



education

DEPARTMENT: EDUCATION
MPUMALANGA PROVINCE

Annual Performance Plan for 2026/27

Date Tabling: 31 March 2026

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Acronyms

4IR	4 th Industrial Revolution	DBE	Department of Basic Education
ACE	Advanced Certificate in Education	DOH	Department of Health
ACT	Advanced Certificate Teaching	DORA	Division of Revenue Act
AIDS	Acquired Immune Deficiency Syndrome	DSD	Department of Social Development
ANA	Annual National Assessments	ECD	Early Childhood Development
AGSA	Auditor-General South Africa	ECM	Enterprise Content Management
AOP	Annual Operational Plan	EE	Employment Equity
APP	Annual Performance Plan	EFMS	Education Facilities Management Systems
BAS	Basic Accounting System	EIG	Education Infrastructure Grant
BBBEE	Broad Based Black Economic Empowerment	EMIS	Education Management Information System
CAPS	Curriculum and Assessment Policy Statement	EPP	Education Provision Plan
CEM	Council of Education Management	EPWP	Expanded Public Works Programme
CEMIS	Central Education Management Information System	EWP	Employee Wellness Programme
CFO	Chief Financial Officer	FAL	First Additional Language
CIs	Curriculum Implementers	FET	Further Education and Training
CLC	Community Learning Centre	GET	General Education and Training
CRDP	Comprehensive Rural Development Programme	GNU	Government of National Unity
GRPBMEA	Gender Responsive Planning Budgeting, Monitoring and Evaluation and Auditing	HEI	Higher Education Institution
CSIR	Council for Scientific and Industrial Research	HOD	Head of Department
CTLI	Cape Teaching and Learning Institute	HIV	Human Immune Virus
CYCC	Child & Youth Care Centre	ICT	Information and Communication Technology
COVID-19	Coronavirus Disease 2019	I-SAMS	Integrated School Administration and Management System
IMG	Institutional Management and Governance	ISHP	Integrated School Health Programme
IPMP	Infrastructure Programme Management Plan	IT	Information Technology
IQMS	Integrated Quality Management System	LOGIS	Logistical Information System
KM	Knowledge Management	OVC	Orphaned and Vulnerable Children
LOLT	Language of Learning and Teaching	PALC	Public Adult Learning Centre
LURITS	Learner Unit Record Information Tracking System	PGCE	Post Graduate Certificate in Education
LSA	Learner Support Agent	PELRC	Provincial Teachers Labour Relations Council
LSEN	Learners with Special Education Needs	PGDS	Provincial Growth and Development Strategy
LTSM	Learning and Teaching Support Materials	PFMA	Public Finance Management Act

IA	Implementing Agent	PILIR	Policy on Incapacity Leave and Ill-Health Retirement
MDoE	Mpumalanga Department of Education	PMC	Provincial Management Committee
SDG	Sustainable Development Goals	PMDS	Performance Management and Development System
MRTT	Mpumalanga Regional Training Trust	PMU	Programme Performance Unit
MST	Mathematics, Sciences and Technology	POI	Programme Output Indicator
MSTA	Maths, Science and Technology Academy	PPP	Public-Private Partnership
		PSC	Public Service Commissioner
MTEF	Medium-Term Expenditure Framework	PSCBC	Public Service Co-ordinating Bargaining Council
MTDP	Medium Term Development Plan	RCL	Representative Council of Learners
MSTF	Medium Term Strategic Framework	REQV	Relevant Education Qualification Value
NCS	National Curriculum Statement	SACE	South African Council for Teachers
NC(V)	National Curriculum (Vocational)	SAQA	South African Qualifications Authority
NELDS	National Early Learning Development Standards	SASA	South African Schools' Act
NDP	National Development Plan	SBA	School Based Assessment
NEPA	National Education Policy Act	SCM	Supply Chain Management
NGO	Non-Governmental Organisation	SDIP	Service Delivery Improvement Plan
NNSSF	National Norms and Standards for School Funding	SETA	Sector Education and Training Authority
NPDE	National Professional Diploma in Education	SIAS	Strategy for Identification, Assessment and Support
OCPO	Office of the Chief Procurement Officer	SITA	State Information Technology Agency
PIRLS	Progress In International Reading Literacy Study	SMME	Small Medium and Micro Enterprises
NQF	National Qualifications Framework	SPLUMA	Spatial planning Land Use Management Act
NSC	National Senior Certificates	STaRS	School Transformation and Reform Strategy
NSLA	National School Learner Attainment	TB	Tuberculosis
OHSA	Occupational Health and Safety Act	UNESCO	United Nations Educational, Scientific and Cultural Organization
OSD	Occupational Specific Dispensation	WSP	Workplace Skills Plan
SLA	Service Level Agreement	WEGE	Women's Emancipation and Gender Equity
SMT	School Management Team	WSE	Whole-School Evaluation
SRH	Sexual Reproductive Health		
SOI	Standardised Output Indicator		
TR	Treasury Regulations		

I. Executive Authority Statement



HON. L.L Masina (MPL)
MEC FOR EDUCATION

The 2026/27 Annual Performance Plan responds decisively to a demanding socio-economic environment characterised by inequality, poverty and uneven access to quality education, particularly in rural and under-resourced communities. Women, youth and learners with disabilities remain disproportionately affected by these conditions. The Department therefore remains committed to inclusive education, equitable resource allocation and targeted interventions that expand opportunity and promote social justice.

The performance of the Class of 2025 demonstrates measurable progress in system stability and learner achievement. Strengthened curriculum monitoring, learner support programmes and the introduction of e-learning through the provision of tablets to Grade 12 learners contributed to improved examination preparation and digital inclusion. Building on this success, the Department will extend tablet provision to Grade 10 learners in 2026/27 to strengthen the learning pipeline and improve long-term outcomes.

The APP prioritises foundational literacy and numeracy, learner progression, teaching quality, safe infrastructure and institutional governance as the most effective levers for improvement under fiscal constraint. A clear and ambitious target of a 91% National Senior Certificate pass rate for 2026 has been set. Through disciplined prioritisation and inclusive planning, the Department is positioned to deliver measurable progress, uphold legislative obligations and maintain credibility with oversight bodies while laying a stable foundation for sustained system improvement.

We are committed to ensuring that every learner, regardless of background, is afforded the opportunity to succeed and contribute meaningfully to society. We are confident that the effective implementation of this Annual Performance Plan will advance education delivery, strengthen resource management, and enhance support to learners, teachers, and non-teaching staff throughout the 2026/27 financial year.

A Department at work for all.

A handwritten signature in black ink, appearing to be 'LL Masina', written over a horizontal line.

HON. LL Masina (MPL)
MEC: Education

II. Accounting Officer Statement



Mrs LH Moyane
Head: Education

The 2026/27 Annual Performance Plan has been developed within a constrained and complex operating environment marked by fiscal pressure, heightened compliance demands and systemic inequalities. While the national framework for basic education remains robust — including reforms under the Basic Education Laws Amendment Act and compulsory Grade R — implementation capacity varies across districts and schools. Poverty, rural vulnerability and infrastructure risks continue to affect delivery.

In fulfilling our constitutional mandate, the Department is guided by national prescripts relating to Women, Youth and Persons with Disabilities. The APP integrates inclusive education measures, equitable distribution of resources and learner support mechanisms to ensure that young people — particularly young women and learners with disabilities — are not excluded from quality education. Employment equity, accessibility and strengthened accountability form part of our institutional commitments.

The Plan adopts a prioritisation-led approach focused on stabilising foundational learning, improving throughput and progression, strengthening teaching quality and safeguarding infrastructure resilience. The 91% National Senior Certificate pass rate target for 2026 anchors our performance trajectory and is supported by intensified subject support, strengthened district monitoring and the expansion of digital learning to Grade 10 learners.

Key implementation risks — including fiscal constraint, institutional capacity gaps and compliance exposure are mitigated through tighter expenditure controls, enhanced performance monitoring and strengthened internal governance systems. The APP therefore provides a realistic, risk-informed and implementable framework that advances equity, protects core services and maintains fiscal discipline.

A handwritten signature in black ink, appearing to read 'LH Moyane', written over a horizontal line.

Mrs LH Moyane
Head: Education

III. Official Sign-Off

It is hereby certified that this Annual Performance Plan:

- Was developed by the management of the Mpumalanga Department of Education under the guidance of Hon. LL Masina (MPL)
- Takes into account all the relevant policies, legislation and other mandates for which the Mpumalanga Department of Education is responsible.
- Accurately reflects the Outcomes and Outputs which the Mpumalanga Department of Education will endeavour to achieve over the period 2026/27.

Signature: 
Mr. EK Siwela: CD: GET& Education Support

Signature: 
Mr. ER Nkosi: Chief Director FET, MST/A, Curriculum, Public Exams & Assessment

Signature: 
Mr. CS Manyabane: Chief Director District Coordination

Signature: 
Mr. JS Ndala: Chief Director HRM

Signature: 
Mr. DR Shipalana: Chief Director Financial Management

Signature: 
Mrs Z Ratshitanga: Chief Director Physical Resources & Facility Management

Signature: 
Ms LN Goba: Chief Director Quality Promotion & Assurance

Signature: 
Mr SJ Mkhwanazi: DDO Branch Curriculum

Signature: 
Mrs TF Ntuli: CFO

Signature: 
Mr DM Mtembu: Chief Director Planning & Programme Management

Signature: 
Mrs LH Moyane: Accounting Officer

Approved by:

Signature: 
Hon. LL Masina: Executive Authority

PART A: OUR MANDATE

1. Updated Constitutional Mandate

Table 1: Constitutional Mandate

Constitutional Mandate	Responsibility
Constitution of the Republic of South Africa Act No.: 108 OF 1996, Section 29	The Constitution of the Republic of South Africa (1996) requires education to be transformed and democratized in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. It guarantees access to basic education for all, with the provision that everyone has the right to basic education, including adult basic education.

2. Updated Legislative and Policy Mandates

The department has over the years since 1994 implemented policies and some legislations have been promulgated to create a framework for transformation in education. Below in table 2 is a summary of key policies and legislation:

Table 2: Legislative mandate

Mandates	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. The Act came into operation on 24 December 2024.
Children's Act, 2005 (ACT no. 38 2005)	The Children's Act is there to protect children and to make sure that you are taken care of, no matter who you are, where you live and who takes care of you." The Act is there to help keep families together and make sure a child is cared for by family or parents, or is placed in alternative care when there is no family.
The National Education Policy Act, 1996 Act 27 of 1996) (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 intergovernmental 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 policies for, <i>inter alia</i> , 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 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 Basic Education Laws Amendment (BELA) Bill proposes to amend the South African Schools Act (SASA) of 1996
Public Finance Management Act, 1999 (Act 1 of 1999) (PFMA)	The PFMA regulates financial management in the national and provincial governments and ensures that government resources are managed efficiently and effectively.

Mandates	Brief Description
The Division of Revenue Act, 2013 (Act 2 of 2013) (DoRA)	The DoRA provides for equitable division of revenue raised nationally and provincially.
Employment of Educators Act, 1998 (Act 76 of 1998)	The Employment of Educators Act, 1998 provides for the employment of educators by the state and for regulation of the conditions of service, discipline, retirement and discharge of educators. The Basic Education Laws Amendment (BELA) Bill proposes to amend the Employment of Educators Act (EEA)
South African Council for Educators Act, 2000 (Act 31 of 2000) (SACE Act)	This act and the resultant professional council, the South African Council for Educators (SACE), regulate the teaching corps.
Public Service Act, 1994 (Act 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.
South African Qualifications Authority Act (SAQA), 1995 (Act 58 of 1995)	The National Qualifications Framework Act 67 of 2008 provides for the National Qualifications Framework (NQF). The NQF is a comprehensive system, approved by the Minister of Higher Education and Training, for the classification, registration and publication of articulated and quality-assured national qualifications and part-qualifications.
This Act has been repealed by the National Qualification Framework Act, 2008 (Act 67 of 2008) (NQF Act)	The South African NQF is a single integrated system comprising three co-ordinated qualifications Sub-Frameworks for General and Further Education and Training, Higher Education and Trades and Occupations
South African Council for Educator's Act, 2000 (Act 31 of 2000)	To provide for the registration of educators: to promote the professional development of educators and set, maintain and protect ethical and professional standards for educators.
National Qualification Framework Act, 2008 (Act No. 67 of 2008)	To create a single integrated national framework for learning achievement to facilitate access to, and mobility and progression within education, training and career path.
General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)	To provide for the establishment, composition and functioning of the general and further education and training quality assurance council. To provide for quality assurance in general and further education and training. To provide for control over norms and standards of curriculum and assessment.
Skills Development Act 97 of 1998	To provide an institutional framework to devise and implement national, sector and workplace strategies to develop and improve the skills of the South African.
Labour Relations Act 66 of 1995	To give effect to section 27 of the Constitution; To regulate the organisational rights of trade unions; To promote and facilitate collective bargaining at the workplace and at sectoral level; To regulate the right to strike and the recourse to lockout in conformity with the Constitution;

Mandates	Brief Description
	To promote employee participation in decision-making through the establishment of workplace forums; To provide simple procedures for the resolution of labour disputes through statutory conciliation, mediation and arbitration.
Promotion of Access to Information Act 2 of 2002	To give effect to constitutional right of access to any information held at the State and any other entity. The Act promotes openness and transparency in respect of the information held in the custody of the State. The Mpumalanga Department of Education has to account to the general public, the Provincial Legislature and the Human Rights Commission and any other stakeholder who follow the due process.

3. Updated Institutional Policies and Strategies

Table 3: Institutional Policies and Strategies

Legal Mandates	Brief Description
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.
Regulations pertaining to Special School hostel.	The Task Team is looking into the costing of the draft regulations in relation to the provision of infrastructure and the staff component of the hostel facility. Once the process to cost the regulations is finalised, the Task Team will engage National Treasury on the cost implication of the hostel facilities
Admission Policy.	The Draft Admission Policy was developed with the assistance of the Department of Home Affairs (DHA) on issues pertaining to undocumented foreign learners. Following the Phakamisa judgement, the DHA was afforded a second opportunity to peruse and submit comments on the revised draft. The DHA supports the revised Draft Admission Policy.
Regulations relating to minimum uniform norms and standards for public school infrastructure.	The draft amendment to the regulations relating to minimum uniform norms and standards for public school is to provide minimum norms and standards for public schools' infrastructure. to ensure that there is compliance with the minimum uniform norms and standards in the design and construction of the new schools and additions, alterations and improvements to schools which exits when this regulation are published; and to provide for timeframes within which school infrastructure backlogs must be eradicated
Circular 1 of 2018	Articulates on the implementation of Employment Equity Plan, promotes the employment of equitable representation on all levels of the work force and promotes equal opportunities and fair treatment in employment.

Learner Teacher Support Material (LTSM) Policy	Provides for the management selection, procurement and provision of LTSM to schools. Types of LTSM that schools may procure the roles and responsibilities of the various stakeholders in the selection and procurement of LTSM and the retrieval of the LTSM.
The Mpumalanga Department of Education e-leave	It provides for management policy which ensures proper leave management and record keeping.
The Mpumalanga Department of Education Recruitment and Selection Policy,	It provides recruitment and selection processes to ensure that suitably qualified candidates are employed at schools to assist the Department to fulfil its mandate.
Policy and the South African School and Administration Management System (SA-SAMS)	It promotes the use of information within the Department for policy, planning, decision-making, monitoring, evaluation and provides a basis for the collection of accurate information from schools. (Mpumalanga Education Management Information Systems (EMIS) and the Learner Unit Record Information and Tracking System (LURITS) Policy)
Policy on the use of Tablet Devices and 3G/Wi-Fi Connectivity	Policy promotes the effective management and use of ICT at schools.
Scholar Transport Policy	Policy stipulates how the Department will go about providing scholar transport for eligible learners.

A number of planning documents that guide the basic education sector informs the 2025-2030 Strategic Plan. The documents include the following:

- Sustainable Development Goals (SDGs), which replaced the previous Millennium Development Goals (MDGs) when they expired in 2015. Whereas the MDGs focused on enrolment, the SDGs emphasise the quality of schooling.
- African Union Agenda 2063
- National Development Plan 2030: Our future – make it work. This plan, based on extensive research and public consultation, and released in 2012, is a landmark document that guides the nation.
- Schooling 2030 and the education sector priorities of the NDP.
- Mpumalanga Vision 2030.
- The MTDP, which translates NDP commitments to actions to be taken during the 2024 to 2029 electoral cycle. It focuses on the seventh administration's three GNU priorities.
- The departmental 2025 to 2026 strategic plan that is implemented through the APP and annual operational plan.

Departmental Strategies related to the current planning period

In support of Quality Teaching and Learning, the Department has introduced support strategies to improve all phases of the curriculum:

Institutional Enhancement

- Monitor adherence to time on task ensuring that teachers are at school on time and in class teaching and learners learning for at least 7 hours.
- Monitor learner and teacher discipline to ensure safety of everyone at school.
- Conduct accountability sessions for underperforming schools (schools that performed below 70 % in the NSC in 2024) and monitor implementation of recommendations and commitments.
- Categorise secondary schools according to performance below 80% and at 80% and above and for differentiated support.
- Categorise primary schools according to performance in mathematics and English below 80% at 50% and above for special support.
- Monitor adherence to career driven subject combinations in schools in line with the concept of Focus Schools.
- Identify schools performing above 80% in NCS but below 70% in grade 9 and hold them to account for the poor performance in grades 8 and 9.
- Identify 100 schools (25 per district with a potential to achieve 100% in grade 12 and support them accordingly.
- Adopt chronically underperforming schools (below 70% in the NSC results for over three years) and conduct special quarterly review sessions.
- Provide guidelines for the issuing of learner performance reports and uploading of learner performance data on the last day of school quarterly.
- Conduct full evaluation of all boarding schools and integrate non-viable farm schools into existing boarding school.
- Adopt high enrolment secondary schools (schools with more than 200 learners at Grade 12) and conduct special quarterly review sessions for them
- Conduct quarterly review meeting for parents per grade and per subject.

Learner Support

- Provide learners with requisite LTSM (Textbooks, Annual Teaching Plans, Exam guidelines, past papers, Diagnostic reports and Study Guides).
- Profile learners in term of performance in particular progresses learners per grade and per subject and develop specific support programmes for progressed learners across the system.
- Strengthen the use of School-based Support Teams and District-based Support Teams to support progressed learners and other learners experiencing barriers to learning.
- Conduct differentiated extra classes during weekends and school holidays (girl learner, talented learners, progressed, boy learner and learner at level 1 and 2).
- Conduct motivational sessions across all grades.
- Maximise utilization of DDD to track learner performance quarterly to inform learner support activities.
- Publish a list of online and e-Learning resources available for use by learners to improve performance in various subjects.

- Provide learners with digital content through various media platforms including the provision of tablets to grade 12 learners.
- Subject learners to provincial intervention assessments, Maths Friday tests and ELNA and EGRA in the Foundation Phase
- Administer mock exams in preparation for half-year, trial and final examinations.
- Conduct structured revision programme until learners write the final exam paper (Last Push).

Teacher Support

- Provide teachers with requisite LTSM (Textbooks, Annual Teaching Plans, Exam guidelines, past papers, Diagnostic reports and Study Guides).
- Conduct workshops for teachers on internal moderators and national diagnostics report address common errors and misconceptions.
- Categorised secondary schools according to their subject performance in grade 12 NSC 2024 in order to support teachers with low performance
- Profile teachers per subjects to determine if they are fit for purpose in terms of qualification and experience.
- Conduct quarterly workshops to keep teachers aligned to the ATP and address challenging content.
- Train teachers on identified needs during the week, weekends and school holidays.
- Train teachers on e-Learning platforms to maximize utilization of ICT in learning and teaching.
- Train teachers on the setting of quality assessment tasks.
- Conduct quarterly school-based assessment moderation.
- Conduct workshops for Cluster Leaders and Departmental Heads on content coverage and SBA monitoring.
- Use Teacher Development Centres as hubs for training and content access points.
- Conduct onsite support for teachers in schools performing below 70% in the subject across all grades.
- Conduct quarterly reviews with teachers to track learners' performance and support level 1 and 2 learners

E-Learning

- Introduce e-learning in grade 10 by providing Grade 10 learners with tablets and Grade 10 teachers with laptops loaded with digital subject content and curriculum offline application.
- Monitor and support the smart schools pilot project in 8 secondary schools by
 - Visiting schools monthly to ensure implementation of LMS.
 - Training teachers quarterly to ensure that teachers are comfortable with the devices and LMS.
 - Establish ICT learner project and competitions to leverage on existing technology to encourage innovation.
 - Audit ICT resources at schools to determine needs for additional resources.
 - Pilot various solutions to enhance learning and teaching and management in schools.

- Monitor and support the Grade 12 Ubuhlebezile e-Learning programme by.
 - Training ICT coordinators on the maximum use of devices and LMS.
 - Visiting schools to monitor the utilization of laptops by teachers and tablets by learners
- Monitor and support the use of Edukate offline application on microSD cards for the six subjects available to improve learner performance.
- Capacitate teachers on the integration of ICT into learning and teaching across all grades and subjects.
- Establish new and sustain existing partnerships that support teachers and learners to maximize utilization of technology education.
- Audit and profile schools in terms of availability of devices for learning and teaching.
- Audit and profile teachers to determine ICT training needs analysis.

Mother Tongue Reading Strategies

- Capacitate Grade 1-3 teachers on the use of EGRA toolkit.
- Monitor and support the implementation of EGRA in selected schools.
- Monitor and support the implementation of EGRS II programmes to improve learners reading levels in Grade 1-3
- Conduct Literacy activities and Spelling Bee Competition at School, Circuit,
- Conduct differentiated reading support programmes in all the grades for Home Languages and EFAL languages.
- Conduct quarterly workshops to train all FP and IP teachers on Phonics, Phonemic Awareness, Vocabulary, Comprehension, and fluency (i.e. Reading components, etc.)
- Mediate Reading Strategies to FP and IP teachers (i.e. Share, Pair, Group Guided, and Independent Reading strategy).
- Provide reading materials for Home Languages, EFAL, and SAL (IILAL)
- Provide additional resources for FP schools (e.g. charts, sight words, games) to lay the basic foundation for reading
- Provide various literature genres for SP schools (e.g. Folklore, Drama/Play, Short Stories, Poetry, Novel, and Textbook with Teacher Guide.
- Provide exemplar lesson plans for Home Languages in Foundation Phase.
- Monitor and assess learners reading development in Grades 1- 9 through Oral Reading Fluency (ORF)
- Train Departmental Heads and teachers on early identification of learners struggling with reading.
- Encourage principals to extend print-rich environment in Grade 4 classroom.
- Implement Early Grade Reading Survey (EGRS) II in Grade 1 to 3.
- Administer ELNA in Grade 1 particularly for Home Languages.

Mathematics Science and Technology

- Provide learners with Annual Teaching Plans, Study Guides, workbooks, textbooks, and links for online lessons through various media platforms (First Push)
- Conduct workshops for teachers on internal moderators and national diagnostics report address common errors and misconceptions (First Push)
- Profile learners across the grades with particular focus on Grade 8, 9 and Grade 12

- Establish study groups of at most 10 learners led by high performing learners.
- Conduct extra classes on easy to score marks areas (#level 1 and 2 must fall) target grade 8, 9 and 12.
- Conduct maths Fridays for grade 8 and 9 learners and quarterly maths focus days for grade 8- 12 learners.
- Conduct extra classes for mathematics in grades 8 and 9
- Employ lesson study as a team-teaching strategy in grades 8 and 9.
- Strengthen implementation of mental maths activities in foundation phase on daily basis to develop number sense.
- Implement MTbBE whereby mathematics is taught in African home languages in grades 4 – 7 in all schools
- Maximize utilization of DBE workbook as a primary source (grade 1 – 9)
- Maximize use of Edukite offline app for learners and other online solutions (MTN online school, Vodacom e-school, Siyavula etc) grade 12
- Adopt learners performing at level 1 for additional support by parent teachers (Last Push) all grades
- Administer mock exams for half-year, trial and final examinations (Last Push). Grade 12
- Conduct structured revision programme until learners write the final exam paper (Last Push). Grade 12
- Conduct motivational sessions for learners in grade 8, 9 and 12 in particular (Last Push) grade 8 – 12

Assessment And Moderation

- Set and conduct provincial intervention assessments for grades 6, 8 and 9 in selected subjects for June and November
- Set and conduct provincial intervention exams for grade 10 and 11 for June and November
- Set and conduct provincial intervention exams for grade 12 for June and September (Preparatory exams)
- Training of subject advisors on setting of quality tasks
- Training of cluster leaders on setting of quality tasks
- Training of GET and FET subject advisors on Assessment for Learning (AfL)
- Training of cluster leaders on Assessment for Learning (AfL)
- Conduct of cluster SBA Moderation in GET and FET (all schools)
- Conduct centralized SBA moderation for GET and FET (sample)
- Conduct GEC assessment for grade 9 learners
- Conduct NSC exams

4. Updated Situational Analysis

Introduction and background

As we embark on the 7th administration, the Mpumalanga Department of Education is strategically positioned to tackle pressing educational challenges while seizing opportunities that align with the Government of National Unity's (GNU) Priority 2: Reduce Poverty and Tackle the High Cost of Living. This situational analysis offers a thorough examination of our province's education landscape, synchronizing departmental objectives with the Department of Basic Education's (DBE) 2024-2029 Medium Term Development Plan sector priorities—including enhanced access to Early Childhood Development (ECD), literacy and numeracy improvement across all phases, inclusive education for learners with special needs, empowered school management through professional development, and robust infrastructure delivery with school safety measures.

Our 2026/27 Annual Performance Plan (APP) directly advances GNU Priority 2 outcomes: elevating education outcomes and skills for economic participation through innovative programs like coding and robotics; achieving 85% learner throughput rates via targeted performance interventions; upgrading school infrastructure to create safe, storm-resilient environments; generating employment via teacher provisioning and school governing body (SGB) training; and fostering social cohesion through deepened community and stakeholder partnerships. By prioritizing quality education access for marginalized rural communities, we drive poverty alleviation, equip youth for inclusive economic growth, and build a resilient system that meets today's needs while preparing learners for tomorrow's opportunities.

This situational analysis will detail our existing challenges—such as infrastructure shortfalls and gaps in learner performance—while showcasing our key accomplishments and strengths. Through data-informed approaches and collaboration with stakeholders, we will develop practical strategies that support both provincial goals and national directives.

In steering through this pivotal era of educational transformation, our commitment stays firm on cultivating supportive learning spaces that enable every Mpumalanga learner to reach their highest potential. United, we will forge a durable education system that addresses current demands and equips our youth to face future challenges.

5. Updated Relevant Court Ruling

The department considered section 29 of the Constitution when dealing with case law.

Table 4: Court Ruling with significant, ongoing impact on the operations or service delivery obligations

Names of parties involved	Centre for Child Law and 25 others vs Minister of Basic Education and 4 others
Brief facts	In the matter that is in court regarding undocumented learners
Judgement	judgment has been reserved in the matter
Implications	The outcomes of the case will have an effect on the provincial education environment and more specifically on policy and protocols for school admissions
Names of parties involved	Equal Education and another Vs Minister of Basic Education and Others
Brief facts	In the matter regarding public school infrastructure, judgment found several sections of the Regulations Relating to Minimum Norms and Standards for Public School infrastructure (the sub- regulations) inconsistent with the Constitution, the South African Schools Act and a 2013 court order mandating the promulgation of the Regulations
Judgement	It declared these sections of the Regulations unlawful and invalid and affirmed that government has an obligation to provide safe and adequate school infrastructure as a component of the right to basic education in terms of section 29(1)(a) of the Constitution
implications	. It also affirms that this obligation is immediately realisable and any failure to meet the obligation must be justified in full by the government.
Names of parties involved	Komape and others vs Minister of Basic Education and Others
Brief facts	The case is about a five-year old boy named Michael Komape who lost his life when he fell into a pit toilet situated on the school premises. The Kompae family were seeking damages from the Minister of Basic Education in Limpopo, arising from Michael's death.
Judgement	The Supreme Court of Appeal (SCA) awarded the Komape family damages in the amount of R1.4 million for emotional shock
Implications	Ordered the state to provide a list of all schools with the pit toilet within 90 days along with plans to eradicate them.

TABLE 5: SECTOR MTDP PRIORITIES

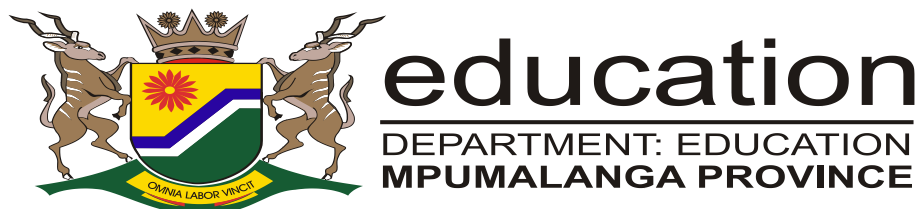
Impact statement: Reduce poverty, reduce spatial inequality, enhance food security and nutrition and expand the social safety net.			
Outcomes	Outcome Indicator	Key Activities towards attainment of the 2024- 2029 MTDP (Commitments by MDoE for the 2026/27 financial year)	Progress to date
Improved education outcomes and skills and Skills for the economy	Improved the ECD facilities registration system	- Build Capacity for System Coordinators on E-Care programs and processes. - Auditing and registration of ECD centres - Support and registration of new ECD centres - Introduce and integrate E-Care systems with the Provincial data registration system. - Develop, Align and intergrade database in Municipalities of ECD centers and ECD Registration facilities registration System.	•
	Improved access to ECD for 0-4yrs Cohort	Identifying the areas in communities without access to ECD services	•
Improved education outcomes and skills and Skills for the economy	Improved access to ECD for 5-6yrs Cohort (Grade R)	- ECD with a focus on rural areas and informal Settlement (vulnerable) - Increase enrolment in ECD programs to at least 95% for children aged 5 to 6 by 2026, ensuring that all learners have a strong foundation for their educational journey - Ensure each learner attends Grade R and has access to Grade R LTSM	•
	Increased percentage of practitioners on NQF L-4	Implement an online training and introduce the program into TVETs	•
	Outcome Indicator	Key Activities towards attainment of the 2024- 2029 MTDP (Commitments by MDoE for the 2026/27 financial year)	• Progress to date
		- and Universities in the Province - ECD Institute fully functional, conducting training & material development	•
	2030 Strategy for the ECD	Implement the 2030 Strategy for the ECD programme according to the implementation plan	•

	programme implemented		
	Improved access to ECD subsidies for children	• Improve registration policies. • Reform the children's act for certification. • change CSD requirement	•
	Proportion of Grade 3 learners reaching the required competency levels in reading and numeracy skills as assessed through the new Systemic Evaluation by 2029	• Provision of Grade 3 Home Language workbooks • Roll out Mother Tongue Based Bilingual education in the Intermediate classes	•
		• Provision of Grade 3 Mathematics workbooks • Roll out Mother Tongue Based Bilingual education in the Intermediate classes	•
	Improved Grade 8-9 and Year 1-4 Curriculum largely developed and provisionally approved by Umalusi	• Scale up the Implementation of the Occupational and Vocational curriculum in Grades 8 and 9 in ordinary schools / Year 1 to 4 for Occupational in special schools (schools of skill) • The Three-Stream Model implementation expanded through the offering of Vocational and Occupational subjects in the schooling sector	•
	Increased access to Higher Education and Training through development of skills needed in the workplace	• Work with the private sector to increase funding (bursaries). • Recruiting of young teachers to enter the system through Funza Lushaka bursaries	•
	Increased number of Technical Schools	• Work with Private sector to establish schools of specialization such as Mining School and agricultural schools. Convert high schools offering technical subjects to technical high schools	•
	Increased Skilled Labour Force	• Use MRTT to train and avail opportunities for skilled labour force for Just Transition. • Green Energy, Solar Panel energy • Train learners in Hospitality and tourism, trade testing, artisan development and engineering	•

		- Implement an online training and introduce the program into TVETs and Universities in the Province - ECD with a focus on rural areas and informal Settlement (vulnerable) - Identifying the areas in communities without access to ECD services	
Improved throughput rate of 85%.	Outcome Indicator	Key Activities towards attainment of the 2024- 2029 MTDP (Commitments by MDoE for the 2026/27 financial year)	Progress to date and the plan moving forward
	Increased throughput rate	- Provide scholar transport for learners - Provide school nutrition to alleviate hunger and starvation - Provide girl child with sanitary towels - Provide learners with LTSM - E-Learning Program - Boarding Schools	
	Increased Matric pass rate	- Increase funding for the LPIP - Implement the Provincial reading strategy. - Train educators on content and methodology - Provide coaching and mentoring for individual educators - Conduct accountability sessions for underperforming schools - Conduct quarterly review sessions for districts	
Improved School Infrastructure	Improved schools meeting minimum norms and standards (adequate basic services,	Infrastructure complying with minimum norms and standards as per the National Infrastructure Plan of South Africa	
	Outcome Indicator	Key Activities towards attainment of the 2024- 2029 MTDP(Commitments by MDoE for the 2026/27 financial year)	Progress to date and the plan moving forward
	appropriate structures [SAFE])		
	Improved schools with EFMS condition rating of >4.5	Complete the construction and renovation of schools by 2026 to address overcrowding and ensure safe, conducive learning environments, while also	

		integrating technology into classrooms to enhance learning experiences.	
Employment opportunities created	Increased job opportunities	Implementation of Presidential Youth Initiative	
Strengthened Community and Stakeholder Engagement [Social Cohesion]	Strengthened Community and Stakeholder Engagement [Social Cohesion]	Establish effective partnerships with parents, communities, and local businesses to foster a collaborative approach to education, aiming for at least four community engagement initiatives per district annually by 2026 to promote accountability and support for schools.	
	Increased schools that offer an African language offering a previously marginalized official South African language	- Promote and protect South Africa's diverse languages through Curriculum implementation' - Number of public schools that did not offer an African language offering a previously marginalized official African Language	
	Outcome Indicator	Key Activities towards attainment of the 2024- 2029MTDP (Commitments by MDoE for the 2026/27 financial year)	Progress to date and the plan moving forward
		- inter-generational violence and trauma across society. - Number of school community engagements to combat racism, sexism, hate speech, GBV and other forms of intolerance and address inter-generational violence and trauma across society	

PART B: OUR STRATEGIC FOCUS



Vision

To advance excellence in quality education delivery and skills for the changing world.

Mission

Mpumalanga Department of Education commits to working together with stakeholders in realising delivery of quality education to produce competitive learners who are able to succeed in a diverse and innovative world.

To empower every learner in Mpumalanga by providing basic education that fosters a culture of innovation, digital literacy, and lifelong learning, preparing them for success in the fourth industrial revolution (digital transformation) and beyond.

Values

Key corporate values that the Mpumalanga Department of Education intended to provide in the next 5-year period include:

- Integrity

Employees to ensure uncompromising and predictably consistent commitment to honour moral and ethical values at all times in delivery of public value.

- Consultative

Managers and staff regularly consult with all internal and external customers to ensure client satisfaction at all levels of the department.

- Accountable

Officials at all levels of the department have set service delivery standards that ensure accountability.

- Innovative

Continuously strive to be creative and innovative in the services offered by the Department in keeping with the changing world.

- Safety

Ensure that provision of education is conducted in a safe and secure environment.

- Responsive

Addressing the educational needs of the clients

6. External Environment Analysis

The Mpumalanga Socio-Economic Review and Outlook (SERO) confirm that the province continues to face structural education and human development challenges within a youthful and growing population. While 40.2% of adults have completed Grade 12, approximately 11.7% of adults aged 20 years and above have no formal schooling, and only 7.3% possess post-school qualifications. These indicators highlight persistent inequality in educational attainment and limited transition into further education and skills development, directly affecting the province's economic transformation agenda under the MTDP.

Early Childhood Development participation remains below the national benchmark, with attendance estimated at 57.4%. Given the MTDP's focus on building human capital and reducing poverty, strengthening ECD access and ensuring successful transition into compulsory Grade R remain critical system priorities. Foundational literacy and numeracy are therefore positioned as core stabilisers to improve learner retention, progression, and long-term educational outcomes.

At the secondary level, Mpumalanga achieved an 85% National Senior Certificate pass rate in 2024, reflecting positive system stabilisation. However, sustained improvement is required to increase throughput, improve performance in gateway subjects, and strengthen bachelor pass rates in support of skills development and economic participation. The department's 2026/27 APP therefore aligns with MTDP priorities by intensifying subject support, expanding digital learning initiatives, and strengthening district-level accountability to improve learner performance outcomes.

The SERO findings further underscore the importance of inclusive growth. Women, youth and persons with disabilities continue to experience disproportionate barriers to educational progression. In line with constitutional and MTDP commitments to equity and social inclusion, the Department will mainstream inclusive education, equitable resource allocation and targeted learner support interventions across all programmes.

Through disciplined prioritisation, strengthened foundational learning and improved system governance, the department positions education as a central lever for human capital development, poverty reduction, and inclusive economic growth in Mpumalanga.

Below is the PESTEL analysis which informs us of the 2025-2030 strategic plan.

Table 6: PESTEL Analysis

Political	Economic	Social	Technological	Environmental	Legal
- Strong Government national policies and frameworks - Policy reform pressure (BELA), GNU - coordination risks, - heightened oversight	- Fiscal constraints - personnel-heavy budget, - household poverty	- Poverty, rurality, - learner vulnerability, - achievement gaps	- Digital learning programmes - ICT governance risks - Data security	Climate shocks	- Compliance with education laws - Litigation risk, - Compliance burden, - Audit exposure

Political

The Mpumalanga Department of Education operates within a complex political environment shaped by the Government of National Unity (GNU), which introduces both opportunities for intergovernmental alignment and risks related to policy uncertainty and coordination delays. While national frameworks such as the National Development Plan (NDP), Medium-Term Strategic Framework (MTSF), and Medium-Term Development Plan (MTDP) provide a stable policy anchor, coalition governance may slow decision-making and complicate implementation at provincial and district levels.

