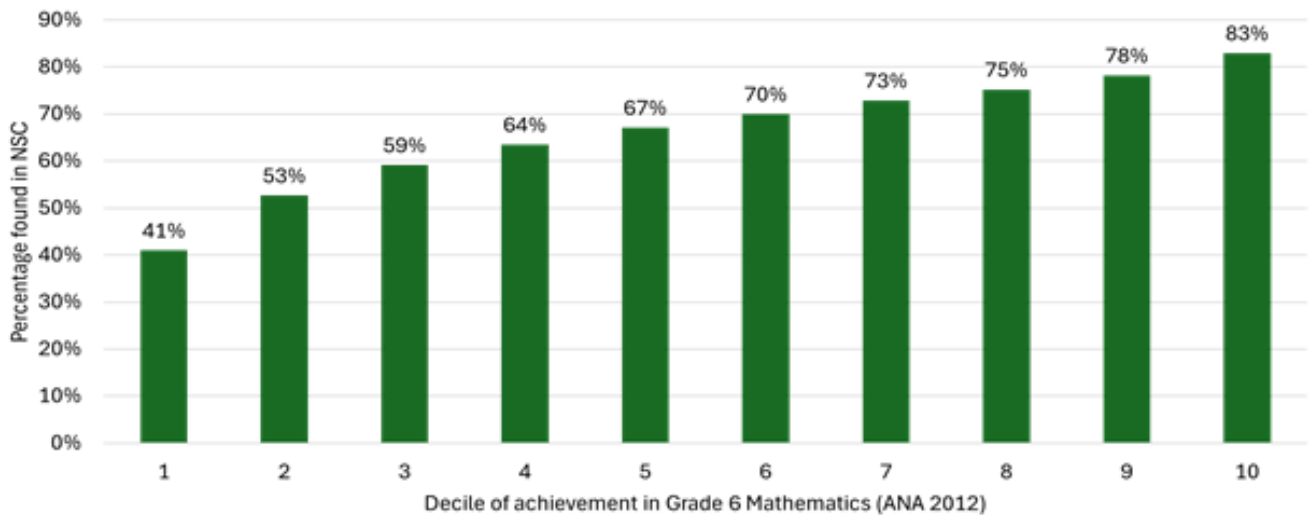
Figure 16: Percentage of learners who are old for their grade, by gender



Source: Own calculations using Annual National Assessments data (2012)



Figure 17: Achievement in Grade 6 predicts reaching Grade 12



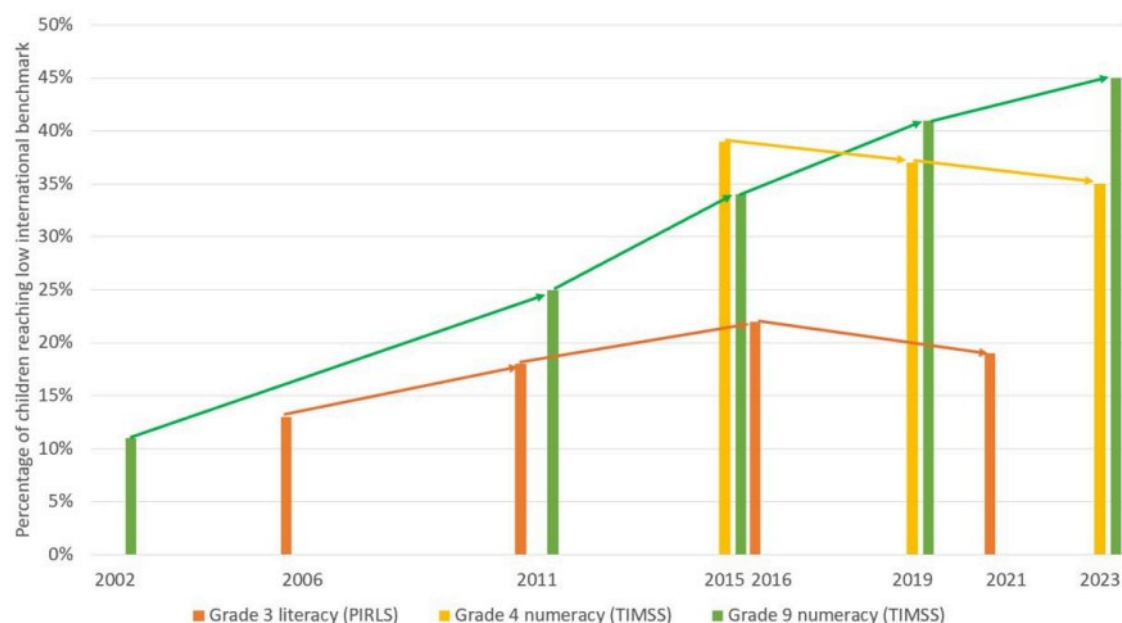
Source: Own calculations using Annual National Assessments data (2012) and National Senior Certificate data (2018-2023)

Trends in local and International Assessments of Learning (Maths, Science, Reading Literacy)

South Africa's first participation in international assessments of learning was in the Trends in International Mathematics and Science Study (TIMSS) of 1995. The country's performance was alarmingly low with vast inequalities across the school system. The next two rounds of TIMSS, in 1999 and 2002, revealed no significant progress. Since 2002, however, the country achieved significant improvements in national average performance and in the percentage of learners reaching a minimum acceptable level of achievement in both mathematics and science. The performance in the Progress in International Reading Literacy Study (PIRLS) showed a similar trend with low but improving performance between 2006, 2011 and 2016. Unfortunately, there was a decline in performance in the 2021 PIRLS assessment, and this can largely be attributed to the negative impact of the unprecedented disruptions to schooling caused by the COVID-19 pandemic.

In December 2024, three (3) newer assessment studies were released to the public, providing a wealth of rich and rigorous information on the quality of learning outcomes in South African schools. These three assessments were the 2023 Trends in International Mathematics and Science Study (TIMSS), the 2021 Southern and Eastern Africa Consortium for Monitoring Educational Quality (SEACMEQ) assessment, and the first South African Systemic Evaluation of 2022.

Figure 18: South Africa's performance in International Assessments since 2002

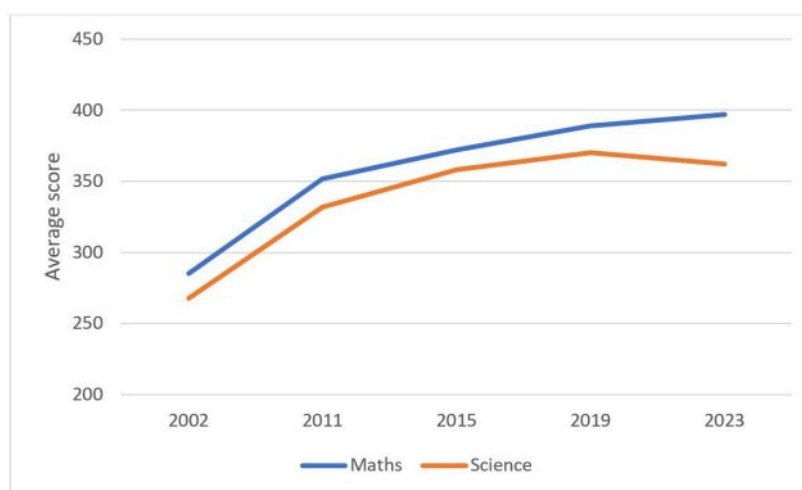


Source: DBE calculations using data from TIMSS and PIRLS reports

These assessments present a consistent narrative, confirming long-standing evidence that learning outcomes in South Africa remain low and unequal. They also offer valuable insights into the recovery of learning following the COVID-19 pandemic. The pandemic disrupted what had been a trajectory of improvement in international assessments since the 2002 TIMSS study. The first indication of a decline after the pandemic was seen in the PIRLS 2021 assessment, which showed a drop in the percentage of children reading at an adequate level. The SEACMEQ assessment, released in December 2024, reported on data collected in 2021, around the same time as the PIRLS assessment, and revealed a similar story of decline in the country's average achievement in both Grade 6 reading and mathematics. South Africa was not alone in experiencing a decline compared to the previous SEACMEQ round in 2013; many countries participating in SEACMEQ 2021 also saw declines or were unable to participate at all.

The TIMSS 2023 assessment, conducted two (2) years later, provided a longer recovery period for the education system following the disruptions of 2020 and 2021. The results indicate a relatively flat trend compared to TIMSS 2019. This is encouraging as it suggests a degree of learning recovery compared to 2021. The figure below illustrates South Africa's average performance in TIMSS for both mathematics and science at the Grade 9 level since 2002. The upward trend in both subjects over the years is evident but has stagnated in the latest round, with a slight improvement in mathematics and a slight decline in science as a testament to the resilience of our learners despite being exposed to less teaching time and content. Similarly, at the Grade 5 level, a small decline was observed in TIMSS 2023 compared to the results of 2019. The girl learner must be specifically appreciated for achieving scores above the minimum international benchmark and significantly outperforming the boy learner.

Figure 19: South Africa's average scores in TIMSS since 2002 (Grade 9)



Source: TIMSS uses a scale average scoring system set to have an international mean of 500 and a standard deviation of 100 points.

The primary cause of the disruption to the upward trend in these assessments is attributed to the substantial losses in teaching time necessitated by the pandemic. However, a secondary contributing factor highlighted by the Department is the financial strain on the education sector due to the country's economic challenges, fiscal pressures, and associated budget cuts.

Interestingly, South Africa is not at the bottom of the global rankings. While South Africa often ranks near the bottom in assessments like TIMSS, it performed above average in the SEACMEQ assessment. Additionally, Ivory Coast participated in TIMSS Grade 9 for the first time and performed substantially worse than South Africa. This illustrates a point sometimes made by the Department, that South Africa is in a better tier of countries by virtue of being able and willing to participate in these assessments. The common media narrative that South Africa is the worst in the world in education is inaccurate.

