DEPARTMENT OF BASIC EDUCATION

2025/26

ANNUAL PERFORMANCE PLAN

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

G20
SOUTH AFRICA 2025

Read to Lead
A Reading Nation is a Leading Nation

NDP
2030

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LIST OF ACRONYMS

4IR	4th Industrial Revolution
ANA	Annual National Assessment
ASIDI	Accelerated School Infrastructure Delivery Initiative
BELA	Basic Education Laws Amendment
C/LPID	Children/Learners with Profound Intellectual Disability
CAPS	Curriculum and Assessment Policy Statement
CEM	Council of Education Ministers
CPTD	Continuing Professional Teacher Development
DHET	Department of Higher Education and Training
DoRA	Division of Revenue Act
DTDCs	District Teacher Development Centres
ECD	Early Childhood Development
EEA	Employment of Educators Act
EFAL	English First Additional Language
EGRA	Early Grade Reading Assessment
ELNA	Early Learning National Assessment
ELP	Early Learning Programme
EMIS	Education Management Information System
EMS: PMDS	Education Management Service: Performance Management and Development System
FET	Further Education and Training
FLBP	Funza Lushaka Bursary Programme
GDD	Global Developmental Delays
GEC	General Education Certificate
GET	General Education and Training
GNU	Government of National Unity
HEDCOM	Heads of Education Departments Committee
ICT	Information and Communication Technology
IIAL	Incremental Introduction of African Languages
LoLT	Language of Learning and Teaching
LSEN	Learners with Special Educational Needs
LTSM	Learning and Teaching Support Materials
MTbBE	Mother Tongue-based Bilingual Education
MTbRL	Mother Tongue-based Reading Literacy
MTDP	Medium-Term Development Plan
MTEF	Medium-Term Expenditure Framework
MTT	Ministerial Task Team
NDP	National Development Plan
NEPA	National Education Policy Act
NICPD	National Institute for Curriculum and Professional Development
NQF	National Qualification Framework
NSC	National Senior Certificate
NSNP	National School Nutrition Programme

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NSSC	National School Sport Championship
NSSF	National School Safety Framework
PEDs	Provincial Education Departments
PESTEL	Political, Economic, Social, Technological, Environment and Legal
PFMA	Public Finance Management Act
PIRLS	Progress in International Reading Literacy Study
POS	Public Ordinary Schools
PPP	Public-Private Partnership
QMS	Quality Management System
SACE	South African Council for Educators
SASA	South African Schools Act
SA-SAMS	South African School Administration and Management System
SASCE	South African Schools Choral Eisteddfod
SCMP	Second Chance Matric Programme
SGBs	School Governing Bodies
SIAS	Screening, Identification, Assessment and Support
SMT	School Management Team
SoNA	State of the Nation Address
SoS	School of Skill
SWOT	Strengths, Weaknesses, Opportunities and Threats
TIMSS	Trends in International Mathematics and Science Study
TSM	Three Stream Model

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; and

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

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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 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 though 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.

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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 Annual Performance Plan:

· Was developed by the management of the Department of Basic Education under the guidance of Minister S Gwarube;

· 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 2025/26.

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Department of Basic Education

PART A: OUR MANDATE

1. CONSTITUTIONAL MANDATE

Table 1: Constitutional mandate

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

2. UPDATES TO THE RELEVANT LEGISLATIVE AND POLICY MANDATES

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.
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. UPDATES TO INSTITUTIONAL POLICIES AND STRATEGIES

3.1 White Papers

Table 3: Policies and strategies

Policy	Brief description
Education White Paper 1	The fundamental policy framework of the Ministry of Basic Education is stated in the Ministry's first White Paper, Education and Training in a Democratic South Africa: First Steps to Develop a New System (February 1995). This document was adopted as to provide for an education policy framework for South Africa that is based on the government's vision of a unified, non-racial and democratic education system to replace the unequal and fragmented education system under apartheid. After extensive consultation, negotiations and revision, it was approved by Cabinet and has served as a fundamental reference for subsequent policy and legislative development, including the development of the National Education Policy Act.
Education White Paper 2	Education White Paper 2 on the Organisation, Governance and Funding of Schools (February 1996) builds on Education White Paper 1 by setting out key policies for transforming South Africa's schooling system after apartheid. Key themes of Education White Paper 2 include access and equity in schooling, equity-based funding of public schools, the 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.

3.2 Institutional policies and strategies

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 2030, 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.

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4. UPDATES TO 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 in *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. SITUATIONAL ANALYSIS

1.1 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.

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

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 Africa in all 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.

The Department will develop national regulations, norms and standards and policies to support implementation of the amendments to the SASA and EEA introduced by the BELA Act. The following are the regulations identified by the Act for development by the Department:

a)   The Management of Learner Pregnancy;
b)   Determination of school capacity;
c)   Regulations on Home Education;
d)   A National Education Information System;
e)   Regulations on SGB Election;
f)   The prohibition of the payment of unauthorised remuneration or the giving of other financial benefits or benefits in kind to certain employees; and
g)   the minimum norms and standards for Provincial Education Development Institutes and District Educator Development Centres.

There are two stages in the development of regulations. The first phase takes place at Departmental level and the second one is Parliamentary processes. Key activities for the development of regulations during the first phase include:

a)   The appointment of a Task Team for each regulation to be drafted;
b)   The conceptualisation of the draft regulation by individual line function and the specific appointed Task Team;
c)   Consultation with relevant stakeholders per regulation to be developed;
d)   Submission of draft regulations to Legal and Legislative Service;
e)   Submission of draft regulations to the State Law Advisor;
f)   Submission to the Heads of Department Committee (HEDCOM);
g)   Submission to the Council of Education Ministers (CEM) for approval; and
h)   Gazetting of the draft guidelines for public comments.

The second phase involves the consideration of public comments into the draft regulations for approval by CEM as recommended by HEDCOM. The document will finally be submitted to Parliament to begin with Parliamentary processes in which the Department is not involved.

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. 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.

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1.1.2   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.

Figure 2: DBE's contribution to the MTDP
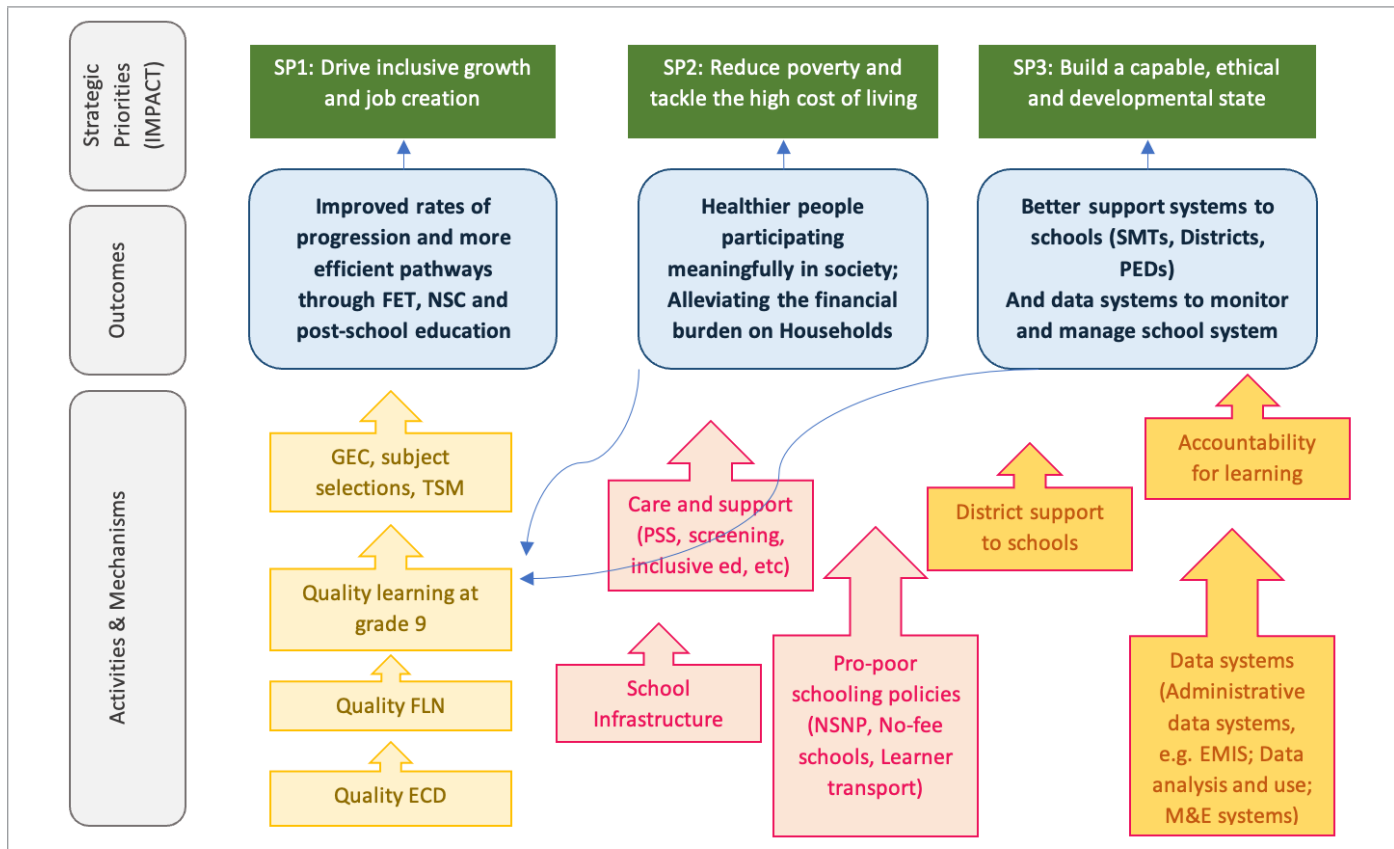
The MTDP, through the three strategic priorities, aligns with the goals and objectives of the NDP and Priorities of the Government of National Unity with a greater emphasis on development outcomes and is primarily an economic plan to address existing socio-economic challenges. The Government of National 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.

a)   Effective governance and administration systems;
b)   Improved access to Early Childhood Development (ECD) programmes;
c)   Improved learning outcomes;
d)   Improved infrastructure facilities;
e)   Improved inclusivity in curriculum implementation;
f)   Improved teacher capacity and professionalism; and
g)   Enriched learning.

1.1.3 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 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.

1.1.4 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 out 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.

1.1.5   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
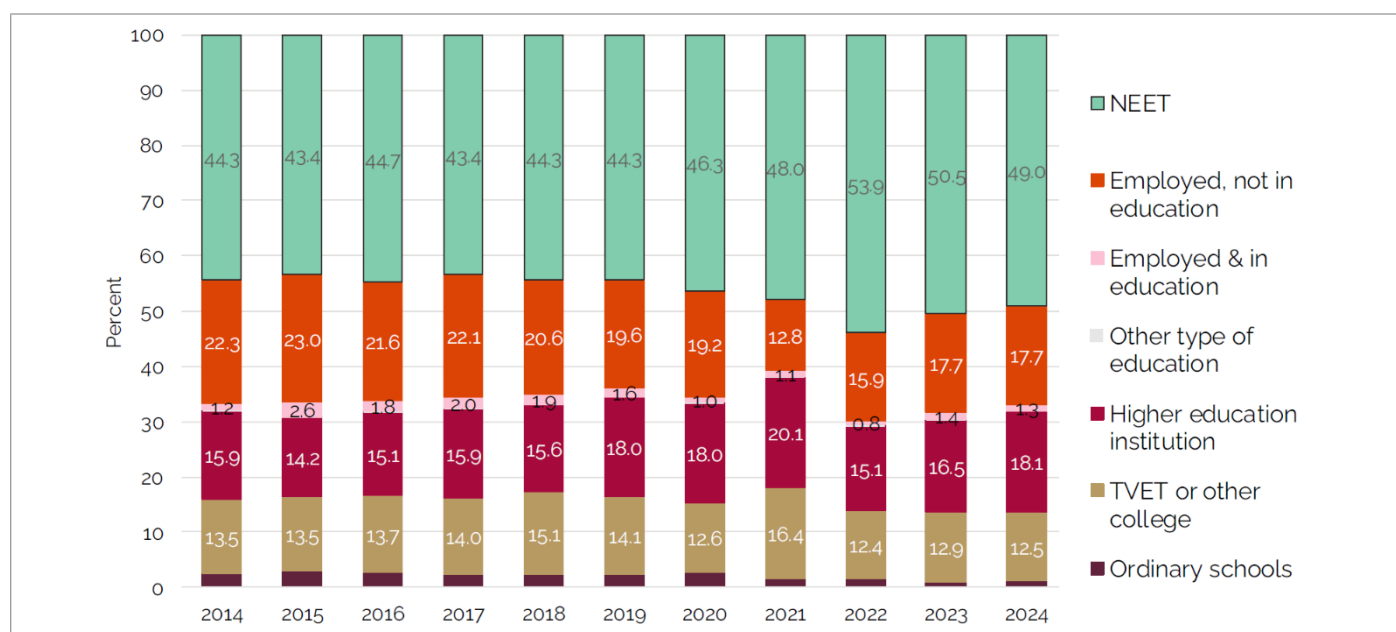
Source: Kohler & Wills (2024) using STATS SA QLFS Q1 data

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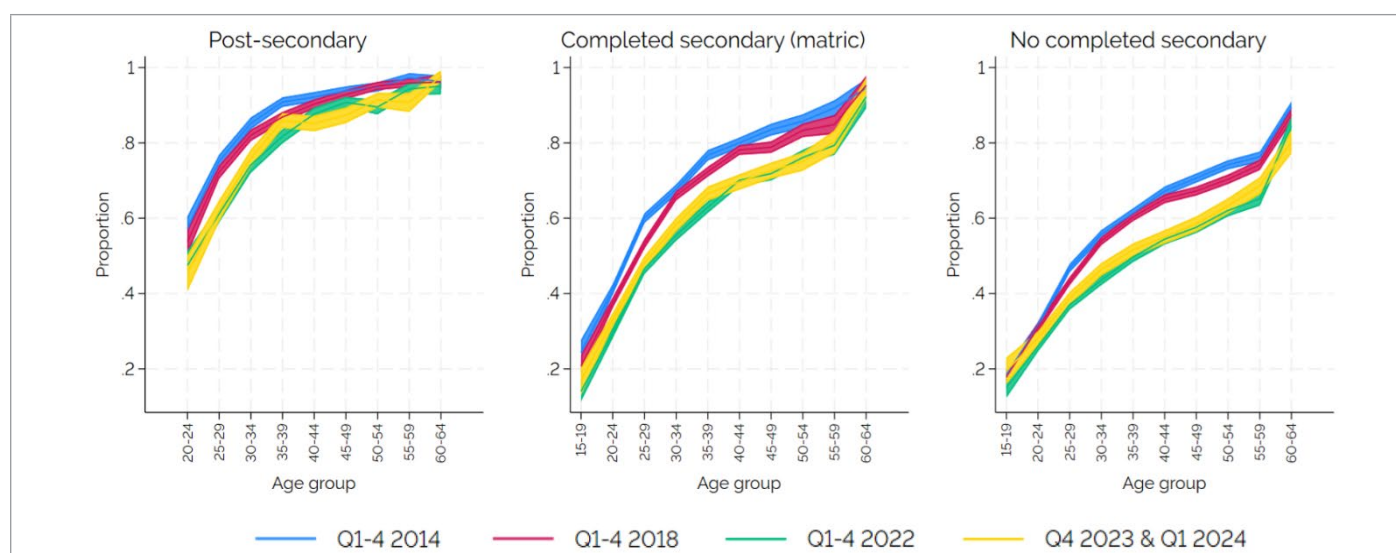
Source: Kohler & Wills (2024) using STATS SA QLFS Q1 data

1.1.6 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	21696	937
KwaZulu Natal	2 827 819	90 977	5 753	65 196	5 042	277
Limpopo	1 730 686	51001	3 590	88 432	4 335	233
Mpumalanga	1 123 838	34 758	1617	37 351	2 393	137
Northern Cape	301911	10 301	543	7 661	592	46
North West	853 028	27 640	1436	29 872	1785	120
Western Cape	1 208 674	40 618	1469	72 029	5 789	331
Total	**12 785 821**	**412 638**	**22 381**	**741 462**	**47 355**	**2 469**

Sources: As published in School Realities 2024

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.

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

Comparison of percentage distribution of learners in ordinary schools

	Pre-Grade R	Grade R	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2024	0.2%	6.1%	7.8%	7.6%	7.8%	8.3%	7.9%	7.8%	7.9%	8.7%	7.8%	9.2%	7.4%	5.5%
2014	0.3%	6.4%	9.8%	9.1%	8.5%	8.2%	7.3%	7.1%	6.9%	7.4%	8.3%	9.0%	7.1%	4.5%
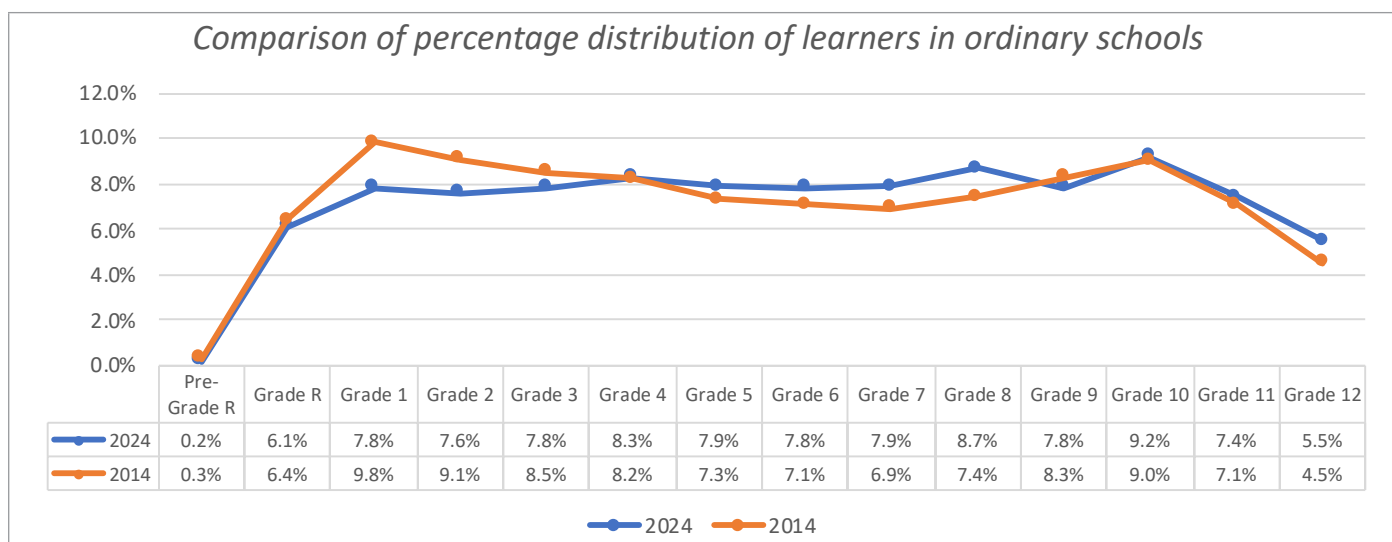
Sources: As published in School Realities 2014 and 2024

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.

1.2 Internal Environment

1.2.1 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 (8) 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

- Minister
- Deputy Minister
- Director-General
  - Internal Audit
  - Finance and Administration
  - Business Intelligence
  - Curriculum Policy, Support and Monitoring
  - Teachers, Education Human Resources and Institutional Development
  - Delivery and Support
  - Infrastructure Unit
  - Social Mobilisation and Support Services
  - Office of the Director-General

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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 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.

1.2.2   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.

1.2.3   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.

1.2.4   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.

1.2.5   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:

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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	Programme 3: Bursaries provided to WYPD under Funza Lushaka Bursary Programme

Programme 2: ECD monitoring tool collects information on the number of practitioners (95% of which are female) and their levels of qualification.

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 |
| | **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 | 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

Programme 2: 40% of the ECD subsidy covers salaries of ECD practitioners (95% of which are female) |
| 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. | 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.

Programme 2: ECD practitioners being trained on Gender-Responsive Pedagogy.

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) |
| | | The Department to coordinate training programmes that advocates for WYPD priorities (e.g., sexual harassment courses, women in leadership programmes etc. | 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.

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. |
| | **Advocacy** | The Department to conduct sector-based outreach, awareness campaigns, workshops and sessions related WYPD? (i.e., aligned to the departmental mandate) | 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.

Programme 3: The Department to celebrate literacy days under the banner of National Reading Coalition and other partners. (Youth will benefit). |

1.2.6   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
• 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	• 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	• 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	• 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[1].

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1   International Journal of Learning Teaching and Educational Research

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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 ack thereof.

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

The Department's Information Technology environment 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 is it may be desired. Additionally, the organisational structure does not have adequate IT positions to attract individuals with the requisite skills to manage the ICT infrastructure and security services, which contributes to the over-reliance on SITA.

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[2]. 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.

1.2.7   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.

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2   Progress in International Reading and Literacy Study (PIRLS) results

Figure 8: Percentage of 0-4-year-olds attending ECD facilities, 2010-2022
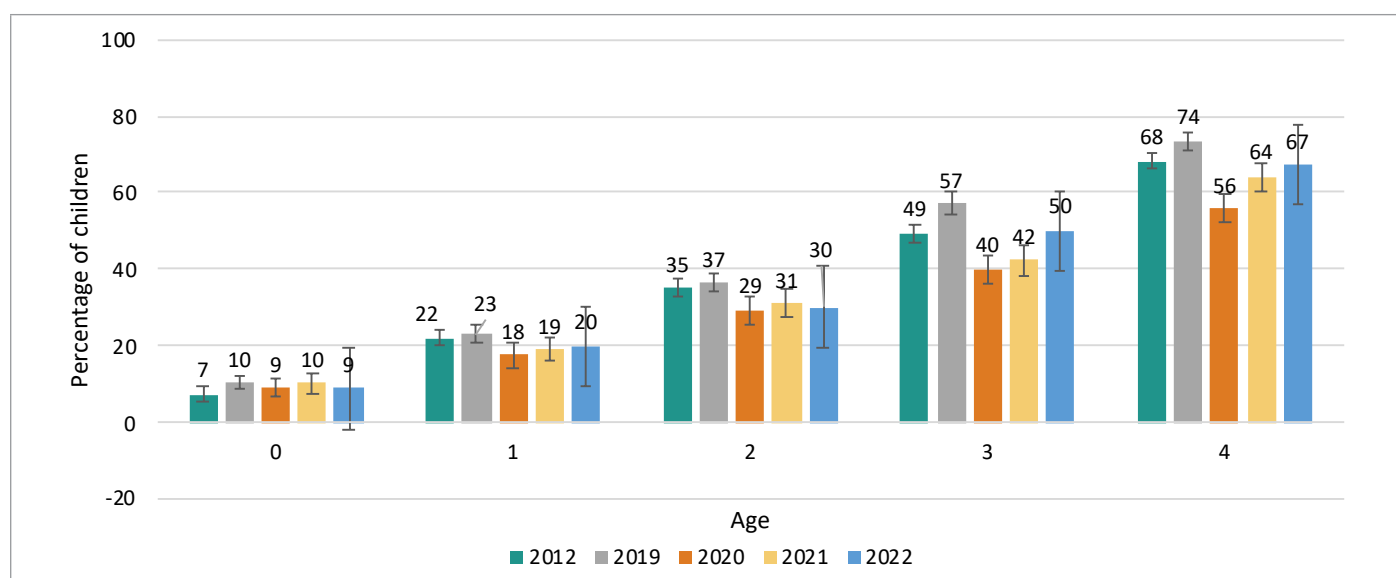
Source: Statistics South Africa, General Household Survey (GHS), own calculations. **Notes:** *95% confidence intervals shown.*

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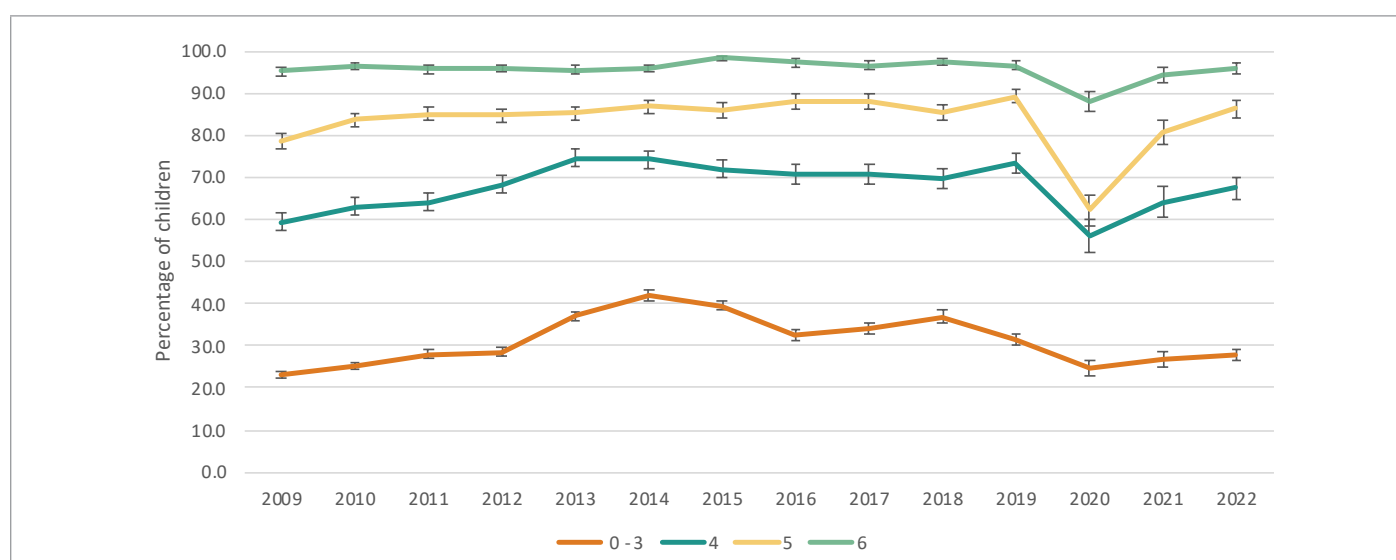
Source: Statistics South Africa, General Household Survey (GHS), own calculations.

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.*

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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
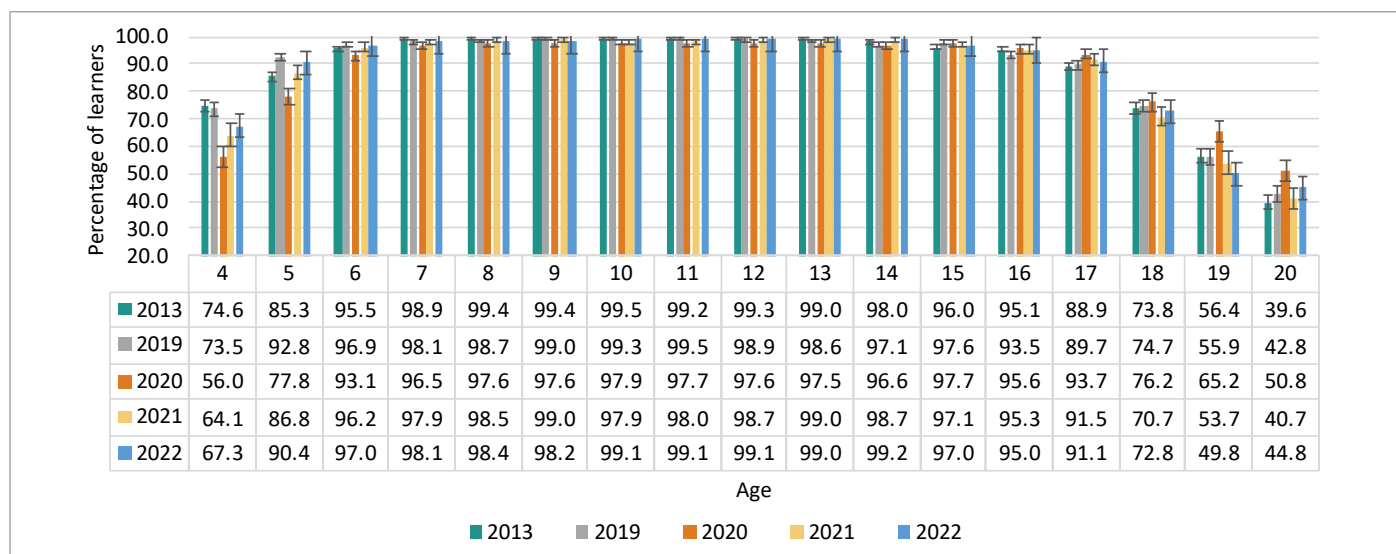
Age	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
2013	74.6	85.3	95.5	98.9	99.4	99.4	99.5	99.2	99.3	99.0	98.0	96.0	95.1	88.9	73.8	56.4	39.6
2019	73.5	92.8	96.9	98.1	98.7	99.0	99.3	99.5	98.9	98.6	97.1	97.6	93.5	89.7	74.7	55.9	42.8
2020	56.0	77.8	93.1	96.5	97.6	97.6	97.9	97.7	97.6	97.5	96.6	97.7	95.6	93.7	76.2	65.2	50.8
2021	64.1	86.8	96.2	97.9	98.5	99.0	97.9	98.0	98.7	99.0	98.7	97.1	95.3	91.5	70.7	53.7	40.7
2022	67.3	90.4	97.0	98.1	98.4	98.2	99.1	99.1	99.1	99.0	99.2	97.0	95.0	91.1	72.8	49.8	44.8

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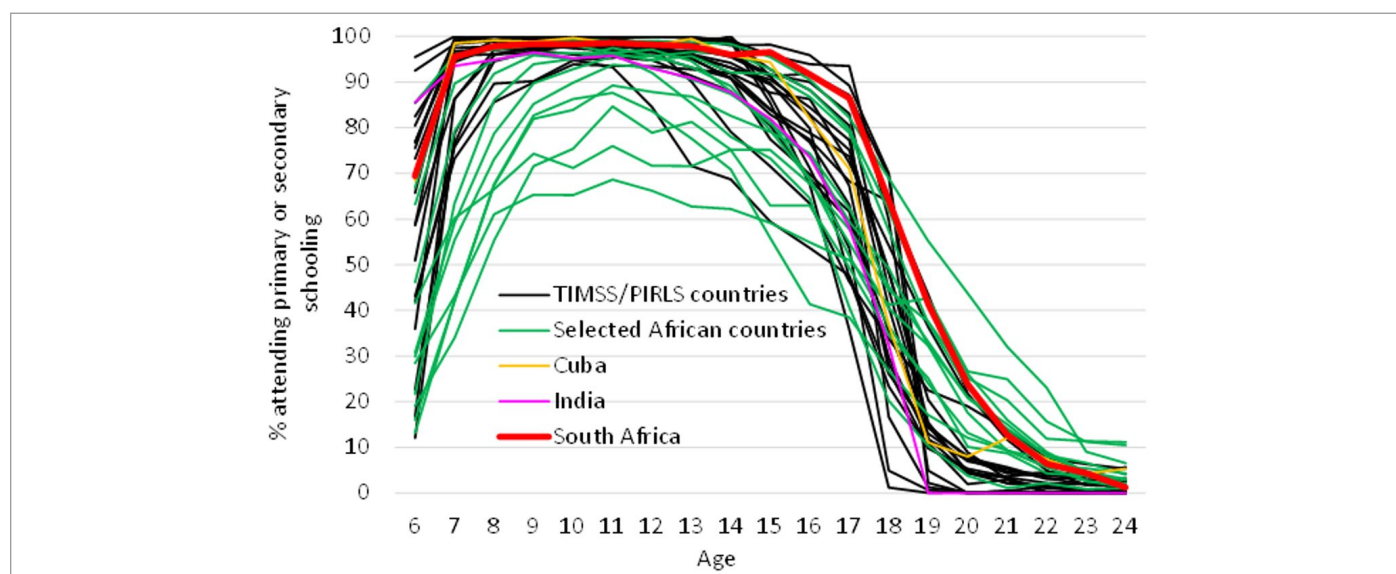
Source: The 'Education Attainment and Enrolment around the World' database of the World Bank. This source in turn draws from household surveys.