Recent legislative developments, particularly the implementation of the Basic Education Laws Amendment Act (BELA), introduce additional compliance demands related to compulsory Grade R, learner admissions, and school governance. These reforms strengthen the right to basic education but also create unfunded mandates and transitional pressures for provinces. Political oversight, accountability expectations, and interdepartmental coordination therefore remain critical determinants of successful implementation during the 2026/27 period

Economic Factors

Economic conditions present one of the most significant constraints on education delivery in Mpumalanga. Persistent fiscal pressure, budget reductions, and historical unauthorised expenditure limit the Department's flexibility. Approximately 90 per cent of the education budget is allocated to personnel, leaving insufficient funding for infrastructure development, learning and teaching support materials (LTSM), learner transport, and Early Childhood Development (ECD) expansion.

High levels of unemployment, particularly among youth, further affect the education system by increasing learner vulnerability, food insecurity, absenteeism, and dropout risk. At the same time, education is positioned as a key lever for poverty reduction and skills development. Strategic alignment between education programmes, vocational pathways, and employment initiatives such as the Presidential Youth Employment Initiative remains essential to maximise the socio-economic impact of the 2026/27 APP.

Social Factors

Mpumalanga's social context is characterised by high levels of poverty, inequality, and rurality, all of which shape learner access, participation, and performance. Crime, community unrest, and safety concerns disrupt teaching and learning, while psychosocial challenges linked to unemployment, household instability, and food insecurity place additional pressure on schools.

The province also faces growing learner enrolments, linguistic diversity, and persistent achievement gaps in literacy and numeracy, particularly in the Foundation and Intermediate Phases. Social dynamics therefore necessitate strong learner support systems, effective school nutrition programmes, inclusive education strategies, and strengthened community and stakeholder engagement to improve retention and outcomes.

Technological Factors

The Department has made progress in expanding e-learning, tablet provision, coding and robotics, and digital platforms for teaching and assessment. However, technological inequality remains pronounced. Limited connectivity, unreliable infrastructure, insufficient device management systems, and uneven teacher digital skills restrict the effective use of technology in many schools, particularly in rural areas.

Risks related to data security, system downtime, and fragmented ICT governance further constrain digital transformation. The 2026/27 planning period therefore requires targeted investment in connectivity, teacher training, cybersecurity, and system integration to ensure that technology enhances rather than exacerbates inequality.

Environmental Factors

Environmental conditions increasingly affect education delivery in Mpumalanga. Climate-related events such as floods, storms, and droughts disrupt schooling, damage infrastructure, and divert resources away from teaching and learning. Schools in vulnerable areas face repeated closures, maintenance backlogs, and safety risks.

These realities underscore the need for climate-resilient infrastructure planning, proactive maintenance, and disaster-risk management within the education system. Environmental considerations must therefore be integrated into infrastructure development, school safety planning, and resource allocation for the 2026/27 cycle.

Legal Factors

The Department operates within a dense legal and regulatory framework that shapes governance, service delivery, and accountability. Compliance with legislation such as the Constitution, SASA, PFMA, BELA, the Children's Act, and labour regulations is mandatory and increasingly scrutinised.

Court rulings related to school infrastructure norms, learner safety, and undocumented learners place immediate and enforceable obligations on the state. These legal requirements strengthen the rights-based foundation of education but also increase administrative, financial, and reporting demands. Strengthening internal controls, audit compliance, and interdepartmental coordination will therefore be essential to mitigate legal and reputational risk during implementation.

Contributions to Medium Term Development Plan

The 2026/27 Annual Performance Plan (APP) marks the second year of implementing the Mpumalanga Department of Education's MTDP 2024–2029. The MTDP provides the medium-term strategic framework that aligns departmental priorities with provincial and national development goals, including the National Development Plan (NDP): Vision 2030.

During the first year of implementation (2024/25), the Department achieved important milestones, including improved alignment between planning and budgeting, strengthened infrastructure planning based on backlog data, expansion of early childhood development access, enhanced learner support programmes, and improved coordination of employment initiatives such as the Basic Education Employment Initiative. Governance and monitoring systems were also strengthened through better use of data and performance reporting tools.

In 2026/27, the APP builds on these gains by focusing on improving learner performance, expanding inclusive education, strengthening foundational learning, and enhancing infrastructure delivery. Through these interventions, the Department contributes to reducing poverty, addressing spatial inequality, enhancing food security through school nutrition, and expanding the social safety net.

This APP therefore consolidates progress made in the first year of the MTDP and advances the province's long-term education and socio-economic development objectives.

Impact: Reduce poverty, reduce spatial inequality, enhance food security and nutrition, and expand the social safety net.

Table 7: Contribution to Medium Term Development Plan 2024-2029

Outcomes	Key Activities towards attainment of the 2024- 2029 MTDP (Commitments by MDoE for the 2025-2030 Strategic Plan)
Improved education outcomes and skills and the skills of the economy	Increase enrolment in ECD programs to at least 95% for children aged 5 to 6 by 2026, ensuring that all learners have a strong foundation for their educational journey
	Ensure each learner attends Grade R and has access to Grade R LTSM
	Professional development of ECD practitioners (NQF L 6)
	Support and registration of new ECD centres
	Monitoring and Support of ECD registered centres on compliance with ECD norms and standards
	Auditing and registration of ECD centres
	ECD Institute fully functional, conducting training & material development
	Drawing from the lessons of the Early Grade Reading Study, and other research, roll out best practices, such as lesson plans, graded reading books, individualised coaching of teachers, and other innovations.

		Improve learner performance in foundational subjects such as mathematics and languages, targeting a 10% increase in average scores for Grades 3, 6, and 9 by 2029 through targeted interventions and professional development for educators
		Building capacity of teachers in content knowledge and methodology
		Supporting of reading clubs and resourcing of schools' libraries with partners
		Provision of reading materials and workbooks (incl. digitised of the workbooks and textbooks)
		Increased accountability for performance in schools
		Strengthen monitoring system and capacity of districts
		Promote more effective approaches to teacher development, such as professional communities of learning (PLCs) and technology-enhanced in-service training
		Recruiting of young teachers to enter the system through Funza Lushaka bursaries
		Improve monitoring and evaluation of the schooling system through whole school evaluation and Systemic Evaluation
Improved Learner Throughput Rate to 85%		Establish effective school's accountability linked to learner performance
		Improve teachers' subject content knowledge
		Establish functioning district offices, that are able to support schools
Improved School Infrastructure		Infrastructure complying with minimum norms and standards as per the National Infrastructure Plan of South Africa
		Complete the construction and renovation of schools by 2026 to address overcrowding and ensure safe, conducive learning environments, while also integrating technology into classrooms to enhance learning experiences.
		Connectivity of all schools and provision of ICT resources to schools and learners
Employment opportunities created		Participating in initiatives like the Basic Education Employment Initiative (BEEI) to provide jobs for young people in schools
		Bursary provision to out of school youth prioritising skills of the changing world.
		Expanding ICT resources and implementing specialized programs like coding and robotics will foster digital literacy and opportunities in technology
		Increase number of artisans
Strengthened and Engagement Cohesion]	Community Stakeholder [Social Cohesion]	Establish effective partnerships with parents, communities, and local businesses to foster a collaborative approach to education, aiming for at least four community engagement initiatives per district annually by 2026 to promote accountability and support for schools.

For the Mpumalanga Department of Education, contributing to reducing poverty, tackling the high cost of living, and supporting inclusive growth and job creation involves several strategic initiatives. The department plays a crucial role in achieving improved education outcomes and social cohesion, which are key to nation-building. Over the next five years, the department aims to "Reduce poverty, reduce spatial inequality, enhance

food security and nutrition and expand the social safety net " by focusing on specific institutional outcomes. These include:

- Improved Education outcomes and skills, and the skills of the economy
- Improved learner throughput rate
- Improved school infrastructure
- Employment opportunities created
- Strengthened Community and Stakeholder Engagement [Social Cohesion]

SONA Pronouncements

The Mpumalanga Department of Education's 2026/27 Annual Performance Plan is firmly aligned with the national priorities articulated in SONA, particularly the strengthening of foundational learning and the preparation of learners for meaningful participation in the economy. The Department will expand access to quality Early Childhood Development by increasing the number of registered ECD programmes, strengthening ECD subsidies and improving the transition into compulsory Grade R to secure school readiness and long-term academic success. Foundational literacy and numeracy will remain in system stabilisers and will be embedded as cross-cutting priorities through targeted reading programmes, strengthened curriculum oversight and focused teacher development initiatives.

Building on the 88% National Senior Certificate pass rate achieved by the Class of 2025, the Department has set a clear and ambitious target of attaining a 91% NSC pass rate in 2026. This will be supported by intensified learner support in gateway subjects such as Mathematics, Physical Sciences and languages, strengthened district monitoring, and improved curriculum coverage. The Department will also expand digital transformation initiatives by extending tablet provision to Grade 10 learners, enhancing e-learning access, and strengthening the academic pipeline. Partnerships with TVET institutions will be reinforced to create clearer pathways from schooling to skills development, entrepreneurship and employment.

Women, Youth and Persons with Disabilities remain central to the Department's performance commitments. The APP mainstreams inclusive access to ECD, academic support programmes, digital learning resources and post-school opportunities to ensure equity, redress and improved outcomes. Through disciplined prioritisation and inclusive planning, the Department will advance the constitutional commitment that every learner in Mpumalanga receives quality education and the opportunity to thrive.

SOPA Pronouncements

The 2026 State of the Province Address reaffirmed education and skills development as key priorities for Mpumalanga and highlighted notable progress in improving learning outcomes across the province. The Premier reported an improvement in the 2025 National Senior Certificate results, with the provincial matric pass rate increasing to 86.55% from 84.99%, accompanied by growth in Bachelor passes, reflecting improvements in the quality of education. The address further emphasised the importance of expanding opportunities for post-school education and training to address persistent challenges related to access to tertiary education. For the Mpumalanga Department of Education, this underscores the need to continue strengthening learner performance, improving curriculum support, and ensuring that learners are adequately prepared to transition into higher education, training, and employment pathways.

The Premier also highlighted Early Childhood Development (ECD) as a critical foundation for lifelong learning. The province is planning to subsidise 83 707 children. Progress has also been made in the professionalisation of Grade R educators, with the majority of practitioners now qualified. These developments require the Department to sustain efforts to expand access to quality ECD programmes, improve the professional capacity of educators, and strengthen early learning interventions to ensure that learners enter the schooling system with the necessary foundational skills.

In improving learning outcomes, the provincial government has prioritised foundational literacy and learner support programmes. Thousands of foundation phase teachers have been trained in reading strategies to strengthen reading for meaning in both English and African languages. In addition, government continues to support learner retention through programmes such as scholar transport, which benefits more than 67,000 learners, and the no-fee school and school nutrition programmes, which collectively support over one million learners in the province. As a result of these interventions, the learner throughput rate has improved to 67%, exceeding the national average of 64%. For the Department of Education, these achievements highlight the importance of sustaining learner support interventions, strengthening teaching and learning in the foundation phase, and implementing targeted strategies to improve learner progression and completion rates.

School infrastructure development also remains a key priority. The Premier reported progress in the programme aimed at replacing aging community-built schools across the province, with 29 new schools already under construction, including 10 that will replace old structures, while additional schools will be built in the current financial year, including a specialised school for deaf and blind learners. These developments highlight the need for the Department to accelerate infrastructure delivery, improve learning environments, and ensure that all learners have access to safe and conducive school facilities.

Overall, the commitments outlined in the State of the Province Address reinforce the strategic priorities of the Mpumalanga Department of Education for the 2026/27 financial year. The Department will therefore focus on strengthening foundational learning, expanding access to Early Childhood Development, improving learner retention and throughput, integrating digital learning in schools, and accelerating the delivery of school infrastructure. These interventions will contribute to improving the quality of education in the province and ensuring that the education system equips learners with the knowledge, skills and competencies required to participate meaningfully in the economy and broader society.

Employment Trends

Mpumalanga faces significant challenges in both its labour market and education sector. As of the fourth quarter of the latest employment data for Mpumalanga show improvement but continuing challenges as of 2025. The province added over 13,400 jobs in the last quarter of 2024, which lowered the unemployment rate from 37.4% in Q2 2024 to 34.7% by Q4 2024. Despite this progress, unemployment remains high among specific groups: youth unemployment stood at 48.9%, while female unemployment was 37.0% in the same period. The total employed population reached approximately 1.25 million by the end of 2024, with sectors like community services and trade contributing most to employment growth. However, the construction industry experienced difficulties. Early 2025 data indicate a slight rise in the official unemployment rate to 32.9%, and the youth unemployment rate increased to 46.1% in Q1 2025, underscoring ongoing labour market vulnerabilities.

This high unemployment adversely affects education. Many learners come from households struggling with poverty and joblessness. This results in poor nutrition, irregular attendance, and limited access to educational resources, all of which undermine motivation and increase school dropout rates. The disconnect between education and employment prospects reduces the perceived value of schooling among learners.

In response, Mpumalanga's Department of Education should emphasise skills development aligned with labour market needs, prioritising STEM and digital literacy expansion to equip learners for the workforce. Youth employment initiatives like Education Assistants and school-based work experience should be integrated within education to provide practical skills and improve job readiness. Building partnerships with the private sector and community organisations to provide mentorship, internships, and entrepreneurship training can further bridge education and employment.

The department plans to mitigate social barriers by maintaining and expanding school feeding programmes, providing psychosocial support, and enhancing inclusive education for vulnerable learners. Investing in safe and conducive infrastructure will help retain learners and improve educational outcomes.

Table 8: Unemployment rate

Province	Official Unemployment Rate (Oct- Dec 2025)	Expanded/Broader Rate (Q4 2025)	Trend
Western Cape	~18 %	~25–26 %	Lowest in country, significantly below national average.
Eastern Cape	~42–43 %	~51 %+	Highest unemployment rates nationally; broad underutilisation high.
Northern Cape	~27 %	Not fully reported	Below national average.
Free State	~36 %	Not fully reported	Above national average.
Kwazulu-Natal	~29–30 %	Not fully reported	Below national average official; under broader measures still high.
North West	~35–39 %	~50 %+	Among the highest broader unemployment provinces.
Gauteng	~32 %	Not fully reported	Around national average.
Mpumalanga	~32–35 %	~45–47 %	High but slightly below worst-performing provinces.
Limpopo	~28–30 %	~47 %*	Slightly lower official unemployment; broad underutilisation still serious.

Source: Stats. SA Q4 2025

Mpumalanga's unemployment rate remains persistently high, with current trends indicating that while there has been a slight decline in the official unemployment rate, the expanded unemployment rate remains significantly elevated. This reflects ongoing structural challenges in the provincial labour market, particularly among youth. High unemployment levels increase socio-economic vulnerability among households, contributing to poverty, food insecurity, and limited access to learning resources. For the education sector,

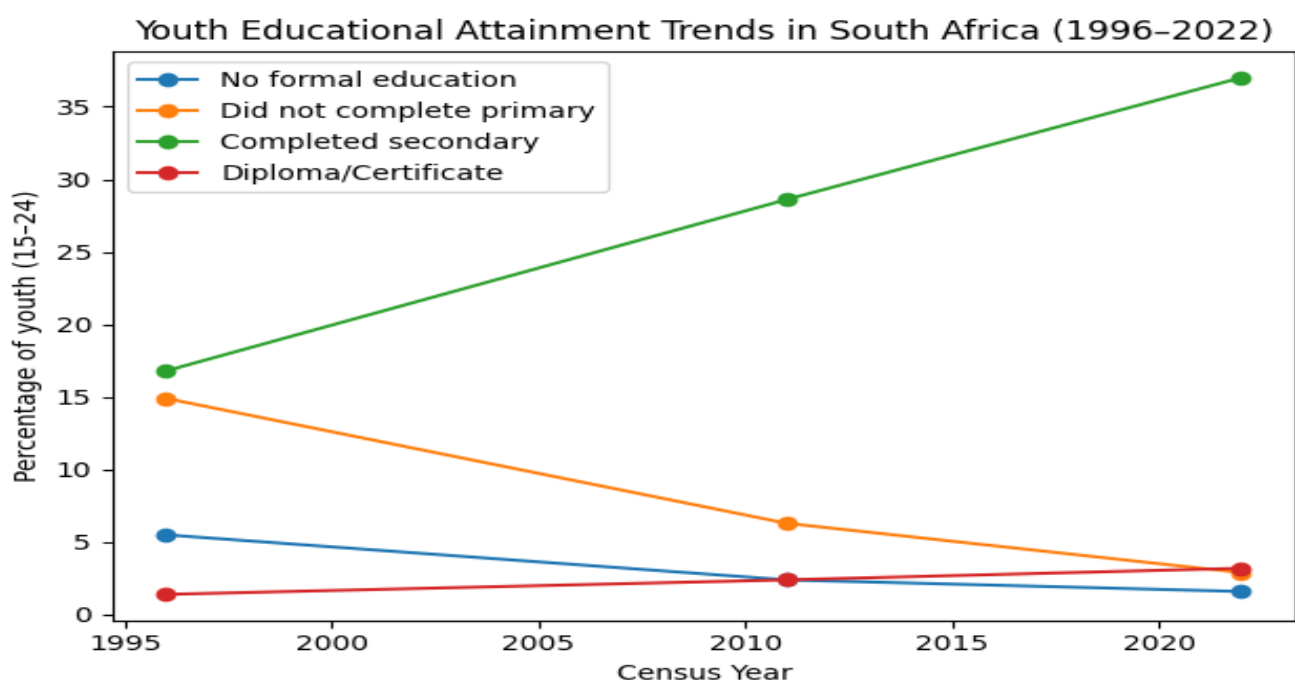
these conditions place additional pressure on schools to serve not only as centres of learning but also as key social support institutions. In the 2026/27 APP, this context underscores the importance of strengthening foundational learning, expanding school nutrition programmes, improving learner retention and throughput, and aligning education pathways with skills development and employment initiatives such as the Basic Education Employment Initiative. Addressing education quality and access remains central to improving long-term employability and breaking the cycle of poverty in the province.

Trends in youth Education Attainment

Across Africa, the realisation of children's right to education remains constrained by economic barriers, poor educational quality, and limited sector funding. In South Africa, however, census data indicate notable improvements in educational attainment among youth aged 15–24. As shown in Figure 1, the proportion of youth with no formal education and those who did not complete primary schooling has declined significantly since 1996, while secondary school completion and attainment of post-school qualifications have increased steadily. These gains reflect the impact of key policy interventions such as no-fee schools, the National School Nutrition Programme, the Child Support Grant, scholar transport, and financial support for higher education through NFSAS. In Mpumalanga, while access and completion rates have improved, challenges remain in learner progression, learning outcomes, and transition to post-school education and training.

The figure 1 illustrates significant improvements in educational attainment among youth aged 15–24 between 1996 and 2022. The proportion of young people with no formal education and those who did not complete primary schooling declined steadily over the period. At the same time, the share of youth completing secondary education increased substantially, reflecting expanded access to schooling and improved retention. Although the proportion of youth attaining post-school qualifications such as diplomas and certificates remains relatively low, gradual improvement is evident. These trends indicate progress in expanding educational access in South Africa, while also highlighting the need to strengthen pathways into post-school education and training.

Figure 1: Youth Education Attainment Trends in South Africa (1999- 2022)

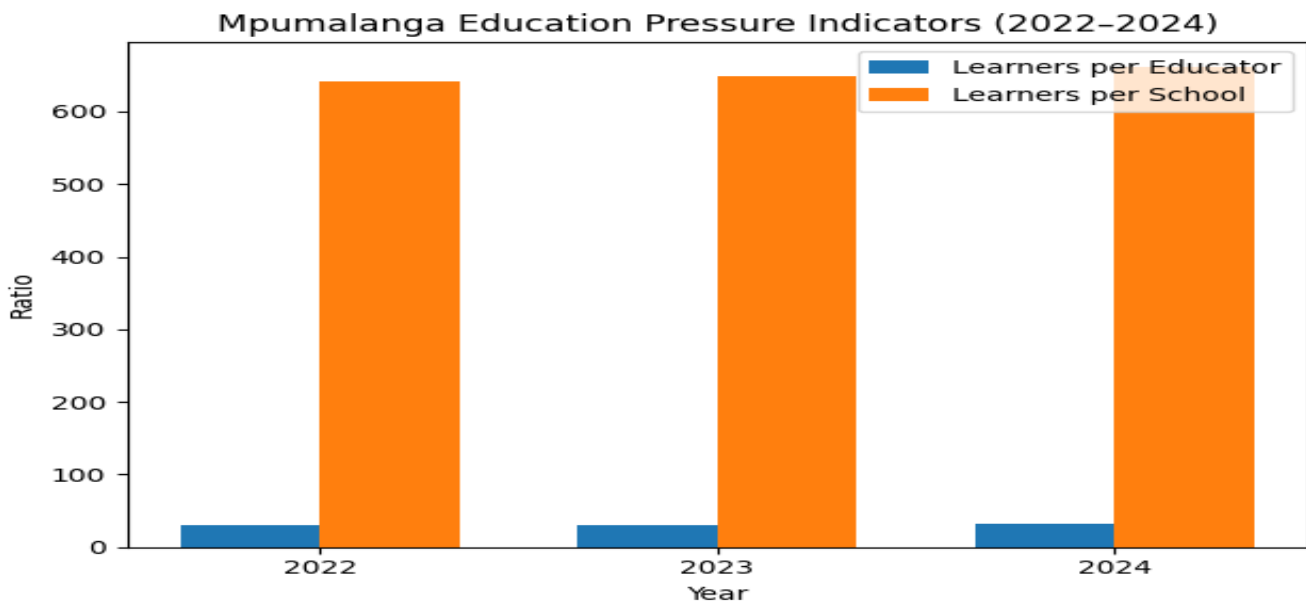


Source: Statistics South Africa, Census 1996; Census 2011; Census 2022,

Demand for Services

The figure 2 illustrates trends in key education system pressure indicators in Mpumalanga between 2022 and 2024. The number of learners per educator increased slightly over the period, reflecting growing pressure on teaching resources as learner enrolment continues to rise while educator numbers remain relatively stable. Similarly, the number of learners per school increased gradually, indicating increasing demand for existing education infrastructure. These trends highlight the importance of strengthening educator provisioning, improving the utilisation of school infrastructure and expanding capacity to ensure that rising enrolment does not negatively affect the quality of teaching and learning.

Figure 2: Trends in key education system pressure indicators in Mpumalanga



Source: Department of Basic Education (2025). School Realities 2024.

Mpumalanga, meaning "the place of the rising sun," is located in the northeastern part of South Africa. It is the second-smallest province, covering approximately 76,495 square kilometres. The 2022 Census, Mpumalanga's population is about 5,143,324, with females making up 52% and males 48%. The province experienced a significant 27.3% population growth from 2011 to 2022. The black African population is the largest demographic group, with approximately 4,898,021 individuals. The youth cohort (ages 15-34) represents about 27% of the population, while those aged 60 and older account

Poverty

Recent data for 2024 regarding the socioeconomic conditions in Mpumalanga indicates that the province continues to grapple with significant challenges related to poverty, inequality, and unemployment. As of early 2024, approximately 2.3 million individuals remain below the Lower-Bound Poverty Line (LBPL) of R810 per month, which translates to about 60.3% of households in the province. This figure is concerning as it falls short of the Medium-Term Development Plan (MTDP) target of 35% for 2024 and the long-term goal of 5% by 2030. The province's inflation rate has also been a critical issue, with the Consumer Price Index (CPI) reflecting an increase to 8.3% as of December 2022, driven by rising costs in food and transportation.

The ongoing economic pressures have made it increasingly difficult for many households to afford basic necessities, with 33.4% of residents reporting inadequate access to food. Unemployment remains high, with recent statistics indicating an unemployment rate of approximately 28.2%, which is slightly below the national

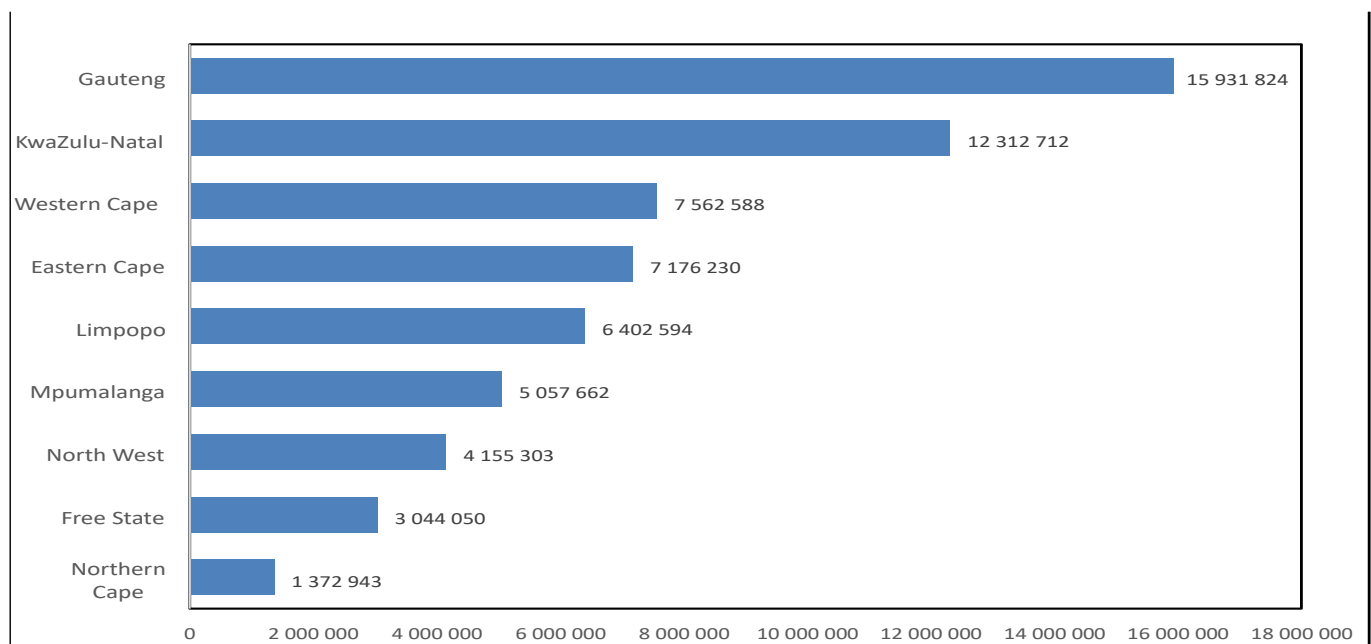
average of 29%. The youth unemployment rate is particularly alarming, hovering around 36%, which underscores the urgent need for targeted interventions in education and job creation. In light of these challenges, it is crucial for the provincial government to focus on improving educational outcomes and creating sustainable employment opportunities to help break the cycle of poverty and inequality affecting many residents in Mpumalanga.

Population growth

The population of Mpumalanga has experienced a significant increase, growing from 20% in 2011 to 27.3% in the 2022 census. In comparison, KwaZulu-Natal's population grew from 7.1% to 21%, while the Western Cape recorded a marginal decline from 28.7% to 27.7%. Despite this, the national population has continued to grow, necessitating an expansion of resources to cater to the needs of the people, particularly in Mpumalanga, dubbed the "place of the rising sun".

This growth informs the need for forecasting and planning for additional schools, emphasizing the critical importance of spatial planning to secure sufficient land for new school construction. Integrated planning becomes essential to ensure efficient resource allocation, avoid duplication of programs, and maximize the impact of limited resources.

Figure: 3 Population of South Africa



Source: Stats SA MYPE 2024

Table 9: Comparison of the Distribution of Mpumalanga population-by-population group and South Africa,

Province	Census year	Population group					
		Black African	Coloured	Indian/Asian	White	Other	Total
Mpumalanga	1996	2 827 503	20 394	12 941	245 250	-	3 106 089
	2001	3 135 485	22 429	10 964	197 080	-	3 365 957
	2011	3 662 219	36 611	27 917	303 595	9 597	4 039 939
	2022	4 898 063	32 100	25 882	185 731	440	5 142 216
South Africa	1996	31 127 631	3 600 446	1 045 596	4 434 697	-	40 208 369
	2001	35 416 166	3 994 505	1 115 467	4 293 640	-	44 819 778
	2011	41 000 938	4 615 401	1 286 930	4 586 838	280 454	51 770 560
	2022	50 486 856	5 052 349	1 697 506	4 504 252	247 353	61 988 314

Sources: Stats SA- Census 2022 Stats

Migration

Migration trends in Mpumalanga continue to be driven by rapid urbanisation and economic opportunities in key urban and industrial centres. By 2025/26, approximately 41% of the province's population resides in urban areas such as Mbombela and Emalahleni, with ongoing rural-to-urban migration and movement towards smaller industrial towns. The province has recorded positive net migration of about 12,850 over a three-year period, reflecting its growing attractiveness as a destination for internal migration. These trends place increasing pressure on education infrastructure and learner placement. In response, the 2026/27 planning process prioritises expanding school infrastructure in high-growth urban areas, rationalising underutilised rural schools, strengthening vocational education linked to emerging industries, and improving resource allocation to accommodate rising enrolment.

Table 10: Migration Patterns

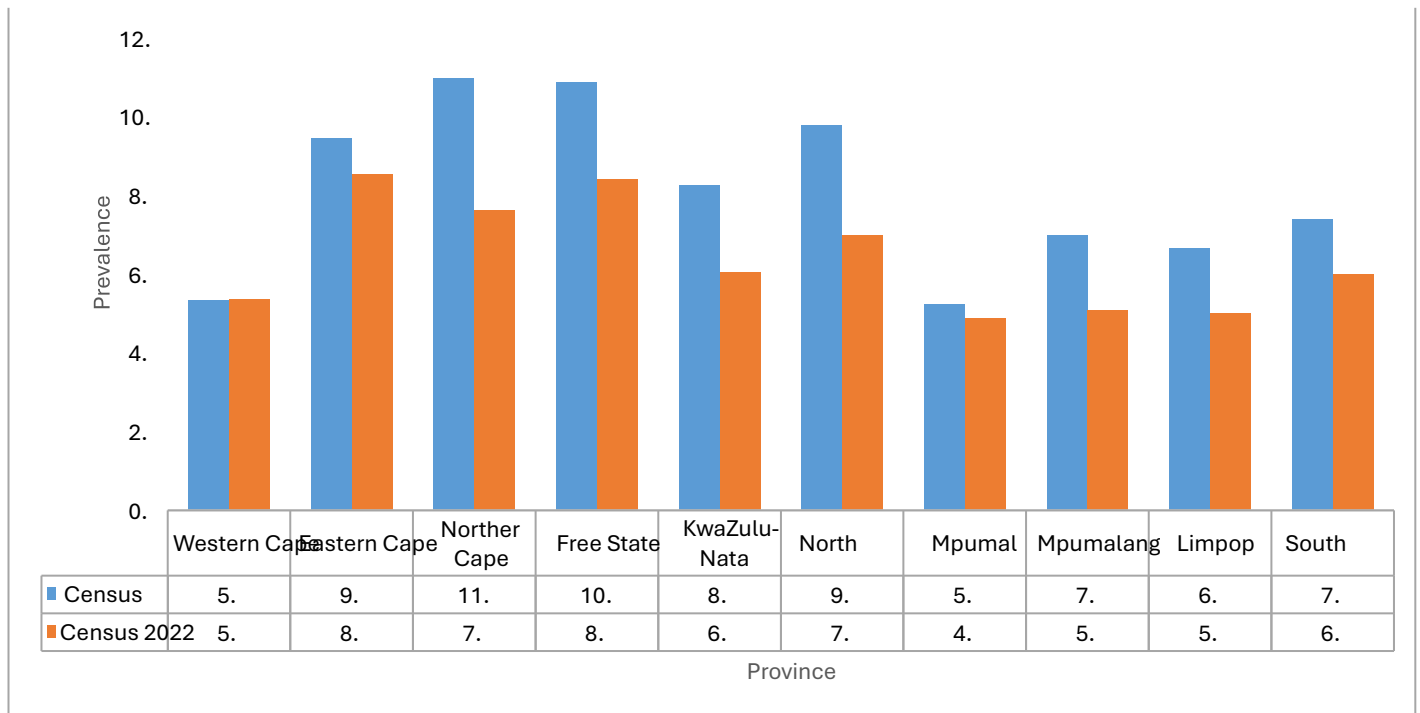
Province	In-Migrants	Out-Migrants	Net Migration
Gauteng	1,416,204	629,301	+786,903
Western Cape	500,347	181,393	+318,953
North West	305,410	196,988	+108,422
Mpumalanga	302,450	219,958	+82,492
Northern Cape	91,526	84,295	+7,232
KwaZulu-Natal	349,182	317,706	+31,476
Free State	147,558	160,536	-12,978
Limpopo	276,056	433,748	-157,692
Eastern Cape	198,686	498,149	-299,462

Source: Statistics South Africa – Provincial Migration Estimates (2021–2026) and Census migration analysis.

Disability

Figure 4 illustrates disability prevalence by province based on Census 2011 and Census 2022 data from Statistics South Africa. The results indicate an overall decline in disability prevalence across South Africa over the intercensal period. Census 2022 shows that approximately 3.3 million people, representing about 6% of the population, are living with disabilities. Mpumalanga recorded one of the lowest disability prevalence rates in both census periods, declining from about 7% in 2011 to approximately 4.9% in 2022. In comparison, provinces such as the Eastern Cape recorded higher proportions of persons with disabilities. Despite the relatively lower prevalence in Mpumalanga, the Department of Education remains committed to ensuring equitable access to education for learners with disabilities through inclusive infrastructure development and procurement practices aligned with the Gender Responsive Budgeting, Monitoring, Evaluation and Auditing (GRBMEA) Framework.

Figure 4: disability prevalence by province, census 2011- 2022



Source: Statistics South Africa (2023). Census 2022 Statistical Release: Disability prevalence by province

7. Internal Environment Analysis

Figure 5: MAP OF MPUMALANGA WITH DISTRICT MUNICIPAL BOUNDARIES



Introduction

The map above represents Mpumalanga "the place of the rising sun" is a province in eastern South Africa, bordering the nations of Swaziland and Mozambique. It embraces the southern half of Kruger National Park, a huge nature reserve with abundant wildlife including big game. The province's iconic Blyde River Canyon, among the world's largest, is known as a green canyon because of its subtropical foliage.

As we embark on the development of the Mpumalanga Department of Education's 5-Year Strategic Plan for 2025-2030, it is crucial to understand the complex environment in which we operate. Our department is influenced by national and provincial policies, including the National Development Plan and the Medium-Term Development Plan (MTDP) 2024-2029. Key factors contributing to our performance include effective governance, access to education, and addressing socio-economic challenges like poverty and inequality.

The Mpumalanga Department of Education has achieved significant progress in various areas during the 2024/25 period. Mpumalanga Province has shown a steady upward trajectory in its National Senior Certificate (NSC) results. Overall Pass Rate Improved to 86.5%, up from 84.9% the previous year. Bachelor Passes had 28,610 learners qualifying for university entrance, a notable increase in the quality of passes. All four districts (Ehlanzeni, Gert Sibande, Nkangala, and Mopani) performed above the 80% threshold. Ehlanzeni remains the leading district (88.0%), while Mopani showed the most significant growth.

The department has rolled out the Ubuhlebusile e-learning programme, providing tablets to over 60,000 Grade 12 learners in eight schools. Additionally, 218 schools piloted coding and robotics programs to prepare learners for future digital and technological demands. There is ongoing infrastructure improvement to create safe, accessible, and conducive learning environments. Teacher training continues to be supported, focusing on both content knowledge and pedagogical skills, while governance efforts ensure risk mitigation and ethical behaviour across the system.

Challenges remain, however. Infrastructure maintenance backlogs and delayed project completion affect the quality of learning facilities. Budget cuts have limited full programme implementation. Supply chain management capacity is limited, and governance challenges such as unresolved irregular expenditure persist. Unequal access to digital resources and language barriers affects learners' comprehension. Rural and disadvantaged areas face critical shortages of qualified teachers, while inclusive education requires stronger focus to address gaps for learners with disabilities

4.1.1 Human Resource

Departmental Programme Structure

The strategic mandates of the Mpumalanga Department of Education rely on multiple key programmes for execution. These programmes include:

Programme 1: Administration: The department's overall operations management includes corporate services and financial management responsibilities.

Programme 2: Public Ordinary Schools. The Public Ordinary Schools programme delivers education services to mainstream schools while managing infrastructure and resources.

Programme 3: Independent Schools Subsidies. The department offers financial support to independent schools through subsidies which enable them to deliver high-quality educational services.

Programme 4: Public Special Schools. Delivers dedicated educational solutions along with necessary infrastructure to support students with special needs.

Programme 5: Early Childhood Development (ECD). The ECD initiative concentrates on creating and executing Grade R and pre-Grade R educational programs for early childhood development.

Programme 6: Infrastructure Development. This programme manages the development and maintenance of education infrastructure throughout the province.

Programme 7: Examination and Education Related Services. Manages public examinations and other educational services.