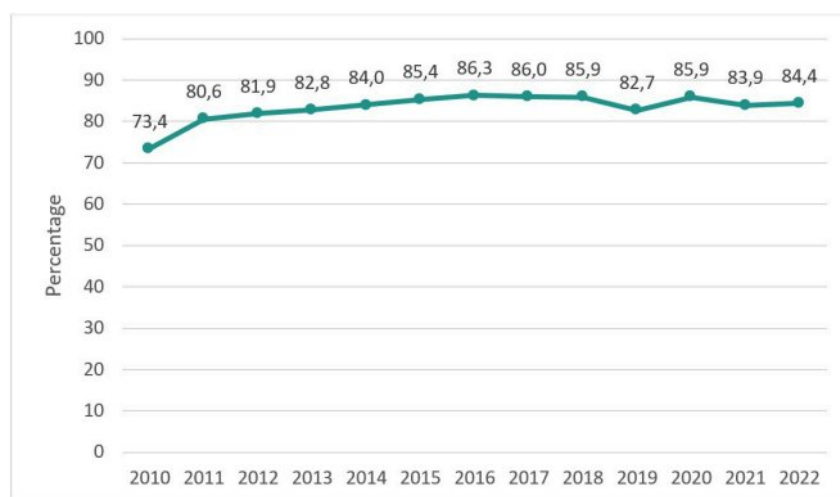
Another notable finding across these studies is the significant gender disparity in early learning outcomes, with girls outperforming boys by the equivalent of about a full grade level. This trend strongly predicts later outcomes, including NSC results, where more girls reach Grade 12, write the exams, pass, and achieve higher levels of performance.

South Africa's participation in these assessments has consistently exposed significant challenges in the education system. However, it has also been instrumental in identifying areas of improvement and progress over time—achievements that might have gone unnoticed without the availability of rigorous and comparable measures. The newly established South African Systemic Evaluation of 2022 provides a baseline for monitoring trends over time. Similarly, ongoing participation in international assessments will be critical for tracking progress and maintaining a clear, evidence-based understanding of the challenges ahead.

National School Nutrition Programme

Many young children in poverty struggle with food insecurity, impacting their ability to reach their full developmental potential and concentrate in school. To combat this, the National School Nutrition Programme (NSNP) was established to boost school attendance and support children's learning by providing them with a nutritious daily meal. The programme primarily serves Quintile 1 to 3 public primary and secondary schools, along with selected special schools, as outlined in the Conditional Grant Framework. Since its inception, the reach of the NSNP has notably increased. In 2010, approximately 73% of learners benefitted from the program. By 2022, this number had risen to 84.4% (Figure 19). The highest uptake of the NSNP is in predominantly rural provinces where the need is most acute.

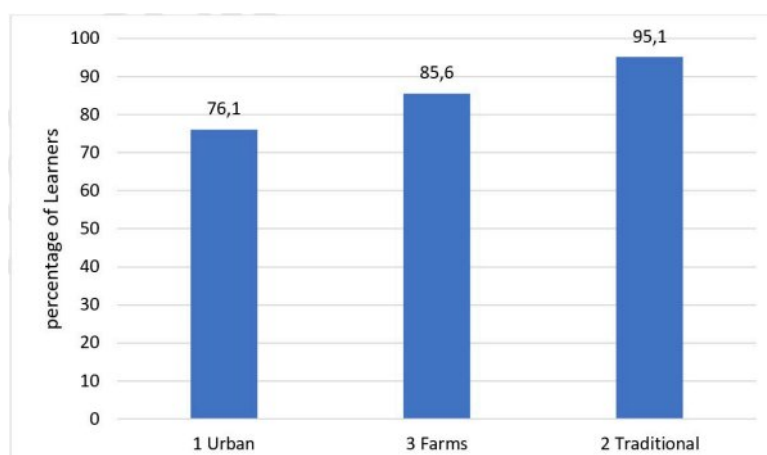
Figure 20: Percentage of learners benefitting from the NSNP by province, 2010-2022



Source: Statistics South Africa, General Household Survey (GHS), own calculations. Notes: 95% confidence intervals shown.

The programme reaches over 9.6 million learners in primary and secondary schools in underprivileged areas across the country. School meals mitigate the effects of hunger affecting millions of children from poor households and have the potential to improve attendance and retention in the schooling system. Research has shown that school meal programmes have the potential to improve learners' awareness about dietary intake and can enhance long-term health benefits.

Figure 21: Percentage of learners benefitting from NSNP by Geographical location



Source: Statistics South Africa, General Household Survey (GHS), DBE own calculation.

For instance, in Limpopo and the Eastern Cape, about 93% and 91% of learners respectively benefit from the programme. In contrast, Gauteng and the Western Cape have the lowest participation rates, with about 73% of learners receiving meals. Notably, 95% of the beneficiaries are from traditional areas, while about 76% are from urban regions (Figure 20). The programme has undergone significant changes which aimed at improving quality and efficiency in its implementation. A key milestone has been serving cooked meals that comprise of starch, protein and vegetable or fruit on daily basis. Proper implementation of the programme is bearing fruit, although the inequalities in the system are still considerable. The escalating food prices pose a serious challenge for the programme, thus strains the budget to limits. This leads to inadequate supply by service providers of key commodities especially fruits and vegetables. To some extent, this can be addressed by improving local availability of these commodities.

Local procurement of fresh produce is a priority area for the programme which could stimulate food availability, stability of prices and create jobs and income opportunities. This requires collaboration among state and non-state actors that deal with food production, economic development as well as rural development. Through the programme, the Department contributes towards the overall government's development agenda. Following the transfer of Early Childhood Development (ECD) function from the Department of Social Development, the programme is working on the modalities for incorporation of this cohort. The Department acknowledges that ECD plays a critical role in reducing poverty and inequality. It is widely recognised, that the first five years of a child's life, are crucial for their development, with around 90% of brain development occurring during this period. Therefore, this phase offers the most significant opportunity to lay the groundwork for children to flourish later in life.

4.2.8 Basic Education Employment Initiative (BEEI)

The Basic Education Employment Initiative (BEEI) has contributed significantly towards addressing two of South Africa's enduring structural challenges. These are poor education outcomes as revealed in the 2021 Progress in International Reading Literacy Study (PIRLS) and high levels of youth unemployment. The Basic Education Sector will leverage opportunities provided by the Presidential Employment Stimulus to create job opportunities. One of the strengths of the Basic Education Sector is that there is a school in most communities across the country, regardless of the socio-economic status of people living within the community. This was a key factor in providing for spatial equity, through which youth in all communities across the nine provinces will have an opportunity to participate in the BEEI. Under normal circumstances, due to limited economic opportunities in some settings, young people are forced to semi-grate closer to urban centres or areas where they could access job opportunities. With the BEEI, young people could access opportunities where they live and as such reduce the budget for transport to commute between their homes and schools/work area.

The BEEI has received a budget allocated for the management and oversight of the teacher assistants programme in basic education, and for the various training initiatives for the education and general assistants employed. In the immediate, the funds for the stipends for the assistants are made available through the provincial equitable share and the Industrial Development Corporation.

The programme objectives in line with the Presidency is to transform economy and society; Building back better (the country's economy, education system and programmes, etc.) means efficiency and effectiveness; Stimulate the economic recovery; Expand public employment; Creating decent jobs; Reduce youth unemployment; Provide youth with opportunities for meaningful experiential learning; Poverty alleviation; Support livelihoods; Provide economic opportunities; Create social value; Formation of Partnerships and Collaboration; Pathways into other forms of work.

The Programme objectives in the Sector include, first, the provision of Curriculum Assistants, provide support to sector priorities such as Mathematics, Science and Technology (MST), high enrolment subjects in the Further Education and Training (FET) Phase, Reading and Literacy, supporting teachers in classrooms and support reading initiatives in schools and communities. Second, provision of e-Cadres to schools to assist teachers with integration of ICT in classrooms, as well as maximise on the use of school administration and information management systems that Government has put in place in schools. Third, to provide comprehensive support to learners, including psychosocial support; and sport, arts, and culture activities, through the provision of Care and Support Assistants (CSA) and Sport and Enrichment Assistants (SEA). And lastly, to ensure that schools are assisted in meeting with the need to create a safe and conducive learning environment, by maintaining infrastructure, cleaning school surroundings through the provision of General School Assistants (GSAs).



4.2.9 Problem and Solution analysis

The education sector is large and complex, therefore, developing a strategic plan for a five-year period requires an in-depth analysis of the external environment in relation to the societal problems that relate to education, and how the Department or the sector at large can address those problems on a year- to year basis. To achieve this, in addition to a generic PESTEL analysis, there was an urgent need to also look at the work and plans of the Department in a more focused manner. Hence, a Problem and Solution Tree tool was used to do a thorough analysis of some of the key programmes and deliverables of the Department. The selection of such was based on the CEM priorities approved in the second quarter of the financial year. The process involved identifying existing problems per area, the root causes and the effect of these problems on society or schools and children in some instances. The Department then identified interventions for implementation.

Table 8: Problem and Solution analysis

Problem	Root Cause	Effects in System/Society	Solution	Intervention	Outcome
Poor learning outcomes of African learners in Literacy and Numeracy	<ul style="list-style-type: none"> Learners being taught and assessed in a language that is not their mother tongue/familiar language beyond Grade 3 	<ul style="list-style-type: none"> Wastage of resources Unequal learning environment 	<ul style="list-style-type: none"> MTbBE Strategy 	<ul style="list-style-type: none"> Advocacy Relevant resources (LTSM) Teacher Development Amend and implement MTbBE policy Strengthen the NIMP and MST Strategy to be aligned with MTbBE Strategy 	<ul style="list-style-type: none"> Improved learning outcomes
Access to quality ECD programmes	<ul style="list-style-type: none"> The ECD regulatory framework works against DBE social justice principles. There are not enough appropriate facilities for ELPs. Societal challenges of poverty. 	<ul style="list-style-type: none"> Children miss out on early learning (school readiness). Poor learning outcomes at the Foundation Phase 	<ul style="list-style-type: none"> Universal Access to ECD programmes 	<ul style="list-style-type: none"> Review relevant legislation and regulatory frameworks Provide sufficient funding and resourcing for ELPs Provide subsidy for every child to access ECD 	<ul style="list-style-type: none"> Universal Access to ECD programmes Improved learning outcomes
Learners leaving the system without requisite skills needed by the economy	<ul style="list-style-type: none"> Relevance of Curriculum with needs of a fast-changing world Lack of skilled teachers 	<ul style="list-style-type: none"> Unemployment Increased poverty level Increase in social ills e.g. crime 	<ul style="list-style-type: none"> Improve the quality of teaching and learning in gateway subjects Strengthen the pathways between the basic education system and higher education and training system to expand access to academic, vocational and occupational pathways 	<ul style="list-style-type: none"> Review the curriculum policy (10 years cycle) Provide teachers with requisite skills and competencies Strengthen the implementation of the Three Stream Model (TSM) through schools of skills 	<ul style="list-style-type: none"> Learners leaving the education and training system equipped with requisite skills