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
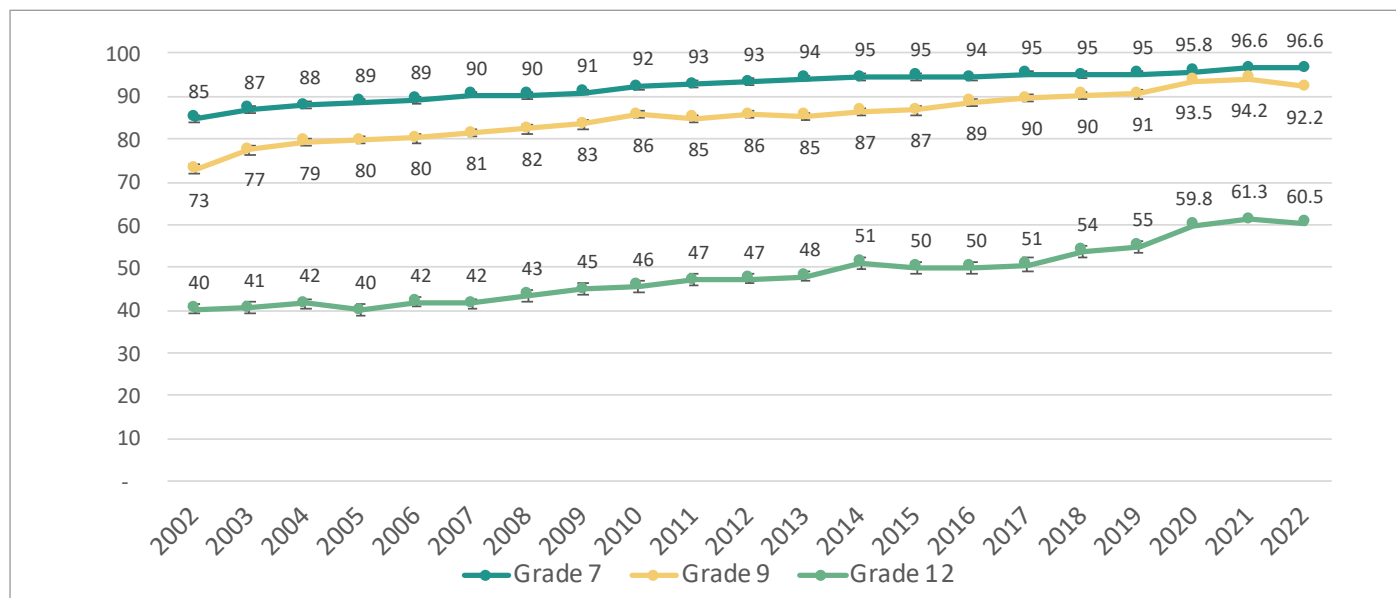
Source: Own calculations using GHS 2002-2022

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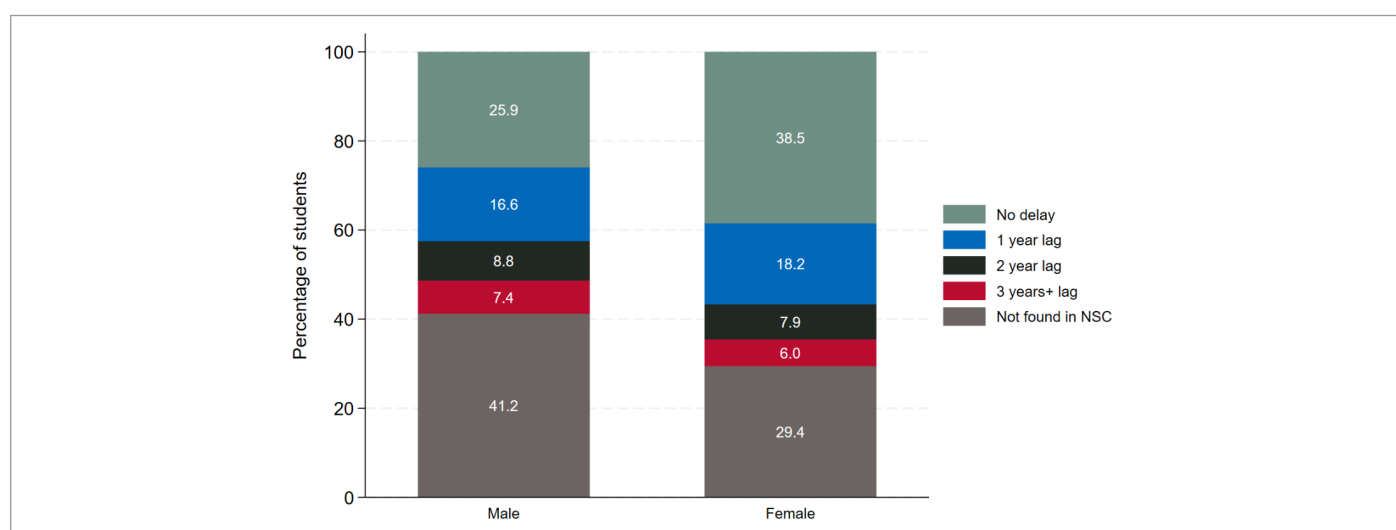
Source: *Own calculations using Annual National Assessments data (2012) and National Senior Certificate data (2018-2023)*

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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
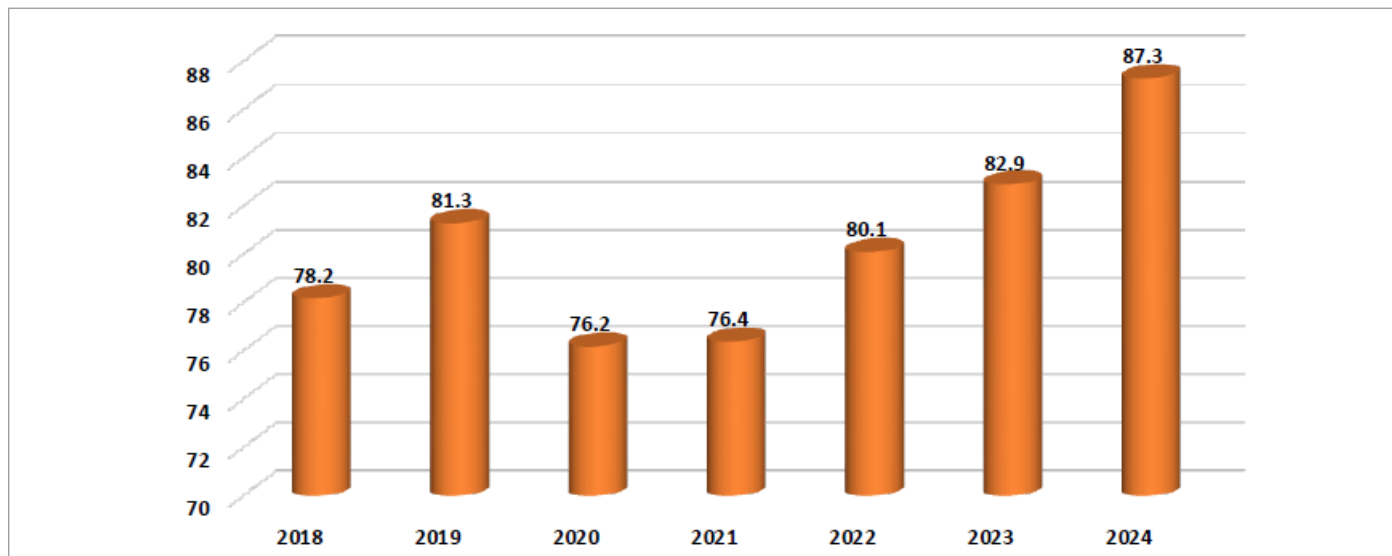
Source: DBE NSC report

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.

The Department intends to improve on the following 2024 NSC examinations results to demonstrate progress in upholding these principles:

a)   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.
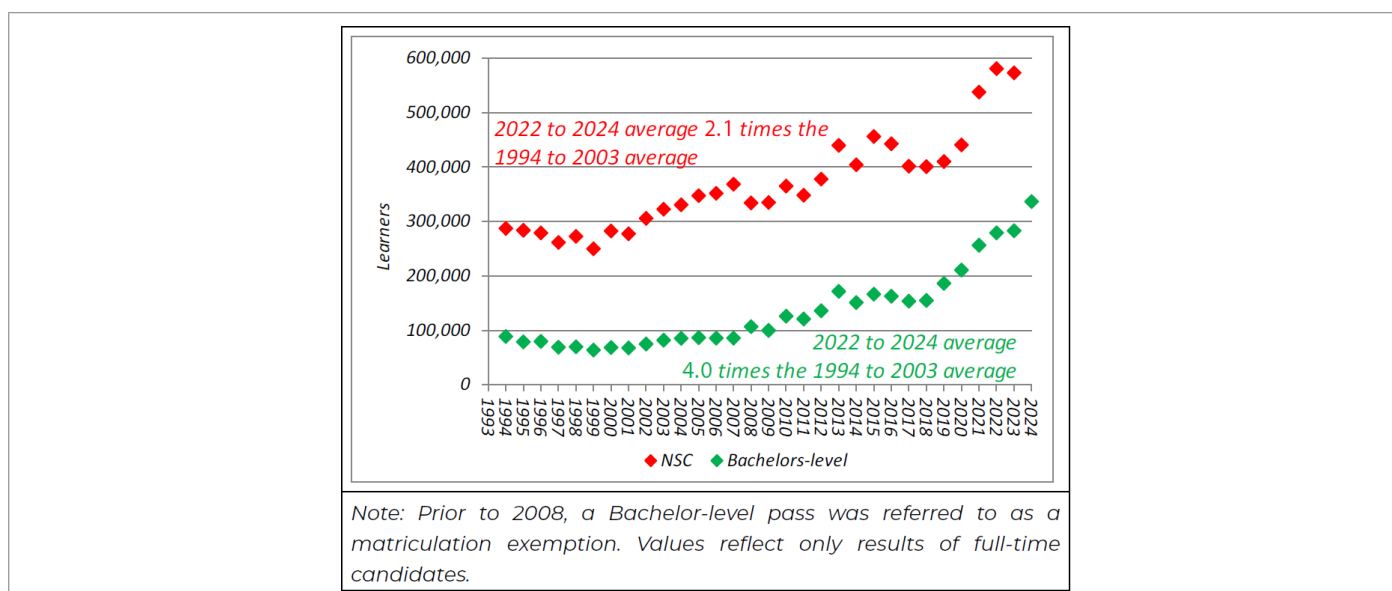
Source: DBE NSC report

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 15 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
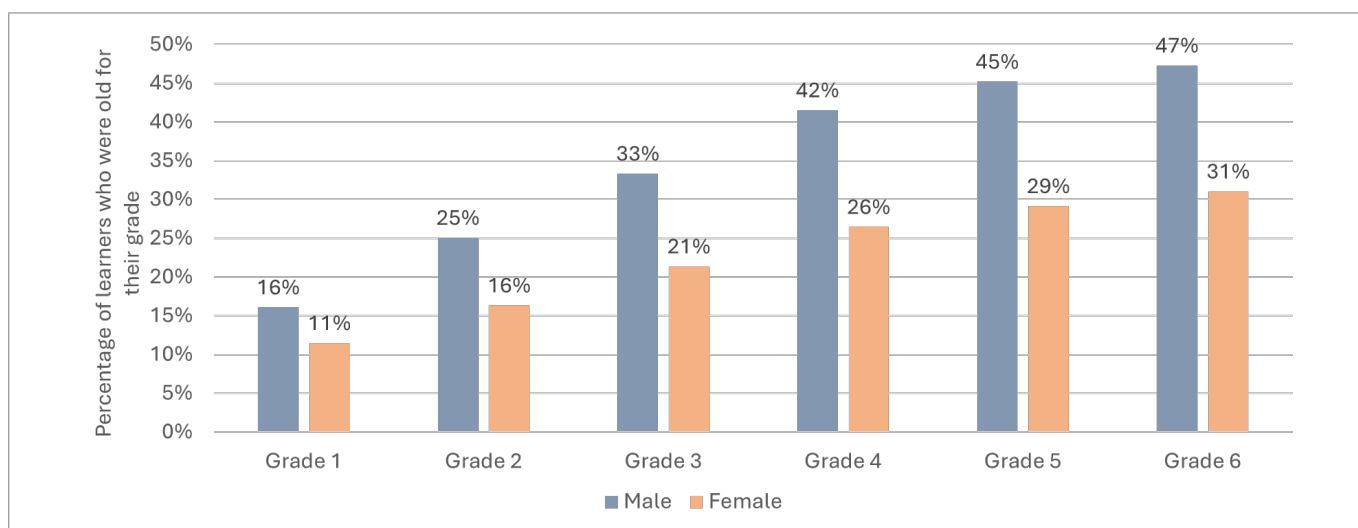
Source: Own calculations using Annual National Assessments data (2012)

Figure 17: Achievement in Grade 6 predicts reaching Grade 12
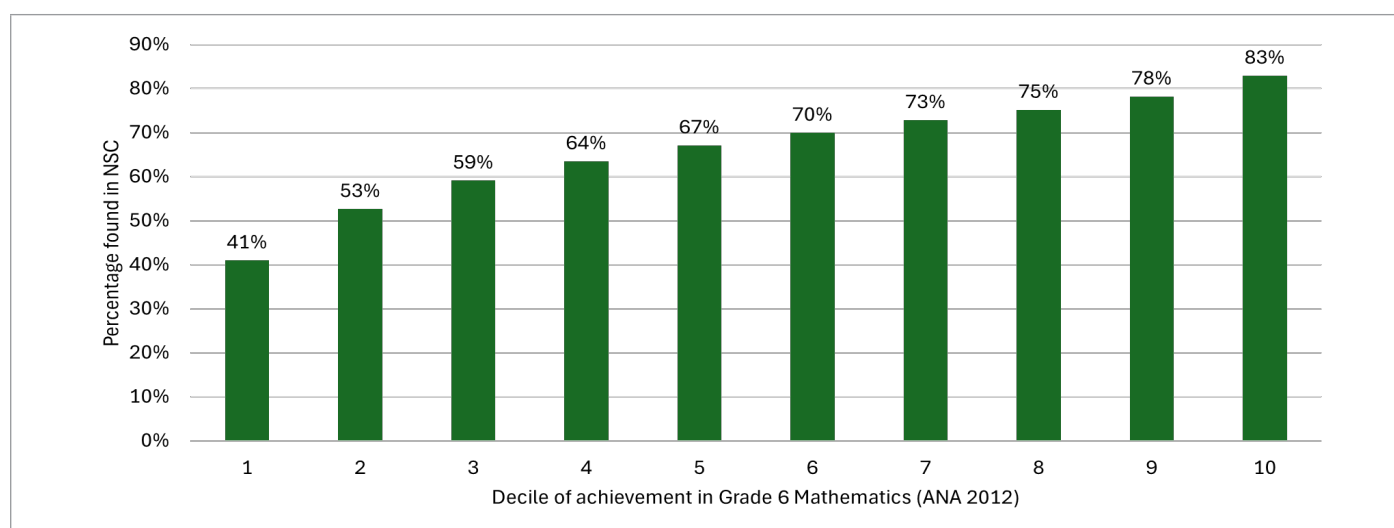
Source: Own calculations using Annual National Assessments data (2012) and National Senior Certificate data (2018-2023)

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
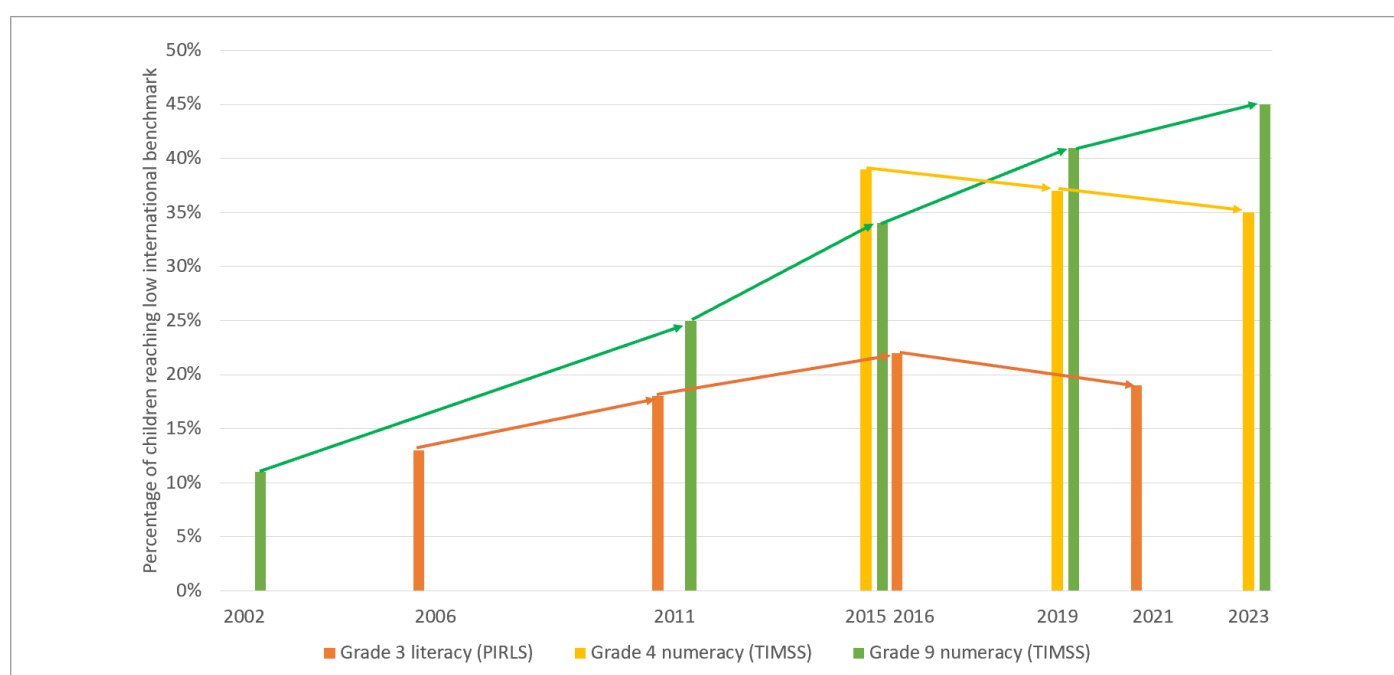
Source: DBE calculations using data from TIMSS and PIRLS reports

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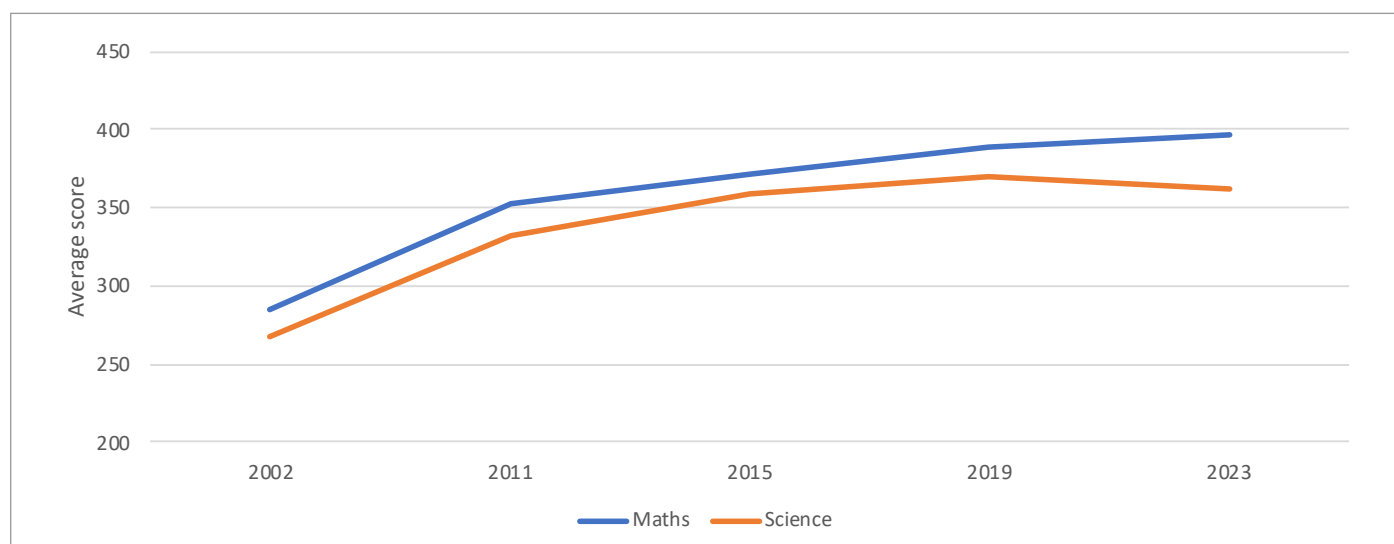
Note: TIMSS uses a scale average scoring system set to have an international mean of 500 and a standard deviation of 100 points.

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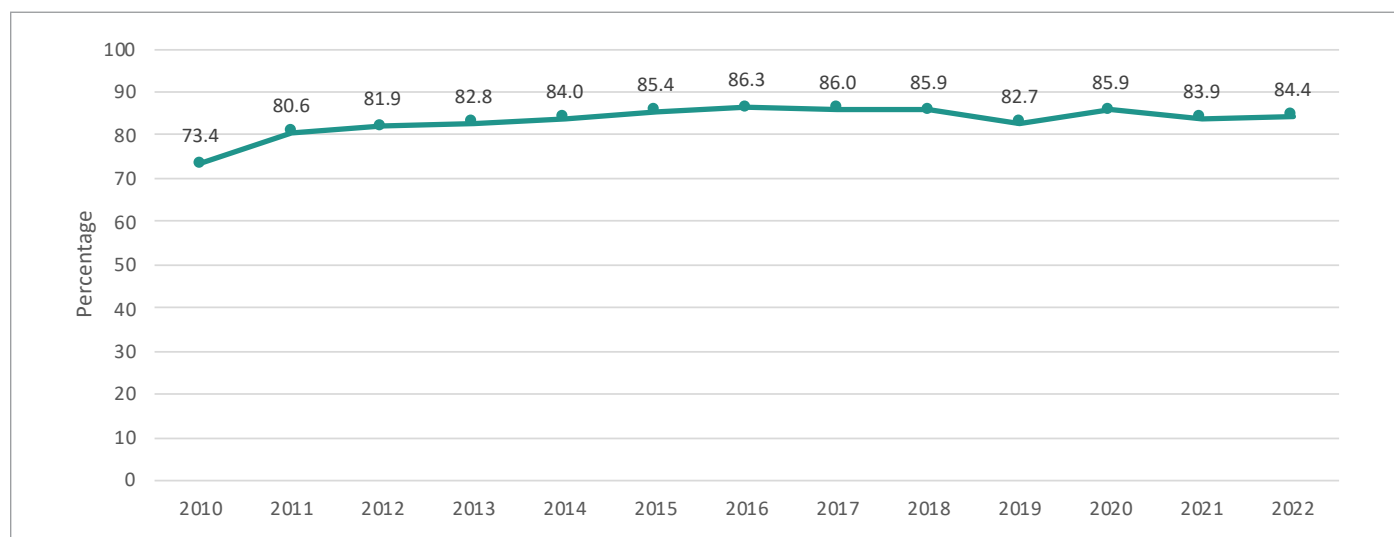
Source: Statistics South Africa, General Household Survey (GHS), own calculations. Notes: 95% confidence intervals shown.

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 benefiting from NSNP by Geographical location
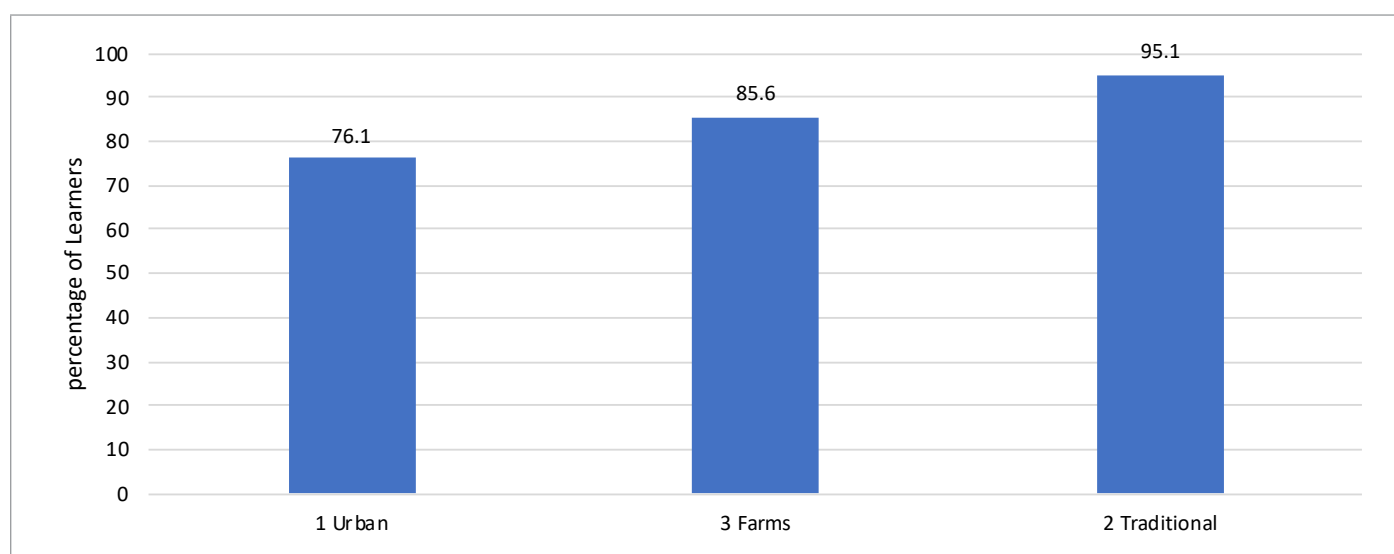
Source: Statistics South Africa, General Household Survey (GHS), DBE own calculation.

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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.

1.2.8   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).

1.2.9 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 pf 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	· Learners being taught and assessed in a language that is not their mother tongue/ familiar language beyond Grade 3	· Wastage of resources · Unequal learning environment	· MTbBE Strategy	· Advocacy · Relevant resources (LTSM) · Teacher Development · Amend and implement MTbBE policy · Strengthen the NIMP and MST Strategy to be aligned with MTbBE Strategy	· Improved learning outcomes
Access to quality ECD programmes	· The ECD regulatory framework works against DBE social justice principles. · There are not enough appropriate facilities for ELPs. · Societal challenges of poverty	· Children miss out on early learning (school readiness). · Poor learning outcomes at the Foundation Phase	· Universal Access to ECD programmes	· Review relevant legislation and regulatory frameworks · Provide sufficient funding and resourcing for ELPs · Provide subsidy for every child to access ECD	· Universal Access to ECD programmes · Improved learning outcomes
Learners leaving the system without requisite skills needed by the economy	· Relevance of Curriculum with needs of a fast-changing world · Lack of skilled teachers	· Unemployment · Increased poverty level · Increase in social ills e.g., crime	· 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	· Provide teachers with requisite skills and competencies · Strengthen the implementation of the Three Stream Model (TSM) through schools of skills	· Learners leaving the education and training system equipped with requisite skills
Overcrowding in schools	· Inadequate supply of school infrastructure · Movement of learners due to rationalisation of schools · Migration of learners and foreign nationals	· Ineffective teaching and learning · Inadequate classroom resources	· Intergovernmental planning on infrastructure provisioning	· 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.	· Appropriate teaching and learning physical environment
Insufficient teachers to teach the relevant 21st Century Curriculum	· Lack of integrated planning between DBE and DHET for teacher demand and supply in 4IR subjects	· 4IR subjects not being taught in many schools · Skills gap in the economy	· Adequate demand and supply of 4IR teachers	· Reskilling and upskilling teachers · Integrated Planning between DHET and DBE	· 4IR skills for the economy

Department of Basic Education

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

	Improved access to quality ECD Programmes	Improved infrastructure facilities	Improved inclusivity in curriculum implementation	Improved teacher capacity and professionalism	Enriched learning	Improved Learning outcomes	Effective governance and administration systems
Impact Statement	Quality basic education for all leading to improved social and economic participation						
Long term Outcomes	Quality learning throughout the system		Improved number & quality of NSC passes / More efficient pathways into alternative post-school education			Improved Educational outcomes	
Medium term Outcomes	Improved access to quality ECD Programmes	Improved infrastructure facilities	Improved inclusivity in curriculum implementation	Improved teacher capacity and professionalism	Enriched learning	Improved Learning outcomes	Effective governance and administration systems
Outputs	LTSM package / Trained ECD Workforce / Amended ECD legislation / Registered ECD Programmes	New schools / Water and sanitation facilities / Additional classrooms / Security infrastructure	Learners with disabilities placed / Policy on Screening, Identification, Assessment and Support (SIAS) implemented / Improved performance of Learners with Special Educational Needs	Training conducted through PTDIs and DTDCs / Funza Lushaka bursaries awarded / Teacher Development Programmes Implemented / Continuing Professional Teacher Development programme implemented	Social cohesion programmes implemented / National School Safety Framework monitored / Learner health and wellness supported / NSNP monitored	Increased NSC passes / Increased bachelor-level passes / Vocational and Occupational curriculum implemented / Better performance in international assessments / Learners equipped with Entrepreneurial skills	Supplier paid timeously of invoices / HR processes maintained / Efficient ICT system / Complete and reliable performance information
Activities & Inputs	Play and learning materials / ECD workforce strategy / ECD data and information systems	Design and provide infrastructure for Universal access / Continuous maintenance / Continuous assessment of learning spaces	Implement learning programmes to bridge learning barriers / Training on inclusive education / Enrol learners in public special schools	Initial teacher education programme / Continuous training of teachers / Induction of new teachers	Social cohesion programmes / Monitoring provision of nutritious meals / Safety protocols and active sports participation	Teaching and learning / Assessments / Implement CAPS / Scale up NMIP / Implement MTbBE	Compliance with legislation / Implement ICT Strategy / Improve business processes
Assumptions	Community involvement and participation | Families have access to ECD programmes | Consequence management | Budget to implement programmes | quality assessments | Mother Tongue based Bilingual Education | Access to LTSM and utilisation | Learning environment that enables learners to learn and teachers to teach						

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 Department needs to do in order to bring about change that will lead to specific outcomes and impacts. Based on the key priorities outlined in this plan, and the broad mandate of this Department, the Theory of Change is adopted for the next five (5) years.