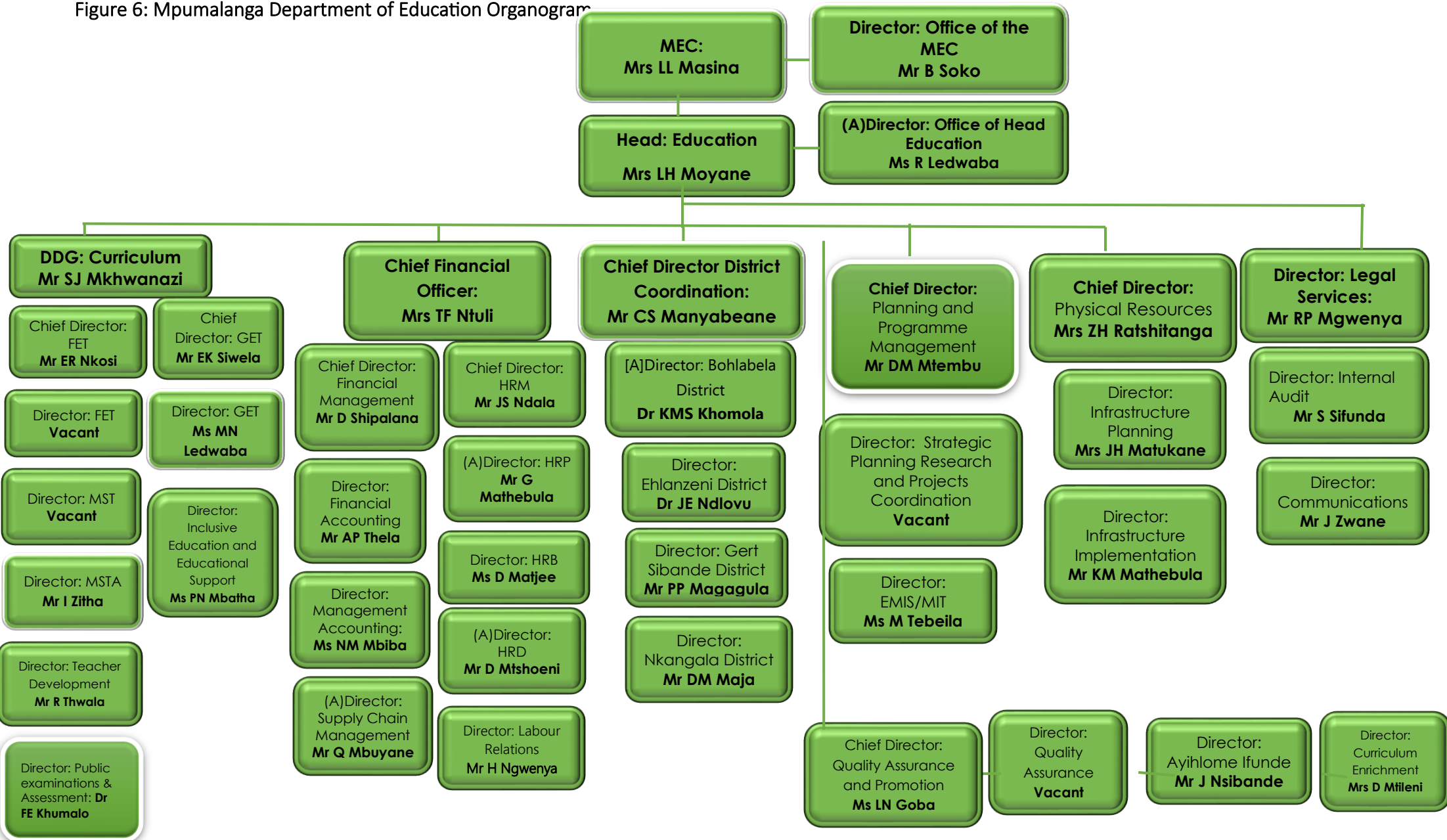
The Mpumalanga Department of Education succeeded in advertising and filling critical positions to maintain service delivery despite cost containment measures from the National Treasury and the Department of Public Service and Administration that blocked their ability to fill certain vacant positions after a specific date. The department's proactive measures enabled it to preserve its fundamental operations while delivering necessary educational services to local residents.

Departmental Organisational Structure

Consultations on the review of the Department's organisational structure have been conducted with Head Office components, districts, organised labour and management. A proposed structure for both Head Office and Districts has been developed, and an Organisational Design Report has been drafted. The Chief Financial Officer assessed the financial implications and consulted the Provincial Treasury, which confirmed alignment with the Medium-Term Expenditure Framework (MTEF) and availability of the Compensation of Employees budget. Provincial Treasury subsequently issued correspondence on 10 October 2025 supporting the Department's review and alignment of the organisational structure. The consultation request from the Hon. MEC to the Hon. Premier for approval of the proposed changes has been prepared and submitted and is currently with the Office of the Head of Department.

Key highlights of the proposed structure include the renaming of the Branch: Systems and Planning to Branch: Institutional Management and Governance; the establishment of a new Branch: Corporate Management; and the creation of a Chief Directorate: Governance Support to consolidate functions previously reporting directly to the HOD. Financial management has been elevated to a Deputy Director-General level, incorporating Physical Resources and Facilities Management. The structure also introduces a Directorate for Risk and Ethics Management, a Directorate for Project Management and Monitoring, and a Directorate for E-learning and Curriculum Innovation. Certain functions have been rationalised, including the abolition of the Directorate: Ayihlome Ifunde and the Internal Control function under Internal Audit, while Transversal Human Resource Development has been removed in line with EXCO Resolution No. 17/2024. Additionally, circuit coordination capacity will be strengthened through the creation of two CES posts in both Gert Sibande and Nkangala Districts. Figure 6 below show the current organizational structure.

Figure 6: Mpumalanga Department of Education Organogram



The Mpumalanga Department of Education (MDoE) makes full staffing and human resources availability a top priority to achieve its strategic and operational goals. This involves: The Mpumalanga Department of Education prioritizes effective recruitment strategies to attract suitable candidates and retain them by focusing on identifying and nurturing talent within the organization. The department is committed to achieving employment equity standards, fostering a diverse and inclusive workforce environment. It ensures that employees are hired at fair and equitable salary levels, promoting transparent remuneration practices. A robust performance management system is used to enhance human resource efficiency, improve service delivery, facilitate training and development, and recognize achievements. The department integrates human resource planning with financial planning to secure adequate funding for human resources within the Medium-Term Expenditure Framework. Additionally, all managers are responsible for embedding human resource planning and management into their core duties, ensuring these functions are integral to departmental operations. The MDoE achieves its objectives with maximum efficiency and effectiveness through this approach.

Information Communication Technology (ICT)

Education White Paper 7 explains how e-education along with Information and Communication Technology (ICT) aids in reaching national education goals while connecting educators and students to each other and professional support services and creating learning platforms. The initiative aims to link students and educators through improved teaching methods and technological tools to access superior information and ideas while fostering mutual connections for educational reform. The Department of Education faces challenges in delivering education throughout Mpumalanga because of existing technological problems.

The limited internet access in educational institutions limits digital resource availability and disrupts online learning which negatively affects educational advancement initiatives. Schools that distribute tablets to students without control systems create opportunities for misuse which require costly corrective actions. System failures and cyberattacks can lead to data loss which poses a critical threat to the security of student records and assessment information. The department faces technological difficulties in their educational modernization efforts which demand better infrastructure and management systems as well as stronger cybersecurity measures to protect educational information and make technology a successful teaching tool. Every school needs to connect to networks and receive ICT resources for both institutions and students.

Providing additional ICT resources and establishing specialized programs such as coding and robotics will enhance digital literacy and create more technology opportunities. Technology Integration: Provide educational institutions with information and communication technology (ICT) resources to improve teaching and learning experiences.

Financial Resources

The department needs to efficiently distribute its financial resources to support school infrastructure improvements, teaching and learning enhancement via bilingual education and quality materials, teacher skill development and expansion of Early Childhood Development (ECD) services. The department must use effective financial planning to match resources with goals and maintain transparency through solid internal controls and regular audits. The department plans to maintain effective operations while using its strengths to deliver educational quality alongside solutions for systemic problems like rural area infrastructure deficits and resource shortages. To support provincial economic transformation objectives the strategic plan needs to

focus on innovative resource utilization alongside better financial management and stronger accountability measures.

Mpumalanga Department of Education's 5-Year Strategic Plan for 2025-2030, is well aligned our internal situational analysis with the broader priorities of the Government of National Unity (GNU), the Department of Basic Education (DBE), and the Medium-Term Strategic Framework (MTDP) for the 7th Administration. This alignment ensures that our strategic objectives are harmonized with national goals, such as those outlined in the National Development Plan (NDP) and the Mpumalanga Vision 2030. Our situational analysis has identified key strengths, weaknesses, opportunities, and threats (SWOT) that will inform our strategies for effectively implementing educational reforms.

These reforms aim to enhance access to quality education, improve teaching and learning outcomes, and address socio-economic challenges affecting our learners. By understanding these factors, we are well-positioned to leverage opportunities and mitigate challenges, ultimately contributing to the elimination of poverty and reduction of inequality by 2030.reforms.

Cross Cutting Agenda: Youth, Women and People with disabilities

The Department is committed to driving transformation through its dedicated Transformation Unit. This unit has been tasked with coordinating and integrating programs for designated groups, including youth, women, and people with disabilities, into the department's plans. To achieve this, the department will implement policies and legislation related to these vulnerable groups and ensure resource allocation and delivery of outputs that cater to their needs; by doing so, the department aims to promote inclusivity and equity and create opportunities for these groups to participate fully in society.

Youth

The department acknowledges the alarmingly high unemployment rate in the province, a major concern for the provincial administration. In line with the State of the Nation Address (SONA) and the State of the Province Address (SOPA), the Premier outlined specific intervention programs to address the unemployment situation. These include:

- Promoting youth entrepreneurship through the Mpumalanga Youth Fund
- Providing bursaries to out-of-school youth for undergraduate qualifications in scarce and critical skills
- Growing the youth skills base through the bursary program
- Training out-of-school youth in accredited skills programs to enable their participation in the economy.

In light of this, the department is committed to assisting the province in reducing the youth unemployment rate. Through learnerships and internships, the department aims to cater to the needs of the youth and contribute to reducing unemployment. The Mpumalanga Regional Training Trust (MRTT) will also play a crucial role in skilling out-of-school youth and providing them with opportunities arising from the recovering economy. Over the next five years, the department envisions that youth businesses will benefit from over 30% of the procurement budget.

Women

Women make up a significant portion of society, and government policies prioritize their empowerment. To achieve this, all government projects must ensure that women benefit from programmes and projects. As a government department, we will allocate resources to benefit women during programme and project implementation. This inclusion will enable women to contribute to the province's economic growth. Over the next five years, women-owned businesses will receive over 40% of the procurement budget.

According to the provincial gender ratio, women comprise 51% of the population, while men make up 49%. The gender profile for teachers in the province shows that women form two-thirds of the workforce, while men represent one-third. However, an analysis of gender equity across post levels reveals an under-representation of women in Senior and Middle Management positions. To address this, the Department aims to achieve 50% representation of women in all occupational post levels. The Equity plan will be implemented in a way that promotes gender balance without disadvantaging male teachers' career progression within the MDoE.

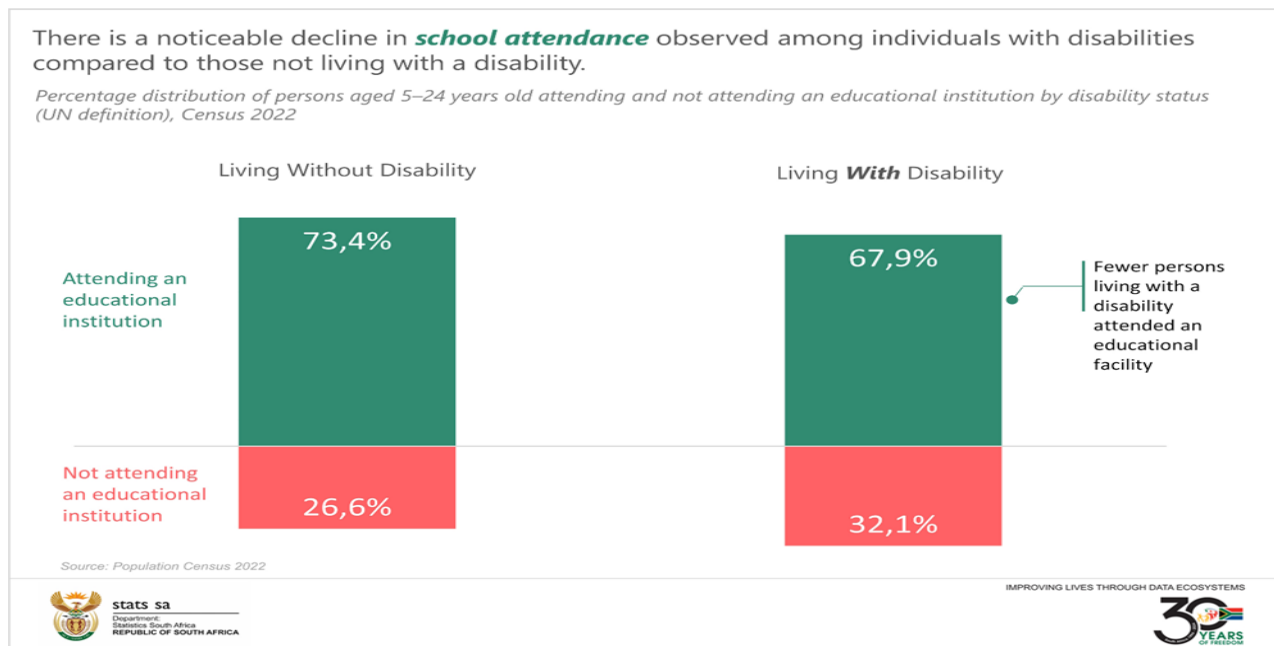
Persons with disability

The Mpumalanga Department of Education (MDoE) continues to expand access to education for learners experiencing barriers to learning and development in public mainstream schools, aligning with the Education White Paper 6 (EWP6), the South African Schools Act (SASA), the Children's Act, and the Special Inclusive Education (SIAS) Policy. Currently, 125 full-service schools provide support to learners with moderate learning barriers, aiming to eliminate barriers to learning within an inclusive education system.

Learners with disabilities in Mpumalanga face ongoing challenges, despite progress in recognizing their needs. The Department maintains 19 special schools, catering for 3800 learners requiring specialized support. Notably, the planning for the School of the Deaf and Blind in eMalahleni Municipality has completed stage 2 and now at is currently at stage 3. Stage 4 is earmarked to be completed in October 2026 while construction is anticipated to commence in November 2026 financial year. This project highlights the Department's commitment to enhancing educational opportunities for learners with disabilities, aligning with broader national efforts to ensure inclusive and quality education for all. The focus on this special school reflects the province's priorities in addressing the needs of learners with disabilities and ensuring they receive the specialized support they require.

Figure 7 below shows percentage of school attendance by individuals with disability compared to those without disability:

Figure 7: percentage of persons aged 5-24 years old attending and not attending educational institution



Source: stats sa:2024

Demographic Information Informing the Planning

Early Childhood Development Education profile of learners aged 0–4 years

Over the five-year period from 2025 to 2030, the Mpumalanga Department of Education aims to enhance educational outcomes and create job opportunities through targeted interventions. Key priorities include improving the registration system for Early Childhood Development (ECD) facilities, increasing access to ECD programs for children aged 0–6, and implementing the 2030 ECD strategy. The department will focus on raising the percentage of ECD practitioners qualified at NQF Level 4, expanding access to ECD subsidies for children, and ensuring compliance with systemic evaluations to improve Grade 3 learners' reading and numeracy skills by 2029. These initiatives aim to strengthen foundational education, address equity gaps, and contribute to workforce development by creating jobs within the ECD sector and beyond.

Regarding Early Childhood Development (ECD), research highlights the significance of quality ECD education in shaping future academic success. The migration of ECD from the Department of Social Development to the Department of Basic Education aimed to realize this potential. The department prioritizes instilling foundational skills in young children, enabling them to excel in primary, secondary, and tertiary education. Investing in ECD is crucial for improving educational outcomes, reducing poverty, and promoting social and economic development. Despite challenges in data management, the department has established a partnership with The Nelson Mandela Foundation to enhance ECD data accuracy. In the 2025-2030, the department will fund 1,629 registered ECD programs, benefiting children (0-4 cohort).

The agreement promotes a hybrid model for catering to children in either ECD centres or schools (public and independent), focusing on enhancing curriculum delivery through qualified ECD practitioners who utilize play-based resources to support play-based learning, aligned with the National Curriculum Framework. The current funding model will continue, but a review of funding norms and standards is underway, in line with the

National Development Plan (NDP) and National Integrated ECD Policy. This review does not imply immediate changes to infrastructure, which will be addressed in the long term, in accordance with accepted standards and policies.

The department prioritises the professionalization of ECD practitioners through training and bursaries, ensuring they meet minimum professional and academic requirements. In the 2025-2030, 400 practitioners will be trained on NQF level 4, and 73 ECD practitioners will be supported to register and attend NQF level 6 training.

Table 11 below shows the distribution of children aged 0-4 years attending various Early Childhood Development (ECD) programs in Census 2022. According to the census, approximately two-fifths (39.8%) of South African children in this age group did not attend any ECD programs. The Northern Cape and North West provinces had the highest rates of non-attendance, with 56.7% and 52.4% respectively. Mpumalanga also showed a significant rate of non-attendance, with nearly two out of five children not attending ECD programs.

In contrast, the Western Cape and Mpumalanga provinces recorded the lowest rates of non-attendance. The census revealed that most children aged 0-4 years attended a crèche/ edu-care centre (36%), with Mpumalanga reporting 31.6% attendance in this category. However, there is still a need to advocate for ECD in the province, as a proportion of children do not attend these centres. The data also shows that 6.9% of children attend Grade 00, while 10.9% are cared for by mothers, grandmothers, or child minders.

Table 11: Distribution of Population Aged 0-4 Years Attending an ECD Programme by Province, Census 2022

Province	Number/ %	Crèche/ edu-care centre	Pre-school/ nursery school/	Grade 00/ Grade 000/	Day mother/ grandmother/ childminder	Home/ community play group	Other	None	Total
Western Cape	N	250 555	34 163	56 797	49 892	3 969	172 803		568 179
	%	44,1	6,0	10,0	8,8	0,7	30,4		100,0
Eastern Cape	N	241 868	64 024	58 035	30 176	4 384	312 246		710 732
	%	34,0	9,0	8,2	4,3	0,6	43,9		100,0
Northern Cape	N	34 924	4 937	7 020	7 691	586	72 313		127 472
	%	27,4	3,9	5,5	6,0	0,5	56,7		100,0
Free State	N	114 149	15 068	23 882	15 336	1 510	88 830		258 774
	%	44,1	5,8	9,2	5,9	0,6	34,3		100,0
KwaZulu-Natal	N	344 121	87 001	130 335	66 595	8 718	485 703		1 122 472
	%	30,7	7,8	11,6	5,9	0,8	43,3		100,0
North West	N	107 895	23 874	29 981	19 575	1 946	201 963		385 234
	%	28,0	6,2	7,8	5,1	0,5	52,4		100,0
Gauteng	N	506 114	88 190	136 427	82 706	9 574	417 276		1240 286
	%	40,8	7,1	11,0	6,7	0,8	33,6		100,0
Mpumalanga	N	168 658	36 657	58 224	38 871	3 609	227 387		533 407
	%	31,6	6,9	10,9	7,3	0,7	42,6		100,0
Limpopo	N	279 581	63 683	69 322	35 881	5 658	286 477		740 602
	%	37,8	8,6	9,4	4,8	0,8	38,7		100,0
South Africa	N	2 047 865	417 598	570 023	346 722	39 954	2 264 998		5 687 159
	%	36,0	7,3	10,0	6,1	0,7	39,8		100,0

Source: Census 2022

Primary and Secondary Education

Grade 3 Competency in Reading and Numeracy by 2029: Strengthening early-grade interventions like teacher coaching, reading programs, and regular assessments will help achieve this goal 15.

Improved Grade 8–9 and Year 1–4 Curriculum: Developing a robust curriculum provisionally approved by Umalusi will ensure learners acquire critical skills aligned with workplace demands³.

Increased Matric Pass Rate and Throughput Rate: Enhancing foundational skills in earlier grades and improving curriculum delivery will contribute to higher pass rates at the matric level

Post-School Education and Workforce Development

Over the 2025–2030 period, the Mpumalanga Department of Education plans to strengthen post-school education and workforce development in alignment with Government of National Unity (GNU) priorities and the Medium-Term Development Plan (MTDP). The department aims to increase access to higher education and training by expanding technical schools and fostering partnerships with private sectors to address skills shortages in key economic areas. Establishing more technical schools will provide vocational training opportunities aligned with workplace demands, enhancing employability and contributing to a skilled labour force. These initiatives align with GNU priorities of reducing unemployment and inequality while supporting MTDP goals of creating an inclusive economy driven by a capable workforce. Through these efforts, the department seeks to equip youth with relevant skills, promote economic growth, and reduce poverty in Mpumalanga.

The department will focus on developing a robust curriculum for Grades 8–9 and Years 1–4, provisionally approved by Umalusi, to equip learners with critical skills aligned with workplace demands and the evolving economy. To increase the matric pass rate and throughput rate, efforts will be directed toward strengthening foundational skills in earlier grades, particularly in numeracy, literacy, and science. These initiatives aim to reduce dropout rates, improve learner retention, and ensure quality education that supports employability and economic growth. By addressing these priorities, the department seeks to contribute to equitable access to education, poverty reduction, and the development of a skilled workforce in Mpumalanga.

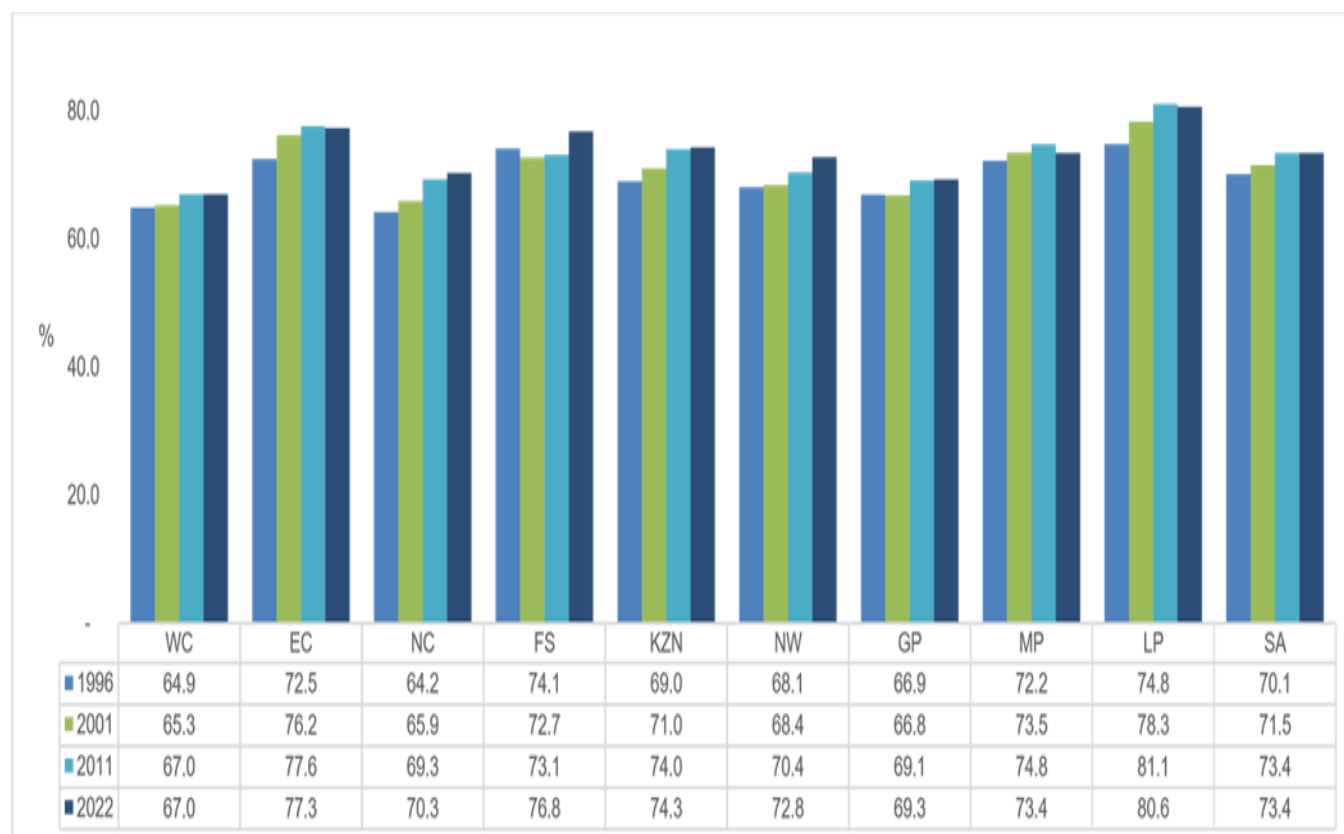
Level of Education

A comparison of Mpumalanga's highest level of schooling in 2019 with national figures reveals that the province has a lower proportion of its population aged 20 years and older at higher levels of education. For instance, 15.4% of South Africans over 20 years old have completed post-school qualifications, compared to 12.5% in Mpumalanga. Conversely, Mpumalanga has a higher concentration of its population at lower levels of education than the national average.

When compared to other provinces, Mpumalanga recorded the third-highest share of individuals aged 20 years and older with no schooling (6.1%), 2.4 percentage points higher than the national share of 3.7% in 2019. However, Mpumalanga's share of individuals with matric qualifications (29.4%) ranked fourth among the nine provinces, slightly lower than the national share of 30.8%.

Figure 8 illustrates the progress made by the government in improving access to education, a key outcome for the current administration. While there has been a slight decrease in attendance rates among individuals aged 5–24 years (from 74.8% in 2011 to 73.4% in 2022), the overall trend shows positive results, with Mpumalanga recording 72.2% attendance in 1996 and 73.4% in 2022.

Figure 8: Percentage Distribution of Population Aged 5–24 Years Attending an Educational Institution, Census 1996–2022



Sources: Stats SA Census 2022

Adult literacy

Literacy rates are a crucial social indicator of development, employed by government and international development agencies. While the basic definition of literacy is the ability to read and write, its complexity is highlighted by questions such as "what, how well, and to what purpose?" Notably, adult literacy rates in South Africa and its provinces, among individuals aged 20 and above, declined from 54.6% in 1996 to 37.0% in 2022, according to the 2022 Census. This trend may be attributed to the fact that most children remained in school and achieved their educational outcomes. The Census also revealed a significant increase in early childhood education, with 92.4% of 5-year-olds attending an educational institution, up from 70% in 1996. Specifically, Mpumalanga's literacy rate improved from 90.2% in 2014 to 91.4% by 2019. Table 12 below, shows the distribution of population aged 5 to 24 years by attendance

Table 12: Distribution of Population Aged 5- 24 Years by Attendance at an Educational Institution and Province, Census 1996-2022

Province	Census year and attendance at an educational institution						Census year and attendance at an educational institution					
	1996			2001			2011			2022		
	Attending	Not attending	Total	Attending	Not attending	Total	Attending	Not attending	Total	Attending	Not attending	Total
WC	929 981	503 245	1 433 226	1 115 946	592 291	1 708 237	1 221 232	601 519	1822751	1 430 441	704 974	2 135 414
EC	2 056 957	780 187	2 837 144	2 269 246	709 976	2 979 222	2 040 311	588 802	2629113	1 957 613	574 760	2 532 372
NC	265 470	147 850	413 320	268 582	138 750	407 332	289 812	128 332	418144	333 658	140 876	474 534
FS	789 642	275 917	1 065 559	827 408	311 266	1 138 674	736 002	270 629	1006631	759 488	229 442	988 930
KZN	2 592 990	1 165 482	3 758 472	3 105 095	1 271 135	4 376 230	3 020 720	1 060 805	4081525	3 055 052	1 059 518	4 114 569
NW	774 687	362 713	1 137 399	840 496	387 494	1 227 990	880 621	369 806	1250427	929 726	347 049	1 276 775
GP	1 769 485	877 249	2 646 734	2 211 107	1 101 145	3 312 251	2 616 530	1 170 802	3787332	2 951 490	1 306 694	4 258 185
MP	1 013 257	390 967	1 404 223	1 140 023	411 596	1 551 619	1 195 535	403 321	1598856	1 261 063	456 992	1 718 055
LP	1 662 673	559 011	2 221 684	1 949 991	540 170	2 490 161	1 837 198	429 095	2266292	1 850 035	445 021	2 295 056
SA	11 855 142	5 062 620	16 917 762	13 727 893	5 463 823	19 191 716	13 837 961	5 023 110	18 861 072	14 528 566	5 265 324	19 793 891

Sources: Stats SA Census 2022

Table 13 below shows the 2025 learner enrolment in the province, with a significant increase in Grade R enrolment compared to the 2024 academic year, demonstrating progress towards Outcome "Access to education". However, the decline in Grade 12 enrolment, despite high feeder grade enrolment, raises concerns and requires investigation and corrective action to address the bottleneck.

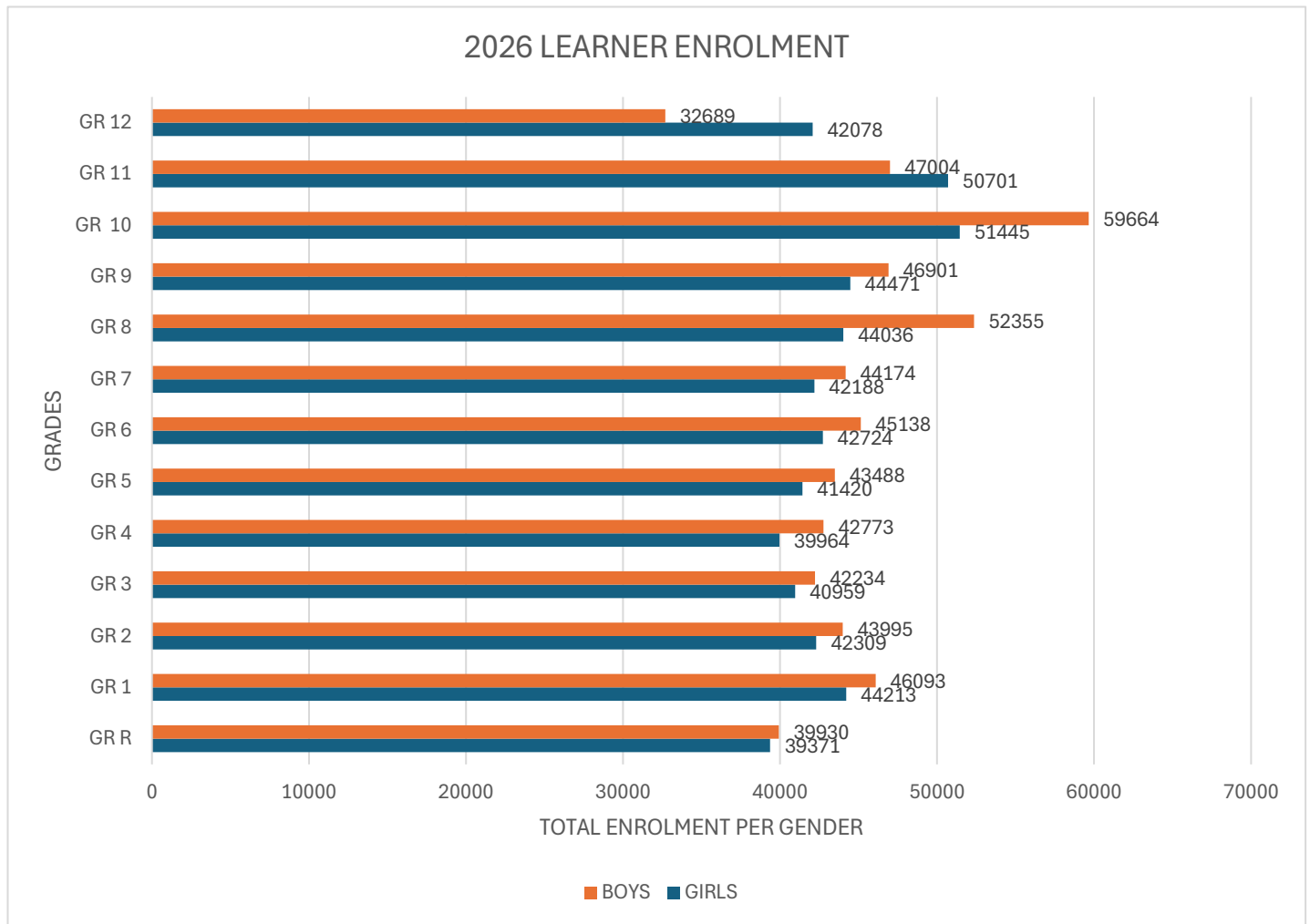
Table 13: MDoE Scope and Scale- Enrolment per Grade (2020- 2025)

DE	2020	2021	2022	2023	2024	2025	2026
R	65 726	62 405	63 305	64473	67 535	71 055	79 301
1	71 508	91 104	83 409	85349	90 049	90 442	90 306
2	69 208	43 975	86 965	86450	86 983	87 349	86 304
3	69 009	90 620	87 433	90127	89 634	85 734	83 193
4	69 433	91 795	87 605	90454	94 543	89 655	82 737
5	68 106	88 526	86 615	88913	91 965	92 015	84 908
6	65 083	88 261	84 062	88215	90 900	90 078	87 862
7	64 691	86 976	81 739	86831	90 925	89 820	86 362
8	71 087	91 965	89 650	680812	95 801	98 920	96 391
9	62 808	88 846	81 206	95740	93 587	91 954	91 372
10	72 045	94 065	92 798	89599	112 424	111 579	44409
11	59 881	86 333	78 419	104223	95 265	99 382	97 705
12	56 030	68 308	71 369	88874	68 732	70 432	74767
Province					1 170 366	1 168 415	1 152 357

Source: MDoE 2026 tenth day snap survey

The data below in figure 9 reveals that there are more boys enrolled in Grade 10 and Grade 8 than in any other grades. Notably, Grade R female learners have the lowest enrolment, with 35 374, while Grade 10 female learners have the highest enrolment. This disparity is a concern for the department, highlighting the need to track and support female learners to ensure they remain in school and do not drop out. The department must investigate the reasons for this trend and develop strategies to encourage and support female learners to continue their education

Figure 9: Learner enrolment trends in the province by gender for 2026



Source: MDoE 2026 tenth day snap survey

Table 14: Mpumalanga Department of Education Institutions

Institutions	Number
Public Ordinary Schools	1 628
Public Special Schools	19
Subsidised Independent Schools	23
Provincial office	1 (with three satellite offices)
District offices	4
Circuits Offices	71
MSTA	1
ECDI	1
District Teacher Development Centres	17
Special Care Centres	5
Non-Subsidised Independent Schools	111
Early Childhood Development Centres	1300

Source: MDoE 2026 tenth day snap survey

MDoE Vacancy rates

To address the high vacancy rate of 43.8% in offices and 11.2% in schools, the department has advertised posts and concluded interviews to fill critical positions. Despite experiencing a high level of natural attrition, which has impacted staff experience, the department remains committed to implementing the Gender Responsive Planning, Budgeting, Monitoring, Evaluation, and Auditing Framework (GRPBMEAF) to achieve a balanced gender representation.

Table 15: Mpumalanga Department of Education vacancy rate as per the approved structure as amended 2024 school post provisioning

Organisational Level	Approved posts	Filled	Vacant	Vacancy rate
Head Office	990	499	491	50%
District Offices	2331	1200	1131	48%
Circuit Offices	568	310	258	45%
Teacher Dev. Centres	75	46	29	38%
Education Centres	21	11	10	48%
ECD Institute	39	17	22	56%
MST Academy	23	14	9	39%
Schools (Educator posts)	32690	31997	693	2%
Schools (Admin posts)	7546	5477	471*	6%
TOTAL	44283	39568	3117	7%

PS: *school admin vacant posts are 2069 in total but only 471 posts are funded

Source: MDOE Annual Report 2024/25

The Mpumalanga Department of Education recognizes the need for strong professional and administrative support to achieve quality education despite existing difficulties. The 2025 national Budget Speech demonstrates educational commitment through financial allocations of R508.7 billion for learning and culture and R332 billion for basic education across the nation. Throughout the Medium-Term Expenditure Framework period additional funds will be allocated to support essential provincial operations including education. The Mpumalanga Department of Education acknowledges both national and provincial financial difficulties because of budget constraints and the effects of fiscal consolidation on public services such as education. The department stays dedicated to efficiently managing resources in order to achieve its educational goals.

Despite these challenges, the Department will continue to fill all critical posts for the duration of 2025-2030 strategic plan to ensure curriculum support and is continuing the process to fill remaining vacancies.

However, the age profile of senior managers reveals a concerning picture, with the majority falling in the 50-64 age category. Moreover, only 11 female senior managers are employed, compared to 24 male counterparts, and the target of 35% senior managers aged 20-29 has dropped to zero.

This picture does not align with the National Development Plan's (NDP) 2030 goals. With 20% of current managers nearing retirement and 62.8% in the 50-59 age bracket, the Department faces a risk of losing critical skills. To address this, the Department has initiated a process to reconfigure its organogram, including Human Capital Development to reinforce its systems and processes.

Table 16: Middle and Senior Managers-Age Profile

Category	AGE GROUP	Males	Females	Grand Total	% F	TARGET
Senior Management	20-29 years	0	0	0	0%	35%
	30-39	1	0	1	0%	45%
	40—49	2	3	5	8.9%	15%
	50-59	9	8	16	41,1%	3%
	60 —69	11	2	13	30,1%	2%
	TOTAL	22	13	35	40%	100%

Source: MDoE Annual Report 2024/25

Table 17: SMS post information as on 30 September 2025

SMS Level	Total number of funded SMS posts	Total number of SMS posts filled	% of SMS posts filled	Total number of SMS posts vacant	% of SMS posts vacant
Salary Level 16 (HOD)	1	1	100%	0	0
Salary Level 15	3	2	66%	1	33%
Salary Level 14	10	4	40%	6	60%
Salary Level 13	33	26	79%	7	21%
Total	47	33	70%	14	30%

Source: MDoE Annual Report 2025

Employment Equity and Disability

The Mpumalanga Department of Education (MDoE) is currently facing significant challenges regarding employment equity and the provision of education for learners with disabilities. A recent report highlighted that the construction of the province's first residential high school for learners with disabilities has been delayed for over a decade, despite promises made by the Education MEC in 2012-13. The South African Human Rights Commission has expressed concern over this delay, emphasizing the urgency of the situation as many learners with disabilities are left without adequate educational options beyond primary school, forcing them to stay at home due to a lack of suitable facilities.