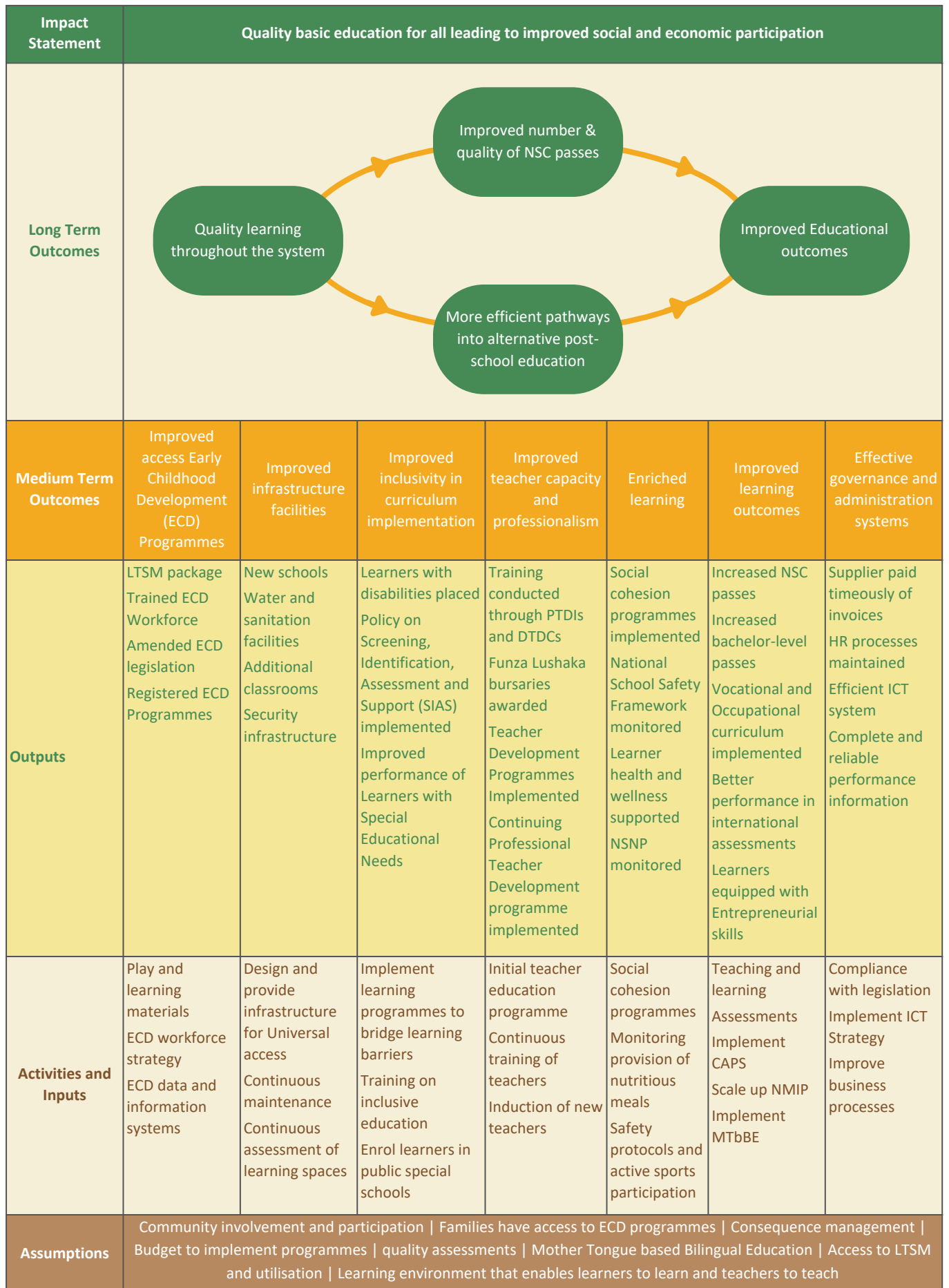
Problem	Root Cause	Effects in System/Society	Solution	Intervention	Outcome
Overcrowding in schools	<ul style="list-style-type: none"> Inadequate supply of school infrastructure Movement of learners due to rationalisation of schools Migration of learners and foreign nationals 	<ul style="list-style-type: none"> Ineffective teaching and learning Inadequate classroom resources 	<ul style="list-style-type: none"> Intergovernmental planning on infrastructure provisioning 	<ul style="list-style-type: none"> Build additional facilities to address inadequate supply Implementing the admission policy correctly Reviewing and monitoring the implementation of the Norms and Standards on Public School Infrastructure Supporting PEDs with applications to the National Treasury for additional infrastructure funding Monitoring and support PED delivery on infrastructure plans. 	<ul style="list-style-type: none"> Appropriate teaching and learning physical environment
Insufficient teachers to teach the relevant 21st Century Curriculum	<ul style="list-style-type: none"> Lack of integrated planning between DBE and DHET for teacher demand and supply in 4IR subjects 	<ul style="list-style-type: none"> 4IR subjects not being taught in many schools Skills gap in the economy 	<ul style="list-style-type: none"> Adequate demand and supply of 4IR teachers 	<ul style="list-style-type: none"> Reskilling and upskilling teachers Integrated Planning between DHET and DBE 	<ul style="list-style-type: none"> 4IR skills for the economy

4.2.10 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. As a national Department, 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.



Figure 22: Theory of Change



The above diagram presents a theory of change for basic education in South Africa. At the top of the diagram, we outline the impact and outcomes we aim to achieve, 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 a good chance of succeeding in the Intermediate Phase, leading to improved learning quality and better information at the end of Grade 9.

It is, however, useful to take all critical aspects of the education system and build a compelling case of what the Departments 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.

Grade 9 is a crucial point in the educational journey, as it is where learners' pathways diverge. With quality information provided by tools like the General Education Certificate, the education system can more effectively guide learners into appropriate academic or non-academic pathways. One outcome of this process is the more efficient sorting of students into various post-school education opportunities. Additionally, improved education quality at the beginning of the Further Education and Training (FET) phase should lead to higher numbers and better-quality National Senior Certificate (NSC) passes. These outcomes within the school system contribute to the overall impact of enhanced educational achievements and improved social and economic participation.

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 run 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, we expect 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, we believe it provides a fair representation of the Department's overall approach and how schooling contributes to better educational outcomes in society.

4.2.11 Direct Change Factors

School infrastructure was excluded, 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

Initial Teacher Education (ITE) is meant to provide teachers with the professional grounding needed for effective teaching. There is some evidence to suggest that this element of the system has improved in the last two decades. However, around two-thirds of teachers currently working in public schools received their initial professional training before the reforms of the early 2000s, and it is only around 2038 that we expect all teachers to have a post-reform ITE background. This makes it especially important to offer Continuous Professional Teacher Development (CPTD) to enable teachers to update their skills, in part because teaching methods evolve as new technologies emerge.

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.

4.2.12 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

The system of teacher deployment includes the 'post provisioning' policy governing how enrolment numbers are used to generate each school's entitlement to publicly paid educator posts, and a complex system of redeployment which moves 'excess' teachers with fewer years of experience first, giving these teachers the opportunity to provide inputs on where they move, and giving schools as the opportunity to influence on who they appoint as a new teacher. The system works better in some provinces than in others. A crucial element of any deployment system should be incentives to teach in disadvantaged schools. While policy for such incentives exists, it is not widely implemented and is due for review.

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 teaching and learning

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 Language of Learning and Teaching (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 viewed as a barrier to learning.

School Management and accountability

Principals, supported by their School Management Team (SMT), play a stronger 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. 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.

The national strategy is characterised by a lively and constructive policy discourse, informed by reliable information produced by government and non-government players. The strategy profoundly influences the mood in the sector and trust between stakeholders, which inevitably impacts what happens in schools and classrooms. The key element which the DBE has prioritised is the Systemic Evaluation programme. This programme focuses not just on learning outcomes, but also on the multitude of contextual factors. Importantly, the programme enables South Africa to report against the United Nations (UN) Sustainable Development Goals (SDG) indicators dealing with the attainment of proficiency levels among children.





PART C:

MEASURING OUR PERFORMANCE

1. Institutional Performance Information

The department considered the internal and external analysis affecting the delivery of education, assessed the key priorities agreed upon by the Council of Education Ministers, and identified outcomes that will be achieved out of implementing the approved interventions. Collectively, the intended outcomes contribute towards one impact statement as reflected in table 9 below.

Based on the in-depth analysis of the external environment, the DBE identified gaps and service delivery needs of its clients. The organisation reflected on the suggested interventions and crafted results that need to be achieved at different levels. Based on the Theory of Change explained in Part B of this plan, the department intends to build from its interventions to attain tangible results (outputs), the collective effect of outputs (outcomes), and the desired change on learners and the society at large.

1.1 Impact statement

Table 9: Impact statement

Impact statement	Quality basic education for all leading to improved social and economic participation
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1.2 Measuring Outcomes

To achieve the intended impact on society, the table below provides the specific institutional outcomes that will be pursued over the five years:

Table 10: Outcomes, Outcome indicators, baseline and targets

MTDP Priority 2: Reduce poverty and tackle the high cost of living			
Outcomes	Outcome Indicators	Baseline	Five-year target
1. Effective governance and administration systems	1.1 Improved Audit Outcome	Unqualified audit opinion with no matters of emphasis	Clean Audit Outcome
2. Improved access to ECD programmes	2.1 Percentage of 4-year olds having access to ECD programmes that prepare children for schools	64% of all 4-year-olds accessing ECD (745 794/1 162 854)	85%
3. Improved learning outcomes	3.1 Average scores obtained in the South African Systemic Evaluation (SASE) study for Grades 3, 6 and 9	Language Grade 3: 438 Grade 6: 522 Grade 9: 522 Mathematics Grade 3: 428 Grade 6: 536 Grade 9: 594	Language Grade 3: 490 Grade 6: 570 Grade 9: 650 Mathematics Grade 3: 460 Grade 6: 590 Grade 9: 650
	3.2 Average scores obtained by Grades 4 and 6 learners in the Progress in International Reading Literacy Study (PIRLS)	288	320