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.

1.2.10 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.

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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.

1.2.11 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 PROGRAMME PERFORMANCE INFORMATION

1.1. Programme 1: Administration

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

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

Sub-Programme Purpose:

Ministry: The Ministry's budget expenditure enables the Minister and Deputy Minister to monitor and support key Departmental programmes and sector priorities, as well as conduct provincial oversight and monitoring in the District Model processes, involving communities in various matters.

Department Management: The Office of the Director-General is responsible for managing and coordinating the Branches within the DBE. It uses a systems approach, recognising the Department as a cohesive whole composed of related and dependent elements, thereby delivering quality basic education as the overall mandate. The Accounting Officer's responsibilities necessitate effective coordination, management, and technical support to ensure accountability and strategic leadership.

Corporate Services: To render a professional corporate service which includes adherence to new initiatives and sound logistical and IT management.

Office of the Chief Financial Officer: The Office of the CFO is responsible for Departmental financial management through budgetary planning, provisioning and procurement, expenditure management, and accounting services. In addition, the Office of the CFO provides overall financial advice to the Department.

Internal Audit and Risk Management:

Legal and Legislative Services: To render a legal interpretation and advisory service to the Department and provinces, develop and maintain education and training legislation, and administer legislation of statutory advisory bodies.

Programme 1: Outcomes, Outputs, Performance Indicators and Targets

Table 9: Programme 1: Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Reporting Cycle	Annual Targets						
				Audited /Actual Performance			Estimated Performance	MTEF Period		
				2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Effective governance and administration systems	Valid invoices paid	1.1.1 Percentage of valid invoices paid within 30 days upon receipt by the Department.	Quarterly	99.85% 27 486/ 27 527	100% 34688/ 34688	98.55% 34 159/34 661	100%	100%	100%	100%
	Resolved misconduct cases reported	1.1.2 Number of reports on misconduct cases resolved within 90 days and submitted to the DPSA	Quarterly	4	4	4	4	4	4	4
	Skilled officials	1.1.3 Number of capacity-building programmes offered to the DBE officials	Annually	20	24	36	16	18	20	22
	Conditional Grants Quarterly Reports submitted	1.1.4 Number of Schedule 4, 5 and 6 Conditional Grants' Quarterly Performance Reports submitted to National Treasury (NT) 45 days after the end of each quarter.	Quarterly	-	20	28	28	28	28	28
	Operationalisation of the National Education and Training Council	1.1.5 Number of advisory reports on school education-related matters prepared for the Minister of Basic Education by the National Education and Training Council	Annually	-	-	-	-	2	2	2

Programme 1: Indicators, Annual and Quarterly Targets

Table 10: Programme 1: Indicators, Annual and Quarterly Targets

Output Indicators	Reporting Cycle	Annual Target	Q1	Q2	Q3	Q4
1.1.1 Percentage of valid invoices paid within 30 days upon receipt by the Department.	Quarterly	100%	100%	100%	100%	100%
1.1.2 Number of reports on misconduct cases resolved within 90 days and submitted to the DPSA	Quarterly	4	1	1	1	1
1.1.3 Number of capacity-building programmes offered to the DBE officials	Annually	18	-	-	-	18
1.1.4 Number of Schedule 4, 5 and 6 Conditional Grants' Quarterly Performance Reports submitted to National Treasury (NT) 45 days after the end of each quarter	Quarterly	28	7	7	7	7
1.1.5 Number of advisory reports on school education-related matters prepared for the Minister of Basic Education by the National Education and Training Council	Annually	2	-	-	-	2

Explanation of planned performance over the medium-term period

Effective governance and administration systems

Administration systems are improved by ensuring valid invoices are paid within 30 days, misconduct cases are resolved within 90 days, DBE officials are capacitated in skills, and Conditional Grant reports are submitted to NT within 45 days.

The Department is in its 14th year of a 25-year Public-Private Partnership (PPP) agreement with Sethekgo, which includes a fully serviced head office. The agreement outlines service specifications, obligations, and timeframes, and considers potential performance and availability penalties. Sethekgo and its Operations Contractor adhere to BEE and SMME requirements, and comprehensive project insurance is updated annually. Monthly unitary payments to the Private Party follow the PPP agreement's calculation criteria.

Valid invoices paid

The Office of the CFO manages the Department's financial affairs, including budget planning, procurement, expenditure management, financial advice and accounting services. The indicator measures valid invoices paid within 30 days is achieved by appending the date received stamp on invoices to enable age analysis, maintaining an invoice tracking register, and submitting monthly reports to National Treasury to in compliance with TR 8.2.3. Over the MTEF, the Department will strive to pay all valid invoices received within 30 days without any discrimination and maintain an Unqualified Audit opinion from the Auditor-General South Africa (AGSA).

Resolved misconduct cases reported

This output reports the number of misconduct cases resolved within 90 days submitted to the DPSA during the financial year. The cases include grievances, misconduct, precautionary suspensions, disputes, matters in courts, and appeals which are reported to the Department of Public Service Administration 90 days. The performance against this output ensures that cases are resolved within the relevant timeframe.

The Department provides legal services to the Minister, Director-General, and all Directorates, coordinating national and provincial responses to sector legal challenges, by researching solutions and drafting legal opinions.

The Department manages and deals with all litigation against the Department, liaising with internal stakeholders, the State Attorney's office, and external stakeholders. It monitors and reports on litigation to HEDCOM and CEM. The Department drafts and vets all agreements, ensuring a well-crafted contract that safeguards the Department's interests. This ensures a well-crafted and vetted response to sector-specific legal issues.

Skilled officials

This output focuses on skills development and capacity-building programmes offered to the DBE officials within the financial year according to the Workplace Skills Plan (WSP) submitted to the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA) and the Public Service Education and Training Authority (PSETA), respectively. Progress on the capacity building programmes attended by officials is captured in the Annual Training Report (ATR) submitted to the ETDP SETA and PSETA annually. Skills development and training programme is one of the initiatives aimed at building capacity within the Department targeting women, youths and people with disabilities as a vehicle to promote productivity and service delivery. In addition to the above, bursaries are offered to capacitate women academically and internship programme offered to the youth to gain workplace experience.

For the year 2025/26 to 2027/28, the Department has planned 60 capacity buildings programmes. The total breakdown of women, youths and people with disabilities will be provided through a report. The report will include the total number of officials trained in terms of gender, age and disability.

Conditional Grants Quarterly Reports submitted

The Department is required to submit the following Schedule 4, 5 and 6 Conditional Grants Quarterly Performance Reports to the National Treasury 45 days after the end of each quarter.

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

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

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

Operationalisation of the National Education and Training Council

The National Education and Training Council (NETC) will be operationalised for the first time in the 2025/26 financial year. The NETC is an advisory council established in terms of the _Regulations for the Establishment of the National Education and Training Council_ (Government Notice R974, _Government Gazette_ 32629, 9 October 2009), read with section 11 of the National Education and Policy Act, to advise the Minister of Basic Education on matters relating to school education-related matters. Through the work of the NETC, the Minister of Basic Education, together with the Department of Basic Education, will be supported in efforts to improve school education and ultimately learning outcomes in the country.

Department of Basic Education

Programme Resource Considerations

Table 11: Programme 1: Resource Considerations

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-Term expenditure estimate R'000		
	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Ministry	37 485	47 599	53 197	44 860	41 739	44 524	46 858
Departmental Management	96 932	104 630	111 355	110 596	141 236	132 088	133 091
Corporate Services	75 246	80 384	80 462	104 135	86 962	91 277	95 704
Office of the Chief Financial Officer	83 369	89 210	91 739	101 714	110 043	115 993	123 050
Internal Audit and Risk Management	8 739	8 461	10 116	11 341	11 978	12 529	13 094
Office Accommodation	229 998	233 975	229 414	243 488	254 396	266 050	278 079
Total	**531 769**	**564 259**	**576 283**	**616 134**	**646 354**	**662 461**	**689 876**
Economic Classification							
Current payments	**505 698**	**542 742**	**554 575**	**592 436**	**626 712**	**638 281**	**661 203**
Compensation of employees	200 315	212 891	219 670	229 373	257 100	271 295	286 252
Goods and services	**264 235**	**290 118**	**299 863**	**327 193**	**335 167**	**334 271**	**345 115**
Audit costs: External	17 677	16 678	16 278	24 818	22 165	22 455	22 787
Computer services	33 945	32 627	32 983	51 902	31 391	33 508	35 661
Property payments	165 217	178 176	178 620	185 748	202 876	211 375	218 833
Travel and subsistence	19 327	30 045	40 417	31 360	31 561	31 501	29 580
Other	28 069	32 592	31 565	33 365	47 174	35 882	38 254
Interest and rent on land of which:	41 148	39 733	35 042	35 870	34 445	32 265	29 836
Transfers and subsidies	**1 679**	**863**	**1 668**	**495**	**517**	**541**	**565**
Departmental agencies and accounts	459	472	474	495	517	541	565
Households	1 220	391	1 194	-	-	-	-
Payments for capital assets	**24 246**	**20 639**	**19 640**	**23 203**	**19 125**	**23 639**	**28 108**
Buildings and other fixed structures	12 389	13 804	14 034	17 137	16 094	17 969	17 872
Machinery and equipment	11 715	6 078	5 606	5 700	2 596	5 215	9 761
Software and other intangible assets	142	757	-	366	435	455	475
Payments for financial assets	146	15	400	-	-	-	-
Total	**531 769**	**564 259**	**576 283**	**616 134**	**646 354**	**662 461**	**689 876**

1.2. Programme 2: Curriculum Policy, Support and Monitoring

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

Sub-Programmes: Curriculum Implementation and Monitoring; Curriculum and Quality Enhancement

Sub-Programme Purpose:

Curriculum Implementation and Monitoring supports and monitors the implementation of the national strategy for learner attainment to monitor the quality of teaching and improve the quality of Mathematics, Science, Technology and languages in all public schools from Grade R to grade 12.

Curriculum and Quality Enhancement support programmes that enhance curriculum outcomes in the basic education system, and increase participation and success in Mathematics, Science and Technology through structured programmes.

Department of Basic Education

Programme 2: Outcomes, Outputs, Performance Indicators and Targets

Table 12: Programme 2: Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Reporting Cycle	Annual Targets						
				Audited /Actual Performance			Estimated Performance	MTEF Period		
				2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Improved learning outcomes	Schools monitored on implementation of the Curriculum and Assessment Policy Statement (CAPS)	2.1.1 Number of Technical Schools monitored for implementation of the Curriculum and Assessment Policy Statement (CAPS)	Quarterly	18	18	18	27	27	27	27
	Subject passes obtained through Second Chance Matric Programme (SCMP)	2.1.2 Number of learners obtaining subject passes towards a National Senior Certificate (NSC) or Senior Certificate (amended) SC(a) supported through the Second Chance Matric Programme per year	Bi-Annually	June NSC: 3 649 June SC: 18 973 November: 40 303 Total: 62 925	71 612	124 285	70 000	100 000	120 000	130 000
Improved inclusivity in curriculum implementation	Children/Learners with Profound Intellectual Disability and those with Global Development Delay supported	2.1.3 Number of Children/Learners taught using the Learning Programme for C/LPID	Annually	4 347	4 381	4 321	4 218	4 257	4 327	4 407
	Policy on Screening, Identification, Assessment and Support (SIAS) implemented	2.1.4 Number of learners experiencing barriers supported through Screening, Identification, Assessment and Support (SIAS)	Annually	-	-	-	50 000	51 000	52 000	53 000
Improved access to Early Childhood Development (ECD) programmes	Universal access to quality Early Childhood Development (ECD) programmes	2.1.5 Number of children benefiting from the Early Childhood Development (ECD) subsidy	Annually	-	-	-	907 469	950 000	1 000 000	1 200 000
	Universal access to quality Early Childhood Development (ECD) programmes	2.1.6 Number of children accessing registered Early Childhood Development (ECD) programmes	Annually	-	-	-	944 332	1 000 000	1 050 000	1 150 000
	Universal access to quality Early Childhood Development (ECD) programmes	2.1.7 The development of an Early Childhood Administration and Reporting System (eCares)	Annually	-	-	-	-	Approved User Acceptance Testing report on the development of an Early Childhood Administration and Reporting system (eCares)	Approved User Acceptance Testing report on the development of an Early Childhood Administration and Reporting system (eCares)	Approved User Acceptance Testing report on the development of an Early Childhood Administration and Reporting system (eCares)

Outcome	Outputs	Output Indicators	Reporting Cycle	Annual Targets						
				Audited /Actual Performance			Estimated Performance	MTEF Period		
				2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
	Universal access to quality Early Childhood Development (ECD) programmes	2.1.8 2023 Children's Amendment Bill drafted for introduction to Parliament	Annually	-	-	-	Children's Act of 2005	2023 Children's Amendment Bill drafted	Consultation on the Bill	Consultation on the Bill
Improved learning outcomes	Implementation of the National Curriculum Statement (NCS) monitored	2.1.9 Number of districts monitored on implementation of the National Curriculum Statement (NCS) for Grades 10–12	Annually	15	18	14	15	15	15	15
	Increased Bachelor-level passes	2.1.10 Number of provinces monitored for extra-support classes to increase the number of learners achieving Bachelor-level passes	Annually	9	9	9	9	9	9	9
	Implementation of the General Education Certificate (GEC) monitored	2.1.11 Number of schools participating in the General Education Certificate (GEC)	Annually	-	-	-	1000	4 000	5 500	7 000
	Occupationally oriented subjects offered	2.1.12 Number of Schools of Skill (SoS) offering Occupationally oriented subjects	Annually	-	-	-	160	165	175	190
	Revised History Curriculum and Assessment Policy Statement (CAPS)	2.1.13 Revised History Curriculum and Assessment Policy Statement (CAPS) for Grades 4-12 submitted to Umalusi	Annually	Grades 4-9 Content review on History Curriculum and Assessment Policy Statement	Grades 10-12 Content review on History Curriculum and Assessment Policy Statement	Draft History Curriculum and Assessment Policy Statement for Grades 4-12	Approved second draft of the revised History Curriculum and Assessment Policy Statement for Grades 4-12	Revised History CAPS for Grades 4-12 submitted to Umalusi for appraisal	Revised History CAPS for Grades 4-12 gazetted for public comments	Revised History CAPS for Grades 4-12 gazetted for public comments
	Entrepreneurship education implemented in schools	2.1.14 Number of schools monitored for implementing compulsory entrepreneurship education	Quarterly	135	180 (20 per province)	225 (25 per province)	225 (25 per province)	270 (30 per province)	315 (35 per province)	360 (40 per province)
	Implementation of reading norms monitored	2.2.1 Number of schools monitored on the implementation of the reading norms	Quarterly	18	18	18	27	27	27	27
	Implementation of the Introduction to African Languages (IIAL) monitored	2.2.2 Number of schools monitored on the implementation of the Incremental Introduction to African Languages (IIAL)	Quarterly	18	18	18	27	27	27	27

Outcome	Outputs	Output Indicators	Reporting Cycle	Annual Targets						
				Audited /Actual Performance			Estimated Performance	MTEF Period		
				2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Improved learning outcomes	Implementation of Early Grade Reading Assessment monitored	2.2.3 Number of underperforming schools monitored on the implementation of the Early Grade Reading Assessment (EGRA)	Quarterly	18	18	36	36	36	45	45
	Implementation of the multi-grade toolkit monitored	2.2.4 Number of schools with multi-grade classes monitored for implementing the multi-grade toolkit.	Quarterly	32	32	36	36	45	45	45
	Implementation of the National Reading Literacy Strategy monitored	2.2.5 Number of districts monitored on the implementation of the National Reading Literacy Strategy	Quarterly	-	-	-	-	9	15	21
	Availability of readers monitored	2.2.6 Number of schools monitored on the availability of readers	Annually	-	-	-	-	72 (8 per province)	72 (8 per province)	72 (8 per province)
	Learner textbooks on Mathematics and English First Additional Language (EFAL) provided	2.3.1 Number of schools monitored on the availability of Grades 3, 6, 9 and 12 Mathematics and English First Additional Language (EFAL) textbooks.	Quarterly	-	-	-	-	288 (32 per province)	324 (36 per province)	360 (40 per province)
	Workbooks provided to schools	2.3.2 Percentage of public schools provided with Life Skills workbooks for learners in Grades 1 to 3 per year, after having placed an order	Annually	-	-	-	100%	100%	100%	100%
	Workbooks provided to schools	2.3.3 Percentage of public schools provided with Home Language workbooks for learners in Grades 1 to 6 per year, after having placed an order	Annually	V1: 100.01% (17 363/17 362) V2: 99.99% (17 007/17 008)	100.21% 16 821/16 786	100% 16 691/16 691	100%	100%	100%	100%
	Workbooks provided to schools	2.3.4 Percentage of public schools provided with Mathematics workbooks for learners in Grades 1 to 9 per year, after having placed an order	Annually	V1: 100% (22 891/22 891) V2: 100% (22 825/22 825)	99.73% 22 631/22 692	100% 22 582/22 582	100%	100%	100%	100%

Outcome	Outputs	Output Indicators	Reporting Cycle	Annual Targets						
				Audited /Actual Performance			Estimated Performance	MTEF Period		
				2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Improved learning outcomes	Workbooks provided to schools	2.3.5 Percentage of public schools provided with workbooks for learners in Grade R per year, after having placed an order	Annually	100% (16 010/16 010)	100.13% 16 110/16 089	100% 15 801/15 801	100%	100%	100%	100%
	Mother Tongue-based Bilingual Education (MTbBE) implemented	2.4.1 Number of subject specialists orientated in Mother Tongue-based Bilingual Education (MTbBE)	Quarterly	-	-	-	-	296 (Grade 4)	296 (Grade 5)	296 (Grade 6)
	Mother Tongue-based Bilingual Education (MTbBE) implemented	2.4.2 Number of participants reached through advocacy sessions on Mother Tongue-based Bilingual Education (MTbBE)	Quarterly	-	-	-	-	1 063	1 263	1 463
Improved inclusivity in curriculum implementation	Teachers capacitated in inclusion	2.5.1 Number of teachers trained in inclusive education	Annually	-	-	-	10 000	10 200	10 300	10 400
	Learners admitted to public special schools	2.5.2 Number of learners with disabilities enrolled in special schools	Annually	-	-	-	140 000	141 000	142 000	143 000
	Learners admitted to public ordinary schools	2.5.3 Number of learners with disabilities enrolled in ordinary public schools	Annually	-	-	-	67 000	67 125	67 150	67 150

Programme 2: Indicators, Annual and Quarterly Targets

Table 13: Programme 2: Indicators, Annual and Quarterly Targets

Output Indicators	Reporting Cycle	Annual Target	Q1	Q2	Q3	Q4
2.1.1 Number of Technical Schools monitored for implementation of the Curriculum and Assessment Policy Statement (CAPS)	Quarterly	27	9	9	-	9
2.1.2 Number of learners obtaining subject passes towards a National Senior Certificate (NSC) or Senior Certificate (amended) SC(a) supported through the Second Chance Matric Programme per year	Bi-Annually	100 000	-	50 000	-	50 000
2.1.3 Number of Children/ Learners taught using the Learning Programme for C/LPID	Annually	4 257	-	-	-	4 257
2.1.4 Number of learners experiencing barriers supported through Screening, Identification, Assessment and Support (SIAS)	Annually	51 000	-	-	-	51 000
2.1.5 Number of children benefiting from the Early Childhood Development (ECD) subsidy	Annually	950 000	-	-	-	950 000
2.1.6 Number of children accessing registered Early Childhood Development (ECD) programmes	Annually	1 000 000	-	-	-	1 000 000
2.1.7 The development of an Early Childhood Administration and Reporting System (eCares)	Annually	Approved User Acceptance Testing report on the development of an Early Childhood Administration and Reporting system (eCares)	-	-	-	Approved User Acceptance Testing report on the development of an Early Childhood Administration and Reporting system (eCares)
2.1.8 2023 Children's Amendment Bill drafted for introduction to Parliament	Annually	2023 Children's Amendment Bill drafted	-	-	-	2023 Children's Amendment Bill drafted
2.1.9 Number of districts monitored on implementation of the National Curriculum Statement (NCS) for Grades 10–12	Annually	15	-	-	-	15
2.1.10 Number of provinces monitored for extra-support classes to increase the number of learners achieving Bachelor-level passes	Annually	9	-	-	-	9
2.1.11 Number of schools participating in the General Education Certificate (GEC)	Annually	4000	-	-	-	4000
2.1.12 Number of Schools of Skill (SoS) offering Occupationally oriented subjects.	Annually	165	-	-	-	165
2.1.13 Revised History Curriculum and Assessment Policy Statement (CAPS) for Grades 4-12 submitted to Umalusi	Annually	Revised History CAPS for Grades 4-12 submitted to Umalusi for appraisal	-	-	-	Revised History CAPS for Grades 4-12 submitted to Umalusi for appraisal
2.1.14 Number of schools monitored for implementing compulsory entrepreneurship education	Quarterly	270 (30 per province)	40	90	70	70
2.2.1 Number of schools monitored on the implementation of the reading norms	Quarterly	27	6	9	9	3
2.2.2 Number of schools monitored on the implementation of the Incremental Introduction to African Languages (IIAL)	Quarterly	27	6	9	9	3
2.2.3 Number of underperforming schools monitored on the implementation of the Early Grade Reading Assessment (EGRA)	Quarterly	36	6	12	12	6
2.2.4 Number of schools with multi-grade classes monitored for implementing the multi-grade toolkit.	Quarterly	45	6	15	15	9
2.2.5 Number of districts monitored on the implementation of the National Reading Literacy Strategy	Quarterly	9	2	3	3	1
2.2.6 Number of schools monitored on the availability of readers	Annually	72 (8 per province)	-	-	-	72 (8 per province)
2.3.1 Number of schools monitored on the availability of Grades 3, 6, 9 and 12 Mathematics and English First Additional Language (EFAL) textbooks.	Quarterly	288 (32 per province)	72 (8 per province)	72 (8 per province)	72 (8 per province)	72 (8 per province)

Output Indicators	Reporting Cycle	Annual Target	Q1	Q2	Q3	Q4
2.3.2 Percentage of public schools provided with Life Skills workbooks for learners in Grades 1 to 3 per year, after having placed an order	Annually	100%	-	-	-	100%
2.3.3 Percentage of public schools provided with Home Language workbooks for learners in Grades 1 to 6 per year, after having placed an order	Annually	100%	-	-	-	100%
2.3.4 Percentage of public schools provided with Mathematics workbooks for learners in Grades 1 to 9 per year, after having placed an order	Annually	100%	-	-	-	100%
2.3.5 Percentage of public schools provided with workbooks for learners in Grade R per year, after having placed an order	Annually	100%	-	-	-	100%
2.4.1 Number of subject specialists orientated in Mother Tongue-based Bilingual Education (MTbBE)	Quarterly	296	90	90	40	76
2.4.2 Number of participants reached through advocacy sessions on Mother Tongue-based Bilingual Education (MTbBE)	Quarterly	1 063	400	400	60	203
2.5.1 Number of teachers trained in inclusive education	Annually	10 200	-	-	-	10 200
2.5.2 Number of learners with disabilities enrolled in special schools	Annually	141 000	-	-	-	141 000
2.5.3 Number of learners with disabilities enrolled in ordinary public schools	Annually	67 125	-	-	-	67 125

Explanation of planned performance over the medium-term period

Improved learning outcomes

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

The DBE takes its mandate to monitor the quality and implementation of policy, CAPS in this case, from National Education Policy Act, 1996. On behalf of the Minister of Basic Education, the DBE monitors the implementation of CAPS and, as per the Act, addresses any shortcomings that may be discovered. On an annual basis, 10-15 underperforming or least-performing districts are identified and targeted for monitoring and support. The FET Subject Specialists then identify six underperforming or least-performing schools in the allocated districts and conduct subject-specific monitoring and support. Learners' classwork books, SBA files, teachers' files and assessment tasks are analysed. The Departmental Heads' management files and tools are also analysed.

Based on the findings of the visits at the identified schools, the Subject Specialists share the feedback with the relevant District Officials who are expected to draw an action plan to support schools on the findings. The Subject Specialists then conduct a workshop for teachers in the cluster.

As required of any support measure, the Subject Specialists' reports are consolidated into an annual report at the end of the year.

Subject passes obtained through Second Chance Matric Programme (SCMP)

The Second Chance Matric Programme plays a crucial role in enhancing the educational outcomes of learners who have not successfully completed their NSC examinations. This initiative provides targeted resources and support designed to help learners regain their academic footing and achieve subject passes essential for further education or employment.

One of the key contributions of the programme is its provision of tailored study materials. These resources cater to various learning styles and help students grasp complex concepts in subjects like mathematics, science, and languages. Additionally, the programme offers access to online platforms that provide interactive learning tools, practice assessments, and instructional videos, making study more engaging and effective.

Furthermore, the Second Chance Matric Programme emphasises mentorship and tutoring. Experienced educators and tutors are available to guide learners, providing personalised support that addresses specific weaknesses. This one-on-one interaction fosters a deeper understanding of the subject matter and builds learners' confidence.

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The programme also promotes a structured learning environment through scheduled classes and workshops. This organisation helps students manage their time effectively and stay focused on their academic goals. By fostering a sense of accountability and community among participants, the programme encourages a collaborative learning atmosphere.

The Second Chance Matric Programme (SCMP) supports Second Chance learners in selected centres across the country. The programme plans to improve performance by increasing CAPS for face-to-face classes, developing e-administration for teacher and centre manager claims uploading, purchasing Wi-Fi for Second Chance content access, printing more LTSM for rural centres, and developing a management system to track candidate performance, considering multiple subject achievement. The SCMP has expanded its programme by incorporating technical subjects and tourism.

The DBE provides support to learners in two steps annually: Step 1 from February to June, preparing them for May/June Examinations, and Step 2 from July to November, preparing them for October/November Examinations. The Department partners with various entities, including the Departments of Higher Education and Training (DHET), Correctional Services, National Libraries of South Africa, NYDA, Mindset TV, and SABC, to increase accessibility and resources for more learners.

Implementation of the National Curriculum Statement (NCS) monitored

15 districts will be monitored for each of the MTEF years on the implementation of the National Curriculum Statement (NCS) for Grades 10-12. The indicator provides support for curriculum implementation and thus, subsequently, learner attainment. Through analysis of curriculum coverage and learner attainment as observed in learner books, guidance is provided to teachers on how to address the areas that impede learner attainment. This includes mediation of support documents like the diagnostic report as well as pedagogies which can enhance learner attainment.

Increased Bachelor-level passes

All provinces will be monitored annually for extra-support classes to boost the number of learners achieving Bachelor-level passes during the MTEF year. The indicator analyses the learner support material used at the extra classes and observes tutors mediating lessons. Feedback provided enhances the quality of both the learning and teaching materials and mediation of content. Enhanced learning and teaching materials advance learner preparedness for the final assessment thus increasing the chances of improved learner attainment.

Implementation of the General Education Certificate (GEC) monitored

The General Education Certificate (GEC) assessment programme aims to recognise the holistic skills set of learners over 10 years of schooling (Grade R to 9). It promotes the acquisition of holistic standards at the end General Education and Training. The GEC assessment model is designed to enable grade 9 learners' access to further education pathways. The GEC integrates and facilitates the assessment of 21st Century Skills (Critical Thinking, Creative Thinking, Communication, Collaboration and Meta-cognition) through the implementation of integrated assessments. Over the next 5 years, the GEC aims to produce a holistic report card for Grade 9 learners on a range of skills that will assist them and their parents to pursue further education pathways.

Occupationally oriented subjects offered

The DBE has prioritised the implementation of the Three Stream Model (TSM) curriculum in the basic education sector, focusing on piloting vocational and occupationally oriented subjects in years 1 to 4 in Schools of Skill (SoS) within the General Education and Training (GET) phase of schooling.

The proposed curriculum aims to develop skills in the Further Education and Training (FET) band, Grades 10 to 12, on the National Qualification Framework (NQF) (schools and Technical and Vocational Education and Training (TVET) colleges), in conjunction with the DHET. At the same time, to provide for articulation in the occupational stream, the approach will be to adapt a comparable Occupational qualification registered on the Occupational Qualifications Sub-Framework (OQSF) for SoS, instead of developing an FET Occupational curriculum.