In terms of employment equity, the MDoE has been working to implement a Human Resource Plan that includes an Employment Equity Plan aimed at improving representation and support for persons with disabilities within its workforce. The department is also focused on enhancing educational services and programs for learners with disabilities, ensuring that they receive quality education in an inclusive environment. This aligns with national initiatives under the Department of Basic Education (DBE), which emphasizes access, equity, and inclusivity in education. The commitment to improving conditions for disabled learners is crucial, especially in light of ongoing budget constraints and the pressing need for enhanced infrastructure and resources in schools across the province. In the light of the above, to further promote gender responsiveness, the department has prioritized targeted interventions, including allocating 40% of procurement to women-owned businesses and 7% to businesses owned by persons with disabilities.

Table 18: Total number of employees (including employees with disabilities) in each of the following occupational categories as on 31 March 2025

Occupational category	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Managers	94	0	1	6	74	1	2	4	182
Professionals	10 549	13	55	505	21 372	63	116	1 990	34 663
Technicians & Associate Technical Occupations	27	0	0	0	23	1	0	2	53
Protect Rescue Social Health Science Support Pers	49	0	0	0	145	0	0	1	195
Clerical Support Workers	842	0	0	4	1 954	6	3	107	2 916
Plant & Machine Operators & Assemblers	58	0	0	0	5	1	0	0	64
Elementary	1 455	1	0	6	1 503	2	0	6	2 973
Total	13 074	14	56	521	25 076	74	121	2 110	41 046
Employees with disabilities	32	0	0	2	25	0	0	1	60

Source: MDoE Annual Report 2025

The department is committed to developing a skilled and capable workforce through its Workplace Skills Plan and personal development plans for officials. Training interventions are informed by performance management outcomes, the National Development Plan, provincial priorities, Schooling 2030, and future skill sets. The 1% Skills Development Levy ensures continuous staff development, with a focus on areas requiring improvement, such as monitoring and evaluation, and management information systems. The department prioritizes human capital development, with 3,564 employees benefiting from skills development programs in the previous financial years. The Employee Wellness Programme supports employees and their families with health-related problems, financial difficulties, and social challenges.

The department strives to create a conducive work environment and improve its business processes and systems. The Head Office and four district offices aim to advance excellence in quality education provision and support teaching and learning in schools. The department's efforts focus on:

- Increasing access to Early Childhood Education
- Improving learner competency in Languages and Mathematics
- Enhancing Grade 12 results and quality passes
- Providing school infrastructure and connectivity
- Increasing the number of learners qualifying for bachelor's degree entry
- Improving performance in low-performing subjects
- Ensuring accountability for poor performance across the system.

These initiatives aim to benefit the citizens of Mpumalanga and improve the overall quality of education in the province. 10-year-old learners enrolled in publicly funded schools read for meaning 10-year-old learners in publicly funded schools are developing essential reading skills, focusing on comprehension, critical thinking,

and making connections. To address challenges and improve reading performance in Mpumalanga, the department is implementing various initiatives, including EGRA, ELNA, and EGRS.

Collaboration among government agencies, educational institutions, communities, and families is crucial to improve reading performance and address literacy challenges. The provincial Subject Head for languages is responsible for building the capacity of Subject Advisors, who in turn train teachers in reading methodologies, techniques, and language structures. The department is working with the National Education Collaboration Trust (NECT) to strengthen reading techniques and capacitate officials and teachers in Bohlabela Education District. Primary schools are participating in literacy activities, including public speaking, reading aloud, and storytelling. To promote reading, schools have allocated time for Drop All and Read or Reading for Enjoyment, and teachers are conducting activities like reading clubs, storytelling, and reading corners.

Subject Advisors are using tools to track reading proficiency, targeting the number of correct words read by learners in a minute. A total of 1,154 teachers were trained on EGRA toolkits, and schools conducted ELNA with grade 1 learners for Home Language. These efforts aim to improve educational outcomes and opportunities for South African children and youth.

General Education Certificate Pilot

The Mpumalanga Department of Education continues to strengthen the administration and quality assurance of the General Education Certificate (GEC) assessments at Grade 9 level. In 2026, a total of 671 schools participated in the GEC assessments, including 614 public schools and 57 independent schools, distributed across the four districts, with Nkangala recording the highest number of participating schools. The system also includes specialised institutions such as schools for the blind, schools for the deaf, schools of skills and technical/vocational schools offering occupational subjects. Moderation of sampled subjects, including Economic and Management Sciences, Natural Sciences, Mathematics and languages, revealed variations in learner performance, with stronger results in languages and weaker performance in Mathematics. The moderation process further identified challenges related to data capturing, incomplete mark submissions and non-compliance with sampling requirements. In response, the Department has prioritised strengthening assessment moderation, improving data management processes, conducting central marking moderation and enhancing training and monitoring to improve the reliability and credibility of the GEC assessment system.

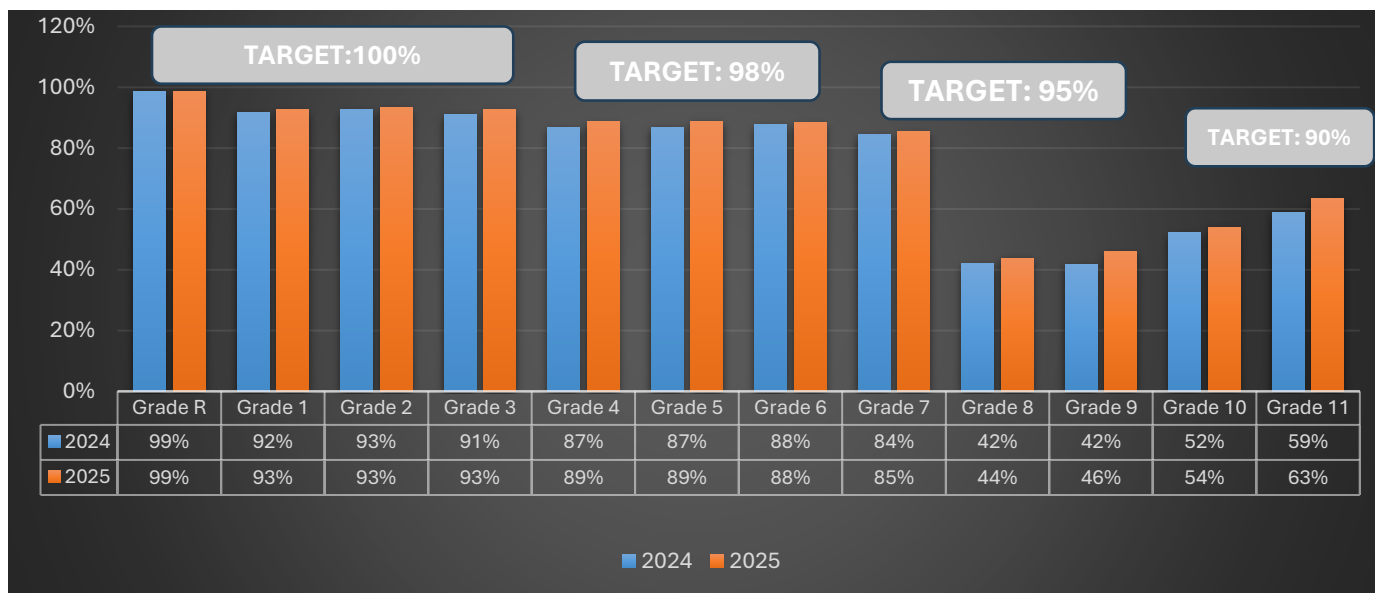
Table 19: Progress made since the pilot of GEC started in 2021 to 2025

GEC2026 GRADE 9 SCHOOLS	
GENERAL GRADE 9 STATS	2026 GEC PARTICIPATION
Total Number of Schools	671
Number of Public Schools	614
Total Number of Independent Schools	57
Total number of Special Schools	2
Total Number of Schools for the Blind	1
Total Number of Schools for Deaf	2
Total Number of School of Skills	5
Total Number of Technical/Vocational Schools (offering technical occupation and vocations subjects at grade 8 and 9)	14

DoE End of the year-School Performance Results

Figure 10 below presents the provincial end of the year performance results for grades R to 11 for two consecutive years. The results indicate a pass rate above 90% in the internal grade and comparing the 2024 and 2025 academic years.

Figure 10: 2025 End of the year Provincial Performance Gr 1- 11



Source: MDoE End of the year results for 2025

Table 20: Comparative Grade 12 Pass Rate for South Africa and Provinces, 2020- 2024

Province	2020	2021	2022	2023	2024	2025
Eastern Cape	68.1%	73.0%	77.3%	81.4%	84,9%	84.2%
Free State	85.1%	85.7%	88.5%	89.0%	90.9%	89.3%
Gauteng	83.8%	82.8%	84.4%	85.4%	88,4%	89.1%
KwaZulu-Natal	77.6%	76.8%	83.0%	86.4%	89,5%	90.6%
Limpopo	68.2%	66.7%	72.1%	79.5%	85,0%	86.1%
Mpumalanga	73.7%	73.6%	76.8%	76.95%	84,9%	86.5%
North West	76.2%	78.2%	79.8%	81.6%	87,5%	88.5%
Northern Cape	66.0%	71.4%	74.2%	75.8%	84,1%	87.8%
Western Cape	79.9%	81.2%	81.4%	81.5%	86,6%	88.2%
National	76.2%	76.4%	80.1%	82.9%	87,3%	88.0%

Source: DBE- National Senior Certificate Examinations Report 2025

Table 21 below showcases the quality of passes achieved by the class of 2025

	YEAR	Total Wrote	PERCENTAGE THAT PASSED PER CATEGORY									
			WITH BACHELORS		WITH DIPLOMA		WITH HIGHER CERTIFICATE		WITH NSC		TOTAL ACHIEVED	
			No.	%	No.	%	No.	%	No.	%	No.	%
MPUMALANGA PROVINCE	2018	44 612	13 199	29,6	13 262	29,7	8 737	19,6	19	0,04	35 225	79,0
	2019	43 559	14 228	32,7	13 124	30,1	7 627	17,5	16	0,04	34 995	80,3
	2020	53 391	16 251	30,4	14 421	27,0	8 677	16,3	18	0,03	39 367	73,7
	2021	66 758	21 044	31,5	16 949	25,4	11 121	16,7	21	0,03	49 135	73,6
	2022	67 367	22 576	33,5	18 068	26,8	11 096	16,47	11	0,02	51 751	76,8
	2023	65 534	21 819	33,3	17 412	26,6	11 196	17,1	2	0,00	50 429	76,95
	2024	64 201	27 885	43,4	17 775	27,7	8 897	14	10	0,02	54 567	84,99
	2025	67 114	28 610	42,6	19 603	29,2	9 854	14,7	17	0,03	58 084	86,55
DBE	2018	512 735	172 043	33,6	141 700	27,6	86 790	16,9	99	0,0	400 632	78,2
	2019	504 303	186 058	36,9	144 672	28,7	78 984	15,7	105	0,02	409 819	81,3
	2020	578 468	210 828	36,4	150 600	26,0	79 117	13,7	61	0,01	440 598	76,2
	2021	704 021	256 031	36,4	177 572	25,2	103 859	14,9	103	0,01	537 565	76,4
	2022	725 146	278 814	38,4	193 357	26,7	108 159	14,9	117	0,02	580 447	80,1
	2023	691 160	282 894	40,9	187 876	27,2	101 973	14,8	96	0,0	572 983	82,90
	2024	705 291	337 158	47,8	188 748	26,8	89 244	12,7	121	0,017	615 429	87,3
	2025	746 110	345 857	46,4	209 292	28,1	100 729	13,5	343	0,0	656 415	87,98%

Source: DBE- National Senior Certificate Examinations Report 2025

Mpumalanga's Grade 12 NSC results reflect a steady improvement in the quality of passes from 2018 to 2025, with the class of 2025 outperforming the class of 2024 in both overall pass rate and the proportion of learners qualifying for higher-level qualifications. The total number of candidates writing the NSC in the province increased from 44 612 in 2018 to 67 114 in 2025, while total passes rose from 35 225 (79.0%) to 58 084 (86.55%). Bachelor's passes—the strongest indicator of university readiness—grew from 29.6% in 2018 to 42.6% in 2025, slightly below but very close to 2024's 43.4%, while Diploma passes remained strong at 29.2% in 2025 compared with 27.7% in 2024. Overall, the class of 2025 achieved a higher pass rate and maintained a similar or slightly improved profile of Bachelor's, Diploma and Higher Certificate passes, indicating that Mpumalanga has not only sustained but marginally enhanced the quality of its Grade 12 cohort relative to the previous year.

Mpumalanga Inclusive Basket

Mpumalanga's Bachelor's pass rate (42.6%) is close to the national rate (46.4%) and comparable to Limpopo (42.6%) and above Northern Cape (39.3%), while its accounting, Mathematics and Physical Science achievement rates (79.7%, 62.9% and 74.7%, respectively) are broadly in line with or slightly below higher-performing provinces such as Gauteng and the Western Cape, but still relatively strong compared with the Eastern Cape. The province also recorded healthy distinctions (4.6% of all candidates) and a throughput rate of 67.1%, indicating that a large majority of learners not only passed the NSC but did so with qualifications

that support higher-education and further-education pathways, reinforcing Mpumalanga's position as a mid-to-upper tier performer in the national 2025 NSC landscape. The analysis of the inclusive basket is shown in the table below:

Table 22: 2025 NSC Inclusive basket of criteria

Province	% Achieved	% Accounting Achieved	% Maths Achieved	% Physical Science Achieved	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions Achieved	% Through put
Eastern Cape	84.2%	77.4%	56.8%	74.2%	89.3%	39.9%	41.5%	4.4%	69.7%
Free State	89.3%	77.5%	63.3%	74.5%	95.7%	33.3%	43.8%	3.9%	57.6%
Gauteng	89.1%	78.8%	67.0%	76.5%	97.4%	30.0%	48.2%	5.1%	66.5%
Kwazulu-Natal	90.6%	76.2%	65.8%	77.9%	98.0%	35.0%	52.0%	8.6%	64.5%
Limpopo	86.1%	80.5%	62.8%	81.9%	96.3%	41.3%	42.6%	4.3%	59.7%
Mpumalanga	86.5%	79.7%	62.9%	74.7%	96.2%	38.7%	42.6%	4.6%	67.1%
North-West	88.5%	75.7%	67.8%	79.1%	83.7%	25.9%	44.4%	3.9%	53.6%
Northern Cape	87.8%	74.5%	55.3%	71.2%	96.0%	18.5%	39.3%	2.3%	58.5%
Western Cape	88.2%	79.9%	73.7%	80.6%	92.1%	24.3%	49.2%	6.7%	71.7%
NATIONAL	88.0%	77.9%	64.0%	77.3%	94.0%	34.1%	46.4%	5.6%	64.4%

Source: DBE 2025 NSC Results Report

Throughput Rate

Notably, Mpumalanga learners who wrote Grade 12 examinations in 2024 achieved a throughput rate of 76.5%, surpassing the 50.3% rate in 2014. This record is the highest since democracy and indicates progress towards the National Development Plan (NDP) target of 80%. The department has targeted a throughput rate of 85% over the next five years. To achieve this target, we will maintain our focus on:

- Strengthening school management and promoting functional schools
- Conducting systemic evaluations on learners and school performance
- Providing appropriate infrastructure
- Promoting alternative forms of schooling, like home schooling
- Implementing pro-poor policies, including no-fee schools and scholar transport
- Collaborating with sister departments to address social challenges
- Establishing effective screening, identification, assessment, and support systems

By continuing these efforts, we aim to increase learner retention and achieve the NDP target.

E-learning

The province will, in 2026, continue providing 60 000 Grade 12 learners with tablets loaded with relevant e-content, as well as supplying 8 pilot schools with tablets and e-content for learners in Grades 8–12. In the same year, the province will expand the programme by providing 80 000 Grade 10 learners with tablets loaded with e-content. This investment in e-learning aligns with the Department's vision and mission to enhance education through technology.

The long-term goal is to provide a tablet for every learner and a laptop for every teacher, enabling the creation of virtual online learning classrooms supported by a credible Learner Management System. Starting in 2026, Grade 10 learners will receive tablets that they may retain and use throughout their Grades 11 and 12 without having to return them. This initiative aims to bridge the digital divide and improve educational outcomes, particularly in disadvantaged communities.

School nutrition programme

The Mpumalanga Department of Education's 2025-2030 Strategic Plan prioritizes the National School Nutrition Programme (NSNP) to alleviate poverty and enhance learning outcomes. The programme will provide meals to 1,511 quintile 1-3 schools, benefiting 1001 685 learners over 195 school days. Additionally, the breakfast pilot will expand to 873 schools, reaching 554 835 learners. This initiative supports 5,639 food handlers, contributing to poverty alleviation in their families.

A qualified dietician will oversee meal nutritional value, ensuring compliance with dietary standards. The department also encourages schools to establish food gardens, promoting fresh produce and long-term food security. The programme aligns with Mpumalanga's broader goals of improving education quality and addressing socio-economic challenges, while supporting local agricultural economies through initiatives like sourcing locally produced food.

School physical infrastructure and environment that inspires learners to learn and teachers to teach *Infrastructure Delivery*

The Mpumalanga Department of Education's efforts to address infrastructure challenges are highlighted in its 2024/25 Annual Report. The Department aimed to tackle inadequate sanitation facilities as part of the Mpumalanga Department of Education's five-year strategic plan, significant infrastructure developments are underway to enhance educational facilities and accessibility.

The department prioritised the eradication of 53 old community-built schools with unsafe structures wherein 1 school was completed in July 2025, viz. Godide Secondary School in Thulamahashe circuit, 4 schools are under construction: Shanke Secondary, Khokhovela Chayaza Secondary and Sidlamafa Secondary and they are earmarked to be completed in 2026/27 and 3 schools will commence with construction within 2026/27 financial year: Manyakatana Primary, Matlushe Primary and Mavimbela Primary, while 4 schools will still be under planning and design in the 2026/27 which are Kwajelusa Primary, Hluvukani Primary, Mabarhule Secondary and Saselani Primary).

In trying to reduce this backlog, the Department within the 2026/27 has prioritised 10 schools wherein the unsafe structures will be demolished and the schools be provided with 8 classrooms each and the following schools will benefit from this programme which came as the SOPA pronouncement, which are Makgahlishe Primary, Matsamo Primary, Morei Primary, Legogote Primary, chief SW Nhlapo Secondary, Mzinti Primary,

Daniye Primary, Msinyane Primary, Schoemansdal Combined and Phopolo Primary. The Province recorded 81 schools which still have structures made of asbestos material in the last financial year, and as a way of eradicating this backlog, the Department will be addressing 4 schools (Badplaas Laerskool, Klipspruit Combined, Nelsville Primary and Hlangalezwe Primary) in the 2026/27 financial year which is aiming to ensure safer learning environments. Additionally, infrastructure projects involve constructing new schools in overcrowded areas more especially in fast growing towns wherein currently, two new schools are being completed and will be ready for occupation in the 2026/27 (Longtom Secondary and Ext.24 Rockdale Primary) while one school will still be under construction within 2026/27 financial year (Perdekop Secondary) and 3 schools are earmarked for planning and design within this financial year (White River Primary, Siyanqoba Primary and Secondary schools.)

Overall, the Department is working to improve educational infrastructure despite financial constraints, setting the stage for enhanced learning environments in the 2025-2030 period, however, the province experiences storm every year and this increases the backlog that is already in place. During 2025/26, a total number of 81 schools were affected by storms and the Department had to reprioritise its plan in order to accommodate these schools. The current number of stormed schools being attended is 42 and the department received only R12million which is able to cater for three schools only. The rest will be attended using the Education Infrastructure Grant. The condition ratings were used to estimate the current backlogs required to bring all schools up to a satisfactory condition rating of C5.

Table 23: CONDITIONS STATUS

CONDITION STATUS	RATING	NUMBER OF SCHOOLS
Excellent	C5	8
Good	C4	247
Fair	C3	735
Poor	C2	577
Very Poor	C1	61

Source: MDoE Infrastructure 2025

Table 24: Status on Persons with Disability

SL	FEMALE						MALE						TPWD	EM PL	%
	A	I	C	W	T	%	A	I	C	W	T	%	G-TOTAL		
Top management 15-16	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0%
SMS 13-14	0	0	0	0	0	0	0	0	0	0	0	0	0	30	0%
10-12 professionally qualified and mid management	5	0	0	0	5	41%	5	0	1	1	7	58%	12	2377	0.6%
6-9 Skilled	7	0	0	1	8	34%	15	0	0	2	17	57%	25	32911	0.08%
Semi- skilled	12	0	0	0	12	43%	16	0	0	0	16	57%	28	3067	0.09%
Unskilled and discretionary	2	0	0	0	2	50%	2	0	0	0	2	50%	4	2675	0.15%
Temporary employees	4	0	0	0	4	40%	6	0	0	0	6	60%	10	769	1,3%
TOTAL	30	0	0	1	31	39%	44	0	1	3	47	61%	79	41831	0.18

Source: MDoE 2022

Accountability and Management at School Level

The National Development Plan (NDP) emphasizes the importance of shared responsibility for the quality of education among districts, schools, and parents. Districts are expected to provide support services to schools, while schools must hold districts accountable for these services. Parents are encouraged to support their children's learning at home, and schools must maintain effective communication with parents about academic progress. This reciprocal accountability relies on measurable metrics of academic achievement in classrooms.

The NDP recognizes that enhancing accountability can be challenging but is necessary for improving management by current school leaders. Key factors include district capacity building, designing performance contracts for school principals, and holding teachers accountable for reasonable performance levels. The NDP supports strategies outlined in the South African Schools Act, such as gradually granting principals more authority over school reform methods, as they need this authority to be held accountable.

Recent initiatives and discussions suggest that the NDP's goals are being supported by broader efforts to transform the basic education sector. For instance, there is a focus on improving foundational years of education, enhancing early childhood services, and scaling up early grade reading interventions². Additionally, efforts to improve efficiency and equity in education include adopting Teacher Professional Standards and revising the Norms and Standards for School Funding to address inequities². These measures aim to improve

accountability and support for schools, ultimately enhancing the quality of education in alignment with the NDP's objectives.

Audit Outcomes for the 2023/24 Financial Year

The Department acknowledges persistent governance challenges, including backlogs in resolving matters raised by oversight structures (including the Audit Committee), repeated commitments without verified closure, weak enforcement of consequence management, limited escalation of stalled interventions, over-reliance on assurances rather than evidence, fragmented accountability for transversal risks, inconsistent executive follow-through and a historically reactive governance culture. In response, the 2026/27 Annual Performance Plan prioritises a strengthened, prevention-focused governance framework anchored on verified evidence-based reporting, clear ownership of risk and corrective actions, time-bound resolution tracking mechanisms and structured executive oversight. Consequence management will be enforced consistently, escalation protocols will be formalised for delayed interventions, and transversal risks will be assigned accountable executive sponsors. Through strengthened monitoring, improved audit action plan management and disciplined follow-through at all levels, the Department will shift from reactive compliance to proactive, preventative governance that enhances credibility, accountability and institutional resilience.

Audit and Financial Management Environment

The 2024/25 Annual Report reflects strong overall budget execution, with expenditure performance above 99% across most programmes. However, audit outcomes highlighted areas requiring strengthened financial discipline, supply chain compliance, contract management and performance reporting controls. Irregular expenditure amounting to R263.87 million and fruitless and wasteful expenditure of R23.557 million were recorded during the year under review, largely attributable to recurring non-compliance with supply chain management prescripts and weaknesses in procurement processes. While no unauthorised expenditure was incurred, the recurrence of compliance findings signals the need for systemic corrective measures. Infrastructure under-expenditure was primarily linked to delays in procurement processes and project finalisation by implementing agents. These challenges highlight the importance of improved contract oversight, strengthened project management capacity and earlier risk escalation.

The Department has already instituted internal compliance checklists, established oversight committees within SCM, and intensified training of officials to improve prescript adherence. Building on these measures, the 2026/27 Annual Performance Plan introduces a governance reform agenda aimed at embedding preventative controls, strengthening consequence management, and ensuring that expenditure translates into measurable service delivery outcomes.

The 2026/27 APP therefore prioritises:

- Strengthened internal control systems and audit readiness
- Improved SCM compliance and contract management
- Evidence-based performance reporting
- Enhanced executive oversight and escalation of stalled interventions

Alignment between budget allocation and achievement of predetermined objectives. This governance strengthening programme will support improved audit outcomes, restore institutional credibility, and reinforce accountability in delivering quality education across the province.

Disaster Management

Mpumalanga's education sector is proposing a comprehensive five-year plan to address past challenges and enhance resilience against natural disasters and infrastructure backlogs. Building on lessons learned, the department will strengthen collaboration with COGTA to develop proactive disaster management strategies and integrate disaster risk reduction into school curricula. Innovative infrastructure planning will focus on sustainable facilities and renewable energy solutions to mitigate the impact of load shedding. The strategy also includes school mergers and boarding schools to increase enrolment and provide access to basic educational facilities. Additionally, the plan emphasizes technology integration through blended learning models and digital literacy training for teachers and students. By implementing these measures, Mpumalanga aims to create a more resilient and effective education system that supports improved educational outcomes and prepares students for future challenges.

Access to Higher Education and Training through post school funding, and development of skills needed in the workplace

Supporting learners beyond their schooling years is crucial to the province's economy. The Provincial Ephraim Mogale Bursary Scheme is currently supporting 2,203 students pursuing higher education in various universities across the country. Additionally, the Department, through its entity, the MRTT, has trained numerous out-of-school youth in diverse skills, enhancing their employability. To augment its funding and increase programme reach, the entity has established a Revenue Generation Committee to identify potential funding opportunities. This initiative will not only ensure the entity's sustainability but also enable it to contribute to the delivery of low-cost ECD centres, addressing infrastructure backlogs and generating income for its operations. Ultimately, this will benefit the youth by equipping them with essential skills for a better life.

Partnership

The Department will continue to foster strong relationships with stakeholders to facilitate collaborative efforts in providing quality education and skills for a rapidly changing world. The National Development Plan (NDP) provides a platform for building new partnerships among government, the private sector, labour, and civil society. To this end, the department will focus on strengthening the Mpumalanga Education Development Trust (MEDT), a partnership between business, government, and civil society that adopts a whole-district approach to schooling. This collaboration will facilitate institutional and industry partnerships, leading to the provision of additional classrooms, eradication of pit latrines, connectivity in schools, and other initiatives.

The department has established partnerships with various organizations, including Standard Bank, MTN, Cell C, Vodacom, Nyanda Mines, Conservation South Africa, Barberton Mines, Seriti, Rand Water Foundation, and SANRAL. These partners support various projects, such as connectivity, school construction, e-Agriculture-Aqua-phonics, coding, and robotics.

Inter-departmental collaborations are crucial for improving educational outcomes, and the department will work with other government departments to deliver support programs focused on ECD provision, social cohesion, learner wellbeing, and safety. The department will also continue to collaborate with TVET Colleges and Universities to provide accredited qualifications within its area of operations. Additionally, the department has secured funding from the private sector for various projects, which are listed in the latter part of this document, without any financial implications for the department.

Service Delivery Model for the Department

The Mpumalanga Department of Education can significantly enhance its Service Delivery Model (SDM) by incorporating four key components. Better service-delivery will ensure that educational services are of high quality, leading to improved student outcomes and the attainment of departmental goals and objectives. This component will focus on enhancing the delivery of educational programs, ensuring that they are effective and responsive to the needs of students and communities. Greater operational integration will foster synergies among different departments and programs, allowing for a more cohesive and extensive reach of educational initiatives.

This integration will help in leveraging resources more effectively and ensuring that programs complement each other seamlessly. Improved efficiency and productivity will result in cost savings by streamlining processes and eliminating redundant activities, allowing the department to allocate resources more effectively. Finally, better decision-making will lead to good management and governance by ensuring that decisions are informed, strategic, and aligned with the department's overall vision. This will involve using data and feedback to guide policy and operational decisions, ultimately enhancing the department's ability to deliver high-quality education.

Key interfaces: Key interfaces are required between the teaching and learning functions with creation of innovative strategies to ensure learners are prepared towards implementation of relevant to 4IR.

Structure: review of the current structure will enhance effective utilisation of human resource and distribution of work to all officials. This can be done by implementation of Lean Management system.

Partnerships: Partnerships require strategic oversight at the Head Office and require a coordinated approach for the implementation of programmes such as restoration of dignity to learners, sponsorships, infrastructure development, Care and Facilities function. Partnerships are also required to a lesser extent in the HR, ICT and SCM functions.

Culture: Cognizance of the multi-dimensional culture dynamic within the MDoE is needed in order to craft a suitable desired culture which is likely, through the professionalization of each function,

Technology: Reliance on a fully automated operational environment is critical for the MDoE to reduce duplication of activities and management of through monitoring and evaluation.

Infrastructure: A review of infrastructure design and PPP's cost benefit analysis should improve access

Table 25: Service delivery Model

GENERAL MANDATE (A)	SPECIFIC MANDATE (B)	STRATEGIC OBJECTIVES (C)	SERVICES (D)	SERVICE RECIPIENTS (E)	CURRENT MODE OF DELIVERY (F)	ANALYSIS (G)	PROPOSED APPROACH/ SDM (H)
The Constitution of the Republic of South Africa (1996) requires education to be transformed and democratized in accordance with the values of human dignity, equality, human rights and freedom, nonracist and non-sexism. It guarantees access to basic education for all, with the provision that everyone has the right to basic education, including adult basic education. The National Education Policy Act (NEPA) (1996). The South African Schools Act (SASA) (1996) promotes access, quality and democratic governance in the schooling system. Its purpose is to	- The Mandate of the Department of education is Curriculum Delivery. - Core functions of the Department: - Improve the quality of teaching and learning - Undertaking regular assessment to track changes in learner performance - Improve early childhood development - Providing human resource capacity (right skills at the right time)	List the functions you perform emanating from the specific mandate listed in B - Improved capacity of the Department of Basic Education. - Improve teacher capacity and practices. - Increase access to high quality learning materials. - Strengthening partnerships with all stakeholders resulting in education becoming a national priority. - Universalise access to Grade R. - Strengthen school management and promote functional schools. - Strengthen the capacity of	Key services rendered by Mpumalanga Department of Education include the following: 1. Administration to manage the Department through the provision of strategic and administrative support. The programme contributes to quality in the basic education system through effective institutional service delivery processes, planning and provisioning. Specific services delivered here include: - Human Resource management. - Financial management; and - Internal Audit, Risk Management and anti-Fraud services. 2. Curriculum Policy, Support and Monitoring Develop curriculum and assessment policies and monitor and support their implementation. Specific services	- The following entities benefit from the delivery Model: - MDOE Employees - Unemployed Youth - Learners in public ordinarily schools - Learners, in independent schools - Learners in public special schools - Parents - School Governing Bodies - Teachers - Schools - Researchers - Education professionals - Teacher Unions - Partners in education.	The services are Centralised through the Head Office. Decentralised in the District and Circuit Offices Cash Payment Offices - Education Management Centres - Schools - Early childhood Centres	ADVANTAGES - Proper management of complaints at all levels leads to improved service delivery and citizen satisfaction - Complaints are resolved at the point of origin and escalated if not resolved - The current mode is inclusive - Is labour intensive - Manual services - Payment processed at the point of goods requested - Lower the risk of missed payment. DISADVANTAGES - Unclear chain of commands between the levels hampers resolution process - Non-institutionalisation of complaints management systems at levels. - Missed payment target are detected during reporting - Does not provide specialisation	- Integration of Manuel and electronic reporting of complaints to improve service delivery: - Automate complaints management with SMS functionality to notify the complainant about the resolution progress and finalisation - Introduction of e-learning - e-leave system - e-reporting system - Virtual meetings and virtual platforms. - As per the current mode

ensure that all learners have access to quality education without discrimination. It further articulates the parameters of compulsory schooling, which refers to children aged 7 to 15. It provides two types of schools, namely independent schools and public schools. The provision in the Act for democratic school governance, through school governing bodies, is now affected in public schools countrywide. In addition to these legislative mandates, the government has identified.		district offices; and • Establish a world-class system of standardized national assessment.	delivered here include: • All schools use approved curriculum (CAPS). • Development and distribution of workbooks for learners. • Improve ECD qualifications from level 4-6. • Policies for Inclusive Education and special school services; and • Mass Literacy programme; 3. Teachers, Education Human Resource and Institutional Development To promote quality teaching and institutional performance through the			• Shortage of staff • Lack of resources • Slow reporting processes • Risks • Long delays in resolving the complaints which result in frustration and loss of confidence which lead to litigation • Late payment of invoices resulting in non-payment of invoices within 30 days • Loss of information Assumptions • Management enforce management of complaints policy and procedures • Managers to implement consequence management where non complaint is linked to officials. • Enforce payment with standard Operating Procedures • Usage of ICT	
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GENERAL MANDATE (A)	SPECIFIC MANDATE (B)	STRATEGIC OBJECTIVES (C)	SERVICES (D)	SERVICE RECIPIENTS (E)	CURRENT MODE OF DELIVERY (F)	ANALYSIS (G)	PROPOSED APPROACH/ SDM (H)
The Constitution of the Republic of South Africa (1996) requires education to be transformed and democratized in accordance with the values of human dignity, equality, human rights and freedom, nonracist and non-sexism. It guarantees access to basic education for all, with the provision that everyone has the right to basic education, including adult basic education. The National Education Policy Act (NEPA) (1996). The South African Schools Act (SASA) (1996) promotes access, quality and democratic governance in the schooling system. Its purpose is to	- The Mandate of the Department of education is Curriculum Delivery. - Core functions of the Department: - Improve the quality of teaching and learning - Undertake regular assessment to track changes in learner performance - Improve early childhood development - Providing human resource capacity (right skills at the right time)	List the functions you perform emanating from the specific mandate listed in B - Improved capacity of the Department of Basic Education; - Improve teacher capacity and practices; - Increase access to high quality learning materials; - Strengthening partnerships with all stakeholders resulting in education becoming a national priority; - Universalise access to Grade R; - Strengthen school management and promote functional schools. - Strengthen the capacity of	Key services rendered by Mpumalanga Department of Education include the following: 1. Administration to manage the Department through the provision of strategic and administrative support. The programme contributes to quality in the basic education system through effective institutional service delivery processes, planning and provisioning. Specific services delivered here include: - Human Resource management. - Financial management; and - Internal Audit, Risk Management and anti-Fraud services. 2. Curriculum Policy, Support and Monitoring Develop curriculum and assessment policies and monitor and support their implementation. Specific services	- The following entities benefit from the delivery Model: - MDOE Employees - Unemployed Youth - Learners in public ordinarily schools - Learners, in independent schools - Learners in public special schools - Parents - School Governing Bodies - Teachers - Schools - Researchers - Education professionals - Teacher Unions - Partners in education.	The services are Centralised through the Head Office. Decentralised in the District and Circuit Offices Cash Payment Offices - Education Management Centres - Schools - Early childhood Centres	ADVANTAGES - Proper management of complaints at all levels leads to improved service delivery and citizen satisfaction - Complaints are resolved at the point of origin and escalated if not resolved - The current mode is inclusive - Is labour intensive - Manuel services - Payment processed at the point of goods requested - Lower the risk of missed payment. DISADVANTAGES - Unclear chain of commands between the levels hampers resolution process - Non-institutionalisation of complaints management systems at levels. - Missed payment target are detected during reporting - Does not provide specialisation - Shortage of staff	- Integration of Manuel and electronic reporting of complaints to improve service delivery: - Automate complaints management with SMS functionality to notify the complainant about the resolution progress and finalisation - Introduction of e-learning - e-leave system - e-reporting system - Virtual meetings and virtual platforms. - As per the current mode

ensure that all learners have access to quality education without discrimination. It further articulates the parameters of compulsory schooling, which refers to children aged 7 to 15. It provides two types of schools, namely independent schools and public schools. The provision in the Act for democratic school governance, through school governing bodies, is now affected in public schools countrywide. In addition to these legislative mandates, the government has identified.		district offices; and Establish a world-class system of standardized national assessment.	delivered here include: - All schools use approved curriculum (CAPS). - Development and distribution of workbooks for learners. - Improve ECD qualifications from level 4-6. - Policies for Inclusive Education and special school services; and - Mass Literacy programme; 3. Teachers, Education Human Resource and Institutional Development To promote quality teaching and institutional performance through the			- Lack of resources - Slow reporting processes Risks - Long delays in resolving the complaints which result in frustration and loss of confidence which lead to litigation - Late payment of invoices resulting in non-payment of invoices within 30 days - Loss of information Assumptions - Management enforces management of complaints policy and procedures - Managers to implement consequence management where non complaint is linked to officials. - Enforce payment with standard Operating Procedures - Usage of ICT	
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GENERAL MANDATE (A)	SPECIFIC MANDATE (B)	STRATEGIC OBJECTIVES (C)	SERVICES (D)	SERVICE RECIPIENTS (E)	CURRENT MODE OF DELIVERY (F)	ANALYSIS (G)	PROPOSED APPROACH/ SDM (H)
Public Service Act 1994 as amended Public Service Regulation, 2016 (as amended). PFMA	PSR 2016, Regulations 25, 36, 39, 40 and 41; An executive authority has all those powers and duties necessary for- the internal organization of the department concerned, including its organizational structure, the transfer of functions within that department, the creation and abolition of posts and job evaluation processes, provision for the employment of persons additional to the fixed establishment and maintenance of operations management framework.	To provide corporate management support services for the department	Organizational Design and Job Evaluation Manage Organizational review and redesign processes Manage job evaluation process, implementation of coordinated and OSD posts Facilitate the development of job descriptions	Internal: Employees/ Business Units External: none	Centralised at Head Office Some of processes facilitated by OTP and DPSA	Advantages: Uniformity Regulated Guide and generic structures are available Easy to benchmark Disadvantages: Not adequate capacity Not easily accessible Risks/assumptions: Delay in delivery service due to lack of capacity	Remain centralized at Head Office. Align to proposed DPSA programme 1 functional structure and to be capacitated accordingly.