	3.3 Average scores obtained by Grades 5 and 9 Mathematics and Science learners in the Trends in International Mathematics and Science Study (TIMSS)	Mathematics Grade 5: 362 Grade 9: 397 Science Grade 5: 308 Grade 9: 362	Mathematics Grade 5: 400 Grade 9: 450 Science Grade 5: 350 Grade 9: 400
	3.4 Percentage of candidates achieving 60% and above in Mathematics and Physical Science Subjects	Mathematics: 16.3% Physical Science: 17.6%	Mathematics: 26.3% Physical Science: 27.6%
	3.5 Average scores obtained by Grade 6 learners in Reading Literacy and Mathematics in the Southern and Eastern Africa Consortium for Monitoring Education Quality (SEACMEQ) study	Reading Literacy Learners: 505 Mathematics Learners: 525	Reading Literacy Learners: 570 Mathematics Learners: 600
4. Improved infrastructure facilities	4.1 Increased number of infrastructure facilities provided to schools	367 434	389 094
5. Improved inclusivity in curriculum implementation	5.1 Percentage of learners with access to learning programmes for learners with disabilities	86,90%	92%
6. Improved teacher capacity and professionalism	6.1 Percentage of teachers trained on remote and digital learning programme	18%	41%
	6.2 Percentage of teachers with professional autonomy and control over their assessment practices in the Teaching and Learning International Survey (TALIS)	87% 1 780/2 046	92%
7. Enriched learning	7.1 Percentage of districts implementing the National School Safety Framework (NSSF)	33% 25/75	100%
	7.2 Percentage of schools provided with nutritious meals on each school day	90% 19 809/21 000	100%

1.3 Explanation of planned performance over the five-year planning period

1.3.1 Effective governance and administration systems

The Department will continue its commitment to maintaining the highest standards of governance and upholding good practices as these are fundamental to the management of public finances and resources. The corporate governance requirements of King IV report with regard to the Accounting Officer's responsibilities are espoused by Section 38 and 40 of the Public Finance Management Act (PFMA), 1999 (Act No.1 of 1999). King IV advocates an outcome – based approach and defines corporate governance as the exercise of ethical and effective leadership towards the achievement of an ethical culture, good performance, effective control and legitimacy. The Department will continuously subject itself to both internal and external audit procedures on matters relating to, but not limited to financial statements, annual performance report, compliance with legislation, information systems, internal control etc. There are continuous management meetings, Audit committee and Risk Committee meetings that are meant to improve governance. In improving effective governance and administration systems this process will include other areas of information systems to improve data integration in the sector, SGB, schools, circuit and district management and governance structures.

The Department has governance structures in place to monitor utilisation of state resources which are funded by the taxpayer. Awareness sessions will continue to be conducted on the disclosures of financial interests, ethical behaviour, remunerative work outside the Public Service and the Code of Conduct of the Public Service. All designated groups will be instructed to declare their financial interests on the eDisclosure system. The Department will utilise Internal communications to sensitise all staff members on a regular basis, informing staff members of the process and procedures to be followed to obtain approval to engage in matters that requires approval prior commencement. Where transgressions are identified the matter will be referred to Risk Management and Labour Relations Directorates for further investigation and consequence management, where applicable.

1.3.2 Improved access to ECD programmes

The early years of every child's life provide the foundations for their future flourishing and success. Moreover, equitable access to early learning and development opportunities is the cornerstone of improved educational outcomes and inclusive economic growth. Evidence from around the world confirms that the years between birth and school are a critical window of opportunity and risk, not only for every child, but also for their family and wider society. A child's brain and body develop rapidly during this period, and this development can be helped or impeded by factors such as health, nutrition, nurture and stimulation. When children benefit from these, by the time they start school, they are much more likely to have in place the foundations for their personal wellbeing and future success. When children are denied these elements of nurturing care, there is a high risk that they will start school without having reached key developmental milestones, making it harder for them to reach their full potential, and creating costs and challenges within the schooling and other social systems. The opportunity of government and social partners is to invest substantially and strategically in the early years, in particular by supporting equitable access to quality ECD programmes.

The direction of government is to ensure universal access to quality ECD prioritising the most vulnerable children. The Department will over the planning period implement a strategy that focuses on ECD programmes that specifically set out the DBE's plan for rapidly expanding both access and quality. The definition of universal access is based on the one provided by the National Integrated Early Childhood Development Policy (NIECDP) and is understood to mean that every community has the right mix and availability of ECD programmes to meet the needs of the families and children in that community. In particular, in the light of the current context, including the significant set-backs for ECD from the COVID-19 pandemic, it is important that effort and resources are aligned behind goals that are realistic and that prioritise the most vulnerable children and families.



The Strategy articulates outcomes and high-level outputs, and describes the resources required to make these happen. Annually a separate implementation plan will set out detailed activities beneath each output. In order to achieve the ECD objectives, the department has identified five ECD outcomes which provide the framework for the Strategy:

- a) Every child has access to a flexible package of age-appropriate, affordable ECD programmes.
- b) Enabling government systems, leadership, capacity and co-ordination are in place.
- c) Sufficient funding and resourcing are targeted effectively.
- d) A capable ECD workforce is well-supported and equipped.
- e) Programme quality is enhanced through appropriate support and monitoring.

Progress towards expanding these opportunities, and ensuring that no child is left behind, therefore, needs to be early and rapid. In recognition of this, in the NDP 2030, government committed to universal access to ECD by 2030, including two years of quality preschool.

1.3.1 Improved teacher capacity and professionalism

The Department over the five-year planning period will continue to invest in teachers through strengthening their Skills and Competencies for a Changing World that contribute to achieving the objectives of the MTDP, primarily Priority 2: Reduce poverty and tackle the high cost of living amongst the citizens of this country. Equipping teachers with 21st-century skills to prepare learners for a Volatile, Uncertain, Complex, and Ambiguous (VUCA) world is key to the DBE. The rapid pace of technological advancements, including generative Artificial Intelligence (AI) and automation, demands that teachers possess digital literacy, critical thinking, and problem-solving abilities. South Africa has begun to ensure that Initial Teacher Education (ITE) and Continuing Professional Development (CPD) programmes embed these competencies in initial teacher preparation and ongoing professional development programmes. The focus includes enabling teachers to develop learners' cognitive, social, and emotional skills for a VUCA world. Catering for these future skills in the context of an unequal society requires intensive focus to improve the teacher capacity. The programme in its design is intended to benefit women; youth and people with disabilities. This programme is inclusive and more women; and teachers with disabilities through the monitoring will be encouraged by districts and District Teacher Development Centres to attend the programme.

The programme is a national priority and some of the enablers intended to assist with achieving the targets for the outcome includes;

- a) District Teacher Development Centre connectivity: Without connectivity these centres cannot deliver the programme. Its success is dependent on Vodacom LAN which they are currently installing in 86 sites;
- b) Data for teachers: PEDs and Districts must provide data to teachers so that the pool of teachers taking up the programme virtually improves; and
- c) Provincial capacity; A pool of E-Learning Specialists must be appointed by districts to assist in teacher development in the District Teacher Development Centres.

The percentage of teachers trained on remote and digital learning programme will contribute to achieving the intended impact where teachers integrate digital technologies in teaching and learning. Learners participating in learning as active participants and determining their learning goals. More, techno savvy society is created and learning poverty is easily addressed.

1.3.4 Improved learning outcomes

The Department's efforts and programmes are geared towards improving the learning outcomes and one of the methods to determine if the objective has been met is through improved results on the learning outcome determined through different domestic, regional and international assessments. The assessment data from international, regional, and national evaluations play a crucial role in measuring progress and informing strategies to achieve the objectives of the MTDP. These assessments help identify subject-specific weaknesses, literacy and numeracy challenges, and disparities across different schools, districts, and provinces, enabling targeted interventions to enhance learner performance and align with the MTDP and other Government priorities on education quality goals.

The insights gained from assessment data contribute to refining the curriculum, improving teaching methodologies, and optimising resource allocation. By highlighting disparities in educational access and outcomes among different socioeconomic groups, assessments support the MTDP's objectives of fostering inclusive education and ensuring equitable resource distribution, so that no learner is left behind. Furthermore, ensuring that learners acquire 21st-century skills strengthens the MTDP's vision of developing a skilled workforce and promoting sustainable development. Assessment data also serves as a benchmarking tool to measure progress toward the MTDP education targets, facilitating evidence-based decision-making and allowing for necessary strategic adjustments.

The Department conducts the Systemic Assessments through the SASE. This is complemented by participation in international benchmark studies such as TIMSS, SEACMEQ, SASE and TALIS. These play a critical role in supporting the DBE mandate by providing data-driven insights that enhance education planning, policy formulation, and implementation. They align with the 7th Administration's priority of ensuring education relevance and accountability, promoting evidence-led decision-making, and guiding strategic next steps for system improvement. These assessments serve as a measuring tool to determine whether the education system is delivering quality learning outcomes. By systematically evaluating learner performance, school effectiveness, and curriculum implementation, assessments help identify areas where interventions are needed, ensuring that schools, teachers, and policymakers remain accountable for improving education standards.

The utility and value of these assessments are strengthened in the ability to generate vital diagnostics on learners and their learning conditions at key stages of their education. The assessment results will be analysed to make evidence-based decisions on curriculum enhancements, teacher development programs, and resource distribution. This supports the development of policies that directly address learning gaps and ensures that the education system remains responsive and adaptive to national priorities. In response the system can then establish targeted diagnostics in key areas such as policy development, pedagogy, LTSM, institutional development, and learning outcomes. These diagnostics ensure alignment with national and international education goals while strengthening school management, governance, and leadership to foster effective learning environments.

The following enablers intend to improve education quality, enhance learning outcomes, and drive evidence-based policy reforms over the five years:

- a) Policy and Governance Alignment: Ensuring that assessment frameworks align with national education policies, regional agreements (Africa 2063), and international benchmarks (SDG 4.1);
- b) Capacity Building and Training: Strengthening the capacity of educators, administrators, and policymakers through continuous professional development on data analysis and the use of assessment data;
- c) Data-Driven Decision-Making: Utilising insights from international assessments (TIMSS and PIRLS), regional evaluations (SEACMEQ), and national assessments (Systemic Evaluation) to inform teaching strategies, resource allocation, and intervention programmes;
- d) Stakeholder Collaboration: Engaging all stakeholders in co-developing assessment frameworks and implementation strategies;
- e) Monitoring and Evaluation System: Establishing continuous monitoring and evaluation systems to assess progress, address challenges, and refine interventions based on assessment outcomes; and
- f) Learner Support Programs: Using assessment data to design targeted support programs for struggling learners, ensuring inclusivity and equity in education.