Projections on SoS piloting and participating in Vocational and Occupational streams' subjects, respectively, are: 2025/26: 165, 2026/27: 175, and 2027/28: 190.

Revised History Curriculum and Assessment Policy Statement

History is considered as one of the more critical subjects in advancing the ideals of a democratic South Africa and fostering social understanding and cohesion. However, the subject is not compulsory in all the phases of schooling at basic education level. It is only compulsory in the General Education and Training (GET) band, particularly in the intermediate and senior phases, while it is an optional choice subject in Further Education and Training (FET) band, Grades 10-12.

A History Ministerial Task Team (MTT) was appointed to determine the feasibility of making the subject compulsory in the FET band (Grades 10-12). The MTT has drafted a framework that considered issues of Historiography, Archaeology and Palaeontology (use of Material Culture, Radio-carbon dating, dendrochronology and other scientific methods in African history etc.); focus on Depth Studies (and World History moving away from the parochial, Eurocentric and Cape-centric history of South Africa); instilling within the learners a global and continental African-centred historical consciousness, i.e., building global citizens; using a mixed studies approach (mixing both Chronology and Thematic approach); issues of pedagogy and historical skills.

The MTT conducted consultation roadshows on the newly drafted History Curriculum within the education sector in all nine provinces. The MTT infused the inputs received from provinces and finalised issues related to assessment in all the grades during June 2024.

The next steps include the following:

· the approval by the Minister to allow DBE to submit the draft History Curriculum document to Umalusi for appraisal and quality assurance. The duration of appraisal takes between 6-18 months.
· The DBE to gazette the document for public inputs and comments as part of strengthening the document.
· The MTT to Consolidation the public inputs received and to infuse the inputs as part of strengthening the draft curriculum document.
· The final copy will have to be re-submitted to Umalusi for approval.
· The DBE to gazette the final document for approval as the new History curriculum policy (CAPS).
· Screening the new History textbooks (LTSM) to align with the new History curriculum.
· Proposals for Teacher Development for initial teacher education and in-service training by the MTT.
· Prepare the system for implementation either as compulsory or elective in the FET band and compulsory in the GET band. It is, however, the prerogative of the Minister to make such a calling on whether History becomes compulsory in the FET band or let the status quo remain of the subject being compulsory until Grade 9 and an elective in Grades 10-12.

Entrepreneurship education implemented in schools

In April 2014, the Human Resource Development Council of South Africa mandated the Department of Basic Education to implement Entrepreneurship in Education from Grades R – 12. In response to the mandate the Entrepreneurship in Schools Sector Plan to 2030 was developed in 2015 and endorsed at the DBE Lekgotla in 2018.

The Entrepreneurship in Schools Sector Plan to 2030 led to the development of the DBE's Entrepreneurship, Employability and Education Programme (DBE-E3). The programme aims to reduce youth unemployment and equip learners with the skills needed for the future world of work, enabling them to engage in the economy as entrepreneurs, employees, or lifelong learners.

The Entrepreneurship Education Sector Plan to 2030 will be physically monitored at the school level in nine provinces, with annual targets of 270 schools in 2025/2026, 315 schools in 2026/2027, and 360 schools in 2027/2028. By the end of the MTEF 945 schools (105 per province) will have been monitored.

Implementation of reading norms monitored

Reading norms are standardised benchmarks for reading that are aligned to the curriculum for Home Languages and First Additional Language. Reading norms are aimed at improving reading outcomes in all official languages. The monitoring of reading norms is an essential part of a comprehensive reading programme in Primary Schools. Reading norms refer to the expected levels of reading achievement for learners at different grades in the Intermediate and Senior Phases (Inter-Sen). The purpose of monitoring reading norms is to track learner progress in reading and identify areas where learners need support; inform instruction; identify learners who experience barriers to learning and identify gaps in instruction. When monitoring the reading norms, the DBE officials focus on the following areas:

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- Reading comprehension;
- Listening comprehension;
- Oral reading fluency;
- Word recognition; and
- Reading across the curriculum, focusing on the number of library books learners read for enjoyment.

The improvement in reading outcomes will contribute to the overall learning outcomes in the different subjects through the schooling system. The DBE has also introduced Mother Tongue-based Bilingual Education in Mathematics and Natural Sciences and Technology in Grade 4, starting in 2025. It is envisaged that this will lead to the improvement of learner performance nationally, in Systemic Evaluation as well as regional and international studies such as TIMSS and PIRLS, as learners will be taught and assessed in languages that they understand.

Implementation of the Introduction to African Languages (IIAL) monitored

The DBE is implementing the Incremental Introduction of African Languages (IIAL) Strategy to strengthen the teaching of African languages. The IIAL Strategy aims to address past linguistic imbalances, promote social cohesion, and ensure parity among South African official languages. The implementation of IIAL is currently at 83%, with 2 144 out of 2584 targeted schools implementing it. By the end of the Medium-Term Development Plan (MTDP), all public schools should teach an African language at least at the Second Additional Language level. The DBE, through the Curriculum Implementation and Quality Improvement (GET) unit, will monitor IIAL implementation in targeted schools across nine provinces.

Implementation of Early Grade Reading Assessment monitored

The DBE has developed, printed and distributed Early Grade Reading Assessment (EGRA) toolkits in all the Home Languages and English first Additional Language to schools in quintiles 1-3. EGRA is a diagnostic reading assessment that is used to assess each learner's reading proficiency level in Grades 1-3. It is an oral assessment, which is used to monitor and track each individual learner's level of proficiency with regards to letter sound recognition, word recognition, passage reading and comprehension. Monitoring takes place in a classroom and teachers use EGRA to identify learners' reading levels and place them in appropriate reading groups for group guided reading lessons.

Implementation of the multi-grade toolkit monitored

The multi-grade toolkit is a resource that was developed to support curriculum delivery in schools that practice multi-grade teaching. The toolkit caters for all subjects from Grades 1-9. Monitoring is conducted in schools that are sampled by eight (8) Provincial Education Departments. Currently, Gauteng is the only province that does not have schools that practise multi-grade teaching. Over the MTEF, a total of 225 schools that practise multi-grade teaching will be monitored on the utilisation of the multi-grade toolkit.

Implementation of the National Reading Literacy Strategy monitored

The National Reading Literacy Strategy 2024-2030 will be physically monitored at the district level, totalling 45 districts over the MTEF. Literacy is a priority for youth (learners/ children of school-going age because it is the foundation upon which all other learning is built. Literacy skills are essential for academic success, personal growth and future career opportunities, social mobility and digital literacy. The ability to read fluently, express oneself orally and through writing enhances critical thinking and will enable learners (youth) to participate fully in society, accessing information and making meaningful contributions to their communities.

Availability of readers monitored

72 schools (8 per province) will be physically monitored on the availability of readers annually, for each of the MTEF years.

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

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

Over the next three (3) years, the Department will spend funds to print and distribute the Grades R to 9 workbooks to public schools. The Grades R to 9 workbooks are meant to support teachers and learners in public schools to improve literacy and numeracy. The list of workbooks to be provided is as follows: Grade R workbooks (11 Official Languages term 1-4); Grades 1 to 3 Mathematics (11 Official Languages Volume 1-2); Grades 1 to 3 Life Skills (11 Official Languages Volume 1-2); Grades 1 to 6 Home Languages (11 Official Languages Volume 1-2); Grades 4 to 9 Mathematics (English and Afrikaans Volume 1-2); and Grades 1 to 6 English First Additional Language (Volume 1-2). Learner textbooks on Mathematics and EFAL will be provided, and advancement over the MTEF will ensure that learners in public ordinary schools are supplied with Mathematics and EFAL textbooks in Grades 3, 6, 9 and 12. In line with the Department's mandate, the workbook provision to schools that have placed orders will be maintained at 100% over the MTEF.

Mother Tongue-based Bilingual Education (MTbBE) implemented

The key objectives of MTbBE are to promote translanguaging and bilingual education uniformly across classrooms in South Africa, create and distribute high-quality bilingual resources to all learners, and facilitate teacher training programmes to equip educators with the skills and methodologies required for effective bilingual and multilingual instruction.

Learners will demonstrate enhanced comprehension and performance in Mathematics and Natural Sciences through effective MTbBE. This will result in higher literacy levels, improved cognitive skills, and stronger academic outcomes in both their mother tongue and the second language, aligned with the goals of MTbRL and MST initiatives.

By prioritising the use of local languages, the project will preserve and promote linguistic diversity, fostering a sense of cultural heritage and pride among learners. This will contribute to more inclusive education practices, ensuring equity for learners from diverse linguistic backgrounds.

Learners will develop a robust foundation in their mother tongue, enabling a seamless transition to second-language acquisition. This dual-language proficiency will prepare them for future education and improve their readiness for bilingual or multilingual contexts, supporting curriculum strengthening initiatives aimed at long-term educational success.

Improved access to Early Childhood Development (ECD) programmes

Universal access to quality Early Childhood Development (ECD) programmes

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

The migration of the responsibility for ECD from the Department of Social Development to the Department of Basic Education marks an important step towards achieving quality care and education for children from birth to school-going age.

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

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

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

for ECD so that expansion can happen more rapidly, whereas the development of the eCares system will enable more strategic evidence-informed expansion planning and resource allocation. The success of these efforts will be tracked through the number of children accessing registered ECD programmes, as well as the number of children benefitting from the ECD subsidy. Furthermore, the DBE will launch the Results-Based Financing Initiative in 2025 as a mechanism to invest in increased access and improved quality through a public-private partnership model. The Bana Pele Mass Registration Drive is another critical initiative to unlock the access and quality constraints by supporting all ECD programmes to become registered with the Department. The Department will also focus various efforts on strengthening curriculum implementation in the sector through the roll-out of daily activity plans and integrated Learning and Teaching Support Material to enable ECD practitioners to implement the National Curriculum Framework for Children from Birth to Four more confidently. A further effort is through the Human Resource Development Task team, which is working on developing a fit-for-purpose pathway to train and upskill ECD practitioners. All these efforts align to create a systemic approach to increasing access to and improving the quality of ECD programmes.

Improved inclusivity in curriculum implementation

Inclusive education is a crucial aspect of the basic education sector, ensuring equal access to quality education for all learners. It breaks down barriers that traditionally limit educational experiences for women, children, and persons with disabilities. Inclusive education creates learning environments that accommodate diverse needs, empowering girls, young children, and individuals with disabilities to participate fully in educational activities. This approach aligns with broader social objectives of gender equality, children's rights, and the empowerment of persons with disabilities, fostering a society where everyone has the chance to reach their full potential. Inclusive education supports holistic development and promotes social inclusion and human rights within the basic education sector.

The outcome emphasises the importance of improved inclusivity in curriculum implementation for basic education, aiming to provide equitable, high-quality learning opportunities for all learners. It emphasises the need to adapt teaching strategies, materials, and assessment methods to meet the diverse needs of learners, including those with disabilities and learning difficulties. This approach ensures that every learner can actively engage with and benefit from the learning and teaching processes.

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

Children/learners with profound intellectual disabilities (PID) and global developmental delays (GDD) participate in the Learning Programme for Learners with Profound Intellectual Disability, which is essentially a differentiated National Curriculum Statement for Grades R-12 and NCF, responding to the educational and developmental needs of these children/learners. The DBE will monitor the number of children accession the Learning Programme for Learners with Profound Intellectual Disability.

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

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

Teachers capacitated in inclusion

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

Learners admitted to public ordinary and special schools

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

Programme Resource Considerations

Table 14: Programme 2: Resource Considerations

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-Term expenditure estimate R'000		
	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Programme Management: Curriculum Policy, Support and Monitoring	1 472	1 743	3 783	3 802	4 010	4 194	4 384
Curriculum Implementation and Monitoring	343 222	397 015	395 894	382 648	414 537	470 572	494 850
Curriculum and Quality Enhancement Programmes	1 743 873	1 576 654	1 719 360	1 755 864	1 815 930	1 897 002	1 982 787
Early Childhood Development	1 246 471	1 196 721	1 201 702	1 963 769	2 459 693	2 520 080	2 639 519
Total	**3 335 038**	**3 172 133**	**3 320 739**	**4 106 083**	**4 694 170**	**4 891 848**	**5 121 540**
Current Payments	**1 440 304**	**1 292 390**	**1 485 801**	**1 787 609**	**1 989 265**	**1 963 148**	**2 054 920**
Compensation of employees	79 543	85 565	98 872	106 046	105 922	107 875	112 365
Goods and services	**1 360 761**	**1 206 825**	**1 386 929**	**1 681 563**	**1 883 343**	**1 855 273**	**1 942 555**
Agency and support/outsourced services	42 390	50 301	58 347	187 988	183 913	35 490	37 095
Inventory: Learner and teacher support material	1 262 721	1 086 222	1 261 860	1 247 381	1 289 162	1 373 614	1 436 424
Consumables: stationery, printing and office supplies	748	1 482	1 263	4 129	10 587	11 072	11 572
Travel and subsistence	25 872	38 512	35 696	21 824	26 724	30 543	32 698
Operating payments	2 078	257	1 168	4 650	6 424	6 718	7 021
Other	26 952	30 051	28 595	219 720	366 533	397 836	417 745
Transfers and subsidies	**1 893 632**	**1 878 323**	**1 833 775**	**2 316 315**	**2 703 347**	**2 927 072**	**3 064 918**
Provinces and Municipalities	1 889 555	1 872 996	1 828 133	2 311 864	2 698 696	2 922 209	3 059 834
Departmental Agencies and accounts	-	-	-	-	-	-	-
Foreign government	152	173	191	214	224	234	245
Non-profit institutions	3 385	4 039	4 055	4 237	4 427	4 629	4 839
Households	540	1 115	1 396	-	-	-	-
Payments for capital assets	**1 089**	**1 314**	**1 046**	**2 159**	**1 558**	**1 628**	**1 702**
Building and Other Fixed Structure	-	-	-	-	-	-	-
Machinery and equipment	1 089	911	1 046	2 159	1 558	1 628	1 702
Software	-	403	-	-	-	-	-
Payments for financial assets	**13**	**106**	**117**	**-**	**-**	**-**	**-**
Total	**3 335 038**	**3 172 133**	**3 320 739**	**4 106 083**	**4 694 170**	**4 891 848**	**5 121 540**

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-Term expenditure estimate R'000		
	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Details of selected transfers and subsidies							
Transfers and subsidies							
Learners with Profound Intellectual Disability Grant	242 760	255 521	260 424	278 947	293 042	306 357	320 213
Mathematics, Science and Technology Grant	412 134	424 793	383 275	443 842	459 122	480 151	501 864
Early Childhood Development	1 171 901	1 126 182	1 131 533	1 432 291	1 784 954	1 866 725	1 951 140
South African Congress for Early Childhood Development	805	826	829	866	905	946	989
Ntataise	1 265	1 083	1 083	1 132	1 183	1 237	1 293
Uhambo Foundation	1 315	2 130	2 143	2 239	2 339	2 446	2 557
Foreign Government and International Organisations	152	173	191	214	224	234	245
Households	540	1 115	1 396	-	-	-	-

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Enhancing teaching and learning

To improve teaching and learning, the Department will introduce and incrementally expand a mother tongue based bilingual education strategy, starting with grade 4 from 2026. Part of the strategy entails training teachers in bilingual and mother tongue teaching and assessment methods and providing support materials to allow learners to access mathematics, science and technology instruction in their home languages alongside English. To roll out the strategy, R57 million is allocated over the medium-term in the Curriculum, Policy, Support and Monitoring programme. Teaching and learning are also supported through printing and delivering mathematics and literacy workbooks for grades R to 9 to a targeted 9 million learners in public schools each year. To achieve this, R4 billion is allocated over the MTEF period in the Curriculum, Policy, Support and Monitoring programme.

Improving ECD services

The early childhood development grant is allocated R6.3 billion over the medium-term to supplement ongoing ECD initiatives in provinces, such as providing subsidies for children accessing ECD services. An additional R210 million is allocated to the grant over the same period for infrastructure support, including the construction of low-cost ECD centres, to ECD providers.

R100 million has been allocated for a Results-Based Financing (RBF) pilot and R236 million for an ECD Nutrition Pilot. The first quarter of 2025/26 financial year will see the launch of the Request for Proposals, the appointment of grantees in the second quarter, the appointment of the Evaluation Service Provider in the third quarter, and the implementation of interventions will commence in the fourth quarter.

During the function shift, the DBE inherited three contracts from DSD with Ntataise, SA Congress and Uhambo. These contracts expired in 2024, and we have recently readvertised these contracts to contract NGOs to support the DBE with expanding access to ECD programmes, and improving the quality to ECD programmes. This is in line with the DBE's service delivery model of collaboration with the NGO sector to support ECD programmes with registration, training, quality assurance etc.

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

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

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

Sub-Programme Purpose:

Education Human Resources Management plans, monitors and provides for education human resources; and oversees and strengthens educator performance management systems, school evaluations, education labour relations and conditions of service.

Education Human Resources Development oversees and translates the integrated strategic planning framework for teacher education and development into a wide range of teacher training programmes, collaborative professional development activities, and agreements with partners and relevant service providers. This subprogramme also coordinates activities with the National Institute for Curriculum and Professional Development to promote best practice in classroom teaching and teacher development .

Curriculum and Professional Development Unit manages and develops an innovative and effective system for teacher development and curriculum implementation. This entails the creation of teacher development platforms, and the evaluation and impact assessment of testing tools for determining teacher needs in content and pedagogical knowledge.

Programme 3: Outcomes, Outputs, Performance Indicators and Targets

Table 15: Programme 3: Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Reporting Cycle	Annual Targets						
				Audited /Actual Performance			Estimate Performance	MTEF Period		
				2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Effective governance and administration systems	School Governing Bodies monitored	3.1.1 Percentage of School Governing Bodies (SGBs) that meet the minimum criteria in terms of effectiveness	Annually	86% 860/1 000	94.3% 943/1000	96.5% 965/1 000 sampled schools	50% of 1000 sampled schools	70% of 1000 sampled schools	90% of 1000 sampled schools	50% of 1000 sampled schools
	Effective school management process	3.1.2 Percentage of schools producing the minimum set of management documents at a required standard.	Annually	100% 1000/1000	100% 1 000/1 000	100% 1 000/ 1 000 sampled schools	100% of 1000 sampled schools	100% of 1000 sampled schools	100% of 1000 sampled schools	100% of 1000 sampled schools
Improved teacher capacity and professionalism	Funza Lushaka bursaries awarded	3.1.3 Number of Funza Lushaka bursaries awarded to students enrolled for Initial Teacher Education per year	Annually	11 856	11 971	11 520	9 700	9 931	9 900	10 000
	Funza Lushaka bursaries awarded	3.1.4 Number of Funza Lushaka bursaries awarded to students enrolled for Initial Teacher Education in the Foundation Phase	Annually	-	-	-	-	1 490	1 490	1 500
	DTDCs and PTDIs monitored	3.2.1 Number of Provincial Teacher Development Institutes and District Teacher Development Centres monitored on functionality	Quarterly	-	-	-	-	78	78	78
	Teacher Development Programmes monitored	3.2.2 Number of districts monitored on Foundation Phase teachers trained in Numeracy	Quarterly	-	-	-	-	45	45	45
	Teacher Development Programmes monitored	3.2.3 Number of districts monitored on Foundation Phase teachers trained in Literacy	Quarterly	-	-	-	-	45	45	45
	Post-provisioning processes assessed	3.2.4 Number of PEDs that had their post-provisioning processes assessed for compliance with the Post-Provisioning Norms and Standards	Annually	9	9	9	9	9	9	9
	Revised Post-Provisioning Norms and Standards Policy	3.2.5 Revised Post-Provisioning Norms and Standards Policy drafted	Annually	-	-	-	-	Draft Revised Post-Provisioning Norms and Standards Policy	Approved cost analysis on the affordability of the Post-Provisioning Norms and Standards Policy	Approved and Gazetted Post-Provisioning Norms and Standards Policy
	Performance management monitored	3.3.1 Number of schools monitored on the implementation of the Quality Management System (QMS) for school-based officials	Quarterly	9	9	9	9	54	54	54
	Performance management monitored	3.3.2 Number of districts monitored on implementation of the Education Management Service: Performance Management and Development System (EMS: PMDS) for office-based educators.	Quarterly	9	9	9	9	17	17	17

Programme 3: Indicators, Annual and Quarterly Targets

Table 16: Programme 3: Indicators, Annual and Quarterly Targets

Output Indicators	Reporting Cycle	Annual Target	Q1	Q2	Q3	Q4
3.1.1 Percentage of School Governing Bodies (SGBs) that meet the minimum criteria in terms of effectiveness	Annually	70% of 1000 sampled schools	-	-	-	70% of 1000 sampled schools
3.1.2 Percentage of schools producing the minimum set of management documents at a required standard.	Annually	100% of 1000 sampled schools	-	-	-	100% of 1000 sampled schools
3.1.3 Number of Funza Lushaka bursaries awarded to students enrolled for Initial Teacher Education per year	Annually	9 931	-	-	-	9 931
3.1.4 Number of Funza Lushaka bursaries awarded to students enrolled for Initial Teacher Education in the Foundation Phase	Annually	1 490	-	-	-	1 490
3.2.1 Number of Provincial Teacher Development Institutes and District Teacher Development Centres monitored on functionality	Quarterly	78	26	26	-	26
3.2.2 Number of districts monitored on Foundation Phase teachers trained in Numeracy	Quarterly	45	15	15	-	15
3.2.3 Number of districts monitored on Foundation Phase teachers trained in Literacy	Quarterly	45	15	15	-	15
3.2.4 Number of PEDs that had their post-provisioning processes assessed for compliance with the Post-Provisioning Norms and Standards	Annually	9	-	-	-	9
3.2.5 Revised Post-Provisioning Norms and Standards Policy drafted	Annually	Draft Revised Post-Provisioning Norms and Standards Policy	-	-	-	Draft Revised Post-Provisioning Norms and Standards Policy
3.3.1 Number of schools monitored on the implementation of the Quality Management System (QMS) for school-based officials	Quarterly	54	18	24	12	-
3.3.2 Number of districts monitored on implementation of the Education Management Service: Performance Management and Development System (EMS: PMDS) for office-based educators	Quarterly	17	6	8	3	-

Explanation of planned performance over the medium-term period

Effective governance and administration systems

School Governing Bodies monitored

The South African Schools Act 84, of 1996 has tasked a school governing body (SGB) to support learning and teaching that takes place in a school and has vested the governance of a school in it. The SGB can do so by developing policies, augmenting school resources, adhering to sound and good financial behaviour and supporting learner discipline in a school. Reports and research indicate that a school with good governance works well. It is critical that SGBs are trained, monitored and supported to be functional.

Effective school management process

According to the South African Schools Act 84, of 1996 the professional management of a school must be undertaken by the principal who is also the head of the school management team (SMT). In managing a school, the SMT is required to put systems in place through availability of a minimum set of management documents. The absence or non-utilisation of these documents is detrimental to the sound functioning of a school. The SMT must be trained and supported on the development and implementation of such documents. Schools must be monitored to ensure availability of required management documents and the implementation thereof.

Improved teacher capacity and professionalism

Funza Lushaka bursaries awarded

The Funza Lushaka Bursary Programme (FLBP) aimed to provide 12 000 bursaries in 2023/24, but due to budget cuts, the target has been reduced from 2024/25 to 9 700, 2025/26 to 9 931, 2026/27 to 9 900 and 2027/28 to 10 000. The DBE has amended its funding target to allow a mixed model, with full bursaries allocated in the first years and reviewed after five years. The FLBP is partnering with the DHET to focus on Inclusive Education, Foundation, Intermediate, Senior, and Further Education and Training (FET) Phases. The DBE will continue with implementation of the Funza Lushaka Bursary Scheme to prioritise students who want to pursue a teaching

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career in the Foundation Phase, with 1 490 targeted for 2025/26, 1490 for 2026/27 and 1 500 for 2027/28. The Funza Lushaka Bursary Scheme will be strengthened within the next two years to track and monitor students as they move into educator posts.

The programme aims to prepare students for the 4th Industrial Revolution, augmented realities and skills and competencies for the changing world. FLB aims to provide bursaries to those 30 years and below. In 2025/26, the DBE plans to provide limited bursaries to students studying Bed in MTBbE and BECCE, with few HEIs consulted for recruitment. ITE continues to collaborate with stakeholders in Teacher Education, i.e., CHE, DHET, SACE, and ETDPSETA.

DTDCs and PTDIs monitored

The National Institute for Curriculum and Professional Development Unit (NICPD) is responsible for coordinating teacher development programmes and monitoring platforms like Provincial Teacher Development Institutes and District Teacher Development Centres. Provincial Teacher Development Institutes and Teacher Centres are key hubs for teacher capacity-building programmes, providing local access to various education resources. The NICPD has recently added an online Teacher Development Platform for teachers to access programmes at their leisure. The NICPD will deliver programmes tailored to specific needs and priority areas for the next three financial years, focusing on strengthening platforms and improving functionality and efficiency. The NICPD will also strengthen its support for teachers in the Foundation Phase, as well as those teaching in critical subjects such as Mathematics, Natural Sciences, EMS, and Accounting.

District Teacher Development Centres (DTDCS) aim to enhance teacher knowledge and confidence in curriculum delivery by addressing their needs and sector priorities. They also provide code-like girl programmes and promote the integration of digital technologies in classrooms. These centres are monitored quarterly to assess their capacity and functionality in delivering Continuing Professional Teacher Development (CPTD) Programmes.

The Regulations pertaining to the Provincial Teacher Development Institutes and District Teacher Development Centres will be developed and mediated to all structures of the Department of Basic Education.

Teacher Development Programmes monitored

The outcome aims to professionalise teachers, enhance learning outcomes through enhanced Pedagogical and Subject Content Knowledge, and increase local participation of youth and female teachers, including those with disabilities. There is a need for ongoing teacher training, to ensure that teachers' classroom practices, especially when it comes to the teaching of the foundational skills of literacy and numeracy, are in line with the expected outcomes. In order for teaching to be more effective in the lower grades, it is imperative that the DBE focuses its monitoring activities on the Foundation Phase, with specific focus on how districts are supporting teachers in the effective delivery of numeracy and literacy programmes. Teacher appointments and placements in schools and subjects, should be in line with their qualifications, for e.g. only teachers who have been trained to teach in the Foundation Phase should be appointed to teach in that phase. Learner performance should be tracked, from the lower grades to 'flag' those who may be in need of interventions and support programmes. A wide variety of fiction and non-fiction Learning and Teaching Support Materials in all the official (African) languages should be made available in all the Foundation Phase classrooms in Classroom Library Boxes/ Library Trolleys, to allow learners to encourage learners to read for leisure, and thereby, improving their vocabulary.

The Continuing Professional Teacher Development (CPTD) programme manages teacher development programmes, partnering with the British Embassy to provide funding for Reading with Meaning in English language schools in the Foundation and Intermediate Phases, focusing on teacher support and development materials. The DBE and Teacher Unions successfully trained 23 543 teachers in Coding, Entrepreneurship, Assessment for Learning, and Digital Skills, exceeding the target of 22 500. However, training for 2025/26 will not focus on Coding and Robotics.

Deaf learners in South Africa's schooling system use South African Sign Language (SASL) as their Home Language. However, their performance was unsatisfactory, as seen in the 2022 NSC results. A national intervention for SASL Further Education and Training (FET) was initiated, with an inter-branch Steering committee formed by Teacher Development, Examinations, FET, and Inclusive Education. Training workshops were conducted for trainers and educators to improve learners' performance. The first training workshops were conducted in January 2024 for the FET phase, and the training will be extended to Senior Phase educators over the MTEF.

The NICPD will work with Curriculum units at DBE and in Provinces to develop national programmes in Numeracy and Literacy, together with appropriate teacher support materials, to be rolled out in Provinces with effect from 2026. The development of the programmes and the materials will happen in 2025. The programmes will also be submitted to SACE for endorsement. The developed

materials and programmes will also be made available through the online Teacher Development platform for easy access by all the teachers. Teachers will also be encouraged to establish Professional Learning Communities in order to support the delivery of these programmes. The DBE will work with Provinces to set targets for training as well as to develop mechanisms to assess the impact of the training. Once the framework has been agreed with provinces, it will be monitored by DBE at district and other levels. Over the next three years, the DBE will monitor the support that districts and provinces are providing to teachers in the Foundation Phase, with a specific focus on numeracy and literacy.

Post-provisioning processes assessed

The DBE plans, monitors, and provides human education resources, oversees educator performance management systems, school evaluations, and education labour relations. It also monitors the implementation of post-provisioning norms, focusing on compliance with regulatory prescripts and policy standards. Post-provisioning for educators is regulated by national norms and standards, ensuring equitable distribution of resources to schools and efficient teacher supply. The Department intends to review the Post-Provisioning Norms, as these determine the distribution of posts to public schools. This is critical, given that (i) the funding for posts comprises over 80% of the budget of Provincial Education Departments; and (ii) the education landscape and priorities have changed since these norms were last revised in 2002. In particular, these norms need to be reviewed and revised to account for the roll-out of Grade R and place a necessary focus on literacy and numeracy in the Foundation Phase. In particular, it must be noted that the Post-Provisioning Norms in their current form favour high schools offering large numbers of subjects in Grades 10, 11 and 12. The consequences of this are huge inefficiencies and large Foundation Phase classes that impact on the ability of educators to teach reading effectively.

Revised Post-Provisioning Norms and Standards Policy

Prior, the approval of the Basic Education Laws Amendment (BELA) Act 32 of 2024, Grade R was not compulsory. However, since the passing of the Act into law, it brings into effect, among other things, the amendment of the South African Schools Act, No. 84 of 1996, with the insertion of subsection (1), which revises the definition of "basic education" to make Grade R attendance compulsory. Section 1 of the South African Schools Act, 1996, is hereby amended—(a) by inserting in subsection (1) that "basic education" means Grade R to Grade 12, as evidenced in the National Curriculum Statement.

This change necessitates an immediate re-assessment of the post-provisioning norms to ensure adequate resources are allocated to support this expanded definition. Currently, Grade R is not normed and, therefore, not funded as part of the PPN. Full integration of Grade R into the post-provisioning norms would ensure that all children entering Grade 1 have a similar level of preparedness, reducing learning gaps from the outset. Any application of the post-provisioning norms to create Grade R positions will take away posts from the fully funded grades (1-12) and redistribute them to Grade R classes.