4. Programme Resource Considerations

Table 26: Expenditure Estimates and Sector Budget Table

BT ¹ 0012	Provincial Education Sector – Key Trends						
	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Summary of receipts (R'000) *							
Equitable share	22 327 452	22 901 374	23 583 973	25 503 532	26 933 842	28 042 174	28 912 289
Conditional Grants	1 897 350	2 115 670	2 494 969	2 781 852	2 892 549	3 127 525	3 260 005
Donor funding	-	-	-	-	-	-	-
Other financing (Asset Finance Reserve)	-	-	-	-	-	-	-
Own revenue	261 459	224 125	307 331	321 468	360 893	376 503	387 864
Other	60 000	65 809	255 819	577 301	432 156	-	-
<i>Surplus / (deficit) before financing</i>	321 618	151 328	147 104	-	-	-	-
Total	24 224 643	25 155 650	26 494 988	29 184 153	30 619 440	31 546 202	32 560 158
Payments by programme (R'000) *							
1. Administration	1 443 747	1 499 097	1 620 887	1 746 282	1 847 976	1 645 193	1 719 226
2.Public ordinary school education	19 520 618	20 009 555	21 414 901	23 336 836	24 292 553	26 095 510	27 282 345
3.Independent school subsidies	23 143	22 252	24 228	15 627	26 449	27 799	29 050
4. Public Special school education	441 557	465 036	503 016	545 555	572 936	550 234	575 052
5.Earlychildhood Development	870 080	952 325	1 029 813	1 306 002	1 399 987	1 437 567	1 104 096
6.Infrastructure Development	896 010	1 219 520	1 422 754	1 656 346	1 934 600	1 417 350	1 461 507
7.Examinationand Education Related Services	1 029 488	987 865	479 389	577 505	544 939	372 549	388 882
Total	24 224 643	25 155 650	26 494 988	29 184 153	30 619 440	31 546 202	32 560 158

BT 102	1. ADMIN	2. POS	3.INDEP	4.SPEC	5. ECD	6. INFRA	7. EERS	TOTAL
Current payments	1 726 200	23 138 699	-	525 126	864 653	1 021 065	401 153	27 676 896
Compensation of Employees	1 379 897	20 781 632	-	485 969	826 082	38 000	244 146	23 755 726
Goods and services	346 303	2 357 067	-	39 157	38 571	983 065	157 007	3 921 170
Administration fees	6 000	1 400	-	-	569	-	800	8 769
Advertising	-	-	-	100	-	-	-	100
Minor Assets	-	-	-	-	-	-	-	-
Audit Cost: External	20 000	-	-	-	-	-	-	20 000
Bursaries: Employees	-	-	-	-	-	-	4 802	4 802
Catering: Departmental activities	-	7 250	-	5 104	1 000	-	1 000	14 354
Communication (G&S)	26 971	-	-	455	31	-	-	27 457
Computer services	19 725	-	-	-	-	-	-	19 725
Consultants: Business and advisory services	1 500	-	-	-	-	-	-	1 500
Legal services	8 000	-	-	-	-	-	-	8 000
Contractors	15 000	22 000	-	-	-	-	400	37 400
Agency and support/ outsourced services	-	844 474	-	-	-	-	3 457	847 931
Fleet services	15 036	-		-	-	-	-	15 036
Inventory: Learner and teacher support material	-	494 997	-	6 000	6 000	-	-	506 997
Inventory and other supplies	-	817 696	-	3 548	4 000	56 002	-	881 246
Consumable supplies	1000	55 275	-	-	18 533	-	-	74 808
Cons Stationery, printing and office supplies	2000	121	-	1 600	131	-	420	4 272
Operating leases	75 818	36 010	-	10 271	-	-	-	122 099
Rental and hiring	-	-	-	-	-	-	1 728	1 728
Property payment	36 253	16 969	26 449	613	-	922 063	-	1 002 347
Transport provided; dept. activity	-	10 000	-	-	-	-	-	10 000
Travel & Subsistence	113 000	32 775	-	8 512	7 590	5 000	16 463	183 340

Training and development	-	8 000	-	1 399	308	-	10 000	19 707
Operating payment	5 000	100	-	-	-	-	70 000	75 100
Venues and facilities	1000	10 000	-	1 555	409	-	47 937	69 901
Transfers and subsidies	96 776	1 153 604	26 449	47 310	535 108	-	143 786	2 003 033
Province and Municipalities	541	-	-	-	-	-	-	541
Departmental agencies and accounts	-	-	-	-	-	-	10 000	10 000
Departmental agencies(Non business entities)	-	-	-	-	-	-	10 000	10 000
Non-profit institutions	1500	1 051 046	26 449	46 870	535 108	-	133 786	1 794 759
Households	94 735	102 558	-	440	-	-	-	197 733
Social benefits	85 310	100 558	-	440	-	-	-	186 308
Other transfers to households	9425	2 000	-	-	-	-	-	11 425
Payments for capital assets	25 000	250	-	500	226	913 535	-	939 511
Buildings and other fixed structures	-	-	-	-	-	911 035	-	911 035
Buildings	-	-	-	-	-	911 035	-	911 035
Machinery and equipment	25 000	250	-	500	226	2 500	-	28 476
Transport equipment	6 000	-	-	-	-	-	-	6 000
Other machinery and equipment	19 000	250	-	500	226	2 500	-	22 476
Grand total	1 847 976	24 292 553	26 449	572 936	1 399 987	1 934 600	544 939	30 619 440

PART C: MEASURING OUR PERFORMANCE

8. Institutional Programme Performance Information

The Mpumalanga Department of Education will align its budget programme structure with the nationally approved framework, comprising seven key areas, as shown in Table 25 below. This alignment will enable the department to effectively accomplish its mandate and achieve its strategic objectives.

Table 27: Departmental Budget Programmes

Programme	Sub-Programme
Programme 1: Administration	1.1 Office of the MEC 1.2 Corporate Services 1.3 Education Management 1.4 Human Resource Development 1.5 Education Management Information System (EMIS) 1.6 Conditional Grants
Programme 2: Public Ordinary School Education	2.1 Public Primary Level 2.2 Public Secondary Level 2.3 Human Resource Development 2.4 School Sport, Culture and Media Services 2.5 Conditional Grants
Programmes 3: Independent School Subsidies	3.1. Primary Level 3.2. Secondary Level
Programme 4: Public Special School Education	4.1 Schools 4.2 Human Resource Development 4.3 School Sport, Culture and Media Resources 4.4 Conditional Grants
Programme 5: Early Childhood Development	5.1 Grade R in Public Schools 5.2 Grade R in Early Childhood Development Centres 5.3 Pre-Grade R in Early Childhood Development Centres 5.4 Human Resource Development 5.5 Conditional Grants
Programme 6: Infrastructure Development	6.1 Administration 6.2 Public Ordinary schools 6.3 Special schools 6.4 Early Childhood Development
Programme 7: Exam and Education Related Services	7.1 Payments to SETA 7.2 Professional Services 7.3 External examinations 7.4 Special Projects 7.5 Conditional grant

The following table (Table 27) outlines the outcomes and associated outcome indicators established in the 2025-2030 Strategic Plan, which are aligned with the revised 2024-2029 Medium-Term Development Plan (MTDP). These outcomes are translated into actionable objectives through the output indicators and related targets specified in this Annual Performance Plan.

These outcomes and indicators provide a clear framework for measuring progress and achieving the department's strategic objectives, ensuring a focused and coordinated approach to improving education in the province.

Table 28: Outcomes and Outcomes Indicators- 2024 – 2029

NO.	OUTCOME	OUTCOME INDICATOR
1.	Improved education outcomes and skills, skills for the economy.	% of children registered for Gr. RR
		Number of public ordinary primary schools that offers Gr. RR
		Number of Gr. R practitioners employed that have NQF L6 qualification and above
		Number of learners enrolled for Gr. R undertaking school readiness assessment
		Average score obtained by Grade 4 learners in PIRLS by 2029
		% of foundation phase teachers trained on teaching reading
		% of Grade 4 learners reading with understanding
		Number of schools with at least one teacher trained on inclusion
		Number of schools piloting coding and robotics curriculum (implementation of coding and robotics curriculum for Gr. R-3)
2.	Improved throughput rate to 85%	% of Gr. 6 learners performing at 50% and above in languages
		% of Gr. 6 learners performing at 50% and above in mathematics
		% of Gr. 9 learners performing at 50% and above in languages
		% of Gr. 9 learners performing at 50% and above in mathematics
		Number of schools piloting coding and robotics curriculum (implementation of coding and robotics curriculum for Gr. 7)
		% of Gr. 12 learners passing with bachelor passes
		% of Gr. 12 learners passing mathematics at 60% and above
		% of Gr. 12 learners passing physical science at 60% and above
3.	Improved School Infrastructure	% of schools meeting minimum norms and standards (adequate basic services, appropriate structures [SAFE])
		% of schools with EFMS condition rating of >4.5
		Percentage of schools having access to information through connectivity or Wi-Fi or Broadband

4.	Employment opportunities created	Number of job opportunities created
		Percentage of bursars completing their studies on time
		Percentage of graduates placed in the workplace for experiential learning
		Trade tests pass rate (Artisan development)
		Number of unemployed youth in rural communities trained through skills training programmes
5.	Strengthened Community and Stakeholder Engagement [Social Cohesion]	Proportion of stakeholders participating in social cohesion and nation building programmes

8.1. Programme 1: Administration

Purpose: To provide overall management and support to the education system in accordance with the National Education Policy Act, the Public Finance Management Act and other relevant policies.

This programme has six sub-programmes as listed below:

I. Office of the MEC

To provide for functioning of the office of the Member of the Executive Council (MEC) for education in line with the ministerial handbooks.

II. Corporate Services

To provide management services which are not education specific for the education system.

III. Education Management

To provide education management services for the education system.

IV. Human Resource Management

To provide human resource development for office-based staff.

V. Education Management Information System (EMIS)

To provide education management information in accordance with the National Education Information Policy.

VI. Conditional Grants

8.1.1 Outcomes, Outputs, Output Indicators and Targets.

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited /Actual Performance			Estimated	MTEF Period		
			2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Standardised Output Indicators									
Improved education outcomes and skills, skills for the economy	School administration and Management system implemented	SOI 101: Number of public schools that use the South African School Administration and Management System (SA-SAMS) or any alternative electronic solution to provide data.	1 666	1647	1 635	1 635	1 628	1 628	1 628
	Effective School Communication system implemented	SOI 102: Number of public schools that can be contacted electronically (email)	1 666	1 647	1 635	1 635	1 628	1 628	1 628
	Optimal distribution of financial, physical and human resources across the system.	SOI 103: Percentage of expenditure going towards non-personnel items	21.7%	22.1%	16%	16%	20%	16%	16%
	Social Cohesion programme implemented	SOI 104: Number of school community engagements held to combat racism, sexism, hate speech, GBV and other forms of intolerance to address inter-generational violence and trauma across society	New	New	New	4	4	4	4
Provincial Output Indicators									
Improved education outcomes and	Public Schools visited at least twice per year by district officials	POI 1.1: Number of schools that are monitored for implementing improvement plans based on monitoring findings of district officials	1 666	1 647	1 635	1 635	1 628	1 628	1 628

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skills, skills for the economy	Qualified Grade R-12 teachers aged 30 and below appointed	POI 1.2: Number of qualified Grade R-12 teachers aged 30 and below, entering the public service as teachers for the first time during the financial year.	539	1159	1440	1 100	1 250	1 100	1100
Improved education outcomes and skills, skills for the economy	women owned businesses awarded departmental contracts	POI 1.3 Percentage of department's procurement awarded to women owned businesses	18%	51%	40%	40%	40%	40%	40
	Youth owned business awarded with departmental contracts	POI 1.4: Percentage of department's procurement awarded to youth owned businesses	4%	5%	11%	30%	30%	30%	30%
	Persons with disability owned business awarded with departmental contracts	POI 1.5: Percentage of department's procurement awarded to persons with disability owned businesses	0%	1%	1%	7%	7%	7%	7%
	Enhanced teaching and learning through connectivity	POI 1.6: Percentage of schools having access to information through (a) Connectivity (other than broadband); and (b) Broadband	38%	46,9%	65,9%*	100%	100%	100%	100%
			13%	5.5%	5%**	6%	6%	6%	6%
*Connectivity (other than broadband) ** Broadband									

8.1.2. Output Indicators, Annual and Quarterly Targets

Output Indicators	Reporting Cycle	Annual Target	Quarterly targets			
		2026/27	Q1	Q2	Q3	Q4
Standardised Output Indicators						
SOI 101: Number of public schools that use the South African School Administration and Management System (SA-SAMS) or any alternative electronic solution to provide data.	Quarterly	1 628	1 628	1 628	1 628	1 628
SOI 102: Number of public schools that can be contacted electronically (email)	Quarterly	1 628	1 628	1 628	1 628	1 628
SOI 103: Percentage of expenditure going towards non-personnel items	Annual	20%				20%
SOI 104: Number of school community engagements held to combat racism, sexism, hate speech, GBV and other forms of intolerance to address inter-generational violence and trauma across society	Annual	4				4
Provincial Output Indicators						
POI 1.1: Number of schools that are monitored for implementing improvement plans based on monitoring findings of district officials	Annual	1 628				1 628
POI 1.2: Number of qualified Grade R-12 teachers aged 30 and below, entering the public service as teachers for the first time during the financial year.	Annual	1 250				1 250
POI 1.3: Percentage of department's procurement awarded to women owned businesses	Annual	40%				40%
POI 1.4: Percentage of department's procurement awarded to youth owned businesses	Annual	30%				30%
POI 1.5: Percentage of department's procurement awarded to persons with disability owned businesses	Annual	7%				7%

POI 1.6: Percentage of schools having access to information through	Annual	100%				100%
(a) Connectivity (other than broadband); and		6%				6%
(b) Broadband						
*Connectivity (other than broadband)						
** Broadband						

8.1.3 Explanation of planned performance over the medium-term period

Over the medium-term period, Programme 1: Administration will strengthen institutional capacity, governance, and service delivery in line with the Department's mandate to provide equitable and quality education. The implementation of the School Administration and Management System and the Effective School Communication System will improve coordination, accountability, and decision-making across the education system. The optimal distribution of financial, physical, and human resources will ensure equitable support to schools. The appointment of qualified Grade R–12 teachers aged 30 and below will strengthen educator capacity and contribute to youth employment and skills development. The awarding of departmental contracts to youth-owned and persons with disabilities-owned businesses will promote economic inclusion and support transformation priorities. Enhanced teaching and learning through connectivity will improve access to digital resources and modernise the education system. The implementation of the Social Cohesion Programme will further promote inclusive, safe, and supportive learning environments, particularly benefiting women, children, youth, and persons with disabilities.

Within Programme 1: Administration, planned performance focuses on strengthening governance systems, improving resource management, promoting inclusive economic participation, and modernising education through digital connectivity. The implementation of administration and communication systems will improve operational efficiency and institutional effectiveness. The recruitment of young, qualified teachers will enhance teaching capacity while supporting youth empowerment and workforce renewal. The allocation of contracts to youth-owned and persons with disabilities-owned businesses will support inclusive economic growth and ensure compliance with transformation and procurement policies. Enhanced connectivity in schools will support digital learning and improve access to educational resources. The selected outcome indicators measure institutional functionality, resource allocation efficiency, workforce development, inclusive procurement, and access to digital learning. These indicators are relevant as they assess the programme's effectiveness in strengthening institutional performance, promoting inclusivity, and improving education service delivery.

The implementation of administration and communication systems will improve coordination, accountability, and effective management of education services. The appointment of young, qualified teachers will strengthen teaching capacity and support improved learning outcomes while promoting youth employment. The equitable distribution of resources will ensure that school's function effectively

and deliver quality education. The awarding of contracts to youth-owned and persons with disabilities-owned businesses will promote economic empowerment and inclusive participation. Enhanced connectivity will improve access to digital learning resources and support modern teaching and learning practices. The implementation of social cohesion initiatives will promote inclusive and supportive school environments. Collectively, these outputs will contribute to strengthened institutional capacity, improved service delivery, inclusive economic participation, and enhanced education quality, thereby supporting the achievement of the Department's strategic outcomes and long-term education system impact.

8.1.4 Reconciling performance targets with the budget and MTDP

BT 101	Administration – Key Trends						
	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
1.1. Office of the MEC	12 693	12 095	12 826	18 241	14 143	12 289	12 842
1.2. Corporate Services	624 000	647 647	795 369	863 533	934 336	787 050	822 467
1.3. Education Management	724 500	750 473	801 986	857 471	891 842	830 632	868 010
1.4. Human Resource Development	7 938	73	-	-	-	-	-
1.5. (EMIS) Education Management Information System	74 616	88 809	10 706	7 037	7 655	15 222	15 907
1.6. Conditional Grants	-	-	-	-	-	-	-
Total	1 443 747	1 499 097	1 620 887	1 746 282	1 847 976	1 645 193	1 719 226
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)*							

Current payments	1 399 608	1 469 834	1 564 903	1 699 411	1 726 200	1 628 413	1 701 691
Compensation of Employees	1 046 793	1 095 519	1 187 727	1 279 699	1 379 897	1 432 515	1 496 979
Goods and Services	352 815	374 259	377 117	419 688	346 303	195 898	204 712
Interest and rent on land	-	56	59	24	-	-	-
Transfers and Subsidies	15 276	17 962	24 981	34 375	96 776	16 780	17 535
Payment for capital assets	13 942	11 301	25 316	12 496	25 000	-	-
Total	1 443 747	1 499 097	1 620 887	1 746 282	1 847 976	1 645 193	1 719 226

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8.1.5 Contribution of Resources towards achievement of outputs

This programme is allocated R1.848 billion in 2026/27, decreasing to R1.645 billion in 2027/28 and increasing to R1.719 billion in 2028/29. These resources will support strategic leadership, governance, financial management, and administrative services to enable effective departmental operations.

The bulk of the allocation is directed to Corporate Services (R934.3 million) and Education Management (R891.8 million) in 2026/27, reflecting a focus on strengthening institutional capacity and administrative efficiency. The Office of the MEC (R14.1 million) will provide strategic oversight, while EMIS (R7.7 million) will support data-driven planning and reporting. The budget is largely driven by Compensation of Employees (R1.38 billion) to sustain administrative capacity, with Goods and Services (R346.3 million) funding operational requirements. Transfers and Subsidies (R96.8 million) and Capital Assets (R25 million) will support targeted administrative interventions and infrastructure.

Overall, these allocations will enhance governance, improve administrative systems, and strengthen support to service delivery, thereby contributing to improved education outcomes in line with provincial priorities and the MTDP.

8.2. Programme 2: Public Ordinary School Education

Purpose: To provide ordinary education from Grades 1 to 12 in accordance with the South African Schools Act, 1996 and White Paper 6 on inclusive education

This programme has five sub-programmes, analysed as follows:

I. Public Primary Level

To provide specific public primary ordinary schools (Including inclusive education) with resources required for the Grade 1 to 7 level.

II. Public Secondary Level

To provide specific public secondary ordinary schools (Inclusive education) with resources required for the Grade 8 to 12 levels.

III. Human Resource Development

To provide departmental services for the development of teachers and non-teachers in public ordinary schools (Including inclusive education)

IV. School Sport, Culture and Media Services

To provide additional and departmentally managed sporting, music, cultural and reading activities in public ordinary Schools to international level (Including inclusive education)

V. Conditional Grants

Purpose is to provide for projects under programme 2 specified by Department of Basic Education and funded by conditional grants.

a. National School Nutrition Programme (NSNP)

The NSNP aims to enhance the educational experience of needy learners by providing a healthy meal at school. The NSNP programme has already been seen to contribute to: improving learning capacity; promoting self-supporting school food gardens and other production initiatives through partnership with sister departments as well as other interested stakeholders and promoting healthy lifestyle amongst learners and school communities. The programme also seeks to improve the health condition of primary school learners by means of deworming in Grade R – 7 to increase the intake of nutrients provided in the meals through the Integrated School Health Programme.

b. Mathematics, Science and Technology (MST) Conditional Grant

The purpose of the grant is to improve access, equity, efficiency and quality Mathematics, Science and Technology (MST) in the country by providing support and resources to schools, teachers and learners.

This is the core business of the department. The Mpumalanga Department of Education's core objective is to produce competitive learners equipped to succeed in diverse and innovative environments, regardless of socio-economic conditions. To achieve this, the department focuses

on 15 key outputs that contribute to three primary outcomes: Education, Skills and Health, and Social Cohesion and Safer Communities.

These outcomes have a direct impact on priority areas such as Education, Skills and Health, and Social Cohesion and Safer Communities, which are achieved through school safety and curriculum enrichment. Additionally, the department's efforts indirectly contribute to Economic Transformation and Job Creation, enabling competent graduates to capitalize on economic opportunities and compete globally. The department's vision is rooted in creating a better Africa and a better world, where South African learners can compete equally with international counterparts. To achieve this, the department is committed to providing a decolonized curriculum and improving educational outcomes, enabling Mpumalanga learners to excel in Africa and globally

8.2.1 Outcomes, Outputs, Output Indicators and Targets.

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited /Actual Performance			Estimated	MTEF Period		
			2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Standardised Output Indicators									
Improved education outcomes and skills, skills for the economy	Multimedia resources provided to schools	SOI 201: Number of schools provided with multimedia resources	245	101	400	482	490	490	490
	Learners in no-fee public ordinary schools in line with the National Norms and Standards for School Funding	SOI 202: Number of learners in no-fee public ordinary schools in line with the National Norms and Standards for School Funding	1 011 494	994 799	1 012 555	1 011 727	1 011 727	1002 307	1 002 407
	Learners in schools that are funded at a minimum level	SOI 203: Percentage of learners in schools funded at a minimum level.	0%	0%	0%	0%	0%	0%	0%
	Foundation Phase teachers trained in reading methodology	SOI 204: Number of Foundation Phase teachers trained in reading methodology	600	840	1000	1000	1100	1100	1100
	Foundation Phase teachers trained in	SOI 205: Number of Foundation Phase teachers	New	1044	1000	1000	1100	1100	1100

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	numeracy content and methodology	trained in numeracy content and methodology							
	Teachers trained in mathematics content and methodology	SOI 206: Number of teachers trained in mathematics content and methodology	2 755	1726	1500	1500	1500	1500	1500
	Teachers trained in language content and methodology	SOI 207: Number of teachers trained in language content and methodology	3 162	3 073	2 300	2301	2600	2600	2600
	Learners with disabilities enrolled in public ordinary schools	SOI 208: Number of learners with disabilities enrolled in public ordinary schools	New	New	New	New	3000	3000	3000
	Incremental Introduction of African Languages	SOI 209: Number of public ordinary schools that offer a previously marginalized official South African Language	New	New	New	30	29	29	29
	Females accessing technical subjects	SOI 210: Percentage of female learners accessing technical subjects in public ordinary schools	New	New	New	New	20%	20%	20%
Provincial Output Indicators									
Improved education outcomes and skills,	Teaching posts filled per academic year	POI 2.1: Percentage of schools where allocated teaching posts are all filled	50.1%	50%	57%	65%	65%	71%	73%

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skills for the economy	Effective school management processes established	POI 2.2: Percentage of sampled schools producing a minimum set of management documents.	100%	100%	100%	100%	100%	100%	100%
	Established operational and effective school safety committees	POI 2.3: Percentage of sampled schools with functional school safety committees	90%	91%	100%	100%	100%	100%	100%
	Nutritious meals provided in schools	POI 2.4: Number of quintile 1-3 schools benefitting from National School Nutrition Programme	1 550	1 533	1 520	1 520	1511	1520	1520
	Implementation of the National Reading Literacy Strategy monitored	POI 2.5: Number of primary schools monitored for implementing reading strategy	327	399	600	600	600	600	600
	Effective schools' governance structures	POI 2.6: Percentage of SGBs in sampled schools that meet minimum criteria in terms of effectiveness every year.	88%	100%	100%	100%	100%	100%	100%
Improved education outcomes and skills, skills for the economy	Learner textbooks on EFAL and Mathematics provided	POI 2.7: Percentage of learners provided with English First Additional Language (EFAL) and Mathematics textbooks in grades 3;6;9 and 12	New	100%	58,75%	100%	100%	100%	100%

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	Improved learners' development in key areas—physical, cognitive, social, emotional, and literacy skills.	POI 2.8: Number of learners enrolled for grade R undertaking school readiness assessment	New	20%	29 710	29 717	20 000	31 000	31 000
	Performance management monitored	POI 2.9: Number of schools monitored and supported on QMS implementation	New	New	400	280	1000	1000	1000
	Teachers Appreciated and Supported	POI 2.10: Number of National Teaching Awards (NTA) administered in the province	New	New	5	4	5	5	5
Improved education outcomes and skills, and skills of the economy	Implementation of MTbBE strategy	POI 2.11: Number of schools monitored in Mother Tongue-based Bilingual Education (MTbBE) strategy	New	New	New	71	71	71	71

8.2.2 Indicators, Annual and Quarterly Targets: Programme 2

2. Indicators	Reporting Cycle	Annual Targets 2026/27	Q1	Q2	Q3	Q4
Standardised Output Indicators						
SOI 201: Number of schools provided with multimedia resources	Annual	490				490
SOI 202: Number of learners in no-fee public ordinary schools in line with the National Norms and Standards for School Funding	Annual	101 1727				101 1727
SOI 203: Percentage of learners in schools funded at a minimum level.	Annual	0%				0%
SOI 204: Number of Foundation Phase teachers trained in reading methodology	Annual	1100				1100
SOI 205: Number of Foundation Phase teachers trained in numeracy content and methodology	Annual	1100				1100
SOI 206: Number of teachers trained in mathematics content and methodology	Annual	1500				1500
SOI 207: Number of teachers trained in language content and methodology	Annual	2600				2600
SOI 208: Number of learners with disabilities enrolled in public ordinary schools =	Quarterly	3000	3000			3000
SOI 209: Number of public ordinary schools that offer a previously marginalized official South African Language	Annual	29				29
SOI 210: Percentage of female learners accessing technical subjects in public ordinary schools	Annual	20%				20%
Provincial Output Indicators						
POI 2.1: Percentage of schools where allocated teaching posts are all filled	Annual	65%				65%
POI 2.2: Percentage of sampled schools producing a minimum set of management documents.	Annual	100%				100%
POI 2.3: Percentage of sampled schools with functional school safety committees	Annual	100%				100%

POI 2.4: Number of quintile 1-3 schools benefitting from National School Nutrition Programme	Quarterly	1 511	1511	1511	1511	1 511
POI 2.5: Number of primary schools monitored for implementing reading strategy	Quarterly	600	175	175	100	150
POI 2.6: Percentage of SGBs in sampled schools that meet minimum criteria in terms of effectiveness every year.	Annual	100%				100%
POI 2.7: Percentage of learners provided with English First Additional Language (EFAL) and Mathematics textbooks in grades 3;6;9 and 12	Annual	100%				100%
POI 2.8: Number of learners enrolled for grade R undertaking school readiness assessment	Annual	20 000				20 000
POI 2.9: Number of schools monitored and supported on QMS implementation	Quarterly	1000	400	250	100	250
POI 2.10: Number of National Teaching Awards (NTA) administered in the province	Annual	5				5
POI2.11: Number of schools monitored in Mother Tongue-based Bilingual Education (MTbBE) Strategy	Quarterly	71	25	25		21

8.2.3 Explanation of the planned performance over the medium-term period

Over the medium-term period, Programme 2 will focus on improving the quality of teaching and learning and promoting equitable access to education in line with the Department's mandate. The provision of multimedia resources to schools and the allocation of funding to learners in no-fee public ordinary schools in accordance with the National Norms and Standards for School Funding will support equitable access to quality learning materials and improve learner performance. Ensuring that schools are funded at a minimum level will promote fairness and address historical inequalities. The training of Foundation Phase teachers in reading methodology and numeracy content, as well as the training of teachers in mathematics and language content and methodology, will strengthen teaching quality and improve foundational learning outcomes. The enrolment of learners with disabilities in public ordinary schools, the incremental introduction of African languages, and the increased participation of females in technical subjects will promote inclusive education, gender equality, and the advancement of women, children, and persons with disabilities, thereby contributing to improved education outcomes and social transformation.

Within Programme 2, planned performance focuses on improving access to quality education, strengthening teaching capacity, and promoting inclusivity and equity. The provision of multimedia resources and equitable school funding will enhance teaching and learning conditions and support curriculum delivery. Teacher training in literacy, numeracy, mathematics, and language will improve educator competence and effectiveness, particularly in the Foundation Phase, which is critical for learner development. The introduction of African languages and increased participation of females in technical subjects will support curriculum transformation and gender equity. The selected outcome indicators measure improvements in learner access to resources, teacher capacity, inclusive education, and curriculum delivery. These indicators are relevant as they assess the extent to which the programme contributes to improved learning outcomes, equitable access, and inclusive participation in education.

The provision of multimedia resources and adequate school funding will improve the quality of teaching and learning environments and support improved learner achievement. Teacher training in reading, numeracy, mathematics, and language will strengthen educator capacity and improve curriculum delivery, particularly in foundational and critical learning areas. The enrolment of learners with disabilities in public ordinary schools will promote inclusive education and ensure equal access to learning opportunities. The incremental introduction of African languages and increased participation of females in technical subjects will promote diversity, transformation, and gender equality within the education system. Collectively, these outputs will contribute to improved learner performance, strengthened teaching quality, equitable access to education, and inclusive participation, thereby supporting the achievement of the Department's strategic outcomes and long-term education system impact.

8.2.4 Reconciling performance targets with budget and MTDP

BT 201		Public Ordinary Schools – Key Trends						
		2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Public Level	Primary	11 456 578	11 650 825	12 573 090	13 280 812	13 640 694	15 070 636	16 172 367
Public Level	Secondary	7 144 476	7 412 438	7 791 315	8 977 493	9 506 061	9 895 131	9 946 808
Human Resource Development		20 800	9 476	23 632	17 100	20 000	-	-
School Culture & Media Services	Sport, & Media	28 864	28 535	29 421	28 000	38 000	10 000	10 000
Conditional Grants		869 900	908 281	997 443	1 033 431	1 087 798	1 119 743	1 153 170
Total		19 520 618	20 009 555	21 414 901	23 336 836	24 292 553	26 095 510	27 282 345

Current payment	18 379 443	18 888 691	20 276 526	22 206 071	23 138 699	24 333 426	25 440 967
Compensation of Employees	16 789 916	17 394 308	18 464 132	19 784 280	20 781 632	22 192 418	23 614 629
Goods and Services	1 589 527	1 494 381	1 812 389	2 421 791	2 357 067	2 141 008	1 826 338
Interest and rent on land	-	2	5	-	-	-	-
Transfers and Subsidies	1 138 294	1 111 410	1 135 612	1 130 665	1 153 604	1 762 084	1 841 378
Payments for capital assets	2 881	1 530	2 763	100	250	-	-
Total	19 520 618	20 009 555	21 414 901	23 336 836	24 292 553	26 095 510	27 282 345

8.2.5 Contribution of resources towards the achievement of outputs

The programme is allocated R24.293 billion in 2026/27, increasing to R26.096 billion in 2027/28 and R27.282 billion in 2028/29, reflecting sustained investment in improving access to and quality of public schooling. The allocation is primarily directed towards public primary (R13.641 billion) and public secondary schools (R9.506 billion) to support effective curriculum delivery, adequate provisioning of educators, and the provision of learning and teaching support materials. This will contribute to improved learner performance, strengthened early grade reading and numeracy, expanded access to no-fee schooling, and inclusive education, including learners with disabilities. The allocation also supports the provision of multimedia resources, expansion of technical subjects, and promotion of previously marginalized official languages.

Conditional Grants (R1.088 billion in 2026/27) will fund targeted interventions aimed at improving education outcomes, including school infrastructure, learner support programmes, and system performance enhancements in line with national priorities and grant frameworks. Resources will further support teacher development initiatives, strengthening content knowledge and methodology in literacy, numeracy, mathematics and languages, while enhancing school management, governance, safety and accountability. Interventions such as the National School Nutrition Programme, quality management systems, school monitoring and support, and school readiness initiatives will promote improved school functionality and conducive learning environments.

The budget is largely driven by Compensation of Employees (R20.782 billion) to ensure adequate educator capacity, while Goods and Services (R2.357 billion) will fund operational requirements, including teaching and learning resources. Transfers and Subsidies (R1.154 billion) will provide direct support to schools, particularly no-fee schools, in line with national norms and standards.

Overall, these resources will contribute to improved learner outcomes, strengthened curriculum delivery, equitable access to quality education, and enhanced efficiency of the schooling system, in line with provincial priorities and the Medium-Term Development Plan (MTDP).

8.3. Programme 3: Independent School Subsidies

Purpose: To support independent schools in accordance with the South African Schools Act, 1996

This programme has two sub-programmes, analysed as follows:

I. Primary Level

To support independent schools offering Grades 1 to 7

II. Secondary Level

To support independent schools offering Grades 8 to 12

Therefore, through the attainment of the 3 outputs as indicated in the table below which has a direct contribution to the achievement of the three outcomes will result and catapult in the achievement of the envisaged impact of the department which is producing competitive learners who are able to succeed in diverse and innovative world regardless of their socio-economic conditions. The three outcomes directly contribute priority no. 3 “Education, Skills and Health”; and “Social Cohesion and Safer Communities” through school safety and curriculum enrichment; and indirectly contribute to priority no. 2 “Economic Transformation and Job Creation” and priority no. 7 “A Better Africa and a Better World”. That is competent and skilled graduates will be able take opportunities provided by the economy for a better and equitable country and make south Africans child and graduate to compete equally with international counterparts.

8.3.1 Outcomes, Outputs, Output Indicators and Targets.

Outcome	Outputs	Output Indicators	Annual Targets							
			Audited /Actual Performance			Estimated Performance	MTEF Period			
			2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/2029	
Standardised Output Indicators										
Improved education outcomes and skills, skills for the economy	Registered independent schools receive subsidies	SOI 301: Percentage of registered independent schools receiving subsidies	18%	16%	18%	18%	18%	18%	18%	18%
	Leaners in independent schools receive subsidies	SOI 302: Number of learners subsidised at registered independent schools	7 791	7 503	7 791	6649	7 514	7 791	7 791	7 791
Provincial Output Indicators										
Improved education outcomes and skills, skills for the economy	Quality teaching and learning at subsidised independent schools.	POI 3.1: Number of registered independent schools monitored for implementing improvement plans based on monitoring findings	24	23	24	20	23	24	24	24

8.3.2 Output Indicators, Annual and Quarterly Targets

Output Indicators	Reporting Cycle	Annual 2026/27	Targets	Q1	Q2	Q3	Q4
Standardised Output Indicators							
SOI 301: Percentage of registered independent schools receiving subsidies	Annual	18%					18%
SOI 302: Number of learners subsidised at registered independent schools	Annual	7 514					7 514
Provincial Output Indicators							
POI 3.1: Number of registered independent schools monitored for implementing improvement plans based on monitoring findings	Quarterly	23		8	8		7

8.3.3 Explanation of planned performance over the medium-term period

Over the medium term, Programme 3 focuses on supporting registered independent schools through the provision of subsidies to promote equitable access to quality education. These subsidies enhance the operational sustainability of independent schools, ensure compliance with regulatory and quality standards, and expand access to education, particularly for learners from disadvantaged backgrounds. In doing so, the programme supports diversity within the education sector and promotes inclusivity and social equity, especially for vulnerable groups such as children and learners with disabilities.

Planned performance under Programme 3 centres on ensuring that eligible independent schools and learners receive subsidies in accordance with legislative and policy requirements. The key outcome indicators measure the number of registered independent schools receiving subsidies and the number of learners benefiting from this support, thereby assessing effectiveness, accountability, and regulatory compliance.

Overall, the provision of subsidies strengthens institutional capacity within the independent school sector, reduces financial barriers for families, and improves access to quality education. Collectively, these interventions contribute to equitable access, enhanced education quality, and a well-regulated, inclusive education system aligned with the Department's strategic objectives.

8.3.4 Reconciling Performance Targets with the Budget and MTDP

ST301	Independent School Subsidies – Key Trends						
	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
PAYMENT BY SUB-PROGRAMME (R'000)*							
3.1 Primary Level	16 841	17 241	17 076	11 077	18 876	19 885	20 780
3.2 Secondary Level	6 302	5 011	7 152	4 550	7 573	7 914	8 270
Total	23 143	22 252	24 228	15 627	26 449	27 799	29 050
PAYMENT BY ECONOMIC CLASSIFICATION (R'000)*							
Current payment	-	-	-	-	-	-	-
Compensation of Employees	-	-	-	-	-	-	-
Transfers and Subsidies	23 143	22 252	24 228	15 627	26 449	27 799	29 050
Payment for capital assets	-	-	-	-	-	-	-
Total	23 143	22 252	24 228	15 627	26 449	27 799	29 050

8.3.5 Contribution of resources towards the achievement of output

The programme is allocated R26.449 million in 2026/27, increasing to R27.799 million in 2027/28 and R29.050 million in 2028/29, to support access to quality education in registered independent schools. The allocation is directed towards Primary Level (R18.876 million) and Secondary Level (R7.573 million) subsidies, enabling qualifying independent schools to provide education to learners, particularly those from disadvantaged communities, in line with national policy and funding norms. This contributes to expanding access to education, reducing pressure on public schools, and promoting equitable distribution of resources across the education system. The budget is fully allocated under Transfers and Subsidies, reflecting direct financial support to independent schools to assist with operational costs and improve the quality of teaching and learning.