In remaining globally competitive, South Africa participates in robust and scientifically credible international, regional and local assessment studies to provide insights into whether learners are developing and gaining key competencies suitable for a rapidly changing 21st century. All assessment programmes are inclusively designed to be inclusive of gender, disability and socio-economic status. The assessment programmes are designed on policy areas linked to national and provincial priorities. The selection of schools are based on national and provincial populations to generate accurate estimates on literacy and numeracy outcomes.



1.3.5 Improved infrastructure facilities

There is growing evidence that high quality infrastructure facilitates better instruction, improves outcomes and increases teacher motivation, among other benefits. There is also a need to build more schools and additional classrooms to accommodate a growing population and address effects of migration and population movements. In the implementation of projects to provide infrastructure, the department actively promotes women empowerment, people with disabilities and youth development.

Since the ECD function has moved to the department, there are measures to provide and accommodate children within the ECD landscape. The vision for ECD infrastructure is to provide sufficient appropriate, adequate facilities to enable universal access to quality early learning for all children. Infrastructure is an enabler that ensures children learn and grow in safe and supportive environments, where they are adequately cared for, fed and stimulated. The DBE will rapidly expand access to safe community-based facilities that meet regulated requirements in the short term as a pragmatic and affordable strategy for equitable access, which can make use of existing infrastructure, including residential venues. Facilities will be accommodative of persons with disabilities. This strategy focuses on the maintenances of existing programmes and the repurposing of underutilised public facilities/schools in the short term. In the long term, the strategy focusses on the delivery of purpose-built centres to expand access to early learning programmes.

In order to achieve this, the DBE has developed a 10-point Infrastructure Strategy to fast track planning and delivery of infrastructure. The strategy includes standardised concept designs and specifications; streamlined contracting and supply chain processes that 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 consequence management to root out poor performing contractors and restrict defaulting service providers.

1.3.6 Improved inclusivity in curriculum implementation

Inclusive education is essential for fostering a society that values diversity and provides equitable opportunities for all learners, including those with special education needs. In line with national and international commitments, including the United Nations Convention on the Rights of Persons with Disabilities and the Sustainable Development Goals, there is a need to enhance the inclusivity of the education system to ensure that every child receives a high-quality education regardless of their background or abilities. To this end, the intention is to create an inclusive education system that provides equal opportunities for all learners, especially those with special needs, to access quality education and reach their full potential. This involves strengthening the capacity of the education system to provide inclusive and supportive learning environments for all learners, especially those with special education needs.

At the centre of the programme, it mainly prioritises the inclusion of persons with disabilities, however women and youth will also benefit. The programme will achieve inclusivity as part of national priorities through mobilisation and placement of out-of-school children with disabilities in schools; strengthening education support services to build capacity in public ordinary schools to accommodate the diverse learning needs of learners; training of teachers in specialised areas of inclusive education, focusing on teachers in the Foundation Phase; strengthening early identification and intervention mechanisms and processes, focusing on the Foundation Phase, including Early Childhood Development; and review of Education White Paper 6 to strengthen the implementation of inclusive education, focusing on the alignment with regional and international obligations.

The Department will focus on harnessing the following enablers intended to assist with achieving the five-year targets

- Mobilisation and placement of out-of-school children with disabilities in schools:
 - o Partnerships with organizations working with children with disabilities.
 - o Community outreach and sensitisation programmes.
 - o Allocation of relevant resources (human, financial, material) to expand placement options, instead of depending on special schools as a default placement option for learners with special educational needs, to support inclusive education.
 - o Policy and legislative alignments to support inclusive education.

- Strengthen education support services to build capacity in public ordinary schools:
 - o Training and capacity-building programmes for educators and support staff, especially in public ordinary schools.
 - o Development and experimenting with models for supporting learners with diverse learning needs, focusing on building capacity to develop and implement individualised support plans.
 - o Partnerships with strategic organisations providing specialised support services to support the implementation of inclusive education in ordinary public schools.
 - o Regular monitoring, support and evaluation to ensure alignment with the domestic, regional and international obligations.
- Training of teachers in specialised areas of inclusive education:
 - o Targeted development of training programmes and materials on inclusive education for teachers.
 - o Partnerships with strategic institutions of higher education and organisations specialising in inclusive education.
 - o Allocation of resources (human, financial, material) to support continuing professional teacher development.
 - o Incentives for teachers in all schools to implement inclusive education (e.g. leverage on the National Teaching Awards).
 - o Coaching and mentoring programmes for teachers.
- Strengthening early identification and intervention mechanisms and processes:
 - o Strengthening mechanisms for early identification and intervention, focusing on the Foundation Phase.
 - o Training and capacity-building programmes for educators and support professionals, focusing on developing the capacity of support staff to generate reports teachers can use to support learners experiencing barriers to learning.
 - o Partnerships with strategic organisations, Early Childhood Development, to craft relevant interventions.
 - o Allocation of resources (human, financial, material) to support early identification and intervention.
 - o Regular monitoring, support and evaluation of early identification and intervention mechanisms.
- Review of Education White Paper 6 to strengthen the implementation of inclusive education:
 - o Consultation with stakeholders, including educators, learners, parents, and communities.
 - o Allocation of resources (human, financial, material) to support the review process.
 - o Development of a revised policy framework that aligns with regional and international obligations.
 - o Capacity-building programmes for educators and officials on the revised policy framework.
- Cross-cutting enablers:
 - o Strong leadership and commitment to inclusive education.
 - o Collaboration and partnerships among government departments, organisations, and stakeholders.
 - o Allocation of sufficient resources (human, financial, material), using an appropriate resourcing model, to support inclusive education initiatives
 - o Regular monitoring, support and evaluation of inclusive education initiatives.
 - o Capacity-building programmes for educators, officials, and communities on inclusive education.

The Department will continue to implement these initiatives that serves as strategic levers to the sector's efforts to create a more inclusive and supportive educational environment, addressing systemic barriers and ensuring the full participation of learners with diverse learning needs. A cross-sectoral approach involving education, health, and social services will be essential for the success of these programmes. These strategies are aimed at improving educational outcomes, promote social cohesion, and empower all learners to contribute meaningfully to society.

1.3.7 Enriched learning

The DBE's vision- "A world-class quality basic education system that empowers every child in South Africa to reach their full potential" can be achieved when school environments are safe and conducive for teaching and learning. To realise this vision, the DBE will monitor and support districts to ensure that the National School Safety Framework (NSSF) is implemented in schools. Over the current MTDP, the DBE will monitor, identify weakness and support districts particularly those in hot spot areas as part of policy oversight function. The implementation of a risk assessment tool will be scaled up to all schools while prioritising special schools across the country.

In support of the implementation of the NSSF, the provincial and district offices will train school safety committees on the National School Safety Framework. It is also expected that newly appointed School Management Teams and School Governing Bodies are capacitated on school safety initiatives. The DBE digitised the training on the NSSF to maximise training opportunities for all personnel within the schools.



The DBE, in partnership with the South African Police Service (SAPS), will sign a new implementation protocol that will enable the two departments to jointly fight crime and violence in and around schools. The workplan of this partnership agreement between the DBE and SAPS, is informed by high levels of violence and contact crimes occurring in and around schools. The successful implementation of this protocol will significantly reduce reports of serious crimes such as murder, rape, and burglary in school, which pose a significant threat to the safety of both learners and teachers.

The National School Nutrition Programme (NSNP) will continue to alleviate hunger and contribute to the nutrition and well-being of learners, especially those from poor households. Under the current economic situation, many households struggle to provide adequate nutrition for every member. For many learners, the school meal is the only meal they get in a day. The school meal promotes school attendance, improves access to education and enhances learning capacity. The programme targets learners in Quintile (Q)1-3 schools, as well as identified learners in Q4 and Q5 schools. Generally, Q1-3 schools are located in underprivileged areas mainly the rural and townships in all nine provinces. Recent data shows that a significant portion of Bachelor passes come from these schools, indicating a positive trend in improving educational outcomes in disadvantaged communities; with approximately 67% of Bachelor passes in the 2024 matric class coming from (Q) 1-3 schools. This is an indication that the department's pro-poor policies and programmes indeed yield the desired outcomes.

This programme currently provides job opportunities to over 64 000 women in communities who works as Volunteer Food handlers (VFHs). Volunteer food handlers prepare meals and serve according to school specific menus. They earn monthly stipend and are usually contracted two years. At the end of the contract, they also benefit from the Unemployment Insurance Fund (UIF).

The enablers for successful implementation of the NSNP include building healthy relationships between schools and communities. The NDP highlights community involvement in monitoring NSNP as well as participation in meal preparation as a move that could create a sense of ownership by the communities. Other enablers include sufficient budget to provide the required quantities of diverse nutritious meals, as well as human resource capacity for programme administration. The schooling system is currently receiving a new cohort of learners i.e. Grade R. The National Treasury has committed funding for an ECD nutrition pilot that will be initiated over the current MDTP period. The nutrition pilot will be linked to ECDs that initiated registration with the current Departmental Bana Pele drive. Budget adjustments will need be made timeously. Coordination across components of departments and between sectors must be optimized. The Department will leverage the support of other government departments such as the Department of Health and Department of Social Development to offer full package of services to learners, even on days when they are not at school.

The NDP highlights community participation in preparing meals, routine monitoring and support as well as a sense of ownership by the communities, as key elements for the successful implementation of the programme. Other enablers include: planning and implementation that is more determined to identify potential internal inefficiencies; relentless focus on quality, with clear indicators across components; identifying inefficiencies that reproduce social inequality; and coordination across components of departments and between sectors must be optimized (NPC, 2024). The Department will leverage on the support of other government departments such as the Department of Health and Department of Social Development to offer full package of services to learners, even on days when they are not at school.