The immediate review and amendment of the PPN is a critical process to incorporate Grade R into the mainstream as part of compulsory basic education prior to the overall review of the PPN. This review also aims to ensure equitable and effective allocation of educator posts in public schools across provinces for this foundational year before Grade 1. The norms and standards will be developed and promulgated for implementation in the 2025 PPN processes, and the DBE will also begin revising the entire post-provisioning norms and standards. Formal integration of the creation of Grade R posts in terms of the PPN will only occur in 2025 for the 2026 post establishments.

Performance management monitored for school-based officials and office-based educators

Performance management systems help identify good practices, identify areas for improvement, and enhance overall performance. Appraisals are guided by Collective Agreements of the ELRC, with Quality Management System (QMS) for school-based educators informed by Collective Agreement 2 of 2020, and office-based educators' performance informed by the Educator Management Services: Performance Management and Development System (EMS: PMDS) as articulated in Collective Agreement No. 3 of 2017; Skills Development Act, No. 97 of 1998; and the Skills Development Levies Act No. 9 of 1999.

The implementation of educator performance management systems in the sector links with Goals 16 (Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers) and 17 (Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction) from the *Action Plan to 2024: Towards the Realisation of Schooling 2030*. Its objectives, among others, is to establish a performance and learning culture in the workplace thereby improving service delivery. Monitoring and support on the implementation of QMS; EMS: PMDS; Sector Skills Development practices and school evaluations will be undertaken to contribute to sector outcomes. The DBE will monitor and guide all nine (9) PEDs on implementing performance management systems and school evaluations to enhance employee performance and school improvement.

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The National Policy on Whole School Evaluation (WSE) aims to ensure quality assurance in schools through authentic internal self-evaluation processes, credible external evaluations, and structured support services. Interventions through the WSE-programme will support the priorities of the Basic Education Sector through the Systemic Evaluation study. At the school level, instruments will be structured according to the nine focus areas as outlined in the WSE-policy. The DBE will provide support to PEDs to undertake focussed evaluations in underperforming schools in order to improve learner performance. PEDs will be provided with resource tools to institutionalisation of School Self-Evaluation (SSE) leading to the implementation of School Improvement Plans (SIP) beyond compliance.

Programme Resource Considerations

Table 17: Programme 3: Resource Considerations

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-Term expenditure estimate R'000		
	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Programme Management: Teachers, Education Human Resources and Institutional Development	1 647	1 437	1 910	1 790	1 885	1 973	2 062
Education Human Resources Management	58 725	68 438	68 308	72 649	489 398	83 415	87 755
Education Human Resources Development	1 360 073	1 409 132	1 415 398	1 345 636	1 366 918	1 427 527	1 515 192
Curriculum and Professional Development Unit	12 677	17 579	14 785	18 622	34 574	40 474	21 400
Total	**1 433 122**	**1 496 586**	**1 500 401**	**1 438 697**	**1 892 775**	**1 553 389**	**1 626 409**
Economic classification							
Current payments	**92 136**	**135 323**	**132 399**	**136 345**	**597 811**	**191 054**	**179 804**
Compensation of employees	72 516	75 773	75 529	71 661	93 241	98 384	103 798
Goods and services:	**19 620**	**59 550**	**56 870**	**64 684**	**504 570**	**92 670**	**76 006**
Catering	672	3 494	1 792	2 202	2 738	2 864	2 994
Computer Services	1 409	1 457	1 260	1 750	1 929	2 017	2 108
Travel and subsistence	12 272	17 950	17 388	21 676	31 891	22 908	23 955
Training and Development	-	29 996	29 721	31 068	48 810	55 215	36 808
Other	5 267	6 653	6 709	7 988	419 202	9 666	10 141
Transfers and subsidies	**1 340 041**	**1 360 299**	**1 367 250**	**1 301 796**	**1 294 466**	**1 361 814**	**1 446 060**
Provinces and Municipalities	-	-	-	-	-	-	-
Departmental agencies and accounts	17 985	15 528	15 599	16 434	17 170	17 957	18 769
Foreign government	13 374	15 056	16 929	19 730	20 620	21 570	22 546
Non-profit institutions	-	-	-	-	-	-	-
Households	1 308 682	1 329 715	1 334 722	1 265 632	1 256 676	1 322 287	1 404 745
Payments for capital assets	**935**	**812**	**641**	**556**	**498**	**521**	**545**
Machinery and equipment	935	812	641	556	498	521	545
Payments for financial assets	**10**	**152**	**111**	**-**	**-**	**-**	**-**
Total	**1 433 122**	**1 496 586**	**1 500 401**	**1 438 697**	**1 892 775**	**1 553 389**	**1 626 409**

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-Term expenditure estimate R'000		
	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Details of selected transfers and subsidies							
Current							
Transfers							
Departmental agencies and accounts (SACE)	17 985	15 528	15 599	16 434	17 170	17 957	18 769
United Nations Educational, Scientific and Cultural Organisation	12 599	14 147	15 916	18 642	19 477	20 369	21 290
Association for the Development of Education in Africa	775	909	938	1 008	1 053	1 101	1 151
Africa Federation of Teaching Regulatory Authorities	-	-	75	80	90	100	105
National Student Financial Aid Scheme	1 308 024	1 328 953	1 334 160	1 265 632	1 256 676	1 322 287	1 404 745
Households	658	762	562	-	-	-	-

Providing skills and competencies for a changing world

The Funza Lushaka bursary programme provides bursaries to prospective teachers to address critical educator shortages in priority subject areas such as inclusive education, mathematics, science and technology. Funding of R4 billion over the medium term is allocated to the bursary scheme in the Teachers, Education Human Resources and Institutional Development programme to provide a targeted 29 831 bursaries. The allocation of Funza Lushaka bursaries will be increasingly redirected to focus on Foundation Phase teachers over the MTEF.

Supporting the public employment programme in basic education

An additional R10 million is allocated for the management and oversight of the teacher assistants programme in basic education, and R400 million for the various training initiatives for the education and general assistants employed in the programme in 2025/26. The funds for the stipends for the assistants are made available through the provincial equitable share and the Industrial Development Corporation. The teacher assistance programme will be redirected to focus on support for the Foundation Phase teachers over the MTEF.

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1.5. Programme 4: Planning, Information and Assessment

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

Sub-Programmes: National Assessment and Public Examinations; School Infrastructure; National Education Evaluation and Development Unit; and the Planning and Delivery Oversight Unit.

Sub-Programme Purpose:

Financial Planning, Information and Management Systems develops systems and procedures to support and maintain integrated EMIS based on learner record information to monitor and report on the implementation of education information policy in the basic education sector. This subprogramme focuses on cross-cutting aspects such as resource planning, financial support, and the development and monitoring of national funding norms and standards with PEDs; and monitors, supports and evaluates the implementation of conditional grants and donor grant funding. This is done by coordinating line function units while overseeing the implementation of other transversal duties assigned to the national transferring officer by the DoRA.

School Infrastructure uses funding from the SIBG to eradicate infrastructure backlogs. This includes replacing school buildings constructed with inappropriate materials such as mud, and providing water, sanitation and additional classrooms to schools that do not have these facilities. The EIG provides co-funding for the ongoing infrastructure programme in provinces to allow for the provision of infrastructure requirements. This includes the maintenance of existing infrastructure and the construction of new infrastructure, where required, to meet the minimum norms and standards for school infrastructure. School Infrastructure Provision and Maintenance is the responsibility of the provinces, in line with the budget shift approved by National Treasury. No new infrastructure projects will be taken on by the Department but the Department will complete the projects that has already commenced. The Department of Basic Education will focus on setting norms and standards for public schools' infrastructure and providing coordination and monitoring support to the provinces.

National Assessments and Public Examinations provides standardised national assessments for Grades 3, 6 and 9 learners; oversees the implementation of a learning approach assessment in all grades; and administers credible public examinations in Grade 12.

National Education Evaluation and Development Unit facilitates school improvement through systematic evaluation, and evaluates how district offices, provincial departments and the national Department monitor and support schools, school governing bodies and teachers.

Planning and Delivery Oversight Unit monitors the planning and delivery of selected priorities, helps provinces to ensure that provincial initiatives are aligned with national priorities, and provides institutional support for their effective delivery.

Programme 4: Outcomes, Outputs, Performance Indicators and Targets

Table 18: Programme 4: Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Reporting Cycle	Annual Targets						
				Audited /Actual Performance			Estimated Performance	MTEF Period		
				2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Improved infrastructure facilities[3]	School sanitation facilities provided	4.1.1 Number of schools provided with sanitation facilities per year.	Annually	1026	457	346	100	50	-	-
	Classrooms built	4.1.2 Number of classrooms built through the Accelerated School Infrastructure Delivery Initiative per year	Annually	-	-	-	65	30	-	-
Improved learning outcomes	Test items developed	4.2.1 Number of General Education and Training (GET) test items developed in Language and Mathematics for Grades 3, 6 and 9	Annually	500	500	500	500	550	600	700
	Examination question papers set	4.2.2 Number of question papers set for June and November examinations	Annually	296	320	323	320	320	320	320
Effective governance and administration systems	Effective school administration monitored	4.2.3 Percentage of public schools using the South African School Administration and Management System (SA-SAMS) for reporting	Annually	99.73% 21 486/21 544	99.38% 21363/21497	99.27% 21 255/ 21 412	98%	98%	98%	98%
Improved learning outcomes	Learners retained in school	4.2.4 Percentage of learners who remain in school from the beginning of Grade 1 and are retained up to Grade 9	Annually	-	-	-	-	90%	90%	90%
	Determination of school readiness reported	4.2.5 Percentage of learners achieving an acceptable level in emerging Literacy through the Early Learning National Assessment	Annually	-	-	-	-	78%	81%	84%
		4.2.6 Percentage of learners achieving an acceptable level in emerging Numeracy through the Early Learning National Assessment	Annually	-	-	-	-	68%	71%	74%
	Officials in districts below the national benchmark mentored	4.3.1 Number of officials from districts that achieved below the national benchmark in the NSC participating in a mentoring programme	Quarterly	60	60	93	60	80	100	100
	Underperforming schools supported	4.3.2 Number of underperforming secondary schools monitored at least twice a year by sector officials	Bi-Annually	1 440	1 101	1 007	750	750	750	750

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3   Indicators on the Number of new schools built and completed through the Accelerated School Infrastructure Delivery Initiative per year and the Number of schools provided with water facilities per year, have been removed as they were zero targeted. The School Infrastructure Backlogs Grant will be incorporated into the Education Infrastructure Grant after 2025/26.

Programme 4: Indicators, Annual and Quarterly Targets

Table 19: Programme 4: Indicators, Annual and Quarterly Targets

Output Indicators	Reporting Cycle	Annual Target	Q1	Q2	Q3	Q4
4.1.1 Number of schools provided with sanitation facilities per year.	Annually	50	-	-	-	50
4.1.2 Number of classrooms built through the Accelerated School Infrastructure Delivery Initiative per year	Annually	30	-	-	-	30
4.2.1 Number of General Education and Training (GET) test items developed in Language and Mathematics for Grades 3, 6 and 9	Annually	550	-	-		550
4.2.2 Number of question papers set for June and November examinations	Annually	320	-	-	-	320
4.2.3 Percentage of public schools using the South African School Administration and Management System (SA-SAMS) for reporting	Annually	98%	-	-	-	98%
4.2.4 Percentage of learners who remain in school from the beginning of Grade 1 and are retained up to Grade 9	Annually	90%	-	-	-	90%
4.2.5 Percentage of learners achieving an acceptable level in emerging Literacy through the Early Learning National Assessment	Annually	78%	-	-	-	78%
4.2.6 Percentage of learners achieving an acceptable level in emerging Numeracy through the Early Learning National Assessment	Annually	68%	-	-	-	68%
4.3.1 Number of officials from districts that achieved below the national benchmark in the NSC participating in a mentoring programme	Quarterly	80	80	80	-	80
4.3.2 Number of underperforming secondary schools monitored at least twice a year by sector officials	Bi-Annually	750	-	450	-	300

Explanation of planned performance over the medium-term period

Improved infrastructure facilities

New schools completed

The Accelerated School Infrastructure Delivery Initiative (ASIDI) has completed its allocated scope: 331 schools that were built using inappropriate materials have been equipped with state-of-the-art facilities.

It is also noted that the school infrastructure provisions will fully be transferred to the provincial departments, in line with the budget shifts, and the Department of Basic Education will focus on support, planning and oversight functions to the provinces, as well as determining norms and standards for public school infrastructure. The DBE will also support PED's in securing additional funding to address existing backlogs.

School Infrastructure Provision and Maintenance is the responsibility of the provinces, in line with the budget shift approved by National Treasury. No new infrastructure projects will be taken on by the Department but the Department will complete projects that have already commenced. The Department of Basic Education will focus on setting norms and standards for public schools' infrastructure and providing coordination and monitoring support to the provinces.

It is for these reasons that there will be no new schools built through ASIDI in the current and future financial years.

School sanitation facilities provided

The Department is scheduled to provide safe sanitation facilities to 50 schools as part of the mop-up process on infrastructure backlogs, which will conclude the scope of the allocated number of schools to be provided with facilities under the SIBG.

School water facilities provided

1336 of the allocated 1 336 schools identified as being without potable water have been provided with safe drinking water in various provinces, thus completing the scope of projects allocated to the Department of Basic Education and funded by the SIBG.

Classrooms built

Seven (7) schools were identified in the Mpumalanga, Eastern Cape, Gauteng, KwaZulu-Natal, North West and the Northern Cape Provinces to pilot the Overcrowding of Schools Initiative by the Department of Basic Education. Included in the scope of new classroom provisions, the Department is also renovating the existing classrooms and providing the additional educational spaces and sanitation facilities catering for the increased enrolments. 30 classrooms are planned to be completed in the 2025/26 Financial Year as part of the mop-up process on infrastructure backlogs.

Improved learning outcomes

Test items developed

Annually the Department sets 500 test items in Language and Mathematics for Grades 3, 6 and 9. The purpose of developing these items is provide schools with high quality test items that can be used to by educators to assess learning capabilities and identify potential learning gaps. They short tests can be used to diagnose learning at the start or at the end of a topic. The test items are mediated through a test development manual that provides information about how to use the test items individually or as part of a short test. The test items have been developed and versioned into all applicable official languages in each of the grades. For ease of use, the test items are made into booklets for each of the grades, subject and language and are published in the first term of the academic year.

Examination and question papers set

The DBE in 2025/26 will continue to set and moderate 320 SC and NSC for the June and November examinations, covering broad topics in the curriculum. This target is projected to be maintained over the MTEF. The question papers undergo internal moderation conducted by DBE-appointed internal moderators. Umalusi moderators conduct external moderation and verification of question papers. External Moderator's reports prove that question papers have gone through the moderation process. The DBE edits and quality assures question papers and hand-over the question papers to PEDs. The DBE develops four (4) NSC reports that contain data on learner performance obtained through the NSC examination. The reports are in the form of learner performance that is analysed at the national, provincial, district and school levels and diagnostically in selected subjects. The NSC reports are published with the approval of the Minister. Reporting is annual. The PEDs administer the writing of the examinations, and the examination scripts are marked at the provincial central location (marking centres). Learner responses on scripts are moderated. Provinces capture marks on the examination system and Umalusi, the quality assurance body, standardises results.

Learners retained in school

The Department introduced Learner Unit Record Information and Tracking System (LURITS) in 2009 for the purpose of tracking the movement of learners within Basic Education Sector and across institutions of higher learning. The Department of Higher Education and Training (DHET) has indicated that they are only able to collect data after two years, therefore, the DBE has crafted an indicator focusing on tacking learner retention within the compulsory education band (Grades 1 to 9).

Determination of school readiness reported

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

Officials in districts below the national benchmark mentored

The Department will continue to support data-driven interventions for underperforming and struggling districts over the short- to medium-term. A mentorship programme will be rolled out to 60 district officials in identified districts and circuits each year of the current MTEF period. The program aims to support professional development and management and help them develop a turnaround strategy to improve learner performance in the GET and FET phases of schooling.

Department of Basic Education

Supporting underperforming schools requires a comprehensive and multifaceted approach. The Directorate: Curriculum Implementation and Quality Improvement (GET) will use data from DDD, as well as the data from the National Senior Certificate results to support schools that are deemed to be underperforming. The support will entail school support visits to monitor curriculum implementation and clustering schools to conduct content workshops.

Effective governance and administration systems

Effective school administration monitored

Over the medium term, the EMIS Directorate, will continue to enhance a vital digital solution for South African schools by modernising the South African School Administration and Management System (SA-SAMS) which is being developed in collaboration with the National Education Collaboration Trust (NECT). It aims to transition SA-SAMS into a web-enabled platform thereby enabling the DBE to improve data quality at source, ensure uniform reporting, and provide a mechanism to afford as close to real-time access to data, that supports data-driven policy management, planning and decision-making. This modernisation will help schools maintain compliance with reporting requirements and streamline administrative processes, ultimately enhancing the efficiency and responsiveness of school management.

Maintaining the current SA-SAMS system during the transition to a modernised platform is essential for ensuring uninterrupted data availability for reporting, resource allocation, and planning. The existing system provides school-level data that supports DBE's decision-making and resource distribution. This dual approach will allow schools to meet administrative and reporting needs continuously, ensuring no gap in critical data required for DBE's strategic planning and support across the sector.

In addition, EMIS will continue supporting Early Childhood Development (ECD) with the development of the e-Cares system. This initiative is focused on addressing the unique data collection and management needs of ECD facilities, providing a digital backbone that will support early learning institutions in their reporting and administration, and integrate ECD data into the broader data collection and reporting framework.

EMIS's ongoing and future-focused initiatives with SA-SAMS and e-Cares over the medium term, underscore the DBE's dedication to advancing digital transformation in education and to achieving the outcome of effective school administration. Through these efforts, DBE aims to establish a foundational standard for e-administration and elevate the quality of education across South Africa, enabling a more effective, transparent, and data-driven educational environment. These efforts, alongside strategic partnerships, underscore the DBE's commitment to advancing e-administration and promoting a data-driven approach to education, enabling more effective resource management and an overall improvement in the quality of education across South Africa by the achievement of effective school administration.

Programme Resource Considerations

Table 20: Programme 4: Resource Considerations

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-Term expenditure estimate R'000		
	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Programme Management: Planning Information and Assessment	3 645	3 197	1 669	9 646	2 973	3 201	3 437
Information Management Systems	42 296	40 196	48 808	58 487	61 988	64 208	67 112
School Infrastructure	14 097 884	14 737 741	14 342 878	15 696 948	16 927 000	17 371 030	16 842 050
National Assessments and Public Examination	391 039	396 867	421 345	414 460	429 373	465 326	484 969
National Education Evaluation and Development Unit	16 351	19 517	18 083	19 872	20 750	21 706	22 686
Planning and Delivery Oversight Unit	145 189	169 135	157 439	145 999	146 173	138 997	145 283
Total	**14 696 404**	**15 366 653**	**14 990 222**	**16 345 412**	**17 588 257**	**18 064 468**	**17 565 537**
Economic Classification							
Current Payments	**638 744**	**626 485**	**702 067**	**783 114**	**662 939**	**523 709**	**496 912**
Compensation of employees	144 449	125 063	137 453	164 997	153 814	162 297	165 784
Goods and Services of which:	**494 045**	**501 382**	**564 385**	**618 117**	**509 125**	**361 412**	**331 128**
Computer services	62 103	53 136	75 022	57 964	57 122	59 739	62 441
Consultants: business and advisory services	252 858	296 294	331 835	376 740	253 165	80 907	35 749
Agency and Support/Outsourced services	12 966	28 850	27 707	7 272	10 437	9 512	9 943
Travel and subsistence	63 029	90 244	99 215	107 977	121 378	140 775	149 327
Other	103 089	32 858	30 606	68 164	67 023	70 479	73 668
Interest on rent and land	250	40	229	-	-	-	-
Transfers and subsidies	**11 972 066**	**12 806 375**	**12 573 351**	**14 287 636**	**15 576 547**	**17 137 962**	**17 065 702**
Provinces and municipalities	11 688 936	12 500 851	12 277 518	14 002 440	15 285 220	16 847 191	16 761 782
Departmental agencies and accounts	157 404	162 031	162 945	166 918	174 384	182 350	190 596
Foreign government	4 988	2 836	5 773	4 003	4 182	4 374	4 572
Non-profit institutions	120 437	139 957	126 515	114 275	112 761	104 047	108 752
Households	301	700	600	-	-	-	-
Payments for capital assets	**2 080 490**	**1 933 704**	**1 714 504**	**1 274 662**	**1 348 771**	**402 797**	**2 923**
Buildings	2 073 743	1 930 802	1 712 957	1 271 155	1 346 053	400 000	-
Machinery and equipment	721	2 258	1 547	3 507	2 718	2 797	2 923
Software and other intangible assets	6 026	644	-	-	-	-	-
Payments for financial assets	5 104	89	300	-	-	-	-
Total	**14 696 404**	**15 366 653**	**14 990 222**	**16 345 412**	**17 588 257**	**18 064 468**	**17 565 537**

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-Term expenditure estimate R'000		
	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Details of selected transfers and subsidies							
Transfers and Subsidies							
Education Infrastructure Grant	11 688 936	12 500 851	12 277 518	14 002 440	15 285 220	16 847 191	16 761 782
Umalusi	157 404	162 031	162 945	166 918	174 384	182 350	190 596
Southern and Eastern Africa Consortium for Monitoring Educational Quality	4 988	2 836	5 773	4 003	4 182	4 374	4 572
National Education Collaboration Trust	120 437	139 957	126 515	114 275	112 761	104 047	108 752
Households	301	700	600	-	-	-	-

Improving school infrastructure

The Department supports the provision of adequate and appropriate physical infrastructure at public schools through the administration of the school infrastructure backlogs grant and the education infrastructure grant. These grants are funded through the Planning, Information and Assessment programme and combined account for 47,2 per cent (R51 billion) of the Department's total budget over the MTEF period.

Department of Basic Education

The Education Infrastructure Grant is allocated R48.9 billion over the MTEF period as co-funding for provincial education infrastructure programmes. This includes the construction, maintenance and upgrading of new and existing infrastructure. An additional R2.3 billion is allocated to the grant (R1 billion in 2025/26 and R1.3 billion in 2026/27) for the rapid schools build programme in Western Cape, funded through the budget facility for infrastructure.

Funds from the school infrastructure backlogs grant are intended to eradicate and replace inappropriate school infrastructure, provide additional classrooms to alleviate overcrowding and provide basic services such as water and sanitation. To this end, R2.1 billion is allocated to the grant over the MTEF period to build 35 additional classrooms and provide safe sanitation to 50 schools. These projects are expected to be completed in 2025/26, after which the school infrastructure backlogs grant will be incorporated into the education infrastructure grant. This is intended to allow provinces to address remaining backlogs and for the department to focus on the planning, oversight and support of infrastructure delivery by provinces.

1.5. Programme 5: Educational Enrichment Services

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

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

Sub-Programme Purpose:

Partnerships in Education partners with stakeholders to make education a societal issue; and manages policy, programmes and systems aimed at creating a safe and cohesive learning environment. This subprogramme focuses on promoting holistic learner development through facilitating sports and enrichment programmes in schools; and promoting social cohesion, an understanding of human rights, gender equity, non-racism, non-sexism, and democratic and constitutional values in education in public schools and school communities.

Care and Support in Schools manages policies, the provision of meals and the promotion of learner access to public services. This includes interventions aimed at encouraging healthy habits and alleviating poverty.

Department of Basic Education

Programme 5: Outcomes, Outputs, Performance Indicators and Targets

Table 21: Programme 5: Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Reporting Cycle	Annual Targets						
				Audited /Actual Performance			Estimated Performance	MTEF Period		
				2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Enriched learning	Monitored provision of nutritious meals	5.1.1 Number of schools monitored on the provision of nutritious meals	Quarterly	138	191	132	80	110	110	110
	Leaner health and wellness improved	5.1.2 Number of schools monitored on the implementation of the HIV/AIDS Life Skills Education Programme	Quarterly	17	38	37	34	36	36	36
	Safe, active and social friendly schools	5.1.3 Number of districts monitored on the implementation of the National School Safety Framework (NSSF)	Quarterly	75	75	25	25	25	25	25
	Informed stakeholders and partners	5.1.4 Number of stakeholders reached through social cohesion programmes	Quarterly	6733	7068	5881	4 000	5000	6000	6000
	Gender-based violence programmes implemented	5.1.5 Number of participants and stakeholders reached to raise awareness towards ending school-related gender-based violence	Quarterly	-	-	5280	4 000	5000	6000	6000
	Professionals trained in SASCE programmes	5.1.6 Number of professionals trained in SASCE programmes	Annually	-	1 001	1 474	900	900	900	900
	Learners compete in sports	5.1.7 Number of learners competing at the National School Sport Championship (NSSC)	Annually	-	-	-	-	1 000	1 100	1 200

Programme 5: Indicators, Annual and Quarterly Targets

Table 22: Programme 5: Indicators, Annual and Quarterly Targets

Output Indicators	Reporting Cycle	Annual Target	Q1	Q2	Q3	Q4
5.1.1 Number of schools monitored on the provision of nutritious meals	Quarterly	110	30	40	10	30
5.1.2 Number of schools monitored on the implementation of the HIV/AIDS Life Skills Education Programme	Quarterly	36	12	12	-	12
5.1.3 Number of districts monitored on the implementation of the National School Safety Framework (NSSF)	Quarterly	25	10	10	-	5
5.1.4 Number of stakeholders reached through social cohesion programmes	Quarterly	5000	2000	1500	500	1000
5.1.5 Number of participants and stakeholders reached to raise awareness towards ending school-related gender-based violence	Quarterly	5000	2000	1500	500	1000
5.1.6 Number of professionals trained in SASCE programmes	Annually	900	-	-	-	900
5.1.7 Number of learners competing at the National School Sport Championship (NSSC)	Annually	1 000	-	-	-	1 000

Explanation of planned performance over the medium-term period

Enriched learning

Monitored provision of nutritious meals

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

Leaner health and wellness improved

The Division of Revenue Act requires provinces to submit approved business plans that outline activities and budget allocations as informed by the Conditional Grant Framework. The National Department evaluates and approves the business plans. To account on allocated funds, provinces submit quarterly reports covering progress on achievement of planned outputs, projects and activities. The quarterly reports are analysed and consolidated for submission to the National Treasury. The National Department monitors a sample of schools to verify compliance with implementation requirements where challenges are addressed in collaboration with district officials.

The aim of the HIV and AIDS Life Skills Education Programme is to integrate HIV and AIDS and relevant life skills (using sexuality education as a basis) into the school curriculum, as a strategy to prevent and mitigate the spread of HIV, learner pregnancy, school related gender-based violence, substance abuse as well as to provide care and support for learners, educators and support staff that are infected and affected by HIV and AIDS. Monitoring and supporting implementation will help in addressing barriers impacting teaching and learning thus improve learner and teacher retention.

Safe, active and social friendly schools

The Department is committed to preventing, managing, and responding to safety threats and harmful incidents, and in so doing, creating a values-driven, safe and supportive learning and teaching school environment. As part of eradicating the use of corporal punishment, the Department will develop and mediate positive discipline material to discourage schools from using corporal punishment. The Department will monitor the implementation of the National School Safety Framework in 25 districts annually and provide support to district that experience high levels of crime and violence.

Training of subject advisors, QLTC, School Safety and Governance officials on on-line safety will be undertaken in partnership with the Department of Communication and Digital Technology, Film and Publication Board, UNICEF and Google. The Department will strengthen the implementation protocols with the South African Police Services and National Disaster Management Centre to promote safe working environments in schools. Following the research undertaken, the Department will develop guidelines on cultural, spiritual and religious practices in schools. The anti-bullying guidelines will be updated to assist schools to develop and strengthen their anti-bullying policies. All these initiatives are intended to strengthen safety in schools.

All 75 education districts will be monitored and those that need intervention programmes will be supported. This will be done so that all districts support all schools in implementing the National School Safety Framework (NSSF). The successful implementation of the NSSF is expected to promote functional school safety committees and safe school environments for teaching and learning.

Informed stakeholders and partners

The Sector Care and Support Services Branch has made some strides in taking forward the recommendations and resolutions of the Transforming Education Summit of the United Nations, towards transformation, especially when it comes to gender equity.

Gender-based violence programmes implemented

The Basic Education Sector globally has the responsibility to lead the Gender Transformation Education agenda, especially in view of the global crisis of violation of the rights of women, the rights of children, and the rights of sexually and gender diverse persons.

The Basic Education Sector has observed a great deal of School-related Gender-based Violence, which manifests itself in the form of bullying, discrimination, prejudice and related intolerances.

The National Strategic Plan to combat Gender-based Violence and Femicide (NSPGBVF), as promulgated by His Excellency, President Cyril Ramaphosa, places an obligation on the Department of Basic Education to:

a.   Mainstream gender, youth and disability in programmes including in STEM;
b.   Upscale programmes on prevention and management of teenage pregnancy, alcohol and drug abuse;
c.   Roll out school programmes specifically designed to address gender equity annually;
d.   Track the views and perceptions from young people on gender equality used;
e.   Roll out strategic interventions for boys and girls;
f.   Integrated into the roll-out of ECD delivery the gender empowerment programmes and prevention of GBVF;
g.   Integrated into violence prevention programming the issues of discrimination and intolerance prevention programmes;
h.   Ensure that School Assemblies to End School-related Gender-based Violence are held periodically in schools;
i.   Empower and support parents within the School Governing Bodies to prevent GBVF in schools;
j.   Develop guidelines and tools to support the uptake of human rights, values and social cohesion programmes and activities; and
k.   Ensure effective implementation of the National School Safety Framework (NSSF).

These activities frame the performance of the Programme in combating and raising awareness about School-related Gender-based Violence (SRGBV).

Professionals trained in SASCE programmes

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

Preamble of the Constitution recited

The annual circular is distributed to promote the Constitution of the Republic of South Africa and its values in schools, awareness campaigns, public engagements and dialogues. Schools will be required to convene special assemblies at the beginning of each school term, where the Preamble of the Constitution will be recited and at every event of the school. Provincial Education Departments would also need to include the recital of the Preamble of the Constitution as part of the opening protocols for the events organised by the PED.