Overall, these resources will contribute to increased access to affordable quality education, improved learner retention, and strengthened partnerships between the public and independent schooling sectors, in line with provincial priorities and the Medium-Term Development Plan (MTDP).

8.4 Programme 4: Public Special School Education

Purpose: To provide compulsory public education in Special Schools in accordance with the South African Schools Act.1996 and White Paper 6 on Inclusive Education, Child Justice Act No. 75 of 2008, Children's Act No 38 of 2005.

This programme has four sub-programmes analysed as follows:

I. Schools

To provide specific public special schools with resources (including E-learning and inclusive education)

II. Human Resource Development

To provide departmental services for the development of teachers and non - teachers in public special schools (including inclusive education).

III. School Sport, Culture and Media Resources

To provide additional and departmentally managed sporting, music, cultural and reading activities in public ordinary Schools to international level (Including inclusive education)

IV. Conditional Grants

To provide for projects under programme 4 specified by the Department of Basic Education and funded by conditional grants (including inclusive education).

8.4.1 Outcomes, Outputs, Output Indicators and Targets.

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited /Actual Performance			Estimated Performance	MTEF Period		
			2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/2029
Standardised Output Indicators									
Improved education outcomes and skills, skills for the economy	Learners enrolled in special schools	SOI 401: Number of learners with disabilities enrolled in special schools	3 922	3 922	4 029	4 039	3 800	4 050	4 060
	Therapists/ specialist staff in public special schools	SOI 402: Number of therapists/ specialist staff in public special schools	35	23	21	31	31	31	31
	Special schools offering Occupational subjects	SOI 403: Number of special schools offering Occupational subjects	New	New	New	New	5	5	5
Provincial Output Indicators									
Improved education outcomes and skills, skills for the economy	Improved Quality education in public special schools	POI 4.1: Number of teachers employed in public special schools	462	465	453	465	465	510	510
	Children with disabilities receiving individualised support	POI 4.2: Number of children ages 0-8 years provided screening and/or support services for developmental delays and/or disability	New	102	95	100	100	100	100
		POI 4.3: Number of teachers trained on SIAS policy	New	New	900	600	450	150	150

8.4.2 Output Indicators, Annual and Quarterly Targets

Output Indicators		Annual Targets 2026/27	Q1	Q2	Q3	Q4
Standardised Output Indicators						
SOI 401: Number of learners with disabilities enrolled in special schools	Annual	3 800				3 800
SOI 402: Number of therapists/ specialist staff in public special schools	Quarterly	31	31	31	31	31
SOI 403: Number of special schools offering Occupational subjects	Annual	5				5
Provincial Output Indicators						
POI 4.1: Number of teachers employed in public special schools	Quarterly	465	465	465	465	465
POI 4.2: Number of children ages 0-8 provided screening and/or support services for developmental delays and/or disability	Annual	100			40	60
POI 4.3: Number of teachers trained on SIAS policy	Quarterly	450	150	150		150

8.4.3 Explanation of planned performance over the Medium-Term period.

Over the medium term, Programme 4 focuses on strengthening inclusive education and improving access to quality education for learners with disabilities in public special schools. The programme prioritises the enrolment of learners with disabilities in appropriate specialised environments to ensure that diverse learning needs are adequately supported. The provision of therapists and specialist staff enhances learner support services, helping to address barriers to learning and improve academic progress. In addition, increasing the number of special schools offering occupational subjects supports skills development and prepares learners for further education, training, employment, and independent living.

Planned performance under Programme 4 centres on improving learner access to specialised education, expanding the availability of professional support services, and increasing access to occupational skills programmes. The selected outcome indicators measure enrolment levels, the availability of specialised staff, and participation in occupational subjects, thereby assessing the programme's effectiveness in advancing inclusive education and learner development.

Overall, these interventions strengthen institutional capacity within special schools, enhance learner well-being and academic outcomes, and promote practical skills development. Collectively, the programme contributes to improved access to inclusive education, strengthened support services, and better long-term

outcomes for learners with disabilities, in line with the Department's strategic objectives and equity commitments.

8.4.4 Reconciling Performance Targets with the Budget and MTDP

BT 401 Public Special School Education - Key Trends							
	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
2PAYMENT BY SUB-PROGRAMME (R'000)*							
4.1 Schools	410 451	431 388	469 490	510 694	536 772	512 747	535 820
4.2 Human Resource Development	2 838	255	-	-	-	-	-
4.3 School Sport, Culture and Media Resources	-	-	-	-	-	-	-
4.4 Conditional Grant	28 268	33 393	33 526	34 861	36 164	37 487	39 232
Total	441 557	465 036	503 016	545 555	572 936	550 234	575 052
PAYMENT BY ECONOMIC CLASSIFICATION (R'000)*							
Current payment	397 939	422 710	452 138	496 976	525 126	500 795	523 388
Compensation of Employees	355 951	387 752	411 116	460 735	485 969	470 474	491 644
Goods and services and other current	41 988	34 958	41 022	36 241	39 157	30 321	31 744
Transfers and Subsidies	42 082	42 089	48 881	45 230	47 310	49 439	51 664
Payment for capital assets	1 536	237	1 997	3 349	500	-	-
Total	441 557	465 036	503 016	545 555	572 936	550 234	575 052

8.4.5 Contribution of resources towards the achievement of outputs

The programme is allocated R572.936 million in 2026/27, decreasing slightly to R550.234 million in 2027/28 and increasing to R575.052 million in 2028/29, to support the provision of quality specialised education for learners with disabilities. The allocation is mainly directed towards Public Special Schools (R536.8 million in 2026/27) to ensure the availability of educators, therapists and specialist staff, thereby supporting curriculum delivery, expansion of occupational subjects, and provision of appropriate learner support. This will contribute to increased enrolment of learners with disabilities and improved access to specialised education services.

Conditional Grants (R36.164 million in 2026/27) will support targeted inclusive education interventions, including the provision of specialised resources, infrastructure support and capacity building in line with national priorities. The budget is largely driven by Compensation of Employees (R486.0 million) to sustain specialised human resource capacity, while Goods and Services (R39.2 million) will fund operational requirements and learner support materials. Transfers and Subsidies (R47.3 million) will provide additional institutional support to enhance service delivery.

Resources will further support early screening and intervention for children aged 0–8, training of teachers on the SIAS policy, and strengthening of specialised support services, thereby improving early identification and support for learners with developmental delays and disabilities.

Overall, these resources will contribute to enhanced access to specialised education, improved learner support and outcomes, and strengthened implementation of inclusive education, in line with provincial priorities and the Medium-Term Development Plan (MTDP).

8.5 Programme 5: Early Childhood Development

Purpose: To provide Early Childhood Education (ECD) at the Grade R and earlier levels in accordance with White Paper 5, Children's Act, Presidential and Premier Proclamation and gazette pertaining to the ECD Functional Shift Processes

This programme has four sub-programmes analysed as follows:

I. Grade R in Public Schools

To provide specific public ordinary schools with resources required for Grade R.

II. Grade R in Early Childhood Development Centres

To support Grade R, at early childhood development centres

III. Pre-Grade R in Grade R in Early Childhood Development Centres

To provide training and payment of stipends of Pre-Grade R practitioners/ teachers

IV. Human Resource Development

To provide departmental services for the development of practitioners/ teachers and non- teachers in grade R

V. Conditional Grants

Purpose is to provide for projects under programme 5 specified by Department of Basic Education and funded by conditional grants.

8.5.1 Outcomes, Outputs, Output Indicators and Targets.

Outcome	Outputs	Output Indicators	Annual Targets							
			Audited /Actual Performance			Estimated Performance	MTEF Period			
			2022/23	2023/24	2024/25		2025/26	2026/27	2027/28	2028/29
Standardised Output Indicators										
Improved education outcomes and skills, skills for the economy	Public schools that offer Grade R	SOI 501: Number of public schools that offer Grade R	1 066	1 062	1 066	1 063	1 063	1058	1058	
	Registered ECD programmes	SOI 502: Number of registered ECD programmes	518	732	1300	200	1629	1629	1629	
	Children accessing registered ECD Programmes	SOI 503: Number of children accessing registered ECD Programmes	59 825	63 590	70 887	75 000	105 209	81 950	82 000	
	Provision of ECD subsidy	SOI 504: Number of children benefiting from the ECD subsidy	New	New	New	75 000	83 707	75 000	77 000	
Provincial Output Indicators										
Improved education outcomes and skills, skills for the economy	Learners enrolled in Gr. R in public schools	POI 5.1: Number of learners enrolled in Grade R in public schools	65 077	66 371	69 221	68 000	72 000	69 500	69 500	
	Qualifications for Grade R practitioners determined	POI 5.2: Number of Grade R teachers or practitioners with NQF level 6 and above qualification.	1 501	1 618	1684	1 673	1 730	1 673	1 673	

	Gr. R practitioners employed in public ordinary schools	POI 5.3: Number of Grade R practitioners employed in public ordinary schools (incl. qualified teachers serving as Gr. R teachers)	2 064	2 041	2030	2 060	2 060	2 068	2 068
	Practitioners trained on ECD NQF Level 4 qualification	POI 5.4: Number of Practitioners trained on ECD NQF Level 4 qualification	0	200	131	100	100	100	100

8.5.2 Output Indicators, Annual and Quarterly Targets

Output Indicators	Reporting Cycle	Annual Targets 2026/27	Q1	Q2	Q3	Q4
Standardised Output Indicators						
SOI 501: Number of public schools that offer Grade R	Annually	1063				1063
SOI 502: Number of registered ECD programmes	Annually	1629				1629
SOI 503: Number of children accessing registered ECD Programmes	Annually	105 209				105 209
SOI 504: Number of children benefiting from the ECD subsidy	Annually	83 707				83 707
Provincial Output Indicators						
POI 5.1: Number of learners enrolled in Grade R in public schools	Annually	72 000				72 000
POI 5.2: Number of Grade R teachers or practitioners with NQF level 6 and above qualification.	Annually	1 730				1 730
POI 5.3: Number of Grade R practitioners employed in public ordinary schools (incl. qualified teachers serving as Gr. R teachers)	Annually	2 060				2 060
POI 5.4: Number of Practitioners trained on ECD NQF Level 4 qualification	Annually	100				100

8.5.3 Explanation of planned performance over the medium-term period

Over the medium term, Programme 5: Early Childhood Development focuses on expanding access to quality early learning opportunities and strengthening foundational development. The programme aims to increase the number of public schools offering Grade R and support the registration of ECD programmes to improve access to structured early learning. Expanding the number of children accessing registered ECD programmes and providing subsidies will promote equitable participation, particularly for children from disadvantaged communities. In addition, training practitioners to obtain the ECD NQF Level 4 qualification will enhance practitioner competence and improve the quality of early learning provision.

Planned performance under Programme 5 centres on improving access to ECD services, strengthening practitioner capacity, and ensuring financial support for early learning centres. Key indicators measure the expansion of Grade R provision, growth in registered ECD programmes, increased child enrolment in subsidised centres, and improved practitioner qualifications. These indicators assess the programme's effectiveness in enhancing early learning quality, inclusivity, and school readiness.

Overall, the expansion of Grade R and registered ECD programmes increases access to structured early learning, while subsidies reduce financial barriers and promote equitable participation. Improved practitioner qualifications strengthen teaching quality and learner development. Collectively, these interventions contribute to better school readiness, stronger foundational learning, enhanced practitioner capacity, and equitable access to quality early childhood education, supporting the Department's long-term education outcomes.

8.5.4 Reconciling Performance Targets with Budget and MTDP

ST 501	Early Childhood Development – Key Trends						
	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Payments by sub-programme (R'000) *							
5.1 Grade R in Public schools	580 800	652 923	720 898	785 436	832 082	647 307	676 436
5.2 Grade R in Early Childhood Development Centres	5 346	6 055	5 313	6 000	5 000	13 815	14 437
5.3 Pre-Grade R In Early Childhood Development Centres	187 689	193 822	198 008	204 100	212 472	238 666	249 406
5.4 Human Resource Development	4 561	-	-	-	-	6 223	6 503
5.5 Conditional Grants	91 684	99 525	105 594	310 466	350 433	531 556	157 314
Total	870 080	952 325	1 029 813	1 306 002	1 399 987	1 437 567	1 104 096
Payments by economic classification (R'000) *							
Current payment	595 485	660 980	729 456	795 173	864 653	681 197	711 850
Compensation of Employees	572 978	643 380	706 730	775 688	826 082	671 159	701 360
Goods and Services and other current	22 507	17 600	22 726	19 485	38 571	10 038	10 490
Transfers and Subsidies	273 877	290 222	307 788	510 613	535 108	756 134	391 999
Payment for capital assets	718	1 123	(7 431)	216	226	236	247
Total	870 080	952 325	1 029 813	1 306 002	1 399 987	1 437 567	1 104 096

8.5.5 Contribution of resources towards the achievement of output

The programme is allocated R1.400 billion in 2026/27, increasing to R1.438 billion in 2027/28 before decreasing to R1.104 billion in 2028/29, to support access to quality Early Childhood Development (ECD) services.

The allocation is mainly directed towards Grade R in public schools (R832.1 million) and Pre-Grade R in ECD centres (R212.5 million) to expand access, improve school readiness, and support the delivery of quality early learning programmes. This will contribute to increased enrolment in Grade R, expansion of registered ECD programmes, and improved access to ECD subsidies.

Conditional Grants (R350.433 million in 2026/27) will support the expansion, registration and subsidisation of ECD programmes, as well as infrastructure and capacity building in line with national priorities.

The budget is largely driven by Compensation of Employees (R826.1 million) to support Grade R practitioners, while Transfers and Subsidies (R535.1 million) will fund ECD subsidies and support to centres. Goods and Services (R38.6 million) will support operational and programme requirements. Resources will further support the training and upskilling of ECD practitioners, including NQF-aligned qualifications, to improve the quality of teaching and learning in the early years.

Overall, these resources will contribute to improved school readiness, increased access to quality ECD services, and strengthened foundation phase outcomes, in line with provincial priorities and the Medium-Term Development Plan (MTDP).

8.6 Programme 6: Infrastructure Development

Purpose: To provide and maintain infrastructure facilities for the administration and schools.

The aim is to ensure that the school infrastructure complies to the Regulations Relating to the Minimum Norms and Standards for Public School Infrastructure. Secondly is to provide the desired level of service, and in accordance with the Department's current policy on the application of the infrastructure budget, the infrastructure budget (Programme 6) supports the following programmes and sub-programmes (as categorised by the National/Provincial Treasury) as indicated below:

The programme has four sub-programmes:

I. Administration

For capacitation and creation of environment that allows adequate planning and monitoring of projects to ensure service delivery.

II. Public Ordinary Schools

To provide and maintain infrastructure in Public Ordinary Schools to create an environment that inspires learning and teaching.

III. Special Schools

To provide and maintain infrastructure in Special Schools to create an inclusive learning environment in accordance with the South African Schools Act .1996 and White Paper 6 on Inclusive Education.

IV. Early Childhood Development

To provide and maintain infrastructure that promotes access Early Childhood Development at Grade R and earlier levels in accordance with White Paper 5 on Early Childhood Development.

8.6.1 Outcomes, Outputs, Output Indicators and Targets. Programme 6:

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited /Actual Performance			Estimated	MTEF Period		
			2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/2029
Improved School Infrastructure	Education facilities provided with water services	SOI 601: Number of education facilities provided with water services	52	31	41	20	13	5	5
	Education facilities provided with electricity services	SOI 602: Number of education facilities provided with electricity services	0	0	0	0	0	1	1
	Education facilities provided with sanitation services	SOI 603: Number of education facilities provided with sanitation services	65	13	27	27	13	0	0
	Education facilities maintained	SOI 604: Number of education facilities where maintenance projects are completed	78	147	148	221	62	200	200
	New schools completed	SOI 605: Number of new schools completed	2	3	2	18	1	2	2
	Replacement schools completed	SOI 606: Number of replacement schools that are completed	0	13	7	11	4	9	9
	Grade R classrooms provided	SOI 607: Number of new Grade R classrooms provided	10	3	22	14	14	11	11

8.6.2 Output Indicators, Annual and Quarterly Targets

Output Indicators	Reporting Cycle	Annual Targets 2026/27	Q1	Q2	Q3	Q4
Standardised Output Indicators						
SOI 601: Number of education facilities provided with water services	Annually	13				13
SOI 602: Number of education facilities provided with electricity services	Annually	0				0
SOI 603: Number of education facilities provided with sanitation services	Annually	13				13
SOI 604: Number of education facilities where maintenance projects are completed	Annually	62				62
SOI 605: Number of new schools completed	Annually	1				1
SOI 606: Number of replacement schools that are completed	Annually	4				4
SOI 607: Number of new Grade R classrooms provided	Annually	14				14

8.6.3 Explanation of planned performance over the medium-term period

Over the medium term, Programme 6: Infrastructure Development focuses on improving the quality, safety, and functionality of education facilities to support effective teaching and learning. The programme priorities the provision of water, electricity, and sanitation services to ensure that schools meet minimum infrastructure standards and provide safe, dignified learning environments. It also aims to address infrastructure backlogs through the maintenance of existing facilities and the completion of new and replacement schools, thereby improving access to education and reducing overcrowding. The construction of Grade R classrooms will further expand access to early childhood education and support school readiness.

Planned performance under Programme 6 centres on ensuring infrastructure availability, maintaining facility standards, and expanding capacity to meet growing education demands. Key indicators measure access to basic services, the condition and maintenance of facilities, and the completion of new infrastructure projects. These indicators assess the programme's effectiveness in providing safe, functional, and compliant learning environments.

Overall, the provision of basic services, maintenance of facilities, and completion of new and replacement schools will enhance access to education, reduce overcrowding, and improve learning conditions. The expansion of Grade R classrooms will strengthen early learning access. Collectively, these interventions contribute to safer, more functional education facilities, improved learning environments, and strengthened infrastructure capacity, supporting the Department's long-term education and equity objectives.

8.6.4 Reconciling Performance Targets with Budget and MTDP

BT 601	Public Ordinary Schools – Key Trends						
	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
PAYMENT BY SUB-PROGRAMME (R'000)*							
6.1 Administration	-	-	-	-	-	-	-
6.2 Public Ordinary Schools	896 010	1 203 284	1 409 481	1 510 815	1 789 326	1 265 295	1 302 692
6.3 Special Schools	-	4 573	8 394	129 480	124 976	130 600	136 477
6.4 Early Childhood Development	-	11 663	4 879	16 051	20 298	21 455	22 338
Total	896 010	1 219 520	1 422 754	1 656 346	1 934 600	1 417 350	1 461 507
PAYMENT BY ECONOMIC CLASSIFICATION (R'000)*							
Current payment	145 132	344 754	644 536	826 781	1 021 065	910 582	951 476
Compensation of Employees	29 055	30 748	33 215	36 773	38 000	41 763	43 642
Goods and services and other current	116 077	314 006	611 321	790 008	983 065	869 819	907 834
Transfers and Subsidies	73 584	8 935	3 345	-	-	-	-
Payment for capital assets	677 294	865 831	774 873	829 565	913 535	506 768	510 031
Total	896 010	1 219 520	1 422 754	1 656 346	1 934 600	1 417 350	1 461 507

8.6.5 Contribution of resources towards the achievement of outputs

The programme is allocated R1.935 billion in 2026/27, decreasing to R1.417 billion in 2027/28 and R1.462 billion in 2028/29, to support the provision and maintenance of education infrastructure. The allocation is mainly directed towards Public Ordinary Schools (R1.789 billion), with additional funding for Special Schools (R125.0 million) and Early Childhood Development (R20.3 million) infrastructure. This will support the provision of water, sanitation and electricity, construction of new and replacement schools, delivery of Grade R classrooms, and completion of maintenance projects to improve school functionality and safety. The budget is largely driven by Payments for Capital Assets (R913.5 million) and Goods and Services (R983.1 million), reflecting investment in infrastructure delivery, maintenance, and related services. Compensation of Employees (R38.0 million) will support technical and project management capacity.

Overall, these resources will contribute to improved access to safe and adequate school infrastructure, enhanced learning environments, and strengthened delivery of education services, in line with provincial priorities and the Medium-Term Development Plan (MTDP).

8.7 Programme 7: Examination and education related services

Purpose: To provide training, support and effective implementation of skills development programmes towards improving human capital capacity for the province

This programme has four sub-programmes analysed as follows:

Payment to seta

To provide for special departmentally managed intervention projects in the education Payment to SETA

I. Professional services

II. External examinations

To provide for departmentally managed examination services.

III. Special projects

To provide for special departmentally managed intervention projects in the education system as a whole.

a) Mpumalanga Regional Training Trust entity (MRTT)

The focus of MRTT is to empower individuals and communities, primarily the youth, industry workers and government employees in disadvantaged communities, in order for them to participate in the broader economic sphere of the province.

b) Presidential Youth Employment initiative (PYEI)

To create job opportunities to address high Youth with unemployment rate in the province.

IV. Conditional grant

To provide for projects specified by the department that are applicable to more than one programme and funded with conditional grants. The Life Skills HIV and AIDS conditional grant is to be utilized mainly for curricular activities targeting the focal areas and applying the agreed upon budget allocation.

8.7.1 Outcomes, Outputs, Output Indicators and Targets. Programme 7:

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited /Actual Performance			Estimated Performance	MTEF Period		
			2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Standardised Output Indicators									
Improved Throughput rate to 91%	Grade 12 learners passing the National Senior Certificate	SOI 701: Percentage of learners who passed the National Senior Certificate (NSC) examination	76.8%	77,3%	84,9%	86.55%	91%	92%	93%
Improved education outcomes and skills, skills for the economy	Grade 12 learner passing at Bachelor Pass level passes	SOI 702: Percentage of Grade 12 learners passing at the Bachelor Pass level	33.5%	33.3%	43,4%	50%	50%	52%	54%
	Grade 12 learner achieving 60% and above in Mathematics	SOI 703: Percentage of Grade 12 learners achieving 60% and above in Mathematics	11%	14%	14.7%	20%	15%	18%	21%
	Grade 12 learner achieving 60% and above in Physical Sciences	SOI 704: Percentage of Grade 12 learners achieving 60% and above in Physical Sciences	14%	15%	15,1%	20%	15%	18%	21%
	Secondary School with National Senior Certificate (NSC) pass rate of 70% and above	SOI 705: Number of secondary schools with National Senior Certificate (NSC) pass rate of 70% and above	486	497	550	555	500	559	560

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Provincial Output Indicators									
Employment opportunities created	Job opportunities created	POI 7.1: Number of job opportunities created through the Basic Education Employment Initiative	New	New	New	New	15 000	16 000	17 000
Improved education outcomes and skills, skills for the economy	learners and interns gain valuable workplace experiential learning	POI 7.2: Number of interns on internship programmes	639	600	166	0	40	600	600
	teachers trained on care and support and comprehensive sexuality education to assist learner to make informed decisions	POI 7.3: Number of teachers trained on care and support, peer education and policy implementation plans to reduce pregnancy, HIV & AIDS, and other risky behaviours	1 729	1784	1 800	2250	3 320	3000	3000
	learners trained on care, support, and peer education programmes to make informed decisions	POI 7.4: Number of learners reached through peer education programmes and care and support programmes (OVC Support)	2 450	2 506	1500	2000	3300	2000	2000
	Learners in a learnership programme trained in end-user computing learnership programme	POI 7.5: Number of learners in a learnership programme	New	New	New	New	113	120	200

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Output Indicators, Annual and Quarterly Targets

Output Indicators	Reporting Cycle	Annual Targets 2026/27	Q1	Q2	Q3	Q4
Standardised Output Indicators						
SOI 701: Percentage of learners who passed the National Senior Certificate (NSC) examination	Annually	91%				91%
SOI 702: Percentage of Grade 12 learners passing at the Bachelor Pass level	Annually	50%				50%
SOI 703: Percentage of Grade 12 learners achieving 60% and above in Mathematics	Annually	15%				15%
SOI 704: Percentage of Grade 12 learners achieving 60% and above in Physical Sciences	Annually	15%				15%
SOI 705: Number of secondary schools with National Senior Certificate (NSC) pass rate of 70% and above	Annually	500				500
Provincial Output Indicators						
POI 7.1: Number of job opportunities created through the Basic Education Employment Initiative	Annually	15 000				
POI 7.2: Number of interns on internship programmes	Annually	40				
POI 7.3: Number of teachers trained on care and support and comprehensive sexuality education to assist learner to make informed decisions	Quarterly	3320	1100	1100		1120
POI 7.4: Number of learners trained on care, support, and peer education programmes to make informed decisions	Quarterly	3300	700	700		600
POI 7.5: Number of learners placed in learnership programmes	Annually	113				113

8.7.2 Explanation of planned performance over the medium-term period

Over the medium term, Programme 7 focuses on improving learner performance and strengthening learner support programmes to enhance education outcomes and promote learner well-being. The programme prioritises increasing the number of Grade 12 learners passing the National Senior Certificate (NSC), including those achieving Bachelor passes and obtaining 60% and above in Mathematics and Physical Sciences. It also aims to increase the number of secondary schools achieving a 70% and above NSC pass rate, thereby improving overall system performance and education quality. In addition, the creation of job opportunities and provision of workplace experiential learning for learners and interns will support skills development and enhance employability. Training teachers and learners on care and support programmes, including comprehensive sexuality education and peer education initiatives, will promote informed decision-making and safe, supportive learning environments.

Planned performance under Programme 7 centres on strengthening academic achievement, enhancing learner support systems, and promoting youth development and well-being. Key indicators measure improvements in NSC results, school performance levels, participation in skills development opportunities, and access to care and support programmes. These indicators assess the programme's effectiveness in improving learner outcomes and preparing learners for further education, training, and employment.

Overall, the programme contributes to improved academic performance, strengthened learner support structures, enhanced skills development, and better education and employment prospects. Collectively, these interventions support youth empowerment, gender equality, and learner protection, while advancing the Department's strategic objectives and long-term socio-economic impact.

8.7.3 Reconciling Performance Targets with Budget and MTDP

ST701	Auxiliary and Associated Services – Key Trends						
	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Payments by sub-programme (R'000) *							
7.1 Payments to SETA	10 000	5 000	5 000	10 000	10 000	-	-
7.2 Professional Services	-	-	-	-	-	-	-
7.3 External Examinations	258 069	278 481	320 414	317 643	361 461	225 382	235 524
7.4 Special Projects	742 236	687 803	135 515	229 907	152 830	125 778	131 221
7.5 Conditional Grant	19 183	16 581	18 460	19 955	20 648	21 389	22 137
Total	1 029 488	987 865	479 389	577 505	544 939	372 549	388 882
Payment by economic classification (R'000)							
Current payment	329 727	328 586	333 302	340 122	401 153	246 591	257 473

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Compensation of Employees	166 639	183 331	205 525	190 091	244 146	226 830	237 037
Goods and services and other current	163 088	145 255	127 777	150 031	157 007	19 761	20 436
Transfers and Subsidies	699 274	656 780	145 381	237 183	143 786	125 958	131 409
Payments for capital assets	487	2 499	706	200	-	-	-
Total	1 029 488	987 865	479 389	577 505	544 939	372 549	388 882

8.7.4 Contribution of resources towards the achievement of output

The programme is allocated R544.939 million in 2026/27, decreasing to R372.549 million in 2027/28 and R388.882 million in 2028/29, to support learner achievement, system support programmes and youth development initiatives. The allocation is mainly directed towards External Examinations (R361.5 million) to ensure the effective administration of the National Senior Certificate (NSC) examinations and improve learner performance outcomes. Funding for Special Projects (R152.8 million) will support interventions such as the Basic Education Employment Initiative, learner support programmes, and youth skills development initiatives, including internships and learnerships.

Conditional Grants (R20.648 million in 2026/27) will support targeted programmes aligned to national priorities, including care and support initiatives addressing HIV & AIDS, learner well-being and peer education programmes.

The budget is driven by Compensation of Employees (R244.1 million) to support programme implementation, while Goods and Services (R157.0 million) will fund operational requirements. Transfers and Subsidies (R143.8 million) will support programme implementation and partnerships.

These resources will contribute to improved NSC outcomes, increased bachelor passes and subject performance, expanded youth employment and skills development opportunities, and strengthened learner support programmes, in line with provincial priorities and the Medium-Term Development Plan (MTDP).

9. Risk Management Risk Unit

The demand for improved efficiency and effectiveness in the education system does not come without challenges. The following risks/challenges have been identified within this programme to achieve the intended impact and outcomes that have been set in the province.

TABLE 28: KEY STRATEGIC RISKS

Departmental Outcome	Strategic Risk	Potential Impact on Outputs	Mitigation Measures
Outcome 1: Improved education outcomes and skills, skills for the economy	Weak curriculum innovation due to limited non-personnel funding	Limited improvement in literacy, numeracy, Maths and Science outcomes	Protect LTSM and curriculum support budgets; strengthen educator performance management
	Shortage of specialised staff in special schools	Reduced learner support and inclusive education outcomes	Targeted recruitment; partnerships with universities and training institutions
Outcome 2: Improved Throughput Rate to 85%	Slow learner performance improvement	NSC and throughput targets not achieved	Strengthen subject support programmes; quarterly performance reviews
	Inadequate learner support programmes	Increased dropout rates	Integrate psychosocial and academic support into school plans
Outcome 3: Improved School Infrastructure	Declining infrastructure allocation	Delayed backlog reduction: overcrowding persists	Prioritise critical projects; phased infrastructure planning
	Project management inefficiencies	Delays in school completion	Strengthen contractor monitoring and project oversight
Outcome 4: Employment Opportunities Created	Limited expansion of youth employment initiatives	Reduced workforce renewal and skills exposure	Align recruitment to critical posts; strengthen SETA partnerships
Outcome 5: Social Cohesion	Weak stakeholder communication and engagement	Reduced community trust and support	Strengthen communication systems and stakeholder forums
Cross-cutting	Underutilisation of EMIS data	Weak planning and resource allocation	Enforce data-driven reporting and analytics training

10. Public Entities (MRTT)

The table shows that the Department of Education is responsible for the maintenance of the public entity as outline below:

Table 29: Departmental Entity

Name of Public Entity	Mandate	Key Output	Current Annual Budget. R'000
Mpumalanga Regional Training Trust (MRTT)	MRTT is mandated to develop the human resource base of Mpumalanga Province via the provision of experiential, practical, technical, hospitality and tourism, entrepreneurship and life skills training.	• 110 learners to receive training on SAQA accredited national certificate • 30 learners trained on SAQA-accredited skills programmes • "140 learners to receive customized training • 100 candidates to be on RPL and Trade Testing. This indicator has been split into two. • 150 learners trained towards Artisan Development • 40 learners targeted for workplace opportunities and incubation programme • 80 learners trained in the full qualification • 250 learners trained on SAQA skills programme • 100 learners receiving mentoring and coaching in the workplace • 4 Projects secured through marketing	120 074

11. Table 30: Infrastructure Projects

EHLANZENI

Nr	Project Name	Implementing Agent	Project Description	Status for the 2026/27 Financial Year	Funding Source	Economic Classification	Local Municipality	MTEF 2026/2027 (R)
1	Silulu Secondary School	DPWRT	Construction of 28 classrooms, administration block, computer centre, science laboratory, library, hall, kitchen, 22 enviroloo toilets, guard house, fence, water, electricity, ramps and rails, car park, and 03 sports fields.	Stage 6	EIG	New & Replacement	Nkomazi	3 899 052,15
2	Langa Secondary School	DPWRT	Construction of 12 classrooms, computer center, kitchen, library, administration block, guard-house, 20 enviro-loo toilets rehabilitation of existing soccer field, car parking, assembly area, septic tank and connection of water from existing borehole	stage 5 (2%)	EIG	New & Replacement	Mbombela	10 008 332,00
3	Sidlamafa Secondary School (Phase 2)	DPWRT	Substitution of unsafe structures, construction of 32 Classrooms, Admin Block, Library, Kitchen, Computer Centre, School Hall, Laboratory, fencing, ramps and rails, car parks and sport facilities.	Stage 5	EIG	New & Replacement	Nkomazi	19 539 302,00
4	Legogote Primary School	TBC	school replacement	Procurement	Equitable Shares	New & Replacement	Mbombela	3 134 088,00
5	Siboshwa Primary School	DPWRT	Phase 1: Demolition of existing classrooms and renovation of classrooms of 3 ,Construction of fence and guard house ,electrical supply to new guard house and fencing Construction of 20 classrooms, 2 x Grade R Centre, Admin block, media-centre, ramps and rails, car park and sports field	pre-feasibility	EIG	Upgrades & Additions	Nkomazi	9 013 488,32

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Nr	Project Name	Implementing Agent	Project Description	Status for the 2026/27 Financial Year	Funding Source	Economic Classification	Local Municipality	MTEF 2026/2027 (R)
6	KwaJelusa Primary School	DPWRT	Planning and Design on a new site	Stage 1	EIG	New & Replacement	Nkomazi	2 829 961,00
7	White River Primary School	DPWRT	Phase 2:Planning and design for Construction of 24 Classrooms, Admin Block, Library, Computer Centre, School Hall, 36 Toilets, Inclusive Toilets, Palisade Fence, Water, electricity, Kitchen, Ramps and rails	Stage 5(30%)	EIG	New & Replacement	Mbombela	1 253 635,20
8	Ehlanzeni District Offices	DPWRT	Maintenance of examination centre (Block L)Repairs and renovation of the Examination Centre , double storey building(roof, ceiling, electricity, walls and floors	stage 6	EIG	Maintenance	Mbombela	420 419,91
9	Ehlanzeni District Offices-A	DPWRT	Maintenance of ablution facilities and installation of new sewer and water reticulation system at Ehlanzeni District offices	stage 6	EIG	Rehabilitation, Renovation & Refurbishment	Mbombela	380 856,10
10	Ehlanzeni District Offices-B	DPWRT	Repair, Renovations and refurbishment of block A (management Building)at Ehlanzeni District Offices	stage 5	EIG	Rehabilitation, Renovation & Refurbishment	Mbombela	338 541,00
11	Gebhundlovu P School	IDT	Repairs to 4 x classrooms	Stage 7	EIG	Maintenance		1 888 000,00
12	Khulashika Primary School	IDT	Renovate 27 classrooms,library,laborator,Admin and 30 toilets	Pre-Feasibility (Assessment)	EIG	Maintenance	Nkomazi	7 455 906,00
13	Lihawu Secondary school	DPWRT	Full renovation of 24 Classrooms, Admin,Computer Centre.	Stage 6	EIG	Rehabilitation, Renovation & Refurbishment	Mbombela	1 044 531,86
14	Lugebhuta Secondary School (Phase 02)	DPWRT	Renovation of existing 19X classrooms and assembly canopy (roofing, ceilings, doors, finishes, electrical works and minor structural rectifications)	Stage 5	EIG	Maintenance		1 476 712,69
15	Makhahlela Primary School	IDT	Renovation and Painting in 17 classrooms and Admin Block	Stage 5-6	EIG	Maintenance	Mbombela	12 520 617,49

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16	Masoyi Primary School	DPWRT	Comprehensive maintenance of 19 classrooms with kitchen, administration block and 27X waterborne toilets	Stage 5	EIG	Maintenance	Mbombela	7 285 285,18
Nr	Project Name	Implementing Agent	Project Description	Status for the 2026/27	Nr	Project Name	Implementing Agent	Project Description
17	Mbazima Primary School	DPWRT	Renovation of 20 classrooms and administration block	Stage 6	EIG	Maintenance	Nkomazi	1 246 469,47
18	Mbombela Circuit	IDT	Renovations of circuit	Stage 4-6	EIG	Maintenance	Mbombela	1 180 000,00
19	Mbongeni Primary School	DPWRT	Comprehensive maintenance of all existing facilities	Stage 5	EIG	Maintenance		6 126 264,58
20	Mdladla Primary School	DPWRT	Renovations to administration block, 18 classrooms, and library	Stage 6	EIG	Maintenance	Nkomazi	2 852 308,48
21	Mdumiseni Primary School	DPWRT	Renovation of 14X classrooms	Stage 6	EIG	Maintenance	Mbombela	2 096 977,30
22	Mdzili Primary School	DPWRT	Renovation of 16 Classrooms and Admin space	Stage 7	EIG	Rehabilitation, Renovation & Refurbishment	Nkomazi	2 110 394,66
23	Mganduzweni Secondary School	IDT	Renovation and refurbishment of 16 classrooms	Stage 7	EIG	Maintenance	Mbombela	7 002 776,94
24	Nelsville Primary School	TBC	Demolition of asbestos structures and Construction of 12 classrooms.	Pre-Feasibility (Assessment)	Incentive Grant	Maintenance	Mbombela	7 606 724,00
25	Nhanyane Secondary School	DPWRT	Comprehensive maintenance of administration block, 16X classrooms, 24X waterborne toilets, 14X Enviro- loo toilets, science laboratory, multipurpose center, walkways, electricity and mechanical related works	Stage 6	EIG	Rehabilitation, Renovation & Refurbishment	Nkomazi	2 700 000,00
26	Njejeza Secondary School	DPWRT	Maintenance of admin block, library, 28 classrooms, 2 laboratories and school hall	Stage 6	EIG	Maintenance	Nkomazi	4 000 000,00
27	Phakani Secondary school	DPWRT	Comprehensive maintenance of all existing facilities	Stage 6	EIG	Maintenance	Mbombela	5 008 958,83
28	Phiva Primary School	IDT	Renovation of 14 classrooms	Stage 5-6	EIG	Maintenance	Nkomazi	7 311 949,98
29	Shongwe Boarding School	DPWRT	Refurbishment of male and female hostel, kitchen, Hall, administration block, 18 classrooms, 24 toilets, Maths and UNISA	Stage 6	EIG	Maintenance	Nkomazi	3 064 577,00