2. Key Risks

The following factors have been identified by the Department as Key Strategic Risks that may impact the achievement of Outcomes:

Table 11: Key Risks

Outcomes	Key Risks	Risk Mitigations
Effective governance and administration systems	Failure to achieve clean audit (unqualified opinion without findings)	<ul style="list-style-type: none"> Branch Heads and all officials ensuring that documents are quality assured (doing things right the first time) Monitoring of the Audit Action Plan
	Budget Constraints: Insufficient funding for educational services	<ul style="list-style-type: none"> Reprioritization of allocations and funding. Budget Committee to oversee DBE Oversee spending patterns and needs analysis to reprioritise for allocation of funds. Participate in Budget Standard Exercise (BSE), where PEDs can be given guidance on reprioritizing funds.
	Insufficient resources (budget and staff) for system development and maintenance	<ul style="list-style-type: none"> Sourcing of funds for all unfunded mandates through partnerships/sponsorships and request to PEDs via HEDCOM to fund system development (SA-SAMS Modernisation) Bid to National Treasury for maintenance of systems (eCares)
Improved access to ECD programmes	Lack of human capacity to effectively deliver on the ECD	<ul style="list-style-type: none"> The department is partnering with various organizations to have additional human resources seconded to provide technical support Conduct Human Resource Gap Analysis
Improved learning outcomes	Loss of teaching and learning due to COVID – 19 pandemic and other factors	<ul style="list-style-type: none"> Support for the teaching and teaching of Mathematics in grades R-9 Implementation of the Learning Recovery Plan by PEDs Support for special schools and learners with learning barriers Support for Literacy/Language is being done through evidence-based programmes such as 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.
	Inequitable distribution of funding norms or resource to schools including special schools	<ul style="list-style-type: none"> Develop the funding norms and standards for special schools as a long-term plan 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
	Resource optimisation failure	<ul style="list-style-type: none"> Draw on evidence-based resource optimisation strategies in South Africa's public sector. Prioritising support for the most marginalized learning communities Develop strategies to leverage technical and operations support from partners Develop an integrated plan and coordinating structure across five levers to maximise existing resources and reduce duplication



Improved infrastructure facilities	<p>Insufficient budget to address infrastructure backlogs (Laboratories, and Workshop Centres)</p> <p>Lack of reliable data to inform infrastructure plan</p>	<ul style="list-style-type: none"> • DBE has developed the 10-point infrastructure strategy to improve planning and delivery of infrastructure. The strategy includes standardised concept designs and specifications; streamlined contracting and supply chain processes that 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 consequence management to root out poor performing contractors and restrict defaulting service providers • DBE 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 AVBOB, Assupol etc • Provinces are conducting condition assessments to update infrastructure data for the purposes of having reliable data for planning
Improved inclusivity in curriculum implementation	Inadequate funding for effective implementation	<ul style="list-style-type: none"> • Strengthen the implementation of the Policy on Screening, Identification, Assessment and Support • Develop and implement Standard Operating Procedures for the Establishment, Operation, and Capacity Building of the School-Based Support Teams (SBSTs) and District-Based Support Teams (DBSTs)
Improved teacher capacity and professionalism	Inadequate funding for filling of posts at school to deliver quality education. These include filling of posts for Grade R	<ul style="list-style-type: none"> • Possible reprioritization of funding for filling of posts in Provinces. • Engagement with National Treasury to source for Grade R posts funding • Policy on Minimum Requirements for Teacher Education Qualification (MRTEQ) under review, as the policy that informs content of Teacher Qualifications to be taught in Universities in South Africa
	Teachers fail to take advantage or seize the presented opportunities for development due to lack of consequence / accountability/ lack of incentives for teachers)	<ul style="list-style-type: none"> • Online teacher development platform developed to expand opportunities for participation in Professional Development • Teachers to be incentivised for participation • Continuous Teacher Training on Digital Skills Programme as well as other skills for the changing world such as Entrepreneurship and Education for All • The skills and competencies contained in the Teacher Development Framework for Digital Learning to be embedded in the revised framework
Enriched learning	Social and Environmental Risks: Incidents of violence at schools (unsafe school environments deterring attendance, Bullying, substance abuse).	<ul style="list-style-type: none"> • Training, monitoring, and evaluation provided to Districts and Schools (Hotspot) • Training learners and teachers on bullying • Strengthened partnership to deal with incidences of bullying vandalism of school and a drive towards better reporting of violent behavior by schools • Training of School Safety Committees.

3. Public Entities

Table 12: Public Entities

Name of Public Entity	Mandate	Outcomes
South African Council of Educators	To provide for the professional registration of educators, promote their professional development, and set, protect, and maintain the profession's ethical and professional standards.	<ul style="list-style-type: none"> • Efficient and effective governance • Maintained professional standards • Maintained ethical standards • Quality Management of Professional Development Provisioning • Improved evidence-based advisory role
Umalusi	Development and management of a sub-framework of qualifications at Levels 1–4 of the NQF and related quality assurance processes. Quality assurance and maintain norms and standards in general and further education and training	<ul style="list-style-type: none"> • Efficient and effective administrative systems • Enhanced educational standards





PART D

Technical Indicator Descriptions (TIDs)

Indicator Title	1.1 Improved Audit Outcome
Definition	The indicator measures the audit outcome as per the audit report received from the Auditor General of South Africa (AGSA) on the compliance of the department with legislation and prescripts for the previous financial year. The aim is to achieve a clean audit outcome, where the financial statements are free from material misstatements (in other words, a financially unqualified audit opinion) and there are no material findings on reporting on performance objectives or non-compliance with legislation.
Source of data	Management report issued by the AGSA
Method of Calculation/ Assessment	Assessment of the audit opinion expressed in the Management report by the AGSA.
Assumptions	Management and processes will comply with applicable legislation and prescripts on finance and non-financial matters
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)	Not applicable
Desired performance	To improve the Audit Outcome to a clean audit for improved governance and administration in the department
Indicator Responsibility	Branch A: Finance and Administration

Indicator Title	2.1 Percentage of 4-year olds having access to ECD programmes that prepare children for schools
Definition	This outcome indicator measures the proportion of children aged 4 who are accessing Early Childhood Development programmes. The indicator tracks the progress made in increasing access to quality ECD programmes to enable children to be adequately prepared for the foundation phase. This outcome indicator will show improvement when access to registered ECD programmes, and the number of children benefitting from the ECD subsidy increases.
Source of data	General Household Survey
Method of Calculation/ Assessment	The General Household Survey collects information at a household level on the number of children aged 4 who are accessing ECD programmes, which will form the numerator. The denominator will be the total population of children aged 4. As sampled from the GHS data. Numerator: Number of children aged 4 who are accessing ECD programmes Denominator: Total population of children aged 4 Multiply by 100
Assumptions	The General Household Survey will be conducted annually to provide the information on the number of children accessing ECD programmes.
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)	Not applicable
Desired performance	Increased access to quality ECD programmes
Indicator Responsibility	Branch D: Delivery and Support

Indicator Title	3.1 Average scores obtained in the South African Systemic Evaluation (SASE) study for Grades 3, 6 and 9
Definition	The South African Systemic Evaluation study is a local triennial study conducted on a sample of Grade 3, 6 and 9 learners in Language and Mathematics in a nationally representative sample of schools.
Source of data	A national report on SASE scores
Method of Calculation/ Assessment	Statistically aggregated data sets.
Assumptions	The EMIS master list for the generation of the sample is updated and correct.
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
Desired performance	The desired goal is to improve learners' performance in SASE by 20 points in each cycle.
Indicator Responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	3.2 Average scores obtained by Grades 4 and 6 learners in the Progress in International Reading Literacy Study (PIRLS)
Definition	Progress in International Reading Literacy Study (PIRLS) is a global assessment that is used to evaluate the reading comprehension skills of fourth-grade and sixth grade learners in South Africa and monitor reading literacy trends over time.
Source of data	A national report on PIRLS scores
Method of Calculation/ Assessment	Statistical aggregated data sets as reported in the PIRLS.
Assumptions	The EMIS master list is updated and correct.
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
Desired performance	The desired goal is to improve learners' reading literacy scores by at least 20 points in the next cycle.
Indicator Responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	3.3 Average scores obtained by Grades 5 and 9 Mathematics and Science learners in the Trends in International Mathematics and Science Study (TIMSS)
Definition	The Trends in International Mathematics and Science Study (TIMSS) is a global study that is used to assesses Mathematics and Science achievement among Grade 5 and 9 learners in South Africa. The indicator measures the scores obtained to determine the improvements in the system.
Source of data	A national report on TIMSS scores
Method of Calculation/ Assessment	Statistically aggregated data sets as reported in the TIMSS report.
Assumptions	The EMIS master list is updated and correct.
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
Desired performance	The desired goal is to improve learners' performance in TIMSS by 20 points.
Indicator Responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	3.4 Percentage of candidates achieving 60% and above in Mathematics and Physical Science Subjects
Definition	The indicator measures the number of learners/candidates that have achieved 60% and above in Mathematics and Physical Science Subjects in the National Senior Certificate (NSC).
Source of data	National Senior Certificate Database.
Method of Calculation/ Assessment	Numerator: Count the number of learners obtaining 60% and above in Mathematics Denominator: Total number of learners that have written Mathematics Multiply by 100 Numerator: Count the number of learners obtaining 60% and above in Mathematics Denominator: Total number of learners that have written Mathematics Multiply by 100
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 People with Disabilities: not applicable
Spatial Transformation (where applicable)	Results will be disaggregated by school poverty quintile, noting that Quintile 1 and 2 schools are mainly in rural areas.
Desired performance	35 000 youths obtaining 60% or above
Indicator Responsibility	Branch D: Delivery and Support



Indicator Title	3.5 Average scores obtained by Grade 6 learners in Reading Literacy and Mathematics in the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SEACMEQ) study
Definition	The Southern and Eastern Africa Consortium for Monitoring Education Quality (SEACMEQ) is a regional study comprising sixteen southern and eastern African countries assessing achievement levels in Reading Literacy and Mathematics among Grade 6 levels.
Source of data	A national report on SEACMEQ scores
Method of Calculation/ Assessment	Statistically aggregated data sets.
Assumptions	The EMIS master list is updated and correct.
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
Desired performance	The desired goal is to improve learners' performance in SEACMEQ by 5 percent.
Indicator Responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	4.1 Increased number of infrastructure facilities provided to schools
Definition	The indicator measures the provision of infrastructure facilities using the total number of schools built as well as total number of classrooms built. The increased provision of school physical infrastructure and creates an environment that inspires learners to learn and teachers to teach
Source of data	Data from the Education Facilities Management System (EFMS)
Method of Calculation/ Assessment	Count the increase in the number of classrooms built
Assumptions	Funding made available for the provision of infrastructure.
Disaggregation of Beneficiaries (where applicable)	All infrastructure facilities to benefit women, youth and people with disabilities
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities Describe the spatial impact area
Desired performance	Significantly increase in the provision of school infrastructure facilities
Indicator Responsibility	Branch I: Infrastructure