Learners compete in sports

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

A National School Sport Championship is a culmination of all the levels of competition -leagues that take place from circuit level through to the provincial level to a national final championship. A National School Sport Championship is the final tier of a competition that is used as a platform for such competitions and talent endorsement.

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

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

Department of Basic Education

Programme Resource Considerations

Table 23: Programme 5: Resource Considerations

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-Term expenditure estimate R'000		
	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Programme Management: Educational Enrichment Services	3 576	4 468	4 083	4 224	4 273	4 470	4 671
Partnership in Education	27 501	37 963	43 082	40 806	43 081	45 062	47 099
Care and Support in Schools	8 387 525	8 784 597	9 526 433	10 084 067	10 620 274	11 104 260	11 607 003
Total	**8 418 602**	**8 827 028**	**9 573 598**	**10 129 097**	**10 667 628**	**11 153 792**	**11 658 773**
Economic classification							
Current payments	**60 778**	**75 680**	**80 177**	**80 664**	**86 473**	**88 283**	**92 864**
Compensation of employees	47 063	50 637	52 214	54 453	59 212	59 773	63 065
Goods and services	**13 715**	**25 043**	**27 963**	**26 211**	**27 261**	**28 510**	**29 799**
Inventory: Leaner and teacher support material	336	486	66	3 602	3 367	3 521	3 680
Consumables: stationery, printing and office supplies	210	410	421	1 859	2 173	2 272	2 374
Travel and subsistence	4 626	11 859	13 498	9 811	9 893	10 346	10 813
Operating payments	788	168	659	1 020	795	832	870
Other	7 755	12 120	13 319	9 919	11 033	11 539	12 062
Transfers and subsidies	**8 357 302**	**8 750 719**	**9 492 950**	**10 047 938**	**10 580 511**	**11 064 835**	**11 565 205**
Provinces and municipalities	8 357 183	8 750 596	9 492 805	10 047 848	10 580 417	11 064 737	11 565 103
Non-profit institutions	78	82	86	90	94	98	102
Household	41	41	59	-	-	-	-
Payments for capital assets	**497**	**613**	**456**	**495**	**644**	**674**	**704**
Machinery and Equipment	497	613	456	495	644	674	704
Payments for financial assets	25	16	15	-	-	-	-
Total	**8 418 602**	**8 827 028**	**9 573 598**	**10 129 097**	**10 667 628**	**11 153 792**	**11 658 773**

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-Term expenditure estimate R'000		
	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Details of selected transfers and subsidies							
Transfers							
National School Nutrition Programme	8 115 269	8 508 321	9 278 942	9 798 106	10 318 714	10 791 105	11 279 095
HIV/AIDS Life Skills Educators Grant	241 914	242 275	213 863	249 742	261 703	273 632	286 008
Childline South Africa	78	82	86	90	94	98	102
Household	41	41	59	-	-	-	-

Providing nutritious meals for learners

The Department contributes to eliminating poverty and supporting food security through providing nutritious meals to learners. With funds from the national school nutrition programme grant, the Department plans to provide meals to more than 9 million learners in 19 800 schools in each year over the next 3 years. To this end, the national school nutrition programme grant is allocated R32.4 billion over the MTEF period in the Educational Enrichment Services programme.

2. UPDATED KEY RISKS

Table 24: Updated Key Risks

Outcomes	Key Risks	Risk Mitigations
Effective governance and administration systems	Failure to achieve clean audit (unqualified opinion without findings)	· 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	· 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	· 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	· 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	· 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	· Develop the funding norms and standards for special schools as a long-terms 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	· 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	Insufficient budget to address infrastructure backlogs (Laboratories, and Workshop Centres) Lack of reliable data to inform infrastructure plan	· DBE has developed the 10-point infrastructure strategy to improve planning and delivery of infrastructure. The strategy includes standardised concept designs & 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	· 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)

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Outcomes	Key Risks	Risk Mitigations
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	· 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)	· 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 & Environmental Risks: Incidents of violence at schools (unsafe school environments deterring attendance, Bullying, substance abuse).	· 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 25: Public Entities

Name of Public Entity	Mandate	Outputs	Current Annual Budget (R thousand)
South African Council of Educators (SACE)	To provide for the professional registration of educators, promote their professional development, and set, protect, and maintain the profession's ethical and professional standards.	a. Register of qualified and screened educators and lectures. b. Finalised Investigations. c. Monitoring reports on sanctions. d. Professional development activities captured on the CPTD information system. e. Educators supported on professional matters. f. Approved providers and endorsed activities list. g. Teacher Professionalisation Policy. h. Developed Policy Framework Registering Student Educators from 1st year of study. i. Professional Certification Framework and Policy for Educators. j. Research reports completed. k. Statistical report on the status of the teaching profession.	17 170
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.	a. Promotes quality and internationally comparative standards in FET. b. Maintains and improves educational standards through development and evaluation of qualifications and curriculum; quality assurance of assessment, and provision of education, training and assessment. c. Continually develops in-depth knowledge and expertise in mandated areas through rigorous research. d. Issues appropriate and credible certificates of learner achievement in terms of specific qualifications and subjects on the FET Framework of Qualifications. e. Provides reliable and credible leadership and guidance in standard setting and quality assurance.	174 384

4. INFRASTRUCTURE PROJECTS

Table 26: Infrastructure Projects

No.	Project name/ Programme	Project description	Outputs	Project start date	Project completion date	Total Estimated cost	Current year Expenditure
1	ASIDI	Inappropriate Structures	Appropriate new schools	1 April 2025	31 March 2026	R10 278 billion	R 116 Mill
2	ASIDI	Water supply	Appropriate water supply	1 April 2025	31 March 2026		R 46 Mill
3	SAFE	Sanitation	Appropriate toilets	1 April 2025	31 March 2026		R 980 Mill
4	Intervention	Overcrowding	Appropriate school capacity	1 April 2025	31 March 2026		R 254 Mill

R 10 278 billion is Total Capital cost since Inception.

R 1 776 billion estimated budget. Capital Budget is only R1 396 billion. Inappropriate Structures and Water supply Estimated cost is related to Final Accounts and Retention Payments to Contractors.

5. PUBLIC PRIVATE PARTNERSHIPS

Table 27: Public Private Partnerships

PPP	Purpose	Outputs	Current Value of Agreement	End Date of Agreement
Sethekgo	Finance, Design, Construction and Maintenance of the DBE head office	As per schedule 3 part 2 of the PPP agreement	R 769 331 831	End of the 2035 financial period

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PART D: TECHNICAL INDICATOR DESCRIPTIONS (TIDS)

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

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

Indicator Title	**1.1.3 Number of capacity-building programmes offered to the DBE officials.**
Definition	The indicator measures the number of capacity-building programmes offered to the DBE officials within the financial year.
Source of data	Records of capacity-building programmes conducted.
Method of Calculation / Assessment	Count the number of capacity-building programmes offered to the DBE officials.
Means of Verification	Signed (Director or above) list of programmes with dates conducted Signed (by participants) attendance registers Completion certificates
Data limitations	No officials attending in a particular quarter.
Assumptions	The newly appointed DBE officials will undergo the Compulsory Induction Programme. Existing DBE officials are offered and attend capacity-building programmes that are appropriate for their identified training needs and contribute to their development). Some training will be done online (via Teams/ Zoom).
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	15 capacity-building programmes per year
Indicator Responsibility	Lead – Branch A: Finance and Administration

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Indicator Title	**1.1.4 Number of Schedule 4, 5 and 6 Conditional Grants' Quarterly Performance Reports submitted to National Treasury (NT) 45 days after the end of each quarter.**
Definition	Schedule 4 Conditional Grant specifies allocations to provinces to supplement the funding of programmes or functions funded from provincial budgets. The Education Infrastructure Grant is a prime example of such a grant where provincial equitable share portion for education infrastructure is supplemented by an allocation from the national tier of government. In reporting on implementation of the grant, the focus of the report would encompass both projects funded from the respective provincial equitable share and those undergirded with funding from the conditional grant.
	Schedule 5 Conditional Grants which are specifying specific-purpose allocations to provinces that are entirely flowing from the national tier without any matching funding from the provincial equitable share. Most of the conditional grants in the education sector are Schedule 5 grants which include HIV/AIDS Life Skills Education Programme, Learners with Severe to Profound Intellectual Disabilities, Mathematics, Science and Technology and National School Nutrition Programme. Reports on implementation would typically focus on grant outputs alone.
	Schedule 6 Conditional Grant which is specifying allocations-in-kind to provinces for designated special programmes. A prime example of this in the Basic Education Sector is the Schools Infrastructure Backlog Grant (SIBG) which is implemented by the Department of Education and the outputs bequeathed as an in-kind contribution to the Provincial Education Departments. It is treated as an internal programme of the DBE with all reporting requirements mirroring schedule 4 to 5 conditional grants.
	The following Conditional Grants are submitted to NT 45 days after the end of the quarter:
	1. Education Infrastructure Grant 2. HIV/AIDS Life Skills Education Grant 3. Mathematics, Science and Technology Grant 4. Children/Learners with Severe to Profound Intellectual Disability Grant 5. National School Nutrition Grant 6. School Infrastructure Backlog Grant 7. Early Childhood Development Grant
	Performance information on the status of implemented grants is submitted especially progress on outputs (as contained in the grant framework) as expressed in the approved business plan for the year. This performance information which has both financial and non-financial information focus on achievements for the quarter under review, challenges and mitigation measures to improve performance.
	Note that the 4th quarterly report of the previous financial year is produced in April of the new financial year.
Source of data	Submission letter to the National Treasury.
Method of Calculation / Assessment	No calculation is required – proof of submission within 45 days of the quarter's end.
Means of Verification	A copy of each of the four quarterly performance reports with a signed DG letter to DG: National Treasury submitting the reports
Data limitations	The quarterly report of quarter X is reported in quarter X+1.
Assumptions	None
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Cumulative: Year-end
Reporting Cycle	Quarterly
Desired performance	To develop and submit four quarterly performance reports per conditional grant in accordance with the Division of Revenue Act requirements.
Indicator Responsibility	Lead – Branch A: Administration

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

Indicator Title	**2.1.1 Number of Technical Schools monitored for implementation of the Curriculum and Assessment Policy Statement (CAPS).**
Definition	The number of Technical High Schools/ Secondary Schools offering Grades 10-12 will be monitored on the implementation of the CAPS for Technical Schools. Monitoring is conducted to assess the progress made with regards to the implementation of the CAPS for Technical Schools and to institute improvement plans where applicable.
Source of data	Information is obtained through monitoring.
Method of Calculation/ Assessment	Count the number of Technical Schools monitored for implementation of the CAPS
Means of Verification	Completed, signed and dated monitoring tools.
	Signed (Director or above) list of schools monitored per quarter with dates monitored.
	Signed (Director or above) consolidated monitoring status annual report.
Data limitations	None
Assumptions	Implementation of the CAPS takes place as planned
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable
	Target for Youth: Not Applicable
	Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable
	Reflect on the spatial impact area: Not Applicable
Calculation type	Cumulative: Year-end
Reporting cycle	Quarterly
Desired performance	Improvement in the implementation of the CAPS for Technical Schools.
Indicator responsibility	Lead – Branch D: Delivery and Support

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

Indicator title	**2.1.3 Number of Children/ Learners taught using the Learning Programme for C/LPID**
Definitions	Among the children/learners enrolled in special care centres (SCCs) and schools, are those that have been diagnosed by psychologists or psychometrics as having profound intellectual disability (PID) and those with global developmental delay (GDD). Others have been provisionally diagnosed by with PID and GDD by physiotherapist, occupational therapists and speech and language therapists, and senior education specialists. Their diagnosis has to be confirmed by a psychologist or a psychometrics. Children/learners with PID and GDD and those provisionally diagnosed as PID and GDD benefit from being taught using the Learning Programme for LPID.
	NB: While a psychologist and a psychometrics confirms the diagnosis of PID and GDD, physiotherapist, occupational therapists and speech and language therapists, and senior education specialists can make a provisional diagnosis of PID and GDD, subject to confirmation by a psychologist or psychometrics.
	Children/learners, with PID and GDD, do not fully participate in learning as the National Curriculum Statement Grade R -12 and The South African National Curriculum Framework for Children from Birth to Four (NCF) are not differentiated to cater for their educational needs. The Learning Programme for Learners with Profound Intellectual Disability (PID), which is essentially a differentiated National Curriculum Statement for Grades R-12 and NCF has been developed to respond to the educational and developmental needs of these children/learners.
	The following levels of functioning define profound intellectual disability:
	Conceptual domain – Conceptual skills generally involve the physical world rather than symbolic processes. The individual may use objects in a goal-directed fashion for self-care, work, and recreation. Specific visuospatial skills may be acquired, such as matching and sorting based on physical characteristics. However, co-occurring motor and sensory impairments may prevent the functional use of objects.
	Social domain – The individual does not understand symbolic communication in speech or gesture. They may understand some simple instructions or gestures. Individuals express their desires and emotions largely through nonverbal, non-symbolic communication. The individual enjoys relationships with well-known family members, caretakers, and familiar others and initiates and responds to social interactions through gestural and emotional cues. Co-occurring sensory and physical impairments may prevent many social activities.
	Practical domain – The individual depends on others for daily physical care, health, and safety. However, they may also be able to participate in some of these activities. Individuals without severe physical impairments may assist with some daily work tasks at home, like carrying dishes to the table. Simple actions with objects may be the basis of participation in some vocational activities with high levels of ongoing support. Recreational activities may involve, for example, enjoyment in listening to music, watching movies, going out for walks, or participating in water activities, all with the support of others. Co-occurring physical and sensory impairments are frequent barriers to participation (beyond watching) in home, recreational, and vocational activities. Maladaptive behaviour is present in a significant minority. (Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition)
	Global developmental delay refers to a significant delay in two or more areas of development, such as cognitive, motor, communication, social, and self-help skills. The delay must be evident before the age of 5 years old (Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition)
Source of data	Provincial databases on the number of Children/ Learners taught using the Learning Programme for C/LPID
Method of Calculation/ Assessment	Count the number of Children/Learners with Profound Intellectual Disability (C/LPID) and those with Global Developmental Delay (GDD) taught using the Learning Programme for C/LPID.
Means of Verification	Signed (Director or above) list of children/learners being taught using the Learning Programme for C/LPID.
	Mark schedules of Children/ Learners taught using the Learning Programme for C/LPID *(available upon request)*
Data limitations	Enrolment and learner attendance in special care centres fluctuates due to socio-economic factors. This has an impact on data management. In addition, for one reason or another, some of the children/learners enrolled in special care centres, and schools do not have official identification documents and some are undocumented foreign nationals with not have documentation. This poses a challenge with data verification.
Assumptions	Provincial Education Department, Districts, Circuits and Transversal Itinerant Outreach Team Members will monitor and support the implementation of the Learning Programme for LPID and the caregivers and teachers will teach learners with PID and GDD using the Learning Programme for LPID.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable
	Target for Persons with Disabilities: Children/Learners with profound intellectual disability and those younger than 5 years with global developmental delaying and waiting for a confirmation of a PID diagnosis when they are older than 5 years
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable
	Reflect on the spatial impact area: Not Applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	All children/learners with PID and GDD are supported and are learning and developing
Indicator responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring

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Indicator title	2.1.4 Number of learners experiencing barriers supported through Screening, Identification, Assessment and Support (SIAS)
Definitions	Although a significant number of teachers and officials have been trained in the implementation of the Policy on SIAS, implementation has not had the expected impact as a mechanism for early identification and intervention. Thus, the indicator is intended to track the number of learners experiencing barriers (such as numeracy, language barriers, or other special educational needs) supported through SIAS. The support is looking at the academic year (1 January - 31 December 2025).
Source of data	Provincial databases on the number of learners experiencing barriers supported through Screening, Identification, Assessment and Support (SIAS)
Method of Calculation/ Assessment	Count the number of learners experiencing barriers supported through SIAS.
Means of Verification	Signed (Director or above) list of learners experiencing barriers supported through SIAS. Support Needs Assessment (SNA1) forms *(available upon request)*
Data limitations	Data may not be reported promptly or aligned with the reporting period, making it challenging to capture accurate, up-to-date supported numbers of learners.
Assumptions	All learners experiencing barriers are supported through SIAS
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Enhanced institutionalisation of the Policy on SIAS as a mechanism for early identification and intervention in schools.
Indicator responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	2.1.5 Number of children benefiting from the Early Childhood Development (ECD) subsidy
Definition	The purpose of the ECD subsidy is to ensure that cost is not a barrier to Early Learning Programmes access and quality for any child. The disbursement of public funds for ECD delivery is done through the ECD subsidy. This subsidy is funded through both the Equitable Share and the ECD Conditional Grant.
Source of data	Early Childhood Administration and Reporting System (eCares)
Method of Calculation/ Assessment	Count the number of children benefitting from the ECD subsidy
Means of Verification	Signed (Director or above) consolidated database of Provincial Education Department data as reported on the eCares system. ECD Contract with list of children benefiting from the subsidy *(available upon request)*
Data limitations	The quality of data on the eCares system is dependent on the usage of the system at the Provincial Education Department level.
Assumptions	Government funding is available through the equitable share and conditional grant to pay the ECD subsidies. The data systems are in place to report on the number of ECD programmes receiving the ECD subsidy.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	If the information is accurate, this will assist in increasing access to quality ECD services, particularly those in the poorest and most vulnerable communities.
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	A database exists with the number of children receiving the ECD subsidy. Develop a system to update the database annually.
Indicator Responsibility	Lead – Branch D: Delivery and Support

Indicator Title	2.1.6 Number of children accessing registered Early Childhood Development (ECD) programmes
Definition	This indicator measures the number of children who are accessing both conditionally and fully registered Early Childhood Development programmes. ECD programmes are registered in terms of the Children's Act and are classified as conditionally or fully registered as evaluated by the ECD registration framework. The ECD programmes include centre based and non-centre based serving more than 6 children. Early childhood development programmes are services that provide care, development, early learning opportunities or support for children from birth to school-going age.
Source of data	Early Childhood Administration and Reporting System (eCares)
Method of Calculation/ Assessment	Count the number of children accessing ECD programmes in the eCares System
Means of Verification	Signed (Director or above) consolidated summary of Provincial Education Department data as reported on the eCares system. Registration certificate of the ECD programmes *(available upon request)*
Data limitations	The quality of data on the eCares system is dependent on the usage of the system at the Provincial Education Department level. The DBE is still building data integrity and system use across PEDs, and individual learner data is not available for assessment. The summary will provide the total number of children accessing registered ECD programmes, as disclosed by PEDs on eCares.
Assumptions	All children in fully and conditionally registered ECD programmes are captured on eCares.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	If the information is accurate, this will assist in increasing access to quality ECD services, particularly those in the poorest and most vulnerable communities.
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	A database exists with the number of children accessing ECD programmes.
Indicator Responsibility	Lead – Branch D: Delivery and Support

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

Department of Basic Education

Indicator Title	**2.1.8 2023 Children's Amendment Bill drafted for introduction to Parliament**
Definition	This indicator tracks amendment of the Children's Act to create a more enabling environment for expanding access to ECD programmes, as well as improving the quality of ECD programmes. Amended Bill will be done through consultation with stakeholders and concerned parties
Source of data	Children's Act and progress data on the amendment of legislation
Method of Calculation/ Assessment	Assessment of the Draft 2023 Children's Amendment Bill
Means of Verification	Signed (Director-General or above) Draft 2023 Children's Amendment Bill
Data limitations	The DBE will amend the legislation through consultation with stakeholders and concerned parties. Their availability to participate in consultation might not always be timeous and that might affect the planned timelines. The processing of the Children's Amendment Bill will be dependent on the introduction to Parliament and be processed through the Parliamentary processes.
Assumptions	All stakeholders and parties concerned will participate fully in the amendment of the legislation
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	Amendment of legislation to create an enabling ECD environment
Indicator Responsibility	Lead – Branch D: Delivery and Support

Indicator Title	**2.1.9 Number of districts monitored on implementation of the National Curriculum Statement (NCS) for Grades 10–12.**
Definition	One of the primary responsibilities of the national Department is to monitor and support the implementation of the National Curriculum Statement (NCS) in all subjects for the Further Education and Training (FET) band. Monitoring will be conducted onsite at a sample of schools in identified districts to determine the extent to which the curriculum is implemented
Source of data	Information is obtained through onsite monitoring.
Method of Calculation / Assessment	Count the number of districts monitored on implementation of the National Curriculum Statement (NCS) for Grades 10–12.
Means of Verification	Completed, signed and dated monitoring tools. Signed (Director or above) list of districts monitored with dates monitored. Signed (Director or above) consolidated monitoring status annual report.
Data limitations	Service delivery protests might impact data collection on monitoring the NCS implementation. Teacher union disengagement with the employer might hinder data collection on monitoring the NCS implementation.
Assumptions	Monitoring of schools in districts will improve learner performance and accountability.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	The quality of learning and teaching in identified subjects will improve.
Calculation Type	Cumulative: Year-end
Reporting Cycle	Quarterly
Desired performance	To improve teaching quality that impact learner performance in identified subjects.
Indicator Responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring

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

Indicator Title	**2.1.11 Number of schools participating in the General Education Certificate (GEC)**
Definition	The indicator tracks the number of schools that are participating in GEC and complete the GEC assessment tasks. The GEC is the qualification at level 1 on the National Qualifications Framework (NQF) that is intended to formally recognise learners' achievements at the end of Grade 9.
Source of data	Schools will upload the GEC scores onto SA-SAMS. A data extraction report will be generated from SA-SAMS indicating the number of participating schools per province.
Method of Calculation/ Assessment	Count the number of schools participating in the General Education Certificate (GEC)
Means of Verification	Signed (Director or above) SA-SAMS database of schools participating in the General Education Certificate (GEC)
	Data extracts of term 4 schedules from SA-SAMS for GEC participating schools *(available upon request)*
Data limitations	The data from schools is uploaded manually into SA-SAMS and there is possible human error on during capturing
Assumptions	Participating schools successfully completed all the GEC assessment tasks.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable
	Target for Youth: Not Applicable
	Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	Incremental scaling up of schools participating in the GEC across all 9 provinces
Indicator Responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring

Department of Basic Education

Indicator Title	2.1.12 Number of Schools of Skill (SoS) offering Occupationally oriented subjects
Definition	The Three Stream Model is characterised by three interlinked (portable) and equivalent streams, each with one or multiple diversified learning pathways such as academic, occupational and vocational. It seeks to cater to diverse learner needs and to offer increased learning options for learners in schooling to maximise their choices based on interests, aptitudes and abilities through the curriculum. It ensures that school leavers are sufficiently prepared to follow the learning-and-work pathways of their choice in the Post-School Education and Training system and world of work. The occupational stream includes subjects associated with a trade, occupation or profession, consisting of knowledge/theory and application (practical skills, work experiences, or simulated work experiences) and an external integrated summative assessment (through the Quality Council for Trades and Occupations – QCTO). It specifically aligns to an occupation and was piloted in the Schools of Skill since 2017 and fully implemented in 2021 to prepare learners primarily for (QCTO) accredited occupational certificates and the world of work.
Source of data	Provincial databases on the number of Schools of Skill (SoS) offering Occupationally oriented subjects
Method of Calculation/ Assessment	Count the number of Schools of Skill that participate in the delivery of Occupational Stream subjects at Years 1 – 4 in the General Education and Training phase of schooling.
Means of Verification	Signed (Director or above) list of Schools of Skill (SoS) offering Occupationally oriented subjects Proof of approval for the respective School of Skill (SoS) to participate in the offering of Occupationally oriented subjects in specific occupational learning fields and their subject combinations *(available upon request)*
Data limitations	Data integrity is dependent on the information derived from participating schools and verification by Provincial Education Departments.
Assumptions	There is a set of Schools of Skills in which implementation of the Occupational Stream at Years 1 to 4 in the General Education and Training phase will occur.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable. Target for Youth: Not Applicable. Target for People with Disabilities: Not Applicable.
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable. Reflect on the spatial impact area: Not Applicable.
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	Public special schools (i.e., Schools of Skill) implementing the Occupational Stream.
Indicator Responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	2.1.13 Revised History Curriculum and Assessment Policy Statement (CAPS) for Grades 4-12 submitted to Umalusi
Definition	The indicator measures the revised History Curriculum and Assessment Policy Statement as part of the work done by the Ministerial Task Team (MTT) for Grades 4 – 12. The development of the CAPS is based on the comments that were received during PED consultations. The CAPS will be submitted to Umalusi for appraisal and the Department will gazette the CAPS once appraised by Umalusi.
Source of data	Ministerial Task Team to revise and finalise the History Curriculum and Assessment Policy Statement (CAPS) for Grades 4-12
Method of Calculation/ Assessment	Revised History Curriculum and Assessment Policy Statement for Grades 4-12 submitted to Umalusi for appraisal
Means of Verification	Signed (Director-General or above) Ministerial submission requesting Umalusi to appraise the Revised History Curriculum and Assessment Policy Statement for Grades 4-12
Data limitations	The function is implemented by the MTT which does not meet regularly and this might affect the availability of progress information as aligned to reporting timeframes
Assumptions	The MTT will meet regularly to develop the revised History Curriculum and Assessment Policy Statement supported by all stakeholders in the system.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Fostering social understanding and cohesion through the revised History Curriculum
Indicator responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	2.2.1 Number of schools monitored on the implementation of the reading norms
Definition	The reading norms were developed to support the National Curriculum Statement in Grades R to 9, focusing on learners' oral reading fluency and comprehension in Home Languages and English First Additional Language in Grades 4-9.
Source of data	Information will be obtained through onsite school monitoring.
Method of Calculation/ Assessment	Count the number of schools monitored on the implementation of the reading norms.
Means of Verification	Completed, signed and dated monitoring tools. Signed (Director or above) list of schools monitored per quarter with dates monitored. Signed (Director or above) consolidated monitoring status annual report.
Data limitations	Monitoring will be limited to a few schools per Province, due to lack of capacity.
Assumptions	Every learner can read fluently and with meaning in their Home Language and First Additional Language. Schools have procured Learning and Teaching Support Materials for al learners as prescribed in Curriculum and Assessment Policy Statements (CAPS).
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Cumulative: Year-end
Reporting cycle	Quarterly
Desired performance	To improve reading proficiency levels in public schools.
Indicator responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	2.2.2 Number of schools monitored on the implementation of the Incremental Introduction to African Languages (IIAL).
Definition	IIAL is a priority programme aimed at promoting some aspects of social cohesion in our society. The IIAL intends to promote and develop the previously marginalised official African languages as espoused in the Constitution and the National Development Plan (NDP) provisions. The IIAL focus on previously marginalized official South African Languages.
Source of data	Information will be obtained through onsite school monitoring.
Method of Calculation/ Assessment	Count the number of schools monitored on the implementation of the IIAL.
Means of Verification	Completed, signed and dated monitoring tools. Signed (Director or above) list of schools monitored per quarter with dates monitored. Signed (Director or above) consolidated monitoring status annual report.
Data limitations	Monitoring is limited to a small sample of schools.
Assumptions	All schools offer a previously marginalised official African Language.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Cumulative: Year-end
Reporting cycle	Quarterly
Desired performance	All schools should introduce a previously marginalised African language.
Indicator responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring

Department of Basic Education

Indicator Title	**2.2.3 Number of underperforming schools monitored on the implementation of the Early Grade Reading Assessment (EGRA).**
Definition	The Early Grade Reading Assessment (EGRA) is a diagnostic reading assessment tool that teachers use in assessing the reading proficiency levels of learners. This toolkit is for the sole use of teachers only. Teachers use this tool to identify learners' reading proficiencies to compile the reading groups for Group Guided Reading
Source of data	Information is obtained through school monitoring, including lesson observation.
Method of Calculation/ Assessment	Count the number of underperforming schools monitored on the implementation of the EGRA.
Means of Verification	Completed, signed and dated monitoring tools. Signed (Director or above) list of schools monitored per quarter with dates monitored. Signed (Director or above) consolidated monitoring status annual report.
Data limitations	Only a small sample of schools can be monitored.
Assumptions	Every learner can read fluently and with meaning in their Home Language and First Additional Language. All learners have Learning and Teaching Support Materials as prescribed in CAPS
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Cumulative: Year-end
Reporting cycle	Quarterly
Desired performance	To improve reading proficiency levels in public schools.
Indicator responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	**2.2.4 Number of schools with multi-grade classes monitored for implementing the multi-grade toolkit.**
Definition	The multi-grade toolkit is a resource that was developed to support curriculum delivery in schools with multi-grade classes. The multi-grade toolkit caters for all subjects in the General Education and Training band, from Grades 1-9.
Source of data	Information is obtained through onsite school monitoring.
Method of Calculation/ Assessment	Count the number of schools with multi-grade classes monitored for implementing the multi-grade toolkit.
Means of Verification	Completed, signed and dated monitoring tools. Signed (Director or above) list of schools monitored per quarter with dates monitored. Signed (Director or above) consolidated monitoring status annual report.
Data limitations	Only a small sample of schools can be monitored.
Assumptions	All schools with multi-grade classes have the multi-grade toolkit.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Cumulative: Year-end
Reporting cycle	Quarterly
Desired performance	To achieve improved curriculum coverage in schools with multi-grade classes.
Indicator Responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	**2.2.5 Number of districts monitored on the implementation of the National Reading Literacy Strategy**
Definition	The National Reading Literacy Strategy: 2024-2030 has been developed and mediated to all nine Provincial Education Departments to improve reading outcomes in the lower grades. The Reading Literacy Strategy is aimed at ensuring that the DBE and PEDs implement curriculum aligned programmes that are aimed at improving reading and comprehension skills in Home and First Additional Languages, in line with Goals 1, 2 and 3 of the Action Plan: Increase the number of learners in Grade 3, 6 and 9 who, by the end of the year, have mastered the minimum language and numeracy competencies. The indicator monitors if districts are implementing activities that are aimed at supporting and improving reading outcomes in Primary schools and the Senior Phase.
Source of data	Information on the implementation of the Reading Literacy Strategy will be sourced from monitoring a sample of districts.
Method of Calculation/ Assessment	Count the number of districts monitored on the implementation of the National Reading Literacy Strategy.
Means of Verification	Completed, signed and dated monitoring tools. Signed (Director or above) list of districts monitored per quarter with dates monitored. Signed (Director or above) consolidated monitoring status annual report.
Data limitations	Monitoring will be conducted in a sample of districts.
Assumptions	All districts implement the National Reading Literacy Strategy that are aimed at improving reading outcomes.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Cumulative: Year-end
Reporting Cycle	Quarterly
Desired performance	To improve reading proficiency levels in public schools.
Indicator Responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	**2.2.6 Number of schools monitored on the availability of readers.**
Definition	The indicator tracks the number of public schools monitored for the availability of readers. The purpose is to ensure that learners have access to the requisite readers to support acquisition of reading skills. Public schools receive financial allocations, part of which is used to procure readers for learners themselves, or centrally at the provincial level.
Source of data	Information obtained through monitoring tools
Method of Calculation/ Assessment	Count the number of schools monitored on the availability of readers
Means of Verification	Completed, signed and dated monitoring tools. Signed (Director or above) list of schools monitored per quarter with dates monitored. Signed (Director or above) consolidated monitoring status annual report.
Data limitations	None
Assumptions	The school/province procures readers. Readers are retrieved from learners each year.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	The sampled public schools which have been monitored have access to readers
Indicator Responsibility	Lead – Branch D: Delivery and Support

