

**NATIONAL ASSEMBLY**

**WRITTEN REPLY**

**QUESTION 1233.**

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**INTERNAL QUESTION PAPER: 10/2025**

**1233. Dr D C Christians (DA) to ask the Minister of Basic Education: to ask the Minister of Basic Education:**

(1) What (a) total amount has her department spent on (i) advertising and (ii) consultants (aa) for each year in the past five financial years and (bb) from 1 April 2024 up to the latest specified date for which information is available, (b) is the breakdown of the total amount spent in each specified financial year and/or period on each advertising campaign and (c) how was the success of each campaign measured; (2) what is the (a) total cost and (b) breakdown of the scope of work of each consultant in the specified financial year and/or period?

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(1)(a)(i) and (b)

The Department of Basic Education (DBE) has provided the following information regarding advertising that it has procured during the financial years in question:

	(aa) (bb) Amount for each financial year						<b>Advertising done for:</b>
	2019/20	2020/21	2021/22	2022/24	2023/24	2024/25	
	R'000	R'000	R'000	R'000	R'000	R'000	
Advertising: Recruitment	250	151	24	183	122	197	Recruitment purposes
Advertising: Tenders	3	3	-	-	-	-	Procurement purposes
Advertising: Covid-19	-	2 340	-	-	-	-	Awareness campaign

(1)(a)(ii) and (b)

(2)(a)

The DBE has provided the following information regarding the services of consultants that it procured during the financial in question:

	(aa) (bb) Amount for each financial year						<b>Consultants used for:</b>
	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	
	R'000	R'000	R'000	R'000	R'000	R'000	
Consultants	15 680	236 224	213 122	272 286	315 621	287 600	School Infrastructure (Professional Service Provider, Implementing

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							Agents and Professional Support Unit)
	-	10 140	38 366	-	-	13 873	National Assessment (SASE, TIMMS and PIRLS)

(1)(c)

The DBE has advised that the success of each advertising campaign was measured as follows:

<b>Campaign</b>	<b>Measure of Success</b>
<b>Advertising: Recruitment</b>	Recruitment of qualified and skilled personnel for implementation of the basic education mandate
<b>Advertising: Tenders</b>	Appointment of appropriate service providers
<b>Advertising: Covid-19</b>	Sector response to Covid-19

(2)(b)

The DBE has provided the following breakdown of the scope of work of each consultant.

	<b>Scope of Work</b>					
	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
School Infrastructure (Professional Service Provider,	The DBE utilises services of Professional Service Providers (PSPs), otherwise referred to as consultants. The PSPs are procured by Implementing Agents to provide various scopes of work for the planning, design and site supervision of infrastructure projects. The PSPs provide the following services in the projects: Principal Agency,					

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Implementing Agents and Professional Support Unit)	Architectural, Quantity Surveyor, Civil Engineering, Electrical Engineer, Mechanical Engineer, Health and Safety, Social Facilitator, etc. In addition to the PSPs, the DBE has also procured the services of a Programme Support Unit (PSU) to provide monitoring and support services. The PSU is a consortium of two companies.
National Assessment (SASE, TIMMS and PIRLS)	<ul style="list-style-type: none"><li>• Due to the unique and specialised skills required for complex secondary analysis, the DBE has identified two experts to assist with the analysis of the South African Systemic Evaluation study.</li><li>• Both TIMSS and PIRLS have been historically valuable assessment studies to benchmark learner performance in South Africa against international standards. The results of these studies have been used to report publicly on the performance trends of learners and to guide critical policy decisions and interventions in Mathematics, Science and Reading Literacy.</li><li>• South Africa has participated in TIMSS cycles since 1995 and has a rich source of trend data spanning more than 25 years. South Africa has participated in TIMSS at Grade 5 and Grade 9 levels. TIMSS 2027 will mark the country's ninth participation in the study. South Africa has participated in five rounds of PIRLS with the last round conducted in 2021. Interventions for improvement of the system.</li><li>• South Africa uses the TIMSS and PIRLS studies' findings to monitor achievement levels in Mathematics, Science and Reading in primary and secondary schools and to create diagnostics on how to improve learning outcomes. In the last cycle, the TIMSS results showed that South African learners were improving their achievement scores in Mathematics at the Grade 9 level while the results at the Grade 5 level declined highlighting the need for greater focus on foundational numeracy. The PIRLS 2021 study findings indicated a decline in achievement scores when compared to the 2016 cycle.</li><li>• Currently, both TIMSS 2027 and PIRLS 2026 achievement has been set as indicators in the Strategic Plan to monitor and track the improvement of average scores of Grade 5 and Grade 9 learners in Mathematics and Science and Grade 4 and Grade 6 learners in Reading Literacy. These two studies serve as valuable data sources, and their findings will be utilised to inform policy and keep the DBE</li></ul>

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	abreast of the reading achievements and trends in Mathematics and Science achievement.
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