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			classrooms, 2X laboratories, library and computer centre.					
Nr	Project Name	Implementing Agent	Project Description	Status for the 2026/27 Financial Year	Funding Source	Economic Classification	Local Municipality	MTEF 2026/2027 (R)
30	Sukumani Primary School	DPWRT	Repairs to storm damage and maintenance to all existing facilities	Stage 6	EIG	Maintenance	Mbombela	2 441 370,24
31	Takheleni Primary School	DPWRT	Repairs to storm damage and maintenance to all existing facilities	Stage 6	EIG	Rehabilitation, Renovation & Refurbishment	Mbombela	1 176 470,90
32	Thula Primary School	DPWRT	Storm damage repairs to the roof: Replace damaged trusses, roof sheets, ceilings and affected electrical fittings. Wall and structural repairs: Remove and replace cracked plaster, repairs damaged paintwork and fix uneven floors. External works: Replace broken glazing, fix water- related damage and restore affected infrastructure	Stage 5	EIG	Maintenance	Nkomazi	5 310 000,00
33	Somcuba Primary School	DPWRT	Repair of Grade R ,8 x classrooms, assemble and fence .	Stage 6	EIG	Maintenance	Mbombela	7 163 842,56
34	Shishila Primary School	DPWRT	Repair of 12 classrooms ,construction of new 4 classrooms ,new fence and guard house	Stage 1-5	EIG	Maintenance	Mbombela	14 911 598,84
35	Ndlaphu Primary School Phase 1	DPWRT	Maintenance of 22 classrooms,admin block,kitchen,28 waterborne toilets,eletrical and mechanical installation	Stage 1-5	EIG	Maintenance	Mbombela	21 749 333,08
36	Vulamasango Primary School	DPWRT	Repair of storm damaged 23 classrooms,admin block, combo court, storm damaged diamond mesh fence,23 waterborne toilets, electrical and mechanical work	Stage 1-5	Equitable Shares	Maintenance	Mbombela	23 220 643,70
37	Gedlembane Secondary school	DPWRT	Repair of storm damaged 28 classrooms,admin block, computer centre,library,science lab, school hall,39 waterborne toilets, external work electrical and mechanical work	Stage 1-5	EIG	Maintenance	Mbombela	22 825 592,56
38	Tenteleni Primary School	DPWRT	Repair of storm damaged 26 classrooms,admin block, computer centre,library,science lab,	Stage 1-5	Equitable Shares	Maintenance	Mbombela	21 914 906,04

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			kitchen, combo court ,27 waterborne toilets, external work electrical and mechanical work					
Nr	Project Name	Implementing Agent	Project Description	Status for the 2026/27 Financial Year	Funding Source	Economic Classification	Local Municipality	MTEF 2026/2027 (R)
39	Victory Park Primary School	DPWRT	Repair of storm damaged 1 x 4 classroom block, science lab ,kitchen, library ,admin block and school cottage	Stage 1-5	EIG	Maintenance	Mbombela	6 192 758,08
40	Embonisweni Primary School	DPWRT	Maintenance 15 classrooms, Grade R centre ,kitchen,25 enviroloo toilets and external work.	Stage 6	EIG	Maintenance		4 938 007,20
41	Mbambiso Secondary School	DPWRT	Storm damage repairs to 3x5 classrooms, 1x4 classroom, 1 x laboratory, 1x economics block, 1 x library Block, the administration block and staff office block and carports	Stage 5	EIG	Maintenance	Nkomazi	1 930 462,55
42	Zwide Primary School	DPWRT	Storm damage repairs to 5x4-classroom block, admin block, covered assembly area, 2x2 classroom block, 1 classroom clock, storage with kitchen. Damages 10-seater waterborne toilets, 10-seater waterborne toilet, and 2x2 Enviroloo Block.	Stage 5	EIG	Maintenance	Nkomazi	5 815 919,96
43	Kobi Primary School	DPWRT	Repairs to storm damage to the roof sheeting to 3 x 4 Classrooms and 1x 1 Classroom Block.	Stage 5	EIG	Maintenance	Nkomazi	6 827 576,75
44	Mehlobovu Secondary School	DPWRT	Storm damage repairs to Two (2) Block classroom and the guard house	Stage 1-5	EIG	Maintenance	Nkomazi	1 652 948,26
45	Mphoti Primary School	DPWRT	Storm damage repairs to the roof sheeting of 8 classroom block with two storerooms, as well as a five-classroom block with a storeroom and a shelter.	Stage 1-5	EIG	Maintenance	Nkomazi	5 944 559,68
46	Phambanisa Primary School	DPWRT	Storm damage repairs to the roof structures of 2 x 3-classroom blocks and one 4-classroom block.	Stage 5	EIG	Maintenance	Nkomazi	4 152 246,75
47	Shinyukane Secondary School	DPWRT	Storm damage repairs to the administration block, and two 5,000-liter Jojo tanks	Stage 1-5	EIG	Maintenance	Nkomazi	5 465 106,26
48	Sincobile Secondary School	DPWRT	Storm damage repairs to the 4-seats male and female enviroloo toilet blocks.	Stage 5	EIG	Maintenance	Nkomazi	1 037 365,04

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49	Mbokodo Primary	DPWRT	17 classes ceiling affected by storm. Demolition and reconstruction of the kitchen	Stage 1-5	EIG	Maintenance	Sikhulile	7 628 142,75
50	Mtimandze Secondary School	DPWRT	Repair and maintenance to Admin Block	Stage 1-5	EIG	Maintenance	Nkomazi	2 360 533,82
Nr	Project Name	Implementing Agent	Project Description	Status for the 2026/27	Nr	Project Name	Implementing Agent	Project Description
51	John Mdluli Primary School	DPWRT	Storm Damage Repairs and related maintenance to entire school			Maintenance	Mbombela	5 568 236,30
52	Dludluma Pre School	MRTT	Maintenanace of center including water and sanitation	Pre-Feasibility (Assessment)	ECD Conditional Grant	Maintenance		600 000,00
53	IMFUNDVO SIKHALI EDUCARE	MRTT	Maintenance of center including water and sanitation	Pre-Feasibility (Assessment)	ECD Conditional Grant	Maintenance	Nkomazi	500 000,00
54	Khulani Day Care	MRTT	Maintenance of center including water and sanitation	Stage 1	ECD Conditional Grant	Maintenance	Nkomazi	850 000,00
55	Sikhulile Educare	MRTT	Maintenance of center including water and sanitation		ECD Conditional Grant	Maintenance	Mbombela	600 000,00
56	Steenbok ECD centre	DPWRT	Maintenance of center including water and sanitation		ECD Conditional Grant	Maintenance	Nkomazi	600 000,00
57	Schoemansdal Combined School	DPWRT	Phase 2 :Construction of 8 Classrooms, administration block, alter privately built admin block to a kitchen facility, library and computer centre, car parks, ramps and rails and sports facilities.	Stage 7	Equitable Shares	Upgrades & Additions	Nkomazi	11 000 000,00
58	Lihawu Secondary School	DPWRT	Demolition of 05 Classrooms. Construction of 12 new Classrooms, Guard house and provision of 5 x 5000l water tanks.	Stage 6	EIG	Upgrades & Additions	Mbombela	5 210 872,00
59	Lugebhuta Secondary School	DPWRT	Phase 2 (2022/23): Construction of 9 additional classrooms, school hall, lab, library/media centre.	Stage 5	EIG	Upgrades & Additions	Mbombela	5 000 000,00

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Nr	Project Name	Implementing Agent	Project Description	Status for the 2026/27 Financial Year	Funding Source	Economic Classification	Local Municipality	MTEF 2026/2027 (R)
60	Silindokuhle Special School	DPWRT	Planning and design and construction in phases: Phase 1:demolition of pit toilet of existing 16 pits toilet and construction of Phase 2: Provision of 12 special needs classrooms, store room, 2 x workshops, laundry. Phase 2: Provision of 12 special needs classrooms, store room, 2 x workshops, laundry. Phase 3: Additional boarding facilities.	Planning, design and procurement	EIG	Upgrades & Additions	Nkomazi	3 186 961,05
61	Mzinti Primary School	DPWRT	Construction of 8 classrooms, perimeter fence and guard house	Stage 1 to 4	Equitable Shares	Upgrades & Additions	Nkomazi	12 000 000,00
62	Matsamo Primary School	DPWRT	Construction of 8 classrooms, perimeter fence and guard house	Stage 1 to 4	Equitable Shares	Upgrades & Additions	Nkomazi	7 000 000,00
63	Thanda Primary School	DPWRT	Construction of 04 Grade R toilets and 02 Staff toilets (Male and Female) Phase 2: construction of 10 classrooms	Construction & Final Account	EIG	Upgrades & Additions	Nkomazi	6 565 436,00
64	Khula Secondary School	DPWRT	Construction of a perimeter fence, guardhouse and related services	Stage 6	Incentive Grant	Upgrades & Additions	Nkomazi	2 142 783,00
65	Tfolinhlanhla	DPWRT	Phase 1: Demolishing of 30 Pit Latrines and construction of 30 enviro-loo toilets. Phase 2: Planning and design: Construction of 2 Grade R Classrooms inclusive of Grade R Toilets, relocation of 08 mobile classrooms and construction of 08 classrooms. Future Phase: Construction of Admin Block, Library and Kitchen.	Prefeasibility	EIG	Upgrades & Additions	Mbombela	6 692 400,00
66	Mbokodo	DPWRT	Phase1: Planning and design: Demolition of 7 Pit latrines and construction of 14 enviro-loo toilets. Phase 2 Construction of 4 Additional Classrooms. Future Phase: Admin block.	Prefeasibility	EIG	Upgrades & Additions	Mbombela	3 122 496,00
67	Vulemehlo primary		perimeter fence, guardhouse and related services	Prefeasibility	EIG	Upgrades & Additions	Mbombela	6 131 191,20

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Nr	Project Name	Implementing Agent	Project Description	Status for the 2026/27 Financial Year	Funding Source	Economic Classification	Local Municipality	MTEF 2026/2027 (R)
68	Duma Primary		Provision of a perimeter fence, guardhouse and related services	Prefeasibility	EIG	Upgrades & Additions	Mbombela	6 131 191,20
69	Sijabulile	DPWRT	Phase 1: Planning and Design: Demolition of 8 Pit latrines and construction of 10 enviro-loo toilets.	Prefeasibility	EIG	Upgrades & Additions	Mbombela	2 571 840,00

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Nr	Project Name	Implementing Agent	Project Description	Status for the 2026/27 Financial Year	Funding Source	Economic Classification	Local Municipality	MTEF
								2026/2027
								(R)
70	Longtom Secondary School in Mashishing	DPWRT	Construction of Guardhouse, 28 classrooms, Admin Block, Library, Computer Center, Science Lab, School Hall, Kitchen, Perimeter Fence, 25 ablutions, Ramps and rails and 3 sports grounds	stage 5(5%)	EIG (EIG)	New & Replacement	Thaba Chweu	8 019 872,00
71	Chayaza Secondary School	DPWRT	Demolition of 24 x Classrooms and laboratory block. Construction of 20 classrooms, 1 x chemistry lab, 1 x media/library - computer centre and administration block.	Stage 5	Equitable Shares	New & Replacement	Bushbuckridge	24 000 333,33
72	Shanke Senior Secondary School	DPWRT	Demolition of existing structures, refurbishment of existing 6 classrooms, 30 enviroloo toilets, construction of 28 new classrooms, admin block, computer centre, MST laboratories (maths, science, and technology) library, kitchen, school hall, guardhouse ,fence, electricity, car park, ramps and rails and 3 sports grounds.	Stage 5	EIG (EIG)	New & Replacement	Bushbuckridge	9 580 310,00
Nr	Project Name	Implementing Agent	Project Description	Status for the 2026/27	Funding Source	Economic Classification	Local Municipality	MTEF 2026/2027 (R)

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				Financial Year				
73	Mkhuhlu Township Secondary	DPWRT	Phase 2: Provision of permanent brick and mortar structures (operationalized in mobiles) - 16 classrooms & other facilities	Outer Year Construction	EIG (EIG)	New & Replacement	Bushbuckridge	7 837 446,00
74	Matlushe Primary School	DPWRT	Demolition of dilapidated classrooms and construction of 12 classrooms, Grade R Centre, Admin block, library, computer centre, Kitchen, ramps + rails, Sports Grounds and Car Park.	Stage 4	EIG (EIG)	New & Replacement	Bushbuckridge	15 011 586,00
75	Mavimbela Primary School	DPWRT	Phase 1: Demolition of 15 classrooms, Construction of 16 Classrooms, 2 x Grade R Centre, Admin Block, Kitchen, library, Computer Centre, Provision of Fence, Ramps & Rails and Car Parks	Evaluation stage	EIG (EIG)	Upgrades & Additions	Bushbuckridge	18 382 420,35
76	Saselani Primary	DPWRT	Demolishing of 24 inappropriate classrooms , construction of 24 classrooms, Admin Block, 2 Grade R centres , Kitchen, Sports field and a Carport	Stage 1-4	EIG (EIG)	New & Replacement	Bushbuckridge	2 829 961,00
77	Makgahlishe Primary School	DPWRT	Phase1: Refurbishment of 03 Classrooms, demolition 16 unsafe classrooms & construction of 13 classrooms, 2 Grade R centres, Administration block, library, computer centre, kitchen, ramps + rails, Sports Grounds and Car Park.	Planning and design	Equitable Shares	New & Replacement	Bushbuckridge	8 246 984,58
78	Manyakatana Primary School	DPWRT	Phase 1: Demolishing of 12 unsafe classes and construction of 12 classrooms, administration block, library, computer centre, Kitchen, ramps + rails, Sports Grounds and Car Park.	Stage 6	EIG (EIG)	New & Replacement	Bushbuckridge	8 000 000,00
79	Casteel Primary School	IDT	Refurbishment of the existing Borehole and installation of 2 x JoJo tanks with 2 x steel tank stands and palisade fence around the tank stands, and Demolition of 22 existing pit toilets. Minor renovations to existing waterborne toilet by adding 10 Wash Troughs	Pre-Feasibility (Assessment)	EIG (EIG)	Maintenance	Bushbuckridge	8 697 421,69
Nr	Project Name	Implementing Agent	Project Description	Status for the 2026/27	Funding Source	Economic Classification	Local	MTEF

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80	Chueu Primary School	IDT	Upgrading of electricity and replacement of missing or damaged light fittings	Pre-Feasibility (Assessment)	EIG (EIG)	Maintenance	Bushbuckridge	9 327 866,54
81	Hibemandla Primary School	IDT	Refurbishment of water reticulation	stage 4-6	EIG (EIG)	Maintenance	Bushbuckridge	640 775,40
82	Ian Mackenzi Secondary School	IDT	Demolition of redundant structures.	stage 5-6	EIG (EIG)	Maintenance	Bushbuckridge	1 298 000,00
83	James Khosa Secondary School	IDT	Renovation of 16 classrooms ceiling, painting of classrooms and electrifying of other classrooms and replace chalk boards. Renovation of classroom's floors , broken windows and doors	Stage 5	EIG (EIG)	Maintenance	Bushbuckridge	3 870 320,06
84	Lebadishang Primary School	IDT	Renovation and refurbishment of ten (12) classrooms.	Pre-Feasibility (Assessment)	EIG (EIG)	Maintenance	Bushbuckridge	2 494 497,72
85	Lethipele Secondary School	IDT	Maintenance of school	Pre-Feasibility (Assessment)	EIG (EIG)	Maintenance	Bushbuckridge	8 548 723,84
86	Mabonwana Primary School	DPWRT	Maintenance of administration block,16 classrooms,21 waterborne toilets, borehole drilling, electrical and mechanical works	Stage 6	EIG (EIG)	Maintenance	Bushbuckridge	1 181 135,34
87	Mandondo Secondary School	TBC	construction of enviro loo toilets	Pre-Feasibility (Assessment)	EIG (EIG)	Upgrades & Additions	Bushbuckridge	3 000 000,00
88	Mapulaneng Teacher Development Centre	DPWRT	Repairs, renovation and refurbishment work of computer centre and office Bohlabela District Office, Mapulaneng campus	Stage 5	EIG (EIG)	Rehabilitation, Renovation & Refurbishment	Bushbuckridge	5 031 200,00
89	Masingitana Secondary School	IDT	Replacement of ceilings and repair floors for twenty (20) classrooms	Stage 6	EIG (EIG)	Maintenance	Bushbuckridge	6 033 704,72
90	Mathupa Primary School	DPWRT	Repairs and maintenance to storm damage facilities to the administration block, Repairs to storm damage to 2x4 classroom block. Repairs to storm damage to the kitchen.	Stage 6	EIG (EIG)	Maintenance	Bushbuckridge	698 567,40
91	Mdluli High School	IDT	Major Maintenance of waterborne toilets	Stage 5	EIG (EIG)	Maintenance	Bushbuckridge	7 765 433,72

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Nr	Project Name	Implementing Agent	Project Description	Status for the 2026/27 Financial Year	Funding Source	Economic Classification	Local Municipality	MTEF 2026/2027 (R)
92	Mosipa Secondary School	IDT	Refurbishment of 19 Enviro-loo toilets, (replace seat covers, damaged doors, window handles, sanitary fittings, and vent pipes, honey sucking for the enviro-loos), and Refurbishment of 8 classrooms (Replace rusted roof coverings, ceilings, window and door handles), refurbishment of 4 waterborne toilets in the admin, treatment of termite infestation in the classrooms. Refurbishment of existing borehole. Demolish 4 pit toilets	Stage 5-6	EIG (EIG)	Maintenance	Bushbuckridge	2 555 777,20
93	Mzangedwa Secondary School	DPWRT	Refurbishment of 16 classrooms and admin block, 20 waterborne toilets and guardhouse	Stage 6	EIG (EIG)	Rehabilitation, Renovation & Refurbishment	Bushbuckridge	493 546,63
94	Plaatjie Primary School	IDT	Replace ceiling in 8 classrooms which are a hall affected by termites. Provision of termite control in classrooms,	Stage 5-6	EIG (EIG)	Maintenance	Bushbuckridge	4 481 545,21
95	Thaba Chweu Boarding School	DPWRT	Maintenance of onsite waste water treatment plants and filtration systems.	Stage 6	EIG (EIG)	Maintenance	Bushbuckridge	690 000,00
96	Thepanang Primary School	IDT	Renovation of 24 waterborne toilets	Stage 5	EIG (EIG)	Maintenance	Bushbuckridge	12 564 875,92
97	Tiyimeleni Primary School	DPWRT	Renovation 9 Classroom and HODs Office, Grade R Administration, Kitchen and Dining Hall, Science and computer lab and ablutions	Stage 5-6	EIG (EIG)	Maintenance	Bushbuckridge	14 724 916,95
98	Ximoyi Secondary School	IDT	Refurbishment of 8 classrooms (replace ceiling), repair and fix electricity in 12 classrooms.	Stage 5	EIG (EIG)	Maintenance	Bushbuckridge	1 306 630,20
99	Shatele Circuit office		Maintenance of facility	Pre-Feasibility (Assessment)	EIG (EIG)	Maintenance	Bushbuckridge	1 406 419,00
100	Makata High School	DPWRT	Renovate 6 Classrooms and kitchen	Stage 7	EIG (EIG)	Maintenance	Bushbuckridge	1 011 880,16
101	Thabakgolo Primary school	DPWRT	Renovate 6 Classrooms and kitchen	Stage 5	EIG (EIG)	Maintenance	Bushbuckridge	3 042 634,83

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Nr	Project Name	Implementing Agent	Project Description	Status for the 2026/27 Financial Year	Funding Source	Economic Classification	Local Municipality	MTEF 2026/2027 (R)
102	Mpithi Primary School	DPWRT	Comprehensive maintenance of 16 classrooms,32 waterborne toilets, admin block, school hall, combo courts, electrical work and mechanical work	Stage 1-5	EIG (EIG)	Maintenance		19 425 338,40
103	Nghunghunyana Secondary School	DPWRT	Comprehensive maintenance of 15 classrooms,13 waterborne toilets, combo courts, electrical work and mechanical work	Stage 1-5	EIG (EIG)	Maintenance		10 864 509,60
104	Glory Hill Primary School	DPWRT	Storm Damage Repairs and related maintenance to entire school			Maintenance	Sabie	3 697 695,44
105	Kadishi Secondary School	DPWRT	Storm Damage Repairs and related maintenance to school			Maintenance	Sabie	8 297 757,24
106	Laerskool Graskop Primary	DPWRT	Storm Damage Repairs and related maintenance to school			Maintenance	Sabie	6 001 746,87
107	Hintekani ECD	MRTT	Maintenanace of center including water and sanitation	On going	ECD Conditional Grant	Maintenance	Bushbuckridge	96 000,00
108	Jack n jill ECD	MRTT	Maintenanace of center including water and sanitation	On going	ECD Conditional Grant	Maintenance	Lydenburg	200 000,00
109	Mashonamini community day care	DPWRT	Construction 2 classrooms ,toilets, fence, install water tank	Pre-Feasibility (Assessment)	ECD Conditional Grant	New & Replacement		6 500 000,00
110	MPHO CRECHE	MRTT	Maintenance of center including water and sanitation	Stage 1	ECD Conditional Grant	Maintenance	Bushbuckridge	500 000,00
111	Pfunekani Early Childhood Development Centre	DPWRT	Replacement of damaged portion of roof structure (trusses, purlins, roof sheets and ceilings) electrical installations. Replacement of damaged dry wall portions in female ablutions and doors	Stage 1-6	ECD Conditional Grant	Maintenance		50 000,00
112	Mapaleni Higher Primary School	DPWRT	RENOVATION OF 12 EXISTING CLASSROOMS ,DEMOLITION OF KICHEN AND 7 CLASSROOMS AND CONSTRUCTION OF 8 CLASSROOMS,ADMIN BLOCK,2 X	stage 6	EIG (EIG)	Upgrades & Additions	Bushbuckridge	2 721 235,00

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			GRADE r Guardhouse with refuse area ,kitchen and library					
Nr	Project Name	Implementing Agent	Project Description	Status for the 2026/27 Financial Year	Funding Source	Economic Classification	Local Municipality	MTEF 2026/2027 (R)
113	Farel Primary School	DPWRT	Phase 2: Demolition of 3 x shack classrooms and 2 x classrooms and 2 x Grade R classrooms.	Stage 5	EIG (EIG)	Upgrades & Additions	Bushbuckridge	7 319 528,00
114	Ntshuxeko Primary School	DPWRT	Phase 1:Construction of 10 classrooms, 17 additional toilets and 2 Grade centres. Maintenance Scope: Treatment of bats infested, Replace and repair damaged ceiling , potholes, broken window panels and leaking roof for 8 classrooms, Fence, Additional Facilities: Construction of 17 additional toilets, 21 Classrooms, 4 Grade R Centres, Admin block, kitchen, computer centre, library, ramps, rails and sports fields.	Stage 3	EIG (EIG)	Upgrades & Additions	Bushbuckridge	11 123 362,00
115	Hlangelezwe Primary School	DPWRT	Replacement of existing diamond mesh fence with invisible wall security fencing and new guard house with refuse area Demolition of 10 asbestos and Construction of 6 Classrooms and Grade R centre, Admin block, kitchen, media centre, library, computer centre, 3 sports field, car park.	Planning, design and construction	EIG (EIG)	Upgrades & Additions	Bushbuckridge	5 461 887,00
116	Khokhovela Higher Primary School	DPWRT	Provision of fence and guard house ,Demolition 1 x 4 classroom block and Construction of 4 Classroom block and Grade R.	Stage 7	Equitable Shares	Upgrades & Additions	Bushbuckridge	35 031 000,00
117	Nkwenkwezi Primary School	DPWRT	Removal of residue from 8 asbestos classrooms demolished by the community, construction of 12 classrooms and 3 Grade R centres, Admin block, Media centre, library, computer centre, Kitchen, ramps + rails, Sports Grounds and Car Park.	Pre-feasibility in 2020/21	Incentive Grant	Upgrades & Additions	Bushbuckridge	10 116 606,24

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Nr	Project Name	Implementing Agent	Project Description	Status for the 2026/27	Funding Source	Economic Classification	Local	MTEF
118	Daniye Primary School	DPWRT	Refurbishment of existing borehole and refurbishment of 14 waterborne toilets and demolition of 2 pit toilets, Construction of additional 6 enviroloo Toilets, 2 x 5000l storage tanks with 5m high steel tank. 2 x drinking fountains. water reticulation ,French drain ,urinal network and Provision of fence, Phase 2: Demolishing of 12 classrooms and construction of 8 classrooms Future phase 2 grade R centres.: Administration block, media centre, library, computer centre, School Hall, Kitchen, ramps + rails, 3 Sports Grounds and Car Park.	stage 7	Equitable Shares	Upgrades & Additions	Bushbuckridge	8 000 000,00
119	Bondzeni High School	DPWRT	Construction of fence and guard house	Stage 5	Equitable Shares	Upgrades & Additions	Bushbuckridge	7 060 868,96
120	Tiyani Primary School	DPWRT	demolition of 42 pit toilets and 12 waterborne toilets, renovations of 8 enviroloo construction of 18 enviroloo toilets, with 9 urinals, 3x drinking fountain, French drain and water reticulation and 4 x 5000l water tank and stand.	Stage 5	EIG (EIG)	Upgrades & Additions	Bushbuckridge	446 896,44
121	Mabarhule Secondary School	DPWRT	Phase 2:Provision of toilets, connect the existing JoJo tanks Planning and Design for demolition and construction of 15 classrooms	Stage 1--5	EIG (EIG)	Upgrades & Additions	Bushbuckridge	3 000 000,00
122	Maripe Secondary	DPWRT	Construction of a perimeter fence, guardhouse and related services	Stage 6	Incentive Grant	Upgrades & Additions	Bushbuckridge	1 992 491,00
123	Sakhisizwe Primary School	DPWRT	Phase 1: Demolition of existing 09 pit toilets, Construction of 19 Waterborne toilets, Installation of Palisade fence around tank, 2 Drinking fountains, Refurbishment of septic tank and water reticulation. Phase 2 : Construction of Grade R Centre. Future phase: Construction of Library, kitchen, sports field and parking.	stage 5 (95%)	EIG (EIG)	Upgrades & Additions	Bushbuckridge	496 918,48
124	Hlulani Primary School	DPWRT	Phase 1: Provision of 12 additional toilets. Future phases: Admin block, media centre, library, a Sports ground, Assembly area and a car park.	Stage 6	EIG (EIG)	Upgrades & Additions	Bohlabela	3 431 373,27

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NKANGALA

Nr	Project Name	Implementing Agent	Project Description	Status for the 2026/27 Financial Year	Funding Source	Economic Classification	Local Municipality	MTEF 2026/2027 (R)
125	School for the Deaf	DPWRT	Phase 1: Planning & Design (2018/19 - 2019/20) Phase 2: Provision of bulk services (Bulk water and Sewerage, Fencing, Guardhouse) - 2020/21 - 2021/22 Phase 3 (Deaf Learners - Wing): C2020/21 - 2022/23 Construction of administration support, education facilities, learner and all staff boarding facilities. Phase 4 (Blind Learners Wing): 2022/23 - 2024/25 Construction of education facilities and boarding facilities	Stage 2	Equitable Shares	New & Replacement	Emalahleni	100 000 000,00
126	Extension 24/Rockdale Primary School (Middelburg)	DPWRT	Provision of bulk services (fencing, water, sanitation and electrical installation, Construction of 28 Classrooms, 2 X Grade R Centre, administration block, library, computer centre, kitchen, ramps & rails, kitchen, 3 sports grounds and car park.	Stage 5	EIG	New & Replacement	Steve Tshwete	6 400 275,00
127	Tidimalo Primary School	IDT	Phase 1: Provision of Fence, Guardhouse, Construction of 18 Classrooms and 2 X Grade R Facilities, Phase 2: Media/library, Computer centre, Admin block, Kitchen, Car park, Ramps and rails.	Procurement & Construction	Equitable Shares	New & Replacement	Thembisile Hani	24 000 333,33
128	Alex Benjamin Secondary School	IDT	Refurbishment of 12 classrooms, administration block, school Hall, Library, fence, & kitchen	Stage 5 and 6	EIG	Rehabilitation, Renovation & Refurbishment	Steve Tshwete	8 609 413,32
129	Blackhill Schoongezicht Primary School	IDT	Renovation and refurbishment of 18 existing classrooms, administration block , fencing . Refurbishment of 23 existing ablutions.	Stage 5 - 6	EIG	Rehabilitation, Renovation & Refurbishment	Emalahleni	14 001 870,68
130	Botleng Secondary	DPWRT	Renovation of ablutions and other facilities	Stage 6	EIG	Maintenance	VICTOR KHANYE	7 204 628,06
Nr	Project Name	Implementing Agent	Project Description	Status for the 2026/27	Funding Source	Economic Classification	Local Municipality	MTEF 2026/2027 (R)

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131	Buhlebuzile Combined School	IDT	Refurbishment of existing 16 classrooms.	Pre-Feasibility (Assessment)	EIG	Rehabilitation, Renovation & Refurbishment	Dr JS Moroka	2 983 156,01
132	Ebhudlweni Primary School	DPWRT	Renovation of 20X classrooms, administration block, ablution blocks and demolition of 05X classrooms block	stage 6	EIG	Maintenance	Dr JS Moroka	1 586 760,34
133	Emakhazeni Boarding School	DPWRT	Maintenance of boarding school including resolving non-operational waste water treatment plants and filtration systems; raw sewage dumped in the nearby fields and streams; unfenced ponds; high levels of vandalism that have negatively impacted the power supply to the treatment plants and boreholes; lack of a qualified operator for the plants; and daily contamination of the environment and ground water resources. which we do not adhere to (Act 36 of 1998, the National Water Act, 1998).	Stage 6	EIG	Maintenance	Emakhazeni	1 462 270,92
134	Ext. K Secondary School	IDT	Refurbishment of 12 classrooms, Compute Laboratory. Refurbishment of 12 waterborne ablution facilities.	Stage 4-6	EIG	Maintenance	Thembisile Hani	7 290 635,86
135	Hoerskool Delmas	DPWRT	Refurbishment of 33 classrooms, administration block, 1 library, 1 kitchen, 2 computer centres , 4 laboratories , 1 school hall and 45 waterborne ablutions. Attend to structural damage.	Stage 5&6	EIG	Maintenance	Victor Khanye	9 642 665,87
136	Itireleng Primary School	DPWRT	Refurbishment and renovation of 18 classrooms , 1 administration block , fence , 22 ablution facilities.	Stage 5	EIG	Maintenance	Emalahleni	13 636 257,07
137	Khonzimfundo Combined School	DPWRT	Refurbishment of administration block, refurbishment of 22X classrooms and refurbishment of 42X waterborne toilets, borehole toilets, electrical and mechanical works	Stage 5	EIG	Maintenance	Emalahleni	13 072 448,51
Nr	Project Name	Implementing Agent	Project Description	Status for the 2026/27	Nr	Project Name	Implementing Agent	Project Description

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138	Khutsong Primary School	IDT	Refurbishment of existing 16 classrooms	Stage 5	EIG	Maintenance	Dr JS Moroka	4 270 513,12
139	Klipfontein Primary School	DPWRT	Minor renovation of 26 classrooms. Deep clean to learner's ablution	Stage 6	EIG	Maintenance	Emalahleni	2 906 439,94
140	Laerskool Middelburg	IDT	Refurbishment and renovation of 22 classrooms , 1 administration block , library , media centre and fence. Refurbishment of existing 18 ablution facilities.	Stage 5-6	EIG	Maintenance	Steve Tshwete	16 402 021,91
141	Libangeni Secondary	DPWRT	Renovation of waterborne toilets, 14 classrooms, admin block and 2 x exams hall	Stage 7	EIG	Maintenance	Dr JS Moroka	1 053 459,48
142	Mabande Secondary School	DPWRT	Refurbishment of existing 32X classroom, administration block, Library, Computer Centre, fence, technical centres	Stage 6	EIG	Rehabilitation, Renovation & Refurbishment	Emalahleni	1 775 896,94
143	Mabothe Secondary School	DPWRT	Refurbishment and renovation of existing 14 classrooms , library and administration block . Renovation and refurbishment of 12 existing waterborne ablutions.	Stage 7	EIG	Rehabilitation, Renovation & Refurbishment	Dr JS Moroka	1 589 033,88
144	Mabusabesala Secondary School	IDT	Refurbishment of existing 16 classrooms , administration block , School Hall , Library , fence and kitchen .	Stage 5	EIG	Maintenance	Dr JS Moroka	11 835 543,97
145	Makhathini Primary School	IDT	Refurbishment and renovation of 18 classrooms , 1 administration block , fence ,18 ablution facilities	Pre-Feasibility (Assessment)	EIG	Maintenance	Steve Tshwete	16 229 984,52
146	Manyano Primary School	DPWRT	Refurbishment and renovation of 24 classrooms , 1 administration block.	Stage 6	EIG	Rehabilitation, Renovation & Refurbishment	Steve Tshwete	3 043 117,15
147	Maridili Primary School	DPWRT	Renovation and Refurbishment of existing 12 classrooms.	Stage 7	EIG	Maintenance	Thembisile Hani	1 378 184,42
148	Maziya Combined School	DPWRT	Refurbishment and renovation of 29 classrooms , 1 administration block. Refurbishment of 22 ablution facilities and fencing .	Stage 6	EIG	Rehabilitation, Renovation & Refurbishment	Steve Tshwete	2 968 811,22
Nr	Project Name	Implementing Agent	Project Description	Status for the 2026/27 Financial Year	Funding Source	Economic Classification	Local Municipality	MTEF 2026/2027 (R)

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149	Mkhulu Combined School	IDT	Refurbishment and renovation of 16 classrooms. Renovation and refurbishment of 12 existing waterborne ablutions.	Pre-Feasibility (Assessment)	EIG	Maintenance	Steve Tshwete	14 992 805,92
150	Motswedi Secondary School	IDT	Refurbishment and Renovations of existing 12 classrooms, administration block and kitchen .	Stage 5-6	EIG	Maintenance	Dr JS Moroka	9 441 851,84
151	Mphalali Secondary School	IDT	Refurbishment of existing 15 classrooms , administration block and Laboratory.	Stage 5-6	EIG	Maintenance	Thembisile Hani	4 031 972,71
152	Nancy Shiba Primary School	DPWRT	Refurbishment and renovation of 23 classrooms , 1 administration block, fence and 18 ablution facilities .	Stage 6	EIG	Maintenance	Emalahleni	3 194 449,61
153	Ndedema Primary School	DPWRT	Maintenance of 11X classrooms	Stage 6	EIG	Maintenance	Dr JS Moroka	2 893 113,24
154	Njomane Primary School	IDT	Renovation of 16 classrooms	Pre-Feasibility (Assessment)	EIG	Maintenance	Thembisile Hani	4 016 341,73
155	Nyabela Primary School	IDT	Renovations of 16 classrooms ,Administration Block and refurbishment of 12 waterborne ablutions.	Pre-Feasibility (Assessment)	EIG	Rehabilitation, Renovation & Refurbishment	Thembisile Hani	3 132 479,27
156	P Ndimande Secondary School	IDT	Renovation and refurbishment of existing 24 classrooms , administration block , library , laboratory and 24 ablution facilities.	Pre-Feasibility (Assessment)	EIG	Maintenance	Emalahleni	26 527 460,00
157	Peter Mokaba Primary School	IDT	Refurbishment of existing 12 classrooms ,administration block and Grade R Centre. Refurbishment of existing 18 ablution facilities.	Stage 7	EIG	Maintenance	Thembisile Hani	4 821 593,68
158	Phutumani Primary School	DPWRT	Renovation and Refurbishment of existing 14 classrooms	Stage 6	EIG	Maintenance	Thembisile Hani	1 015 691,33
159	Qhubekani Primary School	IDT	Renovation and Refurbishment of existing 16 classrooms, 1 administration block.	Stage 7	EIG	Maintenance	Thembisile Hani	6 804 589,62
160	Ramokgeletsane Primary School	IDT	Refurbishment of existing 12 classrooms and administration block	Stage 6	EIG	Maintenance	Dr JS Moroka	11 499 476,61
161	Sakhile Primary School	DPWRT	Renovate 1X4 classrooms block (old design)	Stage 6	EIG	Rehabilitation, Renovation & Refurbishment	Thembisile Hani	1 513 228,00
Nr	Project Name	Implementing Agent	Project Description	Status for the 2026/27 Financial Year	Funding Source	Economic Classification	Local Municipality	MTEF 2026/2027 (R)