Department of Basic Education

Indicator Title	**2.3.1 Number of schools monitored on the availability of Grades 3, 6, 9 and 12 Mathematics and English First Additional Language (EFAL) textbooks.**
Definition	Public schools', which refers to schools owned by PEDs, receive a financial allocation to purchase textbooks, or textbook procurement is done centrally at the provincial level. Each year at the start of the academic year, provinces procure top-up textbooks to address shortages. The indicator seeks to sample randomly selected schools by province to test whether learners have access to or possess EFAL and Mathematics textbooks in Grades 3, 6, 9 and 12.
Source of data	Information is obtained through onsite and desktop school monitoring.
Method of Calculation/ Assessment	Count number of schools monitored on the availability of Grade 3, 6, 9 and 12 Mathematics and English First Additional Language (EFAL) textbooks.
Means of Verification	Completed, signed and dated monitoring tools.
	Signed (Director or above) list of schools monitored per quarter with dates monitored.
	Signed (Director or above) consolidated monitoring status annual report.
Data limitations	No school stamp where monitoring is being carried out virtually and desktop.
Assumptions	Learners use textbooks over a minimum period of five years. If the textbooks are well taken care of, the lifespan could be extended to more than the minimum of five years.
	At the end of each year, the school retrieves and reports to provinces the number of textbooks in good condition and places orders to replace shortages caused by losses, damages, etc
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable
	Target for Youth: Not Applicable
	Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable
	Reflect on the spatial impact area: Not Applicable
Calculation Type	Cumulative: Year-end
Reporting Cycle	Quarterly
Desired performance	All (100%) of sampled public schools have access to textbooks in Grades 3, 6, 9 and 12.
Indicator Responsibility	Lead – Branch D: Delivery and Support

Indicator Title	**2.3.2 Percentage of public schools provided with Life Skills workbooks for learners in Grades 1 to 3 per year, after having placed an order**
Definition	Public Schools refers to schools offering Grades 1-3 and which have placed Life Skills workbook orders according to the provincial data submitted to the DBE. Grades 1-3 Life skills workbooks are produced and delivered are as follows: Item Description Delivery Plan:
	Volume 1 Grades 1-3 Life Skills Oct-Nov 2025
	Volume 2 Grades 1-3 Life Skills Jan-Feb 2026
Source of data	The DBE consolidates a list of schools that placed an order for Grades 1-3 Life Skills workbooks. The DBE consolidates a list of schools in which Grades 1-3 Life Skills workbooks were delivered with hyperlinks to the delivery note.
Method of Calculation/ Assessment	Numerator: Total number of public ordinary schools provided with Grades 1-3 Life Skills workbooks
	Denominator: Total number public ordinary schools that have ordered Grades 1-3 Life Skills workbooks
	Multiply by 100.
Means of Verification	Numerator: Database of public ordinary schools provided with Grades 1-3 Life Skills workbooks including hyperlinked proof of deliveries
	Denominator: Database of public ordinary schools that have ordered Grades 1-3 Life Skills workbooks including hyperlinked orders
	Signed (LTSM officials) copies of workbooks.
Data limitations	List of schools that placed orders, does not include closed, new built, as well as new introduced grades.
Assumptions	The Language of Learning and Teaching (LoLT) for schools submitted by provinces does not change. The names of schools submitted by provinces do not change.
Disaggregation of Beneficiaries applicable)	Target for Women: Not Applicable
	Target for Youth: Not Applicable
	Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable
	Reflect on the spatial impact area: Not Applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Public schools with Grades 1-3 which have placed orders have access to Life Skills workbooks.
Indicator responsibility	Lead – Branch D: Delivery and Support

Indicator Title	**2.3.3 Percentage of public schools provided with Home Language workbooks for learners in Grades 1 to 6 per year, after having placed an order.**
Definition	Public Schools refers to schools offering Grades 1-6 and which have placed Home Languages workbook orders according to the provincial data submitted to the DBE. Grades 1-6 workbooks are produced and delivered are as follows: Item Description Delivery Plan: Volume 1 Grades 1-6 Home Languages Oct-Nov 2025 Volume 2 Grades 1-9 Home Languages Jan-Feb 2026
Source of data	The DBE consolidates a list of schools that placed an order for Grades 1-6 Home Languages workbooks. The DBE consolidates a list of schools in which Grades 1-6 Home Languages workbooks were delivered with hyperlinks to the delivery note.
Method of Calculation/ Assessment	Numerator: Total number of public ordinary schools provided with Grades 1-6 Home Language workbooks Denominator: Total number public ordinary schools that have ordered Grades 1-6 Home Language workbooks Multiply by 100.
Means of Verification	Numerator: Database of public ordinary schools provided with Grades 1-6 Home Language workbooks including hyperlinked proof of deliveries Denominator: Database of public ordinary schools that have ordered Grades 1-6 Home Language workbooks including hyperlinked orders Signed (LTSM officials) copies of workbooks.
Data limitations	List of schools that placed orders, does not include closed, new built, as well as new introduced grades.
Assumptions	The Language of Learning and Teaching (LoLT) for schools submitted by provinces does not change. The names of schools submitted by provinces do not change.
Disaggregation of Beneficiaries applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Public schools with Grades 1-6 which have placed orders have access to Home Language workbooks in the correct language.
Indicator responsibility	Lead – Branch D: Delivery and Support

Department of Basic Education

Indicator Title	**2.3.4 Percentage of public schools provided with Mathematics workbooks for learners in Grades 1 to 9 per year, after having placed an order.**
Definition	Public Schools refers to schools offering Grades 1-9 and which have placed Mathematics workbook orders according to the provincial data submitted to the DBE. Grades 1-9 workbooks are produced and delivered are as follows: Item Description Delivery Plan: Volume 1 Grades 1-9 Mathematics Oct-Nov 2025 Volume 2 Grades 1-9 Mathematics Jan-Feb 2026
Source of data	The DBE consolidates a list of schools that placed an order for Grades 1-9 Mathematics workbooks. The DBE consolidates a list of schools in which Grades 1-9 Mathematics workbooks were delivered with hyperlinks to the delivery note.
Method of Calculation/ Assessment	Numerator: Total number of public ordinary schools provided with Grades 1-9 Mathematics workbooks Denominator: Total number of public ordinary schools that have ordered Grades 1-9 Mathematics workbooks Multiply by 100
Means of Verification	Numerator: Database of public ordinary schools provided with Grades 1-9 Mathematics workbooks including hyperlinked proof of deliveries Denominator: Database of public ordinary schools that have ordered Grades 1-9 Mathematics workbooks including hyperlinked orders Signed (LTSM officials) copies of workbooks.
Data limitations	Late learner admission; Rationalisation/merging of small schools; Schools placing an order on items not provided by the DBE; Schools changing Language of Teaching and Learning after placement of workbook order; provinces submitting outdated data on learner numbers per grade; Omission of some grades or schools on the data submitted.
Assumptions	The Language of Learning and Teaching (LoLT) for schools submitted by provinces does not change. The names of schools submitted by provinces do not change
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Public schools with Grades 1-9 which have placed orders have access to Mathematics workbooks.
Indicator responsibility	Lead – Branch D: Delivery and Support

Indicator Title	**2.3.5 Percentage of public schools provided with workbooks for learners in Grade R per year, after having placed an order.**
Definition	Public Schools refers to schools offering Grade R and that have placed workbook orders according to the provincial data submitted to the DBE. Grade R workbooks are produced and delivered as Volume 1–4 as follows: Item Description Delivery Plan:
	Book 1 For use during term 1 of the academic year Oct-Nov 2025
	Book 2 For use during term 2 of the academic year Oct-Nov 2025
	Book 3 For use during term 3 of the academic year Jan-Feb 2026
	Book 4 For use during term 4 of the academic year Jan-Feb 2026
Source of data	The DBE consolidates a list of schools that placed an order for Grade R workbooks. The DBE consolidates a list of schools in which Grade R workbooks were delivered with hyperlinks to the delivery note
Method of Calculation/ Assessment	Numerator: Total number of public ordinary schools provided with Grade R workbooks
	Denominator: Total number of public ordinary schools that have ordered Grade R workbooks
	Multiply by 100
Means of Verification	Numerator: Database of public ordinary schools provided with Grade R workbooks including hyperlinked proof of deliveries
	Denominator: Database of public ordinary schools that have ordered Grade R workbooks including hyperlinked orders
	Signed (LTSM officials) copies of workbooks.
Data limitations	Late learner admission; rationalisation/ merging of small schools; schools placing an order on items not provided by the DBE; schools changing the Language of Teaching and Learning (LoLT) after place workbook order; provinces submitting outdated data on learner number per grade; omission of some grades or schools on the data submitted.
Assumptions	The LoLT for schools submitted by provinces does not change. The names of schools submitted by provinces do not change.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable
	Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable
	Reflect on the spatial impact area: Not Applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Public schools with Grades R which have placed orders have access to workbooks.
Indicator Responsibility	Lead – Branch D: Delivery and Support

Department of Basic Education

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

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

Indicator title	2.5.1 Number of teachers trained in inclusive education
Definition	This indicator measures the total number of teachers who have received training in inclusive education. This includes training in skills and strategies necessary for teaching and supporting learners experiencing barriers to learning, such as numeracy, language barriers, or other special educational needs. The training of teachers is looking at the academic year (1 January - 31 December 2025).
Source of data	Provincial databases on the number of learners with disabilities enrolled in special schools
Method of Calculation/ Assessment	Count the number of teachers trained in inclusive education
Means of Verification	Signed (Director or above) list of teachers trained in inclusive education. Signed (by participants) attendance registers *(available upon request)*
Data limitations	Data may not be reported promptly or aligned with the reporting period, making it challenging to capture accurate, up-to-date trained numbers of teachers. The training includes programmes that are endorsed and those offered as capacity building as the needs arise (not endorsed).
Assumptions	There will be enough qualified trainers with expertise in inclusive education to conduct the training sessions effectively. Adequate funding and resources (e.g., training materials, venues, or online platforms) are available to support the training programmes without interruptions
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Across disadvantaged and marginalised areas.
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Teachers are adequately trained in inclusive education.
Indicator responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring

Department of Basic Education

Indicator title	2.5.2 Number of learners with disabilities enrolled in special schools
Definition	The number of learners admitted to special schools is crucial in tracking whether learners with disabilities have access to basic education. This is to ensure that all learners with disabilities are not left behind. 'Special school' means a public school for learners with disabilities or special education needs. The identification of disability is based on a functional assessment. The number of learners is looking at the academic year (1 January - 31 December 2025).
Source of data	Provincial databases on the number of learners with disabilities enrolled in special schools
Method of Calculation/ Assessment	Count the number of learners with disabilities enrolled in special schools
Means of Verification	Signed (Director or above) list of learners with disabilities enrolled in special schools

Learner profiles or report cards including disability type *(available upon request)* |
| Data limitations | Data may not be reported promptly or aligned with the reporting period, making it challenging to capture an accurate, up-to-date number of learners with disabilities. |
| Assumptions | Learners with disabilities are accessing basic education in special schools |
| Disaggregation of Beneficiaries (where applicable) | Target for Women: Not Applicable

Target for Youth: Not Applicable

Target for Persons with Disabilities: Not Applicable |
| Spatial Transformation (where applicable) | Reflect on contribution to spatial transformation priorities: Not Applicable

Reflect on the spatial impact area: Not Applicable |
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Learners with disabilities are accessing basic education in special schools
Indicator responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring

Indicator title	2.5.3 Number of learners with disabilities enrolled in ordinary public schools
Definition	The number of learners admitted to ordinary public schools is crucial in tracking whether learners with disabilities have access to basic education. This is to ensure that all learners with disabilities are not left behind. The identification of disability is based on a functional assessment. The number of learners is looking at the academic year (1 January - 31 December 2025).
Source of data	Provincial databases on the number of learners with disabilities enrolled in ordinary public schools
Method of Calculation/ Assessment	Count the number of learners with disabilities enrolled in ordinary public schools
Means of Verification	Signed (Director or above) list of learners with disabilities enrolled in ordinary public schools

Learner profiles or report cards including disability type *(available upon request)* |
| Data limitations | Data may not be reported promptly or aligned with the reporting period, making it challenging to capture an accurate, up-to-date number of learners with disabilities. |
| Assumptions | Learners with disabilities are accessing basic education in ordinary public schools |
| Disaggregation of Beneficiaries (where applicable) | Target for Women: Not Applicable

Target for Youth: Not Applicable

Target for Persons with Disabilities: Not Applicable |
| Spatial Transformation (where applicable) | Reflect on contribution to spatial transformation priorities: Not Applicable

Reflect on the spatial impact area: Not Applicable |
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Learners with disabilities are accessing basic education in ordinary public schools
Indicator responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	**3.1.1 Percentage of School Governing Bodies (SGBs) that meet the minimum criteria in terms of effectiveness.**
Definition	The South African Schools Act, Act 84 of 1996, prescribes roles and responsibilities for SGBs. An SGB is regarded effective if it scores an average of 60% of the items on the SGB functionality tool. The tool comprises of the following categories used to determine the effectiveness of SGBs: a) Policies; b) Legal requirements of the SGB; and c) Financial Management. Each category has weighted sub-questions to determine effectiveness
Source of data	Information is obtained through a survey administered in 2025 academic year.
Method of Calculation/ Assessment	Numerator: Total number of public ordinary schools sampled that meet the minimum criteria. Denominator: Total number of public ordinary schools sampled Multiply by 100 = Percentage of School Governing Bodies (SGBs) that meet the minimum criteria in terms of effectiveness. The DBE predetermine the number of schools to be sampled per province using quotas as per the formula below: Numerator: Number of public ordinary schools per province Denominator: Total number of public ordinary schools nationally Multiply by 1 000 = Number of public ordinary schools sampled per province (quota) From the quota per province, the actual 1 000 schools are predetermined through random sampling using a formula =RAND () inserted on each school EMIS number field to determine the selection.
Means of Verification	Completed survey tools *(available upon request)* Signed (Director or above) list of sampled schools. Signed (Director or above) list of schools that meet the minimum criteria.
Data limitations	Reliability of data from schools. Officials conducting the survey may not interpret the findings in a uniform manner.
Assumptions	The survey will be conducted according to the financial year Management Plan.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	All schools should have effective SGBs operating within the legislation to support effective teaching and learning.
Indicator responsibility	Lead – Branch D: Delivery and Support

Department of Basic Education

Indicator Title	3.1.2 Percentage of schools producing the minimum set of management documents at a required standard.
Definition	The minimum set of management documents are basic documents viewed to be mandatory for the effectiveness of management processes in any school. These documents comprise 16 items divided into two categories, namely, management and registers documents. The listed management documents that every school must have are: a) Annual Academic Performance Report (AAPR); b) School Improvement Plan (SIP); c) Curriculum Monitoring Plan; d) Curriculum Monitoring Tools; e) Setting Realistic Subject Targets; f) Quarterly Learner Achievement Data; g) Tracking Learner Performance Instrument; h) Composite School Timetable; i) Classroom Timetables; and j) Teacher's Personal Timetables. Listed registers that every school must have are: a) Admission Register; b) Learner Attendance Register; c) Period Register; d) Educator Daily Attendance Register; e) Educator Leave Register; and f) LTSM Register.
Source of data	Information is obtained through a survey administered in 2025 academic year.
Method of Calculation/ Assessment	Numerator: Total number of schools from the sample selected found to be functional by having produced the basic set of documents Denominator: Total number of schools surveyed (1000) Multiply by 100 = Percentage of schools producing the minimum set of management documents at a required standard. The DBE predetermine the number of schools to be sampled per province using quotas as per the formula below: Numerator: Number of public ordinary schools per province Denominator: Total number of public ordinary schools nationally Multiply by 1 000 = Number of public ordinary schools sampled per province (quota) From the quota per province, the actual 1 000 schools are predetermined through random sampling using a formula =RAND () inserted on each school EMIS number field to determine the selection.
Means of Verification	Completed survey tools *(available upon request)* Signed (Director or above) list of sampled schools. Signed (Director or above) list of schools with a minimum set of management documents.
Data limitations	Reliability of data from schools Officials conducting the survey may not interpret the findings in a uniform manner.
Assumptions	The survey will be conducted according to the financial year Management Plan.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	All schools must be able to produce minimum management documents.
Indicator responsibility	Lead – Branch D: Delivery and Support

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

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

Department of Basic Education

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

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

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

Indicator Title	3.2.4 Number of PEDs that had their post-provisioning processes assessed for compliance with the Post-Provisioning Norms and Standards
Definition	The Post-Provisioning Norms and Standards implementation is monitored at the process and technical levels to ensure all the factors and weightings as stipulated in the model are applied. Processes assessed include distribution of posts to schools, declaration of excess posts and vacancies; identification of extra educators; redeployment of excess educators, and filling of vacancies technical assessment includes reviewing data used; factors and weightings used etc. Provinces avail data to determine the post-establishment and model used with all the original factors and weightings.
Source of data	Meetings are held with PED officials responsible for implementation wherein an approved template is administered to collect data.
Method of Calculation/ Assessment	Count the number of PEDs that had their post-provisioning processes assessed for compliance with the Post-Provisioning Norms and Standards.
Means of Verification	Signed (Director or above) PED post-provisioning plans
	Signed (Director or above) consolidated monitoring report assessing the implementation of Post-Provisioning Norms and Standards
Data limitations	None
Assumptions	PEDs issue staff establishments for the following academic year to schools in the fourth quarter of the preceding academic year
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable
	Target for Youth: Not Applicable
	Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable
	Reflect on the spatial impact area: Not Applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	All PEDs have Post-Provisioning Norms and Standards assessed.
Indicator responsibility	Lead – Branch T: Teachers, Education Human Resources and Institutional Development

Department of Basic Education

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

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

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

Indicator Title	**4.1.1 Number of schools provided with sanitation facilities per year.**
Definition	This indicator measures the total number of schools where an appointed contractor has achieved Practical Completion or Sectional Practical Completion in the reporting period including upgrades through ASIDI, SAFE and Donor funds combined. The upgrades typically involve various interventions to improve the structural and functional performance of a school. The overall goal is to bring the school building up to current regulations and standards, ensuring its safety, energy efficiency, and functionality. This measure applies to existing schools and excludes new schools. The appointment of a contractor may be in a previous year. Sanitation refers to all kinds of toilets, including water-borne and dry sanitation. Practical
	Completion or Sectional Completion means the completion stage where, in the opinion of the principal agent, completion of the works has substantially been reached and can effectively be used for the intended purposes.
	The works can be completed as a whole or in sections.
	Where a contract includes multiple schools, a Practical Completion should be certified "in sections," with each school constituting such section.
	Where the contract includes multiple APP targets, Practical Completion can be certified "in sections," with each APP target constituting such section.
	Where a contract includes a scope that can be divided into sections and such works are sufficiently complete to be safely used by the Employer for the purpose he intended, Practical Completion can be certified "in sections."
Source of data	Practical Completion (PC) Certificates or Sectional Completion Certificates received from Implementing Agents (IAs)
Method of Calculation/ Assessment	Count the number of schools provided with sanitation facilities that have reached practical completion.
Means of Verification	Practical Completion Certificates or Sectional Practical Completion Certificates.
	Signed (Director or above) list of schools that have reached practical completion or sectional practical completion.
Data limitations	Delineating of roles between Education Departments and Municipalities
Assumptions	All schools must have access to sanitation in line with the Norms and Standards for School Infrastructure
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable
	Target for Youth: Not Applicable
	Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable
	Reflect on the spatial impact area: Not Applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	All public schools have access to sanitation facilities.
Indicator responsibility	Lead – Branch I: Infrastructure

Department of Basic Education

Indicator Title	**4.1.2 Number of classrooms built through the Accelerated School Infrastructure Delivery Initiative per year**
Definition	This indicator measures the total number of new classrooms where an appointed contractor has achieved Practical Completion or Sectional Practical Completion in the reporting period. Additional classrooms aim to enhance teaching effectiveness by aligning equipment and environment with modern teaching methods and learner needs. This measure applies to existing schools and excludes new schools. The appointment of a contractor may be in a previous year. Practical completion means the completion stage where, in the opinion of the principal agent, completion of the works has substantially been reached and can effectively be used for the intended purposes. The works can be completed as a whole or in sections.
	Where a contract included multiple schools, a Practical Completion should be certified "in sections" with each school constituting such section.
	Where a contract includes scope that can be divided into sections and such works are sufficiently complete to be safely used by the Employer for the purpose he intended, Practical Completion can be certified "in sections."
Source of data	Practical Completion (PC) Certificates or Sectional Completion Certificates received from Implementing Agents (IAs).
Method of Calculation/ Assessment	Count the number of classrooms provided that have reached the practical completion stage.
Means of Verification	Practical Completion Certificates or Sectional Practical Completion Certificates.
	Signed (Director or above) list of schools that have reached practical completion or sectional practical completion.
Data limitations	Delineating of roles between Education Departments and Municipalities
Assumptions	All schools must have classrooms in line with the Norms and Standards for School Infrastructure
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable
	Target for Youth: Not Applicable
	Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable
	Reflect on the spatial impact area: Not Applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	All public schools have access to sufficient number of classrooms.
Indicator responsibility	Lead – Branch I: Infrastructure

Indicator Title	4.2.1 Number of General Education and Training (GET) test items developed in Language and Mathematics for Grades 3, 6 and 9.
Definition	A test item is an assessment terminology that refers to an individual question or statement that a learner responds to that assesses a particular skill or knowledge of the curriculum content required by a specified cognitive level. The item can then be used to build or create a test or assessment task to meet the desired purpose. A total of 275 test items per subject will be produced in Languages and Mathematics for Grades 3, 6 and 9.

Subject	Grade 3		Grade 6		Grade 9		TOTAL
Mathematics	75		100		100		275
Languages	HL		HL	FAL	HL	FAL	
	75		50	50	50	50	275

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

Indicator Title	4.2.2 Number of question papers set for June and November examinations.
Definition	Examiners are appointed to set the examination question papers. Moderation of the question paper is also part of the process of setting up question papers. Umalusi finally approves Question papers.
Source of data	Umalusi provides a signed list of question papers.
Method of Calculation/ Assessment	Count the number of question papers set for the June and November examinations.
Means of Verification	List of question papers set. Copies of question papers set for the financial year in question. Signed (Director or above) memorandum on number of question papers set
Data limitations	Question papers are highly confidential documents that cannot be provided as evidence to anyone until the results have been released.
Assumptions	Question papers will cover wide topics in the curriculum.
Disaggregation of Beneficiaries (where applicable)	Target for Youth: Not Applicable Target for Women: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	Administration of valid and credible examinations.
Indicator Responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring

Department of Basic Education

Indicator Title	**4.2.3 Percentage of public schools using the South African School Administration and Management System (SA-SAMS) for reporting.**
Definition	The education sector requires data for reporting and monitoring that can be sourced from schools as per SASA 84 (s58). Provinces support schools in using the latest versions of SA-SAMS. The application is policy-driven and is therefore developed and maintained by DBE. This indicator is intended to monitor the completeness and currency of data received from schools through a standardised application with built-in validation rules. This indicator will be measured using the school year, not the financial year.
Source of data	PED reports on number of operational schools and number of schools data collected for the period. This is supported with a list of schools generated by "SA-SAMS indicator tool" showing applicable data that will indicate the completeness and quality of data from the school databases. This is based on the collected databases in the provincial warehouse and signed off deployment forms submitted with database
Method of Calculation / Assessment	Numerator: Total number of public schools reporting using SA-SAMS (reported by provinces) Denominator: Total number of public schools (reported by provinces) excluding Western Cape Multiply by 100 In this case, the denominator will only include operational public ordinary and special schools from the provincial masterlist.
Means of Verification	A summary report of all provincial operational public schools using SA-SAMS. Consolidated National list of all schools using SA-SAMS (numerator). Consolidated National list of schools provided by provinces (masterlist) (denominator)
Data limitations	Currently, Western Cape does not collect source data through the SA-SAMS. Therefore, no reports will be received from the Western Cape. Only operational schools are included.
Assumptions	Not all schools send the data in time or some schools will not be using SA-SAMS for reporting. Schools can be created or closed during the year therefore the number can vary at the end of the academic year (31 December).
Disaggregation of Beneficiaries (where applicable)	Target for Youth: Not Applicable Target for Women: Not Applicable Target for People with Disabilities: Special schools included
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	All public schools are to use SA-SAMS as a standardized application to capture and record unit school administrative data.
Indicator Responsibility	Lead – Branch B: Business Intelligence

Indicator Title	**4.2.4 Percentage of learners who remain in school from the beginning of Grade 1 and are retained up to Grade 9**
Definition	The indicator measures the movement of learners throughout the compulsory education band (Grades 1 to 9). It reflects the ability of an education system to retain learners from the early years of schooling, from Grade 1 through to a critical educational milestone of Grade 9, which is the end of compulsory education. A high percentage suggests effective retention and educational support, while a low percentage may highlight the need for targeted interventions to address issues such as school dropout and repetition. However other factors need to be considered such as migration, mortality, movement to home education and online education. Learner progression can be tracked from one grade to the next using LURITS. LURITS provides information on the year a learner started Grade 1 and the grade they are currently in.
Source of data	EMIS data
Method of Calculation/ Assessment	Numerator: Total number of learners who started Grade 1 in a specific year and remained in school up to Grade 9 Denominator: Total number of learners who originally started Grade 1 in a specific year Multiply by 100
Means of Verification	Numerator: Database of learners who started Grade 1 in a specific year and remained in school up to Grade 9 Denominator: Database of learners who originally started Grade 1 in a specific year
Data limitations	Incomplete and inaccurate data captured and submitted by PEDs to DBE. Data on Home Education and Online Education is excluded.
Assumptions	Enrolment of all learners is captured in a school administrative system and submitted to the DBE by the PED.
Disaggregation of Beneficiaries (where applicable)	Target for Youth: Not Applicable Target for Women: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Desired performance	To retain about 90% (considering mortality, migration and movement to Home and Online Education) of learners who started Grade 1 in a specific year up to Grade 9.
Indicator Responsibility	Lead – Branch BI: Business Intelligence

Indicator Title	**4.2.5 Percentage of learners achieving an acceptable level in emerging Literacy through the Early Learning National Assessment**
Definition	The Early Learning National Assessment (ELNA) was conceptualised to address the educational principle of learners being school ready when they enter the schooling system officially in Grade 1. This indicator measures the percentage of learners in emerging Literacy who reach the achieved level benchmark in the Early Learning National Assessment (ELNA). Having established performance benchmarks enables the measuring of emergent (Literacy or Numeracy) Proficiency Levels that can be effectively communicated to various stakeholders, track improvement over time, and inform decision-making to improve the learners' emergent Literacy and/or Numeracy performance in line with the prescribed (CAPS) curriculum and international practices. ELNA is a systemic assessment with samples of schools and learners. We aggregate data on national and provincial levels not at an individual learner level. It is not a census assessment. Aggregated datasets for national and provincial performance will be made available.
Source of data	Learners participating in the Early Learning National Assessment (ELNA).
Method of Calculation/ Assessment	For Literacy and Numeracy, the proportion of learners are calculated against four achievement levels (viz. NA=Not Achieved, PA=Partially Achieved, A=Achieved, and OA=Outstanding Achievement) where NA is the lowest and OA the highest level of performance. Numerator: A+OA Denominator: NA+PA+A+OA Multiply by 100
Means of Verification	Signed (Director or above) anonymised dataset of learner results in emerging Literacy through the Early Learning National Assessment
Data limitations	The data is extrapolated from sample estimates.
Assumptions	The assessment is done early in the academic year to establish school readiness.
Disaggregation of Beneficiaries (where applicable)	Target for Youth: Not Applicable Target for Women: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	Improvements in emerging literacy skills should result in more learners moving from lower to their higher performance levels over time.
Indicator Responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring

Department of Basic Education

Indicator Title	**4.2.6 Percentage of learners achieving an acceptable level in emerging Numeracy through the Early Learning National Assessment**
Definition	The Early Learning National Assessment (ELNA) was conceptualised to address the educational principle of learners being school ready when they enter the schooling system officially in Grade 1. This indicator measures the percentage of learners in emerging Numeracy who reach the achieved level benchmark in the Early Learning National Assessment (ELNA). Having established performance benchmarks enables the measuring of emergent (Literacy or Numeracy) Proficiency Levels that can be effectively communicated to various stakeholders, track improvement over time, and inform decision-making to improve the learners' emergent Literacy and/or Numeracy performance in line with the prescribed (CAPS) curriculum and international practices.
	ELNA is a systemic assessment with samples of schools and learners. We aggregate data on national and provincial levels not at an individual learner level. It is not a census assessment. Aggregated datasets for national and provincial performance will be made available.
Source of data	Learners participating in the Early Learning National Assessment (ELNA).
Method of Calculation/ Assessment	For Literacy and Numeracy, the proportion of learners are calculated against four achievement levels (viz. NA=Not Achieved, PA=Partially Achieved, A=Achieved, and OA=Outstanding Achievement) where NA is the lowest and OA the highest level of performance.
	Numerator: A+OA
	Denominator: NA+PA+A+OA
	Multiply by 100
Means of Verification	Signed (Director or above) anonymised dataset of learner results in emerging Numeracy through the Early Learning National Assessment
Data limitations	The data is extrapolated from sample estimates.
Assumptions	The assessment is done early in the academic year to establish school readiness.
Disaggregation of Beneficiaries (where applicable)	Target for Youth: Not Applicable
	Target for Women: Not Applicable
	Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable
	Reflect on the spatial impact area: Not Applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	Improvements in emerging numeracy skills should result in more learners moving from lower to their higher performance levels over time.
Indicator Responsibility	Lead – Branch C: Curriculum Policy, Support and Monitoring