Indicator Title	5.1 Percentage of learners with access to learning programmes for learners with disabilities
Definition	Since the promulgation of Education White Paper 6, there has been a steady increase in the number of learners with disabilities enrolled in schools. In 2002, 141,000 learners with disabilities were enrolled in public schools. In 2023, this number had increased to 208,479. However, a significant number of learners with disabilities are still out of school.
Source of data	Data will be sourced from EMIS and GHS
Method of Calculation/ Assessment	Numerator: Number of learners accessing learning programmes Denominator: Total number of learners with disabilities Multiply by 100
Assumptions	All DBE line functions are working together in making sure these learners are admitted, supported, and retained in 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 the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Desired performance	The outcome and performance will contribute to increasing the number of learners with disabilities accessing the curriculum.
Indicator Responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	6.1 Percentage of teachers trained on remote and digital learning programme
Definition	The indicator measures teachers who are trained in digital learning that serves as a dedicated learning programme that integrates self-management with appropriate teaching and management tools in ways that harnesses the potential of technologies is therefore designed and will be delivered to all teachers in the Basic Education Sector. South Africa is in urgent need of teachers who are skilled in leading and managing change and complexity that accompany education transformation. Digital technologies have the potential to amplify and support the teaching and learning, leadership and management roles of education practitioners, teachers at personal, professional and institutional levels.
Source of data	PEDs Quarterly reports A monitoring template will be used to collect data quarterly.
Method of Calculation/ Assessment	Numerator: Baseline teachers trained + new teachers trained within the reporting period Denominator: A total of all qualifying teachers in the Basic Education Sector Multiply by 100
Assumptions	The Lack of connectivity of Teacher Centres might affect the rate of training
Disaggregation of Beneficiaries (where applicable)	Target to women: not applicable Target to youth: not applicable Target to people with disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities Describe the spatial impact area
Desired performance	To increase teachers' knowledge and awareness through training in integrating digital technologies to support teaching and learning. To increase training by 41%.
Indicator Responsibility	Branch T: Teachers, Education Human Resources and Institutional Development



Indicator Title	6.2 Percentage of teachers with professional autonomy and control over their assessment practices in the Teaching and Learning International Survey (TALIS)
Definition	The Teaching and Learning International Survey (TALIS) is a comprehensive survey of teachers and school leaders, collecting broad data on the working conditions of educators and the learning environments in schools globally.
Source of data	A national report on TALIS scores
Method of Calculation/ Assessment	Statistically aggregated data sets reported in TALIS. Numerator: Teachers who reported that they had professional autonomy and authority over their assessment practices. Denominator: Teachers who participated in the TALIS study. Multiply by 100
Assumptions	The EMIS master list is updated and correct.
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
Desired performance	The desired goal is to improve teachers' professional autonomy and control over their assessment practices by 5 percentage points.
Indicator Responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	7.1 Percentage of Districts implementing the National School Safety Framework (NSSF)
Definition	A 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 all education districts.
Source of data	Information is obtained through desktop monitoring and visits in some districts.
Method of Calculation/ Assessment	Numerator: Districts implementing the NSSF Denominator: Total number of Districts Multiply by 100
Assumptions	All districts support schools in the implementation of the NSSF
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
Desired performance	100% implementation of NSSF in all districts
Indicator Responsibility	Branch S: Educational Enrichment Services

Indicator Title	7.2 Percentage of schools provided with nutritious meals on each school day
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 ordinary public schools in quintiles 4 and 5 that have been identified as in need of the NSNP
Source of data	Completed Monitoring Tools and schools providing nutritious meals
Method of Calculation/ Assessment	Numerator: Schools providing nutritious meals Denominator: Quintiles 1-3 and identified special schools and ordinary public schools in quintiles 4 and 5 that have been identified as in need of the NSNP Multiply by 100
Assumptions	All schools are fed nutritious meals
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
Desired performance	A 100% of NSNP Schools serve nutritious meals made up of protein, starch, green/yellow/orange vegetable or a fruit.
Indicator Responsibility	Branch S: Educational Enrichment Services



Annexure A: District Development Model

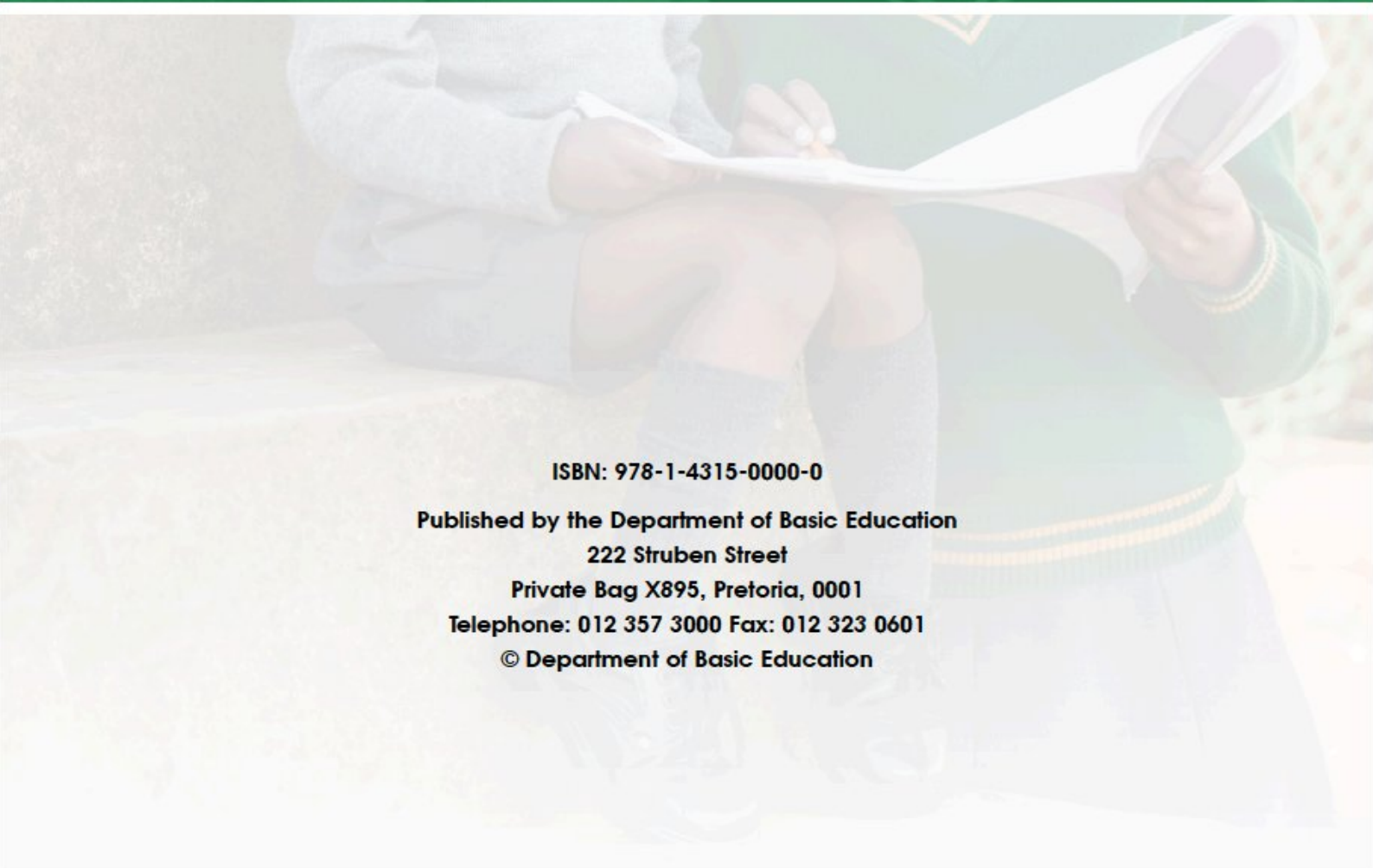
Area of Intervention in NSDF and DDM	EMIS number	Project Name	Project Description	Province	District Municipality	Local Municipalities	Project Lead	Implementing Agent
Sanitation	200601119	EMAZIMENI JUNIOR SECONDARY SCHOOL	Sanitation	Eastern Cape	CHRIS HANI DISTRICT MUNICIPALITY	EMALAHLENI LOCAL MUNICIPALITY	DBE	TMT
	200500112	DALINDYEBO SENIOR PRIMARY SCHOOL	Sanitation	Eastern Cape	ALFRED NZO DISTRICT MUNICIPALITY	NTABANKULU LOCAL MUNICIPALITY	DBE	NECT
	200500118	DANGWANA PRIMARY SCHOOL	Sanitation	Eastern Cape	ALFRED NZO DISTRICT MUNICIPALITY	UMZIMVUBU LOCAL MUNICIPALITY	DBE	NECT
	200600182	ENYANISWENI JUNIOR SECONDARY SCHOOL	Sanitation	Eastern Cape	CHRIS HANI DISTRICT MUNICIPALITY	ENOCH MGJIMA LOCAL MUNICIPALITY	DBE	TMT
	200200114	DEBE PRIMARY SCHOOL	Sanitation	Eastern Cape	AMATHOLE DISTRICT MUNICIPALITY	AMAHLETHI LOCAL MUNICIPALITY	DBE	NECT
	200200116	DEBE VALLEY PRIMARY SCHOOL	Sanitation	Eastern Cape	AMATHOLE DISTRICT MUNICIPALITY	RAYMOND MHLABA LOCAL MUNICIPALITY	DBE	NECT
	200200171	EZINGCUKA PRIMARY SCHOOL	Sanitation	Eastern Cape	AMATHOLE DISTRICT MUNICIPALITY	AMAHLETHI LOCAL MUNICIPALITY	DBE	NECT
	200400228	GQAQHALA JUNIOR SECONDARY SCHOOL	Sanitation	Eastern Cape	JOE GOABI DISTRICT MUNICIPALITY	ELUNDINI LOCAL MUNICIPALITY	DBE	NECT
	200200301	KALANA PRIMARY SCHOOL	Sanitation	Eastern Cape	AMATHOLE DISTRICT MUNICIPALITY	NGQUSHWA LOCAL MUNICIPALITY	DBE	NECT
	200200308	KEI ROAD COMBINED SCHOOL	Sanitation	Eastern Cape	AMATHOLE DISTRICT MUNICIPALITY	AMAHLETHI LOCAL MUNICIPALITY	DBE	NECT
	200400325	KHOLOPONG JUNIOR SECONDARY SCHOOL	Sanitation	Eastern Cape	JOE GOABI DISTRICT MUNICIPALITY	ELUNDINI LOCAL MUNICIPALITY	DBE	NECT
	200200323	KNOX PRIMARY SCHOOL	Sanitation	Eastern Cape	AMATHOLE DISTRICT MUNICIPALITY	RAYMOND MHLABA LOCAL MUNICIPALITY	DBE	NECT
	200200515	L F MAY PRIMARY SCHOOL	Sanitation	Eastern Cape	AMATHOLE DISTRICT MUNICIPALITY	AMAHLETHI LOCAL MUNICIPALITY	DBE	NECT
	200200368	LOWER GXULU PRIMARY SCHOOL	Sanitation	Eastern Cape	AMATHOLE DISTRICT MUNICIPALITY	AMAHLETHI LOCAL MUNICIPALITY	DBE	NECT
	200200372	LUIKO PRIMARY SCHOOL	Sanitation	Eastern Cape	AMATHOLE DISTRICT MUNICIPALITY	NGQUSHWA LOCAL MUNICIPALITY	DBE	NECT
	500180523	KWAMANGQWASHU PRIMARY SCHOOL	Sanitation	KwaZulu-Natal	UMKHANYAKUDE DISTRICT MUNICIPALITY	UMKHANYAKUDE MUNICIPALITY	DBE	TMT
	500187923	LUBAMBO PRIMARY SCHOOL	Sanitation	KwaZulu-Natal	UMKHANYAKUDE DISTRICT MUNICIPALITY	UMKHANYAKUDE MUNICIPALITY	DBE	TMT
	200300259	MACLAY SENIOR PRIMARY SCHOOL	Sanitation	Eastern Cape	AMATHOLE DISTRICT MUNICIPALITY	MNQUMA LOCAL MUNICIPALITY	DBE	TMT
	200501386	MAQHATSENG PRIMARY SCHOOL	Sanitation	Eastern Cape	ALFRED NZO DISTRICT MUNICIPALITY	MATATIELE LOCAL MUNICIPALITY	DBE	NECT

