

NATIONAL ASSEMBLY

WRITTEN REPLY

QUESTION 5834. [1035]

DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 17/10/2025

INTERNAL QUESTION PAPER: 42/2025

5834. [1035] Ms T E Magagula (ANC) to ask the Minister of Basic Education:

[Question submitted for oral reply now placed for written reply because it is more than quota (Rule 137(8))]

Noting the critical role of science, technology, engineering and mathematics in developing future generations, well-equipped to be responsive to the needs of the economy and future society, and considering her reply to question 2723 on 17 July 2025, wherein she indicated that a combination of targeted interventions, resource alignment and policy reviews are being undertaken to ensure more learners, including those in small and rural schools, have access to Mathematics education, (a) what progress has her department made with the specified interventions since many children are currently being disadvantaged in the 464 schools that do not offer mathematics in Grade 12 and (b) how is her department engaging with stakeholders to address the specified challenge?

NATIONAL ASSEMBLY

WRITTEN REPLY

QUESTION 5834. [1035]

Response

(a) The Department of Basic Education (DBE) has continued to make progress in ensuring broader access to Mathematics education, particularly for learners in small and rural schools.

In this regard, the Department issued Circular S13 of 2025, which guides provinces on the inclusion of Mathematics as a core subject within the programme requirements for Grades 10 to 12. Following the issuance of this circular, the DBE convened a national meeting with all provincial curriculum coordinators to mediate and standardise its implementation. Provinces were encouraged to re-introduce Mathematics in Grade 10 from the 2026 academic year in schools that had previously not offered the subject.

Provincial visits were undertaken to affected schools to inform learners and educators about the academic and career advantages of studying Mathematics. During these engagements, information was shared on career pathways that require Mathematics as a prerequisite, emphasising that the subject develops critical competencies such as problem-solving, logical reasoning, and analytical thinking – skills that are essential for participation in a modern economy.

(b) The DBE continues to work closely with a range of stakeholders and partners to enhance both access to and performance in Mathematics. These partnerships include collaborations with Siyavula, MTN, Standard Bank, Vodacom, the South African Institute of Chartered Accountants (SAICA) and the South African Mathematics Foundation (SAMF), among others.

These partners support the DBE through initiatives such as:

- Teacher training and professional development to strengthen Mathematics content knowledge and pedagogy;
- Provision of digital learning platforms and revision materials to support learners' preparation for examinations;
- Career awareness campaigns highlighting the importance of Mathematics for future employment and higher education opportunities; and
- Development and distribution of practice questions and digital resources to improve learner engagement and outcomes.

The DBE continues to strengthen collaboration with various stakeholders promoting Mathematics and Physical Sciences in South Africa, ensuring that every learner,

NATIONAL ASSEMBLY

WRITTEN REPLY

QUESTION 5834. [1035]

regardless of geography or background, has the opportunity to study and excel in these critical subjects.

The improvement of Mathematics access and performance remains a central part of the DBE's broader priority to enhance literacy and numeracy in the Foundation Phase and learner participation and performance in gateway subjects, ensuring that all learners have opportunities to acquire the foundational skills necessary to contribute meaningfully to South Africa's social and economic development.