Indicator Title	4.3.1 Number of officials from districts that achieved below the national benchmark in the NSC participating in a mentoring programme.
Definition	A mentoring programme is for officials working in the district that achieved below the national benchmark in the NSC results. These officials include District Directors, Circuit Managers, Curriculum Specialists, Subject Advisors and other curriculum support officials. The identified officials are taken through a mentoring programme. The mentor holds sessions with the mentee. The DBE has the prerogative also to lead the mentoring programme through workshops and seminars of affected districts and circuits.
	Districts performing below the national benchmark in the NSC refers to districts performing below the NSC results and those that performed below average at a PED level. Participating districts will be selected by the DBE. However, identified districts may include those with newly appointed District Directors or showing signs of inconsistent performance.
Source of data	Data sourced from the previous year's NSC examination results to determine the participating districts and circuits.
	Database of newly appointed District Directors.
	Previous annual report on the mentoring programme.
Method of Calculation/ Assessment	Count the number of officials mentored from districts that achieved below the national benchmark in the NSC participating in a mentoring programme.
Means of Verification	Signed (Director or above) list of mentors and mentees with dates mentored
	Signed registers of sessions conducted/attended.
	Signed (Director or above) annual report on the mentoring programme.
	Approved Memorandum on participating districts selected by the DBE and reasons for selection
Data limitations	None
Assumptions	Identified officials in targeted districts and circuits subject themselves to a mentorship programme to improve learner performance.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable
	Target for Youth: Not Applicable
	Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable
	Reflect on the spatial impact area: Not Applicable
Calculation type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	Support districts to improve average learner performance in the NSC above the national average.
Indicator responsibility	Lead – Branch D: Delivery and Support

Indicator Title	4.3.2 Number of underperforming secondary schools monitored at least twice a year by sector officials.
Definition	Monitor the provision of support to secondary schools that have been declared as underperforming in terms of Section 58B of the South African Schools Act (SASA), Act 84 of 1996. By sector officials we refer to officials from districts to national level.
Source of data	Information is obtained through onsite and desktop monitoring
Method of Calculation/ Assessment	Count the number of underperforming secondary schools monitored at least twice a year by sector officials.
Means of Verification	Completed, signed and dated monitoring tools.
	Signed (Director or above) list of schools monitored with dates of monitoring.
	Signed (Director or above) list of underperforming schools per province.
	Signed (Director or above) consolidated monitoring status annual report.
Data limitations	Lack of adequate tools of trade and delayed/ non-filling of critical posts across the system.
Assumptions	Sector officials monitor all underperforming schools for support.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable
	Target for Youth: Not Applicable
	Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable
	Reflect on the spatial impact area: Not Applicable
Calculation type	Cumulative: Year-end
Reporting cycle	Bi-annually
Desired performance	To improve the performance of underperforming secondary schools.
Indicator responsibility	Lead – Branch D: Delivery and Support

Department of Basic Education

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

Indicator Title	5.1.2 Number of schools monitored on the implementation of the HIV/AIDS Life Skills Education Programme
Definition	The indicator monitors schools on the implementation of the key outputs of the HIV/AIDS Life Skills Education Programme. The programme integrates HIV/AIDS and relevant life skills (using sexuality education as a basis) into the school curriculum, as a strategy to prevent and mitigate the spread of HIV, learner pregnancy, school related gender-based violence, substance abuse as well as to provide care and support for learners, educators and support staff that are infected and affected by HIV/AIDS.
Source of data	Information is obtained through monitoring, analysis of provincial reports, provincial oversight management meetings held with provinces, support visit to schools and two Inter-provincial meetings.
Method of Calculation / Assessment	Count the number of schools monitored on the implementation of the HIV/AIDS Life Skills Education Programme
Means of Verification	Completed, signed and dated monitoring tools. Signed (Director or above) list of schools monitored per quarter with dates monitored. Signed (Director or above) consolidated monitoring status annual report.
Data limitations	None
Assumptions	Schools implement the HIV/AIDS Life Skills Education Programme.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Cumulative: Year-end
Reporting cycle	Quarterly
Desired performance	Improved implementation of activities and achievement of the grant outputs.
Indicator responsibility	Lead – Branch S: Educational Enrichment Services

Indicator Title	**5.1.3 Number of districts monitored on the implementation of the National School Safety Framework (NSSF)**
Definition	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 25 education districts. Safety means school safety in particular.
Source of data	Information is obtained through onsite or desktop monitoring of districts.
Method of Calculation / Assessment	Count the number of districts monitored on the implementation of the NSSF
Means of Verification	Completed, signed and dated monitoring tools Signed (Director or above) list of districts monitored per quarter with dates of monitoring. Signed registers by district officials
Data limitations	None
Assumptions	Districts are monitoring the implementation of NSSF
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Learners in Public Ordinary Schools Target for People with Disabilities: Learners with Special Educational Needs (LSEN)
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Cumulative: Year-end
Reporting cycle	Quarterly
Desired performance	NSSF fully implemented in districts
Indicator responsibility	Lead – Branch S: Educational Enrichment Services

Department of Basic Education

Indicator Title	5.1.4 Number of stakeholders reached through social cohesion programmes
Definition	The Care and Support for Teaching and Learning (CSTL) Framework encourages coordinated, comprehensive and multisectoral collaboration to ensure that the education outcomes of learner access and retention are ultimately achieved through the transformation of schools into socially inclusive and cohesive schooling environments which are welcoming of all children and provides them with quality teaching regardless of their differences in race, nationality, sex, gender, family income, nationality, physical or health status, sexual orientation, intellectual capacity, or language. To respond to the framework, social cohesion programmes include activities such as: · Engagements on the Rights and Responsibilities; · National Schools Moot Court; · iNkosi Albert Luthuli Oral Programme; · Youth Citizens Action Programme; · Heritage Education Schools Outreach Programme; · Commemorations of Historic Events and Significant Anniversaries; · Children's Parliament; · Future Choices Programme (Jamboree); · Girls and Boys Education Movement Programme (GBEM); · Gender Empowerment activities; · Education for Sustainable Development (ESD) and Climate Change programmes; · Multimedia engagements (radio, television, social media & webinars); · Truth and Reconciliation Commission (TRC); and · CSTL workshops/ trainings/ conference/ symposia.
Source of data	Attendance registers
Method of Calculation / Assessment	Count the number of participants in social cohesion programmes, both physically and virtually, including the statistical analysis of numbers reached through radio, television and social media, where applicable
Means of Verification	Signed (by participants) attendance registers Where applicable, if programme is delivered through radio or television, signed off media analysis of number of persons reached through the broadcast as provided by the broadcasting house/social media count. Signed (Director or above) lists of participants for the virtual platform. Signed (Director or above) lists of Truth and Reconciliation Commission (TRC) Bursary Sundry Advice.
Data limitations	The social media reach is not static and therefore information is cumulative. The radio and television reach are statistical analysis of information provided by the broadcasting house
Assumptions	Provinces will facilitate mass participation, arrange facilities and resources for virtual platforms and email or courier pieces of work such as essays and research projects
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: In-school Youth Target for People with Disabilities: Learners with Special Educational Needs (LSEN)
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Cumulative: Year-end
Reporting cycle	Quarterly
Desired performance	Stakeholder engagements held to promote social cohesion, democratic value driven and nation building
Indicator responsibility	Lead – Branch S: Educational Enrichment Services

Indicator Title	5.1.5 Number of participants and stakeholders reached to raise awareness towards ending school-related gender-based violence
Definition	The participants and education stakeholders include learners, educators, parents, SGBs, SMTs, programme implementers, School Safety Committees, Learner Support Agents, District and Provincial Officials, civil society organisations and other education stakeholders reached through dialogues, engagements and training workshops. These may be delivered face-to-face or via digital platforms.
Source of data	Attendance registers
Method of Calculation / Assessment	Count the number of participants and stakeholders reached to raise awareness towards ending school-related gender-based violence
Means of Verification	Signed (by participants) attendance registers. Signed lists of participants from partners as well as the national or provincial coordinators. Signed (Director or above) lists of participants from the digital platform. If the webinar is posted on social media, include list of names who liked and commented on the post, as well as number of subscribers who view the sessions. If delivered through radio or television, number of persons reached through the broadcast as provided by the broadcasting house.
Data limitations	The social media reach is not static and therefore information is cumulative. The radio and television reach are statistical analysis of information provided by the broadcasting house.
Assumptions	Provinces would have disseminated invitations to the intended participants.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: In-school Youth Target for People with Disabilities: Learners with Special Educational Needs (LSEN)
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Cumulative: Year-end
Reporting cycle	Quarterly
Desired performance	Ongoing engagements, dialogues and workshops to raise awareness towards ending school-related gender-based violence
Indicator responsibility	Lead – Branch S: Educational Enrichment Services

Indicator Title	5.1.6 Number of professionals trained in SASCE programmes
Definition	SASCE is a strategic programme in the Department's quest to promote unity in diversity, national reconciliation, social cohesion, and a national identity among young South Africans of school-going age. Development programmes aim to facilitate the conducting and performance of music by schools thereby ensuring sustainability of the programme. The development programme implemented is for the following professionals: Adjudicators: An adjudicator is a qualified individual tasked with the responsibility to score/adjudicate choristers who ascend the stage during a formal singing competition, Conductors: Conductors are based in schools, training learners (choirs) on the current music syllabus in preparation for the ABC Motsepe SASCE Championships. This leg also feeds into the data capturers and Programme Directors, whom, when the need arises, can also be trained.
Source of data	Attendance registers
Method of Calculation / Assessment	Count the number of professionals trained in SASCE programmes
Means of Verification	Signed attendance registers by participants
Data limitations	None
Assumptions	Trained professionals will participate in the SASCE programme
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Learners in Public Ordinary Schools Target for Persons with disabilities: Learners with Special Educational Needs (LSEN)
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	An increased pool of professionals trained to deliver the programme
Indicator responsibility	Lead – Branch S: Educational Enrichment Services

Department of Basic Education

Indicator Title	5.1.7 Number of learners competing at the National School Sport Championship (NSSC)
Definition	School Sport forms part of the enrichment and co-curricular programmes offered by a school and as such provides continuous learning opportunities that seek to engage learners in activities that support and transfer applied competences from the curriculum context to the sustainable development of self and communities. A National School Sport Championship is a culmination of all the levels of competition -leagues that take place from circuit level through to the provincial level to a national final championship. A National School Sport Championship is the final tier of a competition that is used as a platform for such competitions and talent endorsement.
Source of data	Provincial database on the number of learners competing at the National School Sport Championship (NSSC)
Method of calculation / assessment	Count the number of learners participating in the National School Sport Championship
Means of Verification	Signed (by provincial coordinators) list of learners competing at the NSSC Signed (Director or above) summary of learners competing at the NSSC Registration forms of learners competing at the NSSC *(available upon request)*
Data limitations	None
Assumptions	Learners will participate in all levels of the competitions including school leagues to qualify for the National School Sport Championships.
Disaggregation of beneficiaries (where applicable)	Target to Women: Girl learners' play school sport; Women teachers coach school sport Target to Youth: Learners in Public Ordinary Schools Target to People with Disabilities: Learners with Special Educational Needs (LSEN) can play school sport
Spatial transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Describe the spatial impact area: Not Applicable
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	More learners participating in School Sport through mass participation.
Indicator Responsibility	Lead – Branch S: Educational Enrichment Services

ANNEXURES TO THE ANNUAL PERFORMANCE PLAN

Annexure A: Amendments to the Strategic Plan

None.

Department of Basic Education

Annexure B: Conditional Grants

Table 28: Conditional Grants

Name of Grant	Purpose	Outputs	Current Annual Budget (R thousand)	Period of Grant
1. Education Infrastructure Grant	To help accelerate the construction, maintenance, upgrading and rehabilitation of new and existing infrastructure in education including district and circuit accommodation To enhance the capacity to deliver infrastructure in education To address damages to infrastructure To address the achievement of the targets set out in the minimum norms and standards for school infrastructure	Number of new schools, additional education spaces, education support spaces and administration facilities constructed as well as equipment and furniture provided Number of existing schools' infrastructure upgraded and rehabilitated Number of new and existing schools maintained Number of work opportunities created Number of new special schools provided, and existing special and full-service schools upgraded and maintained	15 285 220	2025/26

Department of Basic Education

Name of Grant	Purpose	Outputs	Current Annual Budget (R thousand)	Period of Grant
2. HIV/AIDS Life Skills Education Grant	To support South Africa's HIV prevention strategy by providing Comprehensive Sexuality Education (CSE) and access to Sexual and Reproductive Health Services (SRHS) to learners; and supporting the provision of employee health and wellness programmes for educators. To mitigate the impact of HIV and TB by providing a caring, supportive and enabling environment for learners and educators. To reduce the vulnerability of children to HIV, TB and STIs, with a particular focus on orphaned children and girls.	5 674 educators trained to implement comprehensive sexuality education and TB prevention programmes for learners to be able to protect themselves from HIV and TB and the associated key drivers including alcohol and drug use, leading to unsafe sex, learner pregnancy and HIV infection, prioritising schools located in areas with a high burden of HIV and TB infections. 3 520 SMTs and school governing bodies trained to develop policy implementation plans focusing on keeping mainly young girls in school, ensuring that comprehensive sexuality education and TB education is implemented for all learners in schools, access to comprehensive sexual and reproductive health and TB services. A provision for training will also address multiple sexual partnerships among boys and learner pregnancy prevention. Co-curricular activities on provision of comprehensive sexuality education, access to sexual and reproductive health and TB services implemented in 12 016 primary and secondary schools including a focus on prevention of alcohol, drug use and learner pregnancy, targeting 93 466learners. Priority will be in schools located in high priority areas. Co-curricular activities in primary schools will focus on raising awareness of social issues and vulnerabilities, such as how to report abuse and support affected learners. Care and support programmes implemented to reach 142 430 learners and 3 610 educators. Expand the appointment of learner support agents to 2 575 to support vulnerable learners prioritising primary schools, using the care and support for teaching and learning framework. 70 810 copies of curriculum and assessment policy statement compliant material, including material for learners with barriers to learning, printed and distributed to 24 080 schools. Printing of the school policy pack will be prioritised over learner teacher support material to ensure that all schools have a copy of the Department of Basic Education's (DBE) National Policy on HIV, STIs and TB for learners, educators, support staff and officials in all primary and secondary schools in the basic education sector; and the DBE Policy on the Prevention and Management of Learner Pregnancy (Learner Pregnancy Policy). Host advocacy and social mobilisation events with 140 333 learners, educators and 21 633 school community members on the DBE National Policy on HIV, STIs and TB; and the DBE Learner Pregnancy Policy to review and change societal norms and values on the provision of comprehensive sexuality education and access to sexual and reproductive health and TB services with 5 600 schools, including a focus on key risky behaviours, such as alcohol and drug use, learner pregnancy, inter-generational and transactional sex amongst girls, multiple concurrent sexual partnerships, power relations, respect for girls and other issues that compel negative behaviour amongst boys, as well as to advocate for the integrated school health programme including provision of sexual and reproductive health services such as contraception, STIs, pregnancy and HIV testing, condom distribution and information on safe circumcision in secondary schools. 3 875 schools will be reached by provinces through monitoring and support visits	261 703	2025/26

Name of Grant	Purpose	Outputs	Current Annual Budget (R thousand)	Period of Grant
3. Mathematics, Science and Technology Grant	To provide support and resources to schools, teachers and learners in line with the Curriculum Assessment Policy Statements (CAPS) for the improvement of Mathematics, Science and Technology teaching and learning at selected public schools	School support: 1 256 maths, science and technology schools 485 schools supplied with subject specific computer hardware and related software in accordance with the minimum specifications prescribed by the Curriculum Assessment Policy Statements including coding and robotics pilot schools 232 schools offering technical subjects (including pilot schools for the vocationally oriented curriculum) and schools offering agricultural subjects supplied with workshop tools, machinery, equipment and consumables for technology subjects repaired, maintained and/or replaced in accordance with the minimum specifications 1 256 laboratories supplied with apparatus and consumables for mathematics, science and technology subjects in accordance with the minimum specifications including coding and robotics kits Learner support: 50 000 learners registered for participation in mathematics, science and technology olympiads/fairs/expos and other events based on a structured annual calendar including support through learner camps and additional learning, teaching and support material such as study guides Teacher support: 1 500 participants attending specific structured training and orientation for teachers and subject advisors in subject content and teaching methodologies on curriculum assessment policy statements for electrical, civil and mechanical technology, technical mathematics, and technical sciences 1 000 teachers and subject advisors attending targeted and structured training in teaching methodologies and subject content either for mathematics, physical, life, natural and agricultural sciences, technology, computer applications technology, information technology, agricultural management and technology subjects	459 122	2025/26
4. Children/ Learners with Severe to Profound Intellectual Disability Grant	To provide the necessary support, resources and equipment to identified special care centres and schools for the provision of education to children with severe to profound intellectual disabilities	Nine deputy chief education specialists as provincial grant managers and 255 transversal itinerant outreach team members appointed to provide support in special care centres and targeted schools 483 special care centre data captured and managed using the South African School Administration and Management System 255 transversal itinerant outreach team members, 2 490 caregivers, trained on the learning programme for learners with profound intellectual disability and other programmes that support the facilitation of the learning programme Number of caregivers trained on accredited training 9 672 children with severe to profound intellectual disability supported through a range of services 279 of children with profound intellectual disabilities of school going age in special care centres placed in schools	293 042	2025/26
5. National School Nutrition Grant	To provide nutritious meals to targeted schools	21 000 schools that prepare nutritious meals for learners	10 318 714	2025/26
6. School Infrastructure Backlogs Grant	Replacement of buildings made of inappropriate material Provision of water, sanitation, electricity and classrooms to schools	Number of schools where buildings made of inappropriate materials have been replaced Number of schools where water infrastructure has been provided Number of schools where appropriate toilets have been provided Number of classrooms built	2 076 576	2025/26

Name of Grant	Purpose	Outputs	Current Annual Budget (R thousand)	Period of Grant
7. Early Childhood Development Grant	To increase the number of poor children accessing subsidised ECD programme	Number of eligible children subsidised, as agreed in the service level agreements (SLA) Number of all children attending ECD services in fully registered centres Number of all children attending ECD services in conditionally registered centres Number of children subsidised from the conditional grant in fully registered centres Number of children subsidised from the conditional grant in conditionally registered centres Number of days subsidised for centre-based programmes Number of children subsidised through provincial own revenue including equitable share that are benefiting from the top-up grant Number of equitable share children benefiting from the top-up grant Number of all children attending fully registered non-centres-based programmes Number of all children attending conditionally registered non-centres-based programmes Number of children subsidised from the conditional grant in non-centres-based programmes Number of children subsidised from the conditional grant in conditionally registered non-centres-based programmes Number of ECD practitioners and other staff employed in registered ECD centres benefiting from the conditional grant Number of ECD centres assessed for infrastructure support and health and safety standards Number of ECD centres maintained to improve registration status as a result of the infrastructure component Number of new low-cost ECD centres constructed	1 784 954	2025/26

Annexure C: Consolidated Indicators

Standardised Output Indicators (SOIs) have not been adopted for the 2025/26 financial year.

Annexure D: District Development Model

Table 29: 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 MGIJIMA LOCAL MUNICIPALITY	DBE	TMT
	200200114	DEBE PRIMARY SCHOOL	Sanitation	Eastern Cape	AMATHOLE DISTRICT MUNICIPALITY	AMAHLATHI 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	AMAHLATHI LOCAL MUNICIPALITY	DBE	NECT
	200400228	GQAQHALA JUNIOR SECONDARY SCHOOL	Sanitation	Eastern Cape	JOE GQABI 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	AMAHLATHI LOCAL MUNICIPALITY	DBE	NECT
	200400325	KHOHLOPONG JUNIOR SECONDARY SCHOOL	Sanitation	Eastern Cape	JOE GQABI 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	AMAHLATHI LOCAL MUNICIPALITY	DBE	NECT
	200200368	LOWER GXULU PRIMARY SCHOOL	Sanitation	Eastern Cape	AMATHOLE DISTRICT MUNICIPALITY	AMAHLATHI LOCAL MUNICIPALITY	DBE	NECT
	200200372	LUJIKO 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

Area of Intervention in NSDF and DDM	EMIS number	Project Name	Project Description	Province	District Municipality	Local Municipalities	Project Lead	Implementing Agent
Sanitation	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
	200200421	MASELE PRIMARY SCHOOL	Sanitation	Eastern Cape	BUFFALO CITY METROPOLITAN MUNICIPALITY	BUFFALO CITY METROPOLITAN MUNICIPALITY	DBE	NECT
	200200444	MAVUSO PRIMARY SCHOOL	Sanitation	Eastern Cape	AMATHOLE DISTRICT MUNICIPALITY	RAYMOND MHLABA LOCAL MUNICIPALITY	DBE	NECT
	200500678	MHLONYANENI HIGHER PRIMARY SCHOOL	Sanitation	Eastern Cape	ALFRED NZO DISTRICT MUNICIPALITY	NTABANKULU LOCAL MUNICIPALITY	DBE	NECT
	200200487	MNANDI PRIMARY SCHOOL	Sanitation	Eastern Cape	AMATHOLE DISTRICT MUNICIPALITY	AMAHLATHI LOCAL MUNICIPALITY	DBE	NECT
	200500735	MOLIKO JUNIOR PRIMARY SCHOOL	Sanitation	Eastern Cape	ALFRED NZO DISTRICT MUNICIPALITY	MATATIELE LOCAL MUNICIPALITY	DBE	NECT
	200200519	MXUMBU PRIMARY SCHOOL	Sanitation	Eastern Cape	AMATHOLE DISTRICT MUNICIPALITY	RAYMOND MHLABA LOCAL MUNICIPALITY	DBE	NECT
	200600539	MZAMOMHLE HIGH SCHOOL	Sanitation	Eastern Cape	CHRIS HANI DISTRICT MUNICIPALITY	ENOCH MGIJIMA LOCAL MUNICIPALITY	DBE	NECT
	200200529	MZOMNCANE JUNIOR PRIMARY SCHOOL	Sanitation	Eastern Cape	AMATHOLE DISTRICT MUNICIPALITY	NGQUSHWA LOCAL MUNICIPALITY	DBE	NECT
	200300420	NDABANKULU SENIOR SECONDARY SCHOOL	Sanitation	Eastern Cape	AMATHOLE DISTRICT MUNICIPALITY	MNQUMA LOCAL MUNICIPALITY	DBE	NECT
	200200638	NOTHENGA PRIMARY SCHOOL	Sanitation	Eastern Cape	AMATHOLE DISTRICT MUNICIPALITY	AMAHLATHI LOCAL MUNICIPALITY	DBE	NECT
	200200659	NTULIKAZI PRIMARY SCHOOL	Sanitation	Eastern Cape	AMATHOLE DISTRICT MUNICIPALITY	RAYMOND MHLABA LOCAL MUNICIPALITY	DBE	NECT
	200600997	PHAKAMANI PRIMARY SCHOOL	Sanitation	Eastern Cape	CHRIS HANI DISTRICT MUNICIPALITY	eMALAHLENI LOCAL MUNICIPALITY	DBE	NECT
	500161986	INCAPHAYI HIGH SCHOOL	Sanitation	KwaZulu-Natal	KING CETSHWAYO DISTRICT MUNICIPALITY	MTHONJANENI	DBE	DBSA
	500199023	MAQWABE PRIMARY SCHOOL	Sanitation	KwaZulu-Natal	KING CETSHWAYO DISTRICT MUNICIPALITY	MFOLOZI	DBE	DBSA
	200200723	QUGQWALA PRIMARY SCHOOL	Sanitation	Eastern Cape	AMATHOLE DISTRICT MUNICIPALITY	NGQUSHWA LOCAL MUNICIPALITY	DBE	NECT
	500230547	NHLOYANA SECONDARY SCHOOL	Sanitation	KwaZulu-Natal	KING CETSHWAYO DISTRICT MUNICIPALITY	MTHONJANENI	DBE	DBSA
	500238761	NTABALUKHOZI HIGH SCHOOL	Sanitation	KwaZulu-Natal	UGU DISTRICT MUNICIPALITY	UMZUMBE	DBE	DBSA
	500240944	NTUMENI PRIMARY SCHOOL	Sanitation	KwaZulu-Natal	KING CETSHWAYO DISTRICT MUNICIPALITY	UMLALAZA	DBE	DBSA
	500249861	PHUMOSIZINI S	Sanitation	KwaZulu-Natal	KING CETSHWAYO DISTRICT MUNICIPALITY	MTHONJANENI	DBE	DBSA
	500307137	MNINGI SECONDARY SCHOOL	Sanitation	KwaZulu-Natal	KING CETSHWAYO DISTRICT MUNICIPALITY	MFOLOZI	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	500440115	UMZILA PRIMARY SCHOOL	Sanitation	KwaZulu-Natal	AMAJUBA 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	AMAHLATHI LOCAL MUNICIPALITY	DBE	NECT
	200501259	UPPER MNYAMANA 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	MNQUMA LOCAL MUNICIPALITY	DBE	TMT
	200300418	NDABAKAZI JUNIOR SECONDARY SCHOOL	Sanitation	Eastern Cape	AMATHOLE DISTRICT MUNICIPALITY	MNQUMA LOCAL MUNICIPALITY	DBE	TMT
	200600765	SKISAZANA JUNIOR SECONDARY SCHOOL	Sanitation	Eastern Cape	JOE GQABI DISTRICT MUNICIPALITY	SENQU LOCAL MUNICIPALITY	DBE	TMT
	200600823	TEMBEKILE PRIMARY SCHOOL	Sanitation	Eastern Cape	CHRIS HANI DISTRICT MUNICIPALITY	ENOCH MGIJIMA 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
Classrooms	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
	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 PRIMÊRE SKOOL (4 classrooms)	Overcrowding	Northern Cape	PIXLEY KA SEME DISTRICT MUNICIPALITY	PIXLEY KA SEME MUNICIPALITY	DBE	DBSA
School Nutrition		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
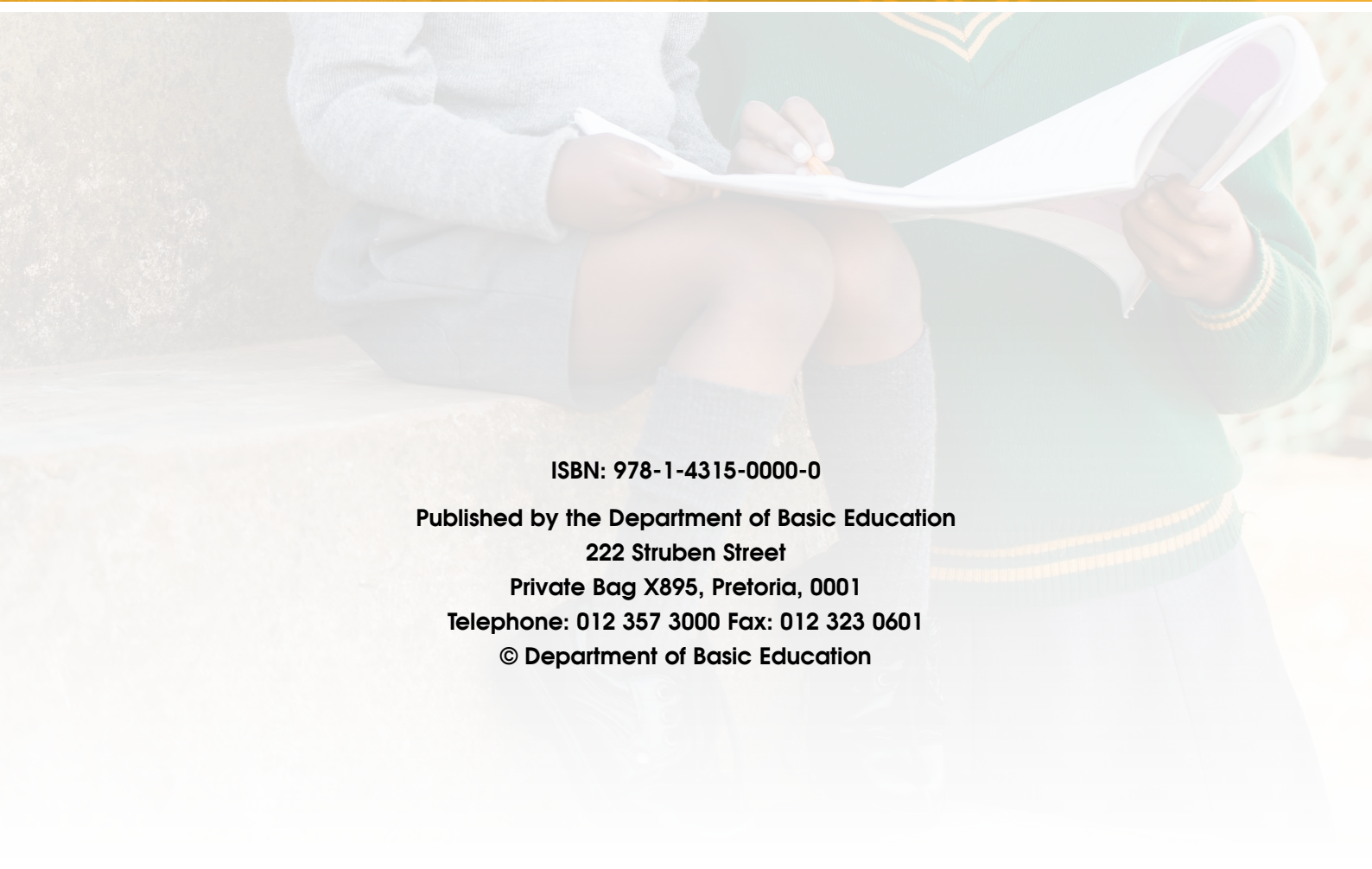
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