Area of Intervention in NSDF EMIS number and DDM	Project Name	Project Description	Province	District Municipality	Local Municipalities	Project Lead	Implementing Agent
Sanitation	200200421	MASELE PRIMARY SCHOOL	Eastern Cape	BUFFALO CITY METROPOLITAN MUNICIPALITY	BUFFALO CITY METROPOLITAN MUNICIPALITY	DBE	NECT
	200200444	MAVUSO PRIMARY SCHOOL	Eastern Cape	AMATHOLE DISTRICT MUNICIPALITY	RAYMOND MHLABA LOCAL MUNICIPALITY	DBE	NECT
	200500678	MHLONYANENI HIGHER PRIMARY SCHOOL	Eastern Cape	ALFRED NZO DISTRICT MUNICIPALITY	NTABANKULU LOCAL MUNICIPALITY	DBE	NECT
	200200487	MNANDI PRIMARY SCHOOL	Eastern Cape	AMATHOLE DISTRICT MUNICIPALITY	AMATHATHI LOCAL MUNICIPALITY	DBE	NECT
	200500735	MOLIKO JUNIOR PRIMARY SCHOOL	Eastern Cape	ALFRED NZO DISTRICT MUNICIPALITY	MATATIELE LOCAL MUNICIPALITY	DBE	NECT
	200200519	MXUMBU PRIMARY SCHOOL	Eastern Cape	AMATHOLE DISTRICT MUNICIPALITY	RAYMOND MHLABA LOCAL MUNICIPALITY	DBE	NECT
	200600539	MZAMOMHLE HIGH SCHOOL	Eastern Cape	CHRIS HANI DISTRICT MUNICIPALITY	ENOCH MGJIMA LOCAL MUNICIPALITY	DBE	NECT
	200200529	MZOMINCANE JUNIOR PRIMARY SCHOOL	Eastern Cape	AMATHOLE DISTRICT MUNICIPALITY	NGQUSHWA LOCAL MUNICIPALITY	DBE	NECT
	200300420	NDABANKULU SENIOR SECONDARY SCHOOL	Eastern Cape	AMATHOLE DISTRICT MUNICIPALITY	MNQUMA LOCAL MUNICIPALITY	DBE	NECT
	200200638	NOTHENGGA PRIMARY SCHOOL	Eastern Cape	AMATHOLE DISTRICT MUNICIPALITY	AMATHATHI LOCAL MUNICIPALITY	DBE	NECT
	200200659	NTULIKAZI PRIMARY SCHOOL	Eastern Cape	AMATHOLE DISTRICT MUNICIPALITY	RAYMOND MHLABA LOCAL MUNICIPALITY	DBE	NECT
	200600997	PHAKAMANI PRIMARY SCHOOL	Eastern Cape	CHRIS HANI DISTRICT MUNICIPALITY	EWALAHLENI LOCAL MUNICIPALITY	DBE	NECT
	500161986	INCAPHAYI HIGH SCHOOL	KwaZulu-Natal	KING CETSHWAYO DISTRICT MUNICIPALITY	MTHONJANENI	DBE	DBSA
	500199023	MAQWABE PRIMARY SCHOOL	KwaZulu-Natal	KING CETSHWAYO DISTRICT MUNICIPALITY	MFOLOZI	DBE	DBSA
	200200723	QUGQWALA PRIMARY SCHOOL	Eastern Cape	AMATHOLE DISTRICT MUNICIPALITY	NGQUSHWA LOCAL MUNICIPALITY	DBE	NECT
	500230547	NHLOYANA SECONDARY SCHOOL	KwaZulu-Natal	KING CETSHWAYO DISTRICT MUNICIPALITY	MTHONJANENI	DBE	DBSA
	500238761	NTABALUKHOZI HIGH SCHOOL	KwaZulu-Natal	UGU DISTRICT MUNICIPALITY	UMZUMBE	DBE	DBSA
	500240944	NTUMENI PRIMARY SCHOOL	KwaZulu-Natal	KING CETSHWAYO DISTRICT MUNICIPALITY	UMLALAZA	DBE	DBSA
	500249861	PHUMOSIZINI S	KwaZulu-Natal	KING CETSHWAYO DISTRICT MUNICIPALITY	MTHONJANENI	DBE	DBSA



Area of Intervention in NSDF and DDM	EMIS number	Project Name	Project Description	Province	District Municipality	Local Municipalities	Project Lead	Implementing Agent
Sanitation	500307137	MININGI SECONDARY SCHOOL	Sanitation	KwaZulu-Natal	KING CETSHWAYO DISTRICT MUNICIPALITY	MFOLOZI	DBE	DBSA
	500440115	UMZILA PRIMARY SCHOOL	Sanitation	KwaZulu-Natal	AMALUBA DISTRICT MUNICIPALITY	DANNHAUSER	DBE	DBSA
	500490287	SAWOMBE PRIMARY SCHOOL	Sanitation	KwaZulu-Natal	eTHEKWINI METROPOLITAN MUNICIPALITY	eTHEKWINI METROPOLITAN MUNICIPALITY	DBE	DBSA
	200200817	ST MATTHEWS PRIMARY SCHOOL	Sanitation	Eastern Cape	AMATHOLE DISTRICT MUNICIPALITY	AMATHOLE DISTRICT MUNICIPALITY	DBE	NECT
	200501259	UPPER MINYAMANA PRIMARY SCHOOL	Sanitation	Eastern Cape	ALFRED NZO DISTRICT MUNICIPALITY	UMZIMVUBU LOCAL MUNICIPALITY	DBE	NECT
	200501342	ZWELIBONGILE SENIOR SECONDARY SCHOOL	Sanitation	Eastern Cape	O.R. TAMBO DISTRICT MUNICIPALITY	NGQUZA HILL LOCAL MUNICIPALITY	DBE	NECT
	200300375	MRWAQA JUNIOR SECONDARY SCHOOL	Sanitation	Eastern Cape	AMATHOLE DISTRICT MUNICIPALITY	MINQUMA LOCAL MUNICIPALITY	DBE	TMT
	200300418	NDABAKAZI JUNIOR SECONDARY SCHOOL	Sanitation	Eastern Cape	AMATHOLE DISTRICT MUNICIPALITY	MINQUMA LOCAL MUNICIPALITY	DBE	TMT
	200600765	SKISAZANA JUNIOR SECONDARY SCHOOL	Sanitation	Eastern Cape	JOE GOABI DISTRICT MUNICIPALITY	SENQU LOCAL MUNICIPALITY	DBE	TMT
	200600823	TEMBEKILE PRIMARY SCHOOL	Sanitation	Eastern Cape	CHRIS HANI DISTRICT MUNICIPALITY	ENOCH MGJIMA LOCAL MUNICIPALITY	DBE	TMT
	200400550	MCHATU PRIMARY SCHOOL	Sanitation	Eastern Cape	O.R. TAMBO DISTRICT MUNICIPALITY	MHLONTLO LOCAL MUNICIPALITY	DBE	TMT
	200300322	MFEZANE JUNIOR SECONDARY SCHOOL	Sanitation	Eastern Cape	AMATHOLE DISTRICT MUNICIPALITY	MBHASHE LOCAL MUNICIPALITY	DBE	TMT
	700260729	EMANGWENI PRIMARY SCHOOL (7 classrooms)	Overcrowding	Gauteng	CITY OF EKURHULENI METROPOLITAN MUNICIPALITY	CITY OF JOHANNESBURG	DBE	DBSA
	800012757	MARIFAAN PRIMARY SCHOOL (9 classrooms)	Overcrowding	Mpumalanga	EHLANZENI DISTRICT MUNICIPALITY	EHLANZENI MUNICIPALITY	DBE	DBSA
Classrooms	800015743	MPUNZANA PRIMARY SCHOOL (8 classrooms)	Overcrowding	Mpumalanga	EHLANZENI DISTRICT MUNICIPALITY	EHLANZENI MUNICIPALITY	DBE	DBSA
	600100536	IKGOMOTSENG PUBLIC PRIMARY SCHOOL (2 classrooms)	Overcrowding	North West	DR RUTH SEGOMOTSI MOMPATI DISTRICT MUNICIPALITY	DR RUTH SEGOMOTSI MOMPATI MUNICIPALITY	DBE	DBSA
	300016202	ANDERSON PRIMÈRE SKOOL (4 classrooms)	Overcrowding	Northern Cape	PIXLEY KA SEME DISTRICT MUNICIPALITY	PIXLEY KA SEME MUNICIPALITY	DBE	DBSA
		National School Nutrition Programme (NSNP)	To provide a nutritious meal to needy children in public schools across all quintiles	All PEDs	75 Education Districts in all the 52 District and Metro Municipalities		DBE	DSD, DOH DALRRD, DPME NGOs/Donors
School Nutrition								





ISBN: 978-1-4315-0000-0

Published by the Department of Basic Education

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