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162	Seruane Secondary School	DPWRT	Renovations of 09 classrooms and administration block . Refurbishment of existing 16 waterborne ablutions.	Stage 5	EIG	Maintenance	Dr JS Moroka	2 726 897,36
163	Siphiwe Primary School	IDT	Renovation of 16 classrooms , administration block	Stage 5	EIG	Maintenance	Thembisile Hani	8 038 158,45
164	Sobantu Secondary School	IDT	Maintenance of 16 classrooms and administration offices	Stage 5	EIG	Maintenance	Dr JS Moroka	3 127 405,56
165	Somlingo Primary School	IDT	Renovation and refurbishment of 16 existing classrooms , 1 Grade R Centre and 1 administration block.	Stage 5	EIG	Maintenance	Thembisile Hani	4 016 341,73
166	Sundra Secondary School	IDT	Refurbishment of existing 22 classrooms ,Administration block	Stage 5-6	EIG	Rehabilitation, Renovation & Refurbishment	Victor Khanye	16 113 655,59
167	Tholulwazi Secondary	IDT	Renovation of existing 16 classrooms.	Stage 5	EIG	Maintenance	Dr JS Moroka	6 692 967,82
168	Thulasizwe Primary School	IDT	Maintenance of 16 classrooms, library, admin and computer centre	Stage 5	EIG	Maintenance	Dr JS Moroka	1 553 193,76
169	Tsiki Naledi Secondary School	DPWRT	Comprehensive maintenance of administration block, 4X classrooms, kitchen, Hall and 2x Grade R's, 4X classrooms, (1X Grade RR and 3X Grade R) library book store and computer laboratory, 1X store room, Grade R toilet, boys toilet, girls toilet and store room.	Stage 6	EIG	Rehabilitation, Renovation & Refurbishment	Steve Tshwete	2 369 897,38
170	Vezimfundo Primary School	DPWRT	Comprehensive Maintenance of the entire school: Refurbishment of existing 24X classrooms, 1X administration block, 1X library, Computer centre, school hall, 24X waterborne toilets and fence	Stage 5	EIG	Maintenance	Victor Khanye	6 285 071,00
171	Vezubuhle Secondary	DPWRT	Refurbishment of 20 classrooms, administration block and 06 enviro- loo toilets	Stage 6	EIG	Maintenance		4 468 893,07
172	Zithuthukiseni Primary School	IDT	Renovation of existing 16 classrooms , administration block .	Stage 5	EIG	Maintenance	Thembisile Hani	8 213 360,97
173	Ben Fleur MST Academy	DPWRT	Maintenance of office block	Pre-Feasibility (Assessment)	EIG	Maintenance	Emalahleni	11 500 000,00
Nr	Project Name	Implementing Agent	Project Description	Status for the 2026/27	Funding Source	Economic Classification	Local Municipality	MTEF 2026/2027 (R)

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				Financial Year				
174	Exam Center Witbank	DPWRT	Maintenance of office block	Pre-Feasibility (Assessment)	EIG	Maintenance	Emalahleni	11 500 000,00
175	Khangela Primary school		Renovation of facilities	Pre-Feasibility (Assessment)	EIG	Maintenance	Victor Khanye	2 436 068,00
176	Steve tshwete Exam Centre		Maintenance of facility	Pre-Feasibility (Assessment)	EIG	Maintenance	Steve tshwete	2 118 654,20
177	Lefiswane Primary School	DPWRT	Storm Damage repairs to 4 x classrooms roof sheets blown off.	Stage 1-5	EIG	Maintenance	Dr JS Moroka	2 524 949,06
178	Sijabule Primary School	DPWRT	Storm damage repairs to the 2x4 classroom block	Stage 1-5	EIG	Maintenance	Dr JS Moroka	3 394 395,40
179	Bothlale Pre school	DPWRT	Construction of new 3 classrooms for the early childhood development centre, guardhouse with refuse is ,fence ,parking with 5 covered carports, storm water drainage, water and sewer reticulation, electrical installations and playground.	Pre-Feasibility (Assessment)	ECD Conditional Grant	New & Replacement	Dr JS MOROKA	5 652 000,00
180	Masinakane Special School	DPWRT	Phase 1: Alter classrooms to special classrooms on the sehoko schools site and alter classrooms to boarding facilities, laundry room, staff residence. Phase 2: Construction of Administration areas (staff offices, reception area, sick bay, kitchenette) and Health support facilities (nurse room, psychologist room, reception area) and Grade RR and R centre. Future Phase: Construction of boarding facilities on the new site.	stage 6	EIG	Upgrades & Additions	Dr JS Moroka	2 500 000,00
181	Ebhudlweni Primary School	DPWRT	Delition of 22 and construction of 22 classrooms, renovation of administration block and ablution facilities, demolishing of 5 classrooms,	Stage 6	EIG	Upgrades & Additions	Emakhazeni	2 594 746,00
182	Mokebe Secondary School	DPWRT	Demolition of 2 X dilapidated classrooms and construction of 2 X block of classrooms, admin block, school hall, kitchen, library-media centre,	Stage 5	Equitable Shares	Upgrades & Additions	Dr JS Moroka	35 031 000,00

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			laboratory, guardhouse and fence, car parks, ramps and rails, sports field.					
Nr	Project Name	Implementing Agent	Project Description	Status for the 2026/27 Financial Year	Funding Source	Economic Classification	Local Municipality	MTEF 2026/2027 (R)
183	Klipspruit Combined School	DPWRT	Phase 2: Demolition of asbestos buildings and Construction of 8 classrooms and Grade R Centre . Future Phase : Construction of library , kitchen , Car Park and 1 Sports Ground.	Stage 6	Incentive Grant	Upgrades & Additions	Emakhazeni	6 325 519,82
184	Phopolo Primary School	DPWRT	Construction of 8 classrooms, perimeter fence and guard house	Stage 1 to 4	Equitable Shares	Upgrades & Additions	Dr JS Moroka	8 000 000,00
185	Khulufunde Primary School	DPWRT	Demolition of 14 VIP toilets and construction of 25 toilets	Construction & Final Account	EIG	Upgrades & Additions	Thembisile Hani	2 565 000,00
186	Makopanong Primary School	DPWRT	demolition of 14 pit toilets, provision of 12 additional enviroloo	Stage 5	EIG	Upgrades & Additions		1 512 510,31
187	Sifundakhona Primary School	DPWRT	demolition of 2 pit toilets, construction of 7 additional enviroloo toilets, equip non-functional borehole	Stage 4	EIG	Upgrades & Additions		1 399 110,66
188	Marhagi secondary		perimeter fence, guardhouse and related services, construction of addition toilets	Prefeasibility	EIG	Upgrades & Additions	Thembisile Hani	11 131 191,00
189	Mpoko Maloka Primary School	DPWRT	Major renovations of the entire school.	pre-feasibility	EIG	Maintenance	Msukaligwa	2 000 000,00

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GERT SIBANDE

Nr	Project Name	Implementing Agent	Project Description	Status for the 2026/27 Financial Year	Funding Source	Economic Classification	Local Municipality	MTEF 2026/2027 (R)
190	New Perdekop Primary School	DPWRT	Construct 14 Classrooms, Grade R, Administration block, laboratory, library, computer centre, School Hall, 33 Toilets, Fence, Electricity, Water, Kitchen, ramps + rails, 3 Sports Grounds and Car Park.	Stage 5	Equitable Shares	New & Replacement	Lekwa	24 000 333,33
191	Trichardtsfontein Primary School	DPWRT	Phase 1: Planning and design and provision of basic services)	Stage 5	Equitable Shares	New & Replacement	Govan Mbeki	35 031 000,00
			Phase 2: Construction of 8 Classroom, 1 x Grade R Centre, guardhouse, admin block, kitchen					
192	Volkstrust Primary School	DPWRT	Planning and design for provision of permanent brick and mortar structures (admin block, library, computer centre, kitchen, guardhouse, car carports, ramps and rails, sport fields)	Stage 4-6	Education Infrastructure Grant (EIG)	New & Replacement	Dr Pixley Ka Isaka Seme	4 004 195,00
193	D&C Comprehensive School	DPWRT	Refurbishment of existing admin block, classrooms, ablution facilities	Stage 6	Education Infrastructure Grant (EIG)	Maintenance	Albert Luthuli	3 784 336,20
194	Eluyengweni Primary School	DPWRT	Renovate 16 classrooms, Admin and 20 waterborne toilets.	Pre-Feasibility (Assessment)	Education Infrastructure Grant (EIG)	Maintenance	Chief Albert Luthuli	7 504 000,00
195	Ezakheni Boarding School	DPWRT	Maintenance of boarding school including resolving non-operational waste water treatment plants and filtration systems; raw sewage dumped in the nearby fields and streams; unfenced ponds; high levels of vandalism that have negatively impacted the power supply to the treatment plants and boreholes; lack of a qualified operator for the plants; and daily contamination of the environment and ground water resources. which we do not adhere to (Act 36 of 1998, the National Water Act, 1998).	Stage 6	Education Infrastructure Grant (EIG)	Maintenance	Mkhondo	7 280 000,00

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Nr	Project Name	Implementing Agent	Project Description	Status for the 2026/27 Financial Year	Funding Source	Economic Classification	Local Municipality	MTEF 2026/2027 (R)
196	Gert Sibande District Offices	DPWRT	Maintenance and renovations to the mpumalanga department esducation,Gert Sibande district offices on behalf of Mpumalanga department of education	stage 5	Education Infrastructure Grant (EIG)	Rehabilitation, Renovation & Refurbishment	Mkhondo	9 881 046,17
197	Khulasakhile Primary School	DPWRT	Renovate 27 classrooms,library,laborator,Admin and 30 toilets	Stage 5	Equitable Shares	Maintenance	Stan West	4 864 450,00
198	Khunjuliwe Secondary School	DPWRT	Renovation of school	Stage 5-6	Education Infrastructure Grant (EIG)	Maintenance	Msukaligwa	8 528 819,64
199	Lamlile Primary School	DPWRT	Repairs to 3X classrooms	Stage 7	Education Infrastructure Grant (EIG)	Maintenance	Msukaligwa	1 873 408,55
200	Leseli Combined School	DPWRT	Renovate 28 classrooms, library and demolishing of unsafe structures (classrooms and Offices and sewer reticulation.)	Stage 4-6	Education Infrastructure Grant (EIG)	Rehabilitation, Renovation & Refurbishment	Stan West	5 816 292,90
201	Ligugu Secondary School	DPWRT	Maintenance of administrative block, 21X classrooms and laboratory	Stage 5	Education Infrastructure Grant (EIG)	Maintenance	Albert Luthuli	8 182 404,17
202	Lindzalokuhle Primary School	DPWRT	Maintenance of 12X classrooms, Grade R and RR classrooms, administration block, 18X enviro- loo toilets, electrical and mechanical installation	Stage 6	Education Infrastructure Grant (EIG)	Maintenance	Chief Albert Luthuli	1 255 326,86
203	Nganana Secondary School	DPWRT	Replacement of roof coverings of 13 classrooms block and 1 administration office, Replacement of rotten water goods and overall paint work (walls ,balustrates etc), Replacement of fire hose reels.	Stage 6	Education Infrastructure Grant (EIG)	Maintenance	Mkhondo	2 436 068,00
204	Nthoroane Secondary School	DPWRT	Renovate 16 classrooms, offices and 16 toilets	Stage 5	Education Infrastructure Grant (EIG)	Maintenance	Dipaliseng	4 280 801,29
205	Qalabocha Primary School	DPWRT	Renovate 4 classrooms	Stage 5-6	Education Infrastructure Grant (EIG)	Maintenance	Dipaliseng	12 509 541,32

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Nr	Project Name	Implementing Agent	Project Description	Status for the 2026/27 Financial Year	Funding Source	Economic Classification	Local Municipality	MTEF 2026/2027 (R)
206	Sakhisizwe Primary School	DPWRT	Renovate 20 classrooms, Admin block and 10 toilets	Stage 5	Education Infrastructure Grant (EIG)	Maintenance	Govan mbeki	5 743 597,20
207	Siphokuhle Secondary School	DPWRT	Repairs to storm damages and comprehensive renovations to existing structures	Stage 5	Education Infrastructure Grant (EIG)	Maintenance	Mkhondo	8 100 278,96
208	Umsebe Primary School	DPWRT	Renovate 22 classrooms, library and admin block	stage 7	Education Infrastructure Grant (EIG)	Rehabilitation, Renovation & Refurbishment	Msukaligwa	1 836 551,36
209	GLEN ELAND COMBINED SCHOOL	DPWRT	Renovation of Entire School	Pre-Feasibility (Assessment)	Education Infrastructure Grant (EIG)	Maintenance	KWATHANDEKA	14 375 000,00
210	Siphumelele EDC	DPWRT	Maintenance of facility	Pre-Feasibility (Assessment)	Education Infrastructure Grant (EIG)	Maintenance		11 500 000,00
211	Mpumelelo Secondary School	DPWRT	Soil drainage and renovation of the entire school	Pre-Feasibility (Assessment)	Education Infrastructure Grant (EIG)	Maintenance	Govan mbeki	5 604 409,00
212	Siyazi Primary School	DPWRT	Maintenance of entire school	Stage 5-6	Education Infrastructure Grant (EIG)	Maintenance	Bushbuckridge	23 531 701,56
213	Lindile Secondary School	DPWRT	Repair of storm damaged 1 x 6 classroom block ,1 x 6 classroom block with ablution on the second floor and 1 x 5 classrooms with ablution on the second floor	Stage 1-5	Education Infrastructure Grant (EIG)	Maintenance	Msukaligwa	14 964 081,64
214	Mtimba Primary School	DPWRT	Repair of storm damaged 1 x 4 classroom block, science lab ,kitchen, library ,admin block and school cottage	Stage 1-5	Education Infrastructure Grant (EIG)	Maintenance	Chief Albert Luthuli	6 192 758,08
215	Silindzile Primary School	DPWRT	Storm damage repairs to 8 classrooms	Stage 1-5	Education Infrastructure Grant (EIG)	Maintenance		6 766 645,20
216	Vukubone Secondary School	DPWRT	Storm damage repairs to science laboratory, library and computer centre buildings	Stage 1-5	Education Infrastructure Grant (EIG)	Maintenance		3 066 837,31

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Nr	Project Name	Implementing Agent	Project Description	Status for the 2026/27 Financial Year	Funding Source	Economic Classification	Local Municipality	MTEF 2026/2027 (R)
217	Derby Primary	DPWRT	Repairs to storm damage (2 mobile classrooms roof blown off and 2 permanent classrooms roof blown off)	Stage 7	Education Infrastructure Grant (EIG)	Maintenance	Kwa-Thandeka	2 712 547,50
218	Sibahle Primary	DPWRT	3 classrooms storm damaged	Stage 1-5	Education Infrastructure Grant (EIG)	Maintenance	Mkhondo West	16 585 279,14
219	Badplaas Laerskool	DPWRT	New Clearvu type fence and guardhouse. Construction of 6 Classrooms and 3 standard Grade R facilities including external, mechanical and electrical works. Renovation of 4 existing classrooms and 5 existing ablution blocks.	Stage 7	Incentive Grant	Upgrades & Additions	Chief Albert Luthuli	9 342 753,00
220	Setsheng Secondary School	DPWRT	Demolition of unsafe structures, Construction of classrooms, school hall, library, laboratory and additional staff offices	Stage 7	Education Infrastructure Grant (EIG)	Upgrades & Additions	Lekwa	10 618 297,00
221	Zamokuhle Primary School	DPWRT	Demolition and Construction of 12 classrooms and Grade R Centre, library kitchen, sports field and parking.	Planning and design only	Education Infrastructure Grant (EIG)	Upgrades & Additions	Govan Mbeki	5 650 189,00
222	Msinyane Secondary School	DPWRT	demolition of 4 pit toilets, construction of 9 addition enviroloo toilets construction og 8 classrooms	Stage 5	Equitable shares	Upgrades & Additions		8 939 132,00
223	Lilanga Secondary School	DPWRT	perimeter fence, guardhouse and related services	Prefeasibility	Education Infrastructure Grant (EIG)	Upgrades & Additions	Albert Luthuli	6 131 191,20
224	Ligugu secondary	DPWRT	perimeter fence, guardhouse and related services	Prefeasibility	Education Infrastructure Grant (EIG)	Upgrades & Additions	Albert Luthuli	6 131 191,20
225	Chief SW Nhlapo Secondary school	DPERT	Construction of 8 classrooms	Planning and Design	Education Infrastructure Grant(EIG)	Upgrades and additions	Chief Albert Luthili	6 000 000
226	Bantfwabetfu	DPWRT	Phase 1 Demolish 9 pit toilets :Refurbishment of 8 water borne toilets and construction of additional 18 toilets . Future phase kitchen, sports field and parking.	Prefeasibility	Education Infrastructure Grant (EIG)	Upgrades & Additions	Chief Albert Luthuli	6 939 140,10

12. Public Private Partnerships

Table 31: Public Partnership

PPP	Purpose	Outputs	Current Value of Agreement	End Date of Agreement
None				

PART D: TECHNICAL INDICATOR DESCRIPTION

Programme 1: Administration

Indicator title	SOI 101: Number of public schools that use the South African School Administration and Management System (SA-SAMS) or any alternative electronic solution to provide data
Definition	The indicator measures the number of public schools that use the South African School Administration and Management System (SA-SAMS) or any alternative electronic solution to provide data. This performance measure tracks the number of public schools that use SA-SAMS or any alternative electronic management system to provide data. Public Schools refer to ordinary and special schools. It excludes independent schools.
Source of data	Primary Evidence: Provincial EMIS / Data Warehouse Secondary Evidence: Database with the list of schools that submit data using SA-SAMS or any alternative electronic solution
Method of Calculation/ Assessment	Count the total number of public schools that use SA-SAMS or any alternative electronic solution to submit data. If an annual target is reflected for a particular quarter, then the output reported for that quarter will be used as the annual output.
Means of verification	Snapshot of provincial data systems that use data provided electronically by schools based on the provincial warehouse (This should include EMIS number, district and name of schools).
Assumptions	If schools use an electronic school administration and management system, including SA-SAMS, this will help improve school management. SA-SAMS will provide data on systems to assist senior management in decision making.
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)	For all schools to be actively using electronic administration and management systems, this will help bridge the digital divide between urban and rural areas.
Calculation type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	All public schools must be able to collect and submit data electronically using SA-SAMS or any electronic school management and electronic system. On or above target.
Indicator responsibility	EMIS Directorate: MFM Tebeila
Indicator title	SOI 102: Number of public schools that can be contacted electronically (email)
Definition	The indicator measures the number of public schools that can be contacted electronically (email). Number of public schools can be contacted electronically, particularly through emails or any other verifiable means, e.g. Human Resource Management Systems (HRMS). Public Schools: Refer to ordinary and special schools. It excludes independent schools.
Source of data	Provincial EMIS/ Data warehouse/ ICT database

Method of Calculation/ Assessment	Count the total number of public schools that can be contacted electronically.
Means of verification	Master list of schools (EMIS number, name of school and email address, e.g. HRMS user access reports).
Assumptions	PEDs created an email address for each school (principal), this makes a school contactable. Emails in schools will improve communication between educators and management at the school, district and National 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)	If schools are contactable electronically, this will allow better support to schools in deep rural areas.
Calculation type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	All public schools to be contactable through emails or by any other verifiable means. On or above target.
Indicator responsibility	EMIS Directorate / IT Directorate: MFM Tebeila
Indicator title	SOI 103: Percentage of expenditure going towards non-personnel items
Definition	This indicator measures the total education expenditure on non-personnel items expressed as a percentage of the total budget allocation in education (Excluding Conditional Grants). Education expenditure refers to all government non-personnel education expenditure (inclusive of all subsectors of education, including special schools and independent schools). This indicator looks at the total expenditure, inclusive of capital expenditure, transfers and subsidies.
Source of data	Basic Accounting System (BAS)
Method of Calculation/ Assessment	Numerator: total education expenditure on non-personnel items Denominator: total expenditure in a financial year in education Multiplied by 100
Means of verification	Annual Financial Reports
Assumptions	Improved expenditure on non-personnel items will result in qualitative improvements. Sufficient funding is available to facilitate the increase in spending on non-personnel items.
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)	More funds prioritised for qualitative improvements in under-resourced areas e.g. deep rural areas.
Calculation type	Non-cumulative
Reporting cycle	Annually

Desired performance	To decrease personnel expenditure and ensure that more funds are made available for non-personnel items. On or above target, i.e. more funds spent on non-personnel items than anticipated.
Indicator responsibility	Management Accounting: MN Mbiba

New Indicator Title	SOI 104: Number of school community engagements held to combat racism, sexism, hate speech, GBV and other forms of intolerance to address intergenerational violence and trauma across society
Definition	The indicator measures the number of school community engagements held to combat racism, sexism, hate speech, GBV and other forms of intolerance to address inter-generational violence and trauma across society. School Community Engagements are open dialogues with school community stakeholders such as Educators, Learners, Parents, Education Officials, SGBs, Civil Society Organisations and other organisations that support schools in programming for the prevention and management of gender inequality, violence, discrimination, prejudice and related intolerances. Any given School Community Engagement will count as one if: The session was officiated by the MEC or his/her designate in which case, such participation must state “on behalf of the MEC” in the school community engagement session materials, e.g. Programme, Speech, etc. There was participation by any group among the target audiences listed under the Definition above. The engagements cover one or more of the thematic areas below: • Racism. • Sexism. • Hate Speech. • Gender-based Violence (GBV); • Intergenerational Violence; and • Intolerance.
Source of data	Information is obtained through the implementation of social cohesion and equity activities in the Provincial Education Departments.
Method of Calculation/ Assessment	Count of the number of school community engagements held
Means of verification	Agenda Invitation letter Attendance Register /or Participant List. In the event of participant list, it must be signed off by the Director or above. Approved report
Assumptions	The Department of Basic Education will provide the Communication and Messaging Toolkit to script the sessions. Provincial Education Departments will facilitate the requisite partnerships, arrange facilities and resources.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable

Spatial Transformation (where applicable)	Not applicable
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	School Community Engagements held to promote social cohesion, nation building and equity
Indicator Responsibility	Office of the MEC:
Indicator title	POI 1.1: Number of schools that are monitored for implementing improvement plans based on monitoring findings of district officials
Definition	Number of schools visited by district officials for monitoring and professional support. This includes visits to public ordinary schools and special schools and excludes visits to independent schools. District officials include all officials from education district offices and circuits visiting schools for monitoring and support purposes. Professional support in this instance refers to the principal, School Management Teams (SMTs) and teachers in a school receiving support or capacitation in areas identified as part of their core duties, e.g. management and leadership, teacher development, and subject teaching. The monitoring and support can also focus on monitoring of annual teaching plan, school improvement plan, etc.
Source of data	• District officials signed school's schedule. • Tools that various PEDs use and or • School's visitor records or school's visit form.
Method of Calculation/ Assessment	Simply count number total number of schools visited at least twice a year
Means of verification	Reports on the number of schools visited by district officials.
Assumptions	School visits will improve functionality and accountability
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	Schools will be better supported Particular attention will be given to schools in disadvantaged communities.
Calculation type	Non-Cumulative
Reporting cycle	Annual
Desired performance	All schools to be visited at least twice a year by district officials (including subject advisors) for monitoring, professional support and liaison purposes. On or above target.
Indicator responsibility	District Coordination Chief Directorate
Indicator title	POI 1.2: Number of qualified Grade R-12 teachers aged 30 and below, entering the public service as teachers for the first time during the financial year.
Definition	The number of qualified teachers, aged 30 and below, being permanently/ temporarily employed for the first time as teachers.
Source of data	PERSAL

Method of Calculation/ Assessment	Count the total number of teachers in schools who are registered in the PERSAL system that are below 30 years of age and are first time permanently/temporarily employed during the period under review. If an annual target is reflected for a particular quarter, then the output reported for that quarter will be used as the annual output.
Means of verification	PERSAL data/ information
Assumptions	The majority of teachers in the public service are aging. Appointment of young, qualified teachers who are skilled and motivated will improve the education system contributing to quality outcomes.
Disaggregation of Beneficiaries (where applicable)	Target for Women: 50% Target for Youth: 100% Target for Person Disabilities: 1%
Spatial Transformation (where applicable)	Shortage of teachers in deep rural areas will be reduced
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	The Department needs to ensure that a stream of young teachers enters the profession.
Indicator responsibility	Directorate: Human Resource Management Directorate
Indicator title	POI 1.3 Percentage of department's procurement awarded to women owned businesses
Definition	This indicator measures the total education goods and services expenditure on women expressed as a percentage of total budget allocation in education goods and services. Education Expenditure: Refers to all goods and services education expenditure (inclusive of conditional grants). This indicator looks at the total goods and services expenditure, inclusive of capital expenditure,
Source of data	Logis and BAS database
Method of Calculation/ Assessment	Numerator: Number of women benefiting from education goods and services Denominator: Total number of education goods and services beneficiaries Multiply by 100
Means of verification	Annual financial statements
Assumptions	Assume Women owned businesses are listed in departmental CSD database
Disaggregation of Beneficiaries (where applicable)	Target for Women: 40% Target for Youth: N/A Target for Persons with Disabilities: N/A
Spatial Transformation (where applicable)	All three District municipalities
Calculation type	Non-cumulative/ Cumulative
Reporting cycle	Annual
Desired performance	Women owned business benefit on procurement of goods and services.
Indicator responsibility	Director Supply Chain
Indicator title	POI 1.4: Percentage of department's procurement awarded to youth owned businesses

Definition	This indicator measures the total education goods and services expenditure on youth expressed as a percentage of total budget allocation in education goods and services. Education Expenditure: Refers to all goods and services education expenditure (inclusive of conditional grants). This indicator looks at the total goods and services expenditure, inclusive of capital expenditure,
Source of data	Logis and BAS database
Method of Calculation/ Assessment	Numerator: Number of youth benefiting from education goods and services Denominator: Total number of education goods and services beneficiaries Multiply by 100
Means of verification	Annual financial statements
Assumptions	Assume youth owned businesses are listed in departmental CSD database
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: 30% Target for Persons with Disabilities: N/A
Spatial Transformation (where applicable)	All three District municipalities
Calculation type	Non-cumulative/ Cumulative
Reporting cycle	Annual
Desired performance	Youth owned business benefit on procurement of goods and services.
Indicator responsibility	Director Supply Chain
Indicator title	POI 1.5: Percentage of department's procurement awarded to persons with disability owned businesses
Definition	This indicator measures the total education goods and services expenditure on persons with disability expressed as a percentage of total budget allocation in education goods and services. Education Expenditure: Refers to all goods and services education expenditure (inclusive of conditional grants). This indicator looks at the total goods and services expenditure, inclusive of capital expenditure,
Source of data	Logis and BAS database
Method of Calculation/ Assessment	Numerator: Number of disabled persons benefiting from education goods and services Denominator: Total number of education goods and services beneficiaries Multiply by 100
Means of verification	Annual financial statements
Assumptions	Assume persons with disability owned businesses are listed in departmental CSD database
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for Persons with Disabilities: 7%
Spatial Transformation (where applicable)	All three District municipalities
Calculation type	Non-cumulative/ Cumulative
Reporting cycle	Annual

Desired performance	Persons with disability owned business benefit on procurement of education goods and services.
Indicator responsibility	Director Supply Chain
Indicator title	POI 1.6: Percentage of schools having access to information through (a) Connectivity (other than broadband); and (b) Broadband
Definition	To measure the percentage of public schools where the department provides access to the internet.
Source of data	Database of schools kept by MIT
Method of Calculation/ Assessment	Numerator: total number of public schools provided with connectivity/ broadband in the year under review. Denominator: total number of all public schools Multiply by 100
Means of verification	List of schools provided with broadband or any other internet connectivity access in the year under review; List of schools in receipt of services.
Assumptions	ICT can be used for improved learning and teaching in an effective manner and allow learners to gain access to information via the internet to assist them in learning and assessment.
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	All three District municipalities
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All schools have access to internet connection to be able to access information that may assist learners in the completion of learning and assessment assignments. Note: Connectivity, including Broadband refers to telecommunication in which a wide band of frequencies is available to transmit information and enables a large number of messages to be communicated simultaneously. In the context of internet access, broadband is used to mean any high-speed internet access that is always on and faster than traditional dial-up access. This can be achieved through fixed cable and DSL internet services or through fixed wireless broadband services, such as mobile wireless broadband where a mobile card is purchased for a modem or laptop and users connect to the internet through cell phone towers. Note that although not all learners might have personal access to IT devices, the benefit will accrue through the access provided to the teaching staff.
Indicator responsibility	Directorate: MIT

Programme 2: Public Ordinary Schools

Indicator title	SOI 201: Number of schools provided with multimedia resources
Definition	The indicator measures the number of schools provided with multimedia resources. Learners need access to a wider range of materials, such as books other than textbooks, newspapers, and materials typically found in libraries, multimedia centres, or classrooms. This includes both hardware and software, both print and non-print.
Source of data	Primary Evidence: School Library Information Service database Delivery notes kept at schools and district offices of media resources provided.
Method of Calculation/ Assessment	Count the total number of schools provided with multimedia resources
Means of verification	List of schools provided with media resources, including proof of deliveries (PODs) or other means of proof as defined at a provincial level
Assumptions	Schools have the capacity to utilise multimedia resources. Schools provided with multimedia resources allow for diverse teaching and learning experiences.
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)	Provide multimedia resources to those schools that have limited access to libraries and other educational amenities.
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	All schools to be provided with multimedia resources. On or above target.
Indicator responsibility	Curriculum Branch

Indicator title	SOI 202: Number of learners in no-fee public ordinary schools in line with the National Norms and Standards for School Funding
Definition	The indicator measures the number of learners in no-fee public ordinary schools in line with the National Norms and Standards for School Funding. Number of learners attending no-fee public ordinary schools, learners who are attending schools that may not charge compulsory school fees in terms of the South African Schools Act. The government introduced this policy to end the marginalisation of poor learners. This is in line with the country's Constitution, which stipulates that citizens have the right to basic education regardless of the availability of resources.
Source of data	List of no-fee schools. List of learners enrolled in no-fee schools. SA-SAMS database or any alternative online system
Method of Calculation/	Count the total number of learners enrolled in no-fee public ordinary schools.

Assessment	
Means of verification	Schools Master list SA-SAMS database or any alternative online system
Assumptions	The National Norms and Standards for School Funding policy benefits learners from under-resourced communities. Increase poor learners' access to education opportunities and improve their chances of accessing post-schooling opportunities.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	All learners attending no-fee schools
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	The target of learners attending no-fee schools should be met or exceeded.
Indicator responsibility	Budget Monitoring: MN Mbiba

Indicator title SOI 203: Percentage of learners in schools funded at a minimum level	
Definition	The indicator measures the total number of learners funded at the published national target amount, calculated as a percentage of the total number of learners in public ordinary schools.
Source of data	List of learners in schools funded at a minimum level. SA-SAMS database or any alternative online system
Method of Calculation/ Assessment	Numerator: Total number of learners enrolled at public ordinary schools that receive their allocation at or above the national per learner amount Denominator: Total number of learners in public ordinary schools Multiplied by 100
Means of verification	Schools Master list SA-SAMS database or any alternative online system
Assumptions	All learners are funded in line with the published national target amount as amended to the National Norms and Standards for School Funding.
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)	Distribution of the funding norms is per quintile (Pro-Poor Distribution.)
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	All learners to be funded in line with the minimum per learner allocation as published in the amended National Norms and Standards for School Funding.
Indicator responsibility	Branch CFO. /MN Mbiba

Indicator title SOI 204: Number of Foundation Phase teachers trained in reading methodology	
Definition	The indicator measures the number of Foundation Phase teachers trained in reading methodology. Teacher training and development is one of the top priorities in South African education, guided and supported by the Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED). Teachers are expected to complete courses aimed at improving their content knowledge, assessment practices and methodology and will be encouraged to work together in professional learning communities to achieve better quality education “Training” is defined as a course with defined content, assessment and duration.
Source of data	Certificates or attendance registers of Foundation Phase teachers trained in the province in areas of reading methodology.
Method of Calculation/ Assessment	Count the total number of Foundation Phase teachers trained in reading methodology.

Means of verification	List of Foundation Phase teachers trained in reading methodology or another provincial database of Foundation Phase teachers trained in reading methodology. Certificates or attendance registers of Foundation Phase teachers trained in the province in areas of reading methodology.
Assumptions	Trained Foundation Phase educators will improve learner performance in reading at the Foundation Phase level.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on 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 teachers in the Foundation Phase to be trained in reading methodology. The target for the year is to be met or exceeded.
Indicator responsibility	Branch Curriculum

Indicator title	SOI 205: Number of Foundation Phase teachers trained in numeracy content and methodology
Definition	The indicator measures the number of Foundation Phase teachers trained in numeracy content and methodology. Teacher training and development is one of the top priorities in South African education, guided and supported by the Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED). Teachers are expected to complete courses aimed at improving their content knowledge, assessment practices and methodology and will be encouraged to work together in professional learning communities to achieve better quality education. "Training" is defined as a course with defined content, assessment and duration.
Source of data	Certificates or attendance registers of Foundation Phase teachers trained in the province in areas of numeracy content and methodology
Method of Calculation/ Assessment	Count the total number of Foundation Phase teachers trained in numeracy content and methodology.
Means of verification	List of Foundation teachers trained in numeracy content and methodology, or another provincial database of foundation teachers trained in numeracy content and methodology. Certificates or attendance registers of Foundation Phase teachers trained in numeracy content and methodology
Assumptions	Trained Foundation Phase educators will improve learner performance in numeracy at Foundation Phase level.

Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on 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 teachers in the Foundation Phases to be trained in numeracy content and methodology. The target for the year is to be met or exceeded.
Indicator responsibility	Branch Curriculum

Indicator title		SOI 206: Number of teachers trained in Mathematics content and methodology
Definition	The indicator measures the number of teachers trained in Mathematics content and methodology. Teacher training and development is one of the top priorities in South African education guided and supported by the Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED). Teachers are expected to complete courses aimed at improving their content knowledge, assessment practices and methodology and will be encouraged to work together in professional learning communities to achieve better quality education. "Training" is defined as a course with defined content, assessment and duration.	
Source of data	Certificates or attendance registers of teachers trained in Mathematics content and methodology	
Method of Calculation/ Assessment	Count the total number of teachers trained in Mathematics content and methodology.	
Means of verification	List of teachers trained in Mathematics content and methodology, or another provincial database of teachers trained in Mathematics content and methodology. Certificates or attendance registers of teachers trained in Mathematics content and methodology.	
Assumptions	Trained educators will improve learner performance in Mathematics	
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 teachers to be trained in Mathematics content and methodology. The target for the year is to be met or exceeded.
Indicator responsibility	Branch Curriculum
Indicator title	SOI 207: Number of teachers trained in language content and methodology
Definition	The indicator measures the number of teachers trained in language content and methodology. Teacher training and development is one of the top priorities in South African education, guided and supported by the Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED). Teachers are expected to complete courses aimed at improving their content knowledge, assessment practices and methodology and will be encouraged to work together in professional learning communities to achieve better quality education. "Training" is defined as a course with defined content, assessment and duration.
Source of data	Certificates or attendance registers of teachers trained in language content and methodology.
Method of Calculation/ Assessment	Count the total number of teachers trained in language content and methodology.
Means of verification	List of teachers trained in language content and methodology, or another provincial database of teachers trained in language content and methodology. Certificates or attendance registers of teachers trained in language content and methodology.
Assumptions	Trained educators will improve learner performance in language content and methodology.
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 teachers to be trained in language content and methodology. The target for the year is to be met or exceeded.
Indicator responsibility	Branch Curriculum

Indicator Title		SOI 208: Number of learners with disabilities enrolled in public ordinary schools
Definition	The indicator measures the number of learners with disabilities enrolled in public ordinary schools. The number of learners admitted to public ordinary 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.	
Source of data	Databases on the number of learners with disabilities enrolled in public ordinary schools	
Method of Calculation/ Assessment	Count the number of learners with disabilities enrolled in public ordinary schools	
Means of verification	Signed (Director or above) list of learners with disabilities enrolled in public ordinary schools Learner profiles or report cards including disability type (available upon request)	
Assumptions	Learners with disabilities are accessing basic education in public ordinary schools	
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable	
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable	
Calculation Type	Cumulative: Year-end	
Reporting Cycle	Quarterly	
Desired performance	Learners with disabilities are accessing basic education in special schools	
Indicator Responsibility	Branch: Curriculum	

Indicator Title	SOI 209: Number of public ordinary schools that offer a previously marginalised official South African Language
Definition	The indicator measures the number of public ordinary schools that offer a previously marginalised official South African Language. The Incremental Introduction of African Languages (IIAL) is a priority programme that is aimed at promoting some aspects of social cohesion in our society. The IIAL intends to promote, implement and monitor the introduction of previously marginalized official South African Languages to foster Constitutional mandate and National Development Plan outcomes. The indicator measures only schools that did not offer a previously marginalized South African Language. Offer in this context means that learners are doing/being taught the language and its taught/ offered at Second Additional Language (SAL) level. This means that learners do not need to be formally assessed and that the SAL is not meant for promotion and progression purposes. Previously marginalised languages are specifically referring to indigenous official African languages, and exclude English and Afrikaans as they already had decades of official status, resources, and institutional development. English and Afrikaans have enjoyed the status of being used for teaching, learning and assessment (language of instruction) across the entire schooling system and beyond.
Source of data	Data sourced from provincial lists of public ordinary schools that will be offering previously marginalised South African Language
Method of Calculation/ Assessment	Count the number of public ordinary schools that offer a previously marginalised South African language.
Means of verification	Completed and signed off monitoring instruments/tools that reflects at minimum details of: School Language offering, IIAL Implementation, Teacher Provisioning, support, training and lesson observation school
Assumptions	All schools that did not offer a previously marginalised South African language are teaching an African language, at least at a Second Additional Language level.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	The teaching of African languages in schools is one of the strategies to ensure that African languages are developed and in future, utilised as Languages of Learning and Teaching, beyond the Foundation Phase.
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired performance	All schools should introduce a previously marginalised African language.
Indicator Responsibility	Branch Curriculum

Indicator Title	SOI 210: Percentage of female learners accessing technical subjects in public ordinary schools
Definition	The indicator measures the percentage of females accessing technical subjects. Access refers to those who are enrolled for the technical subjects. Technical subjects provide learners with the specific knowledge and practical skills to operate tools, software, and systems required for their job roles, focusing on hands-on, job-specific hard skills. The indicator is meant to improve the empowerment of females by enhancing their employability, fostering independence, and promoting social inclusion. The subjects help to equip participants with practical skills, boost their confidence, and create opportunities for economic empowerment, leading to greater self-reliance and improved well-being. Technical subjects are offered to Grade 10, 11 and 12 learners in public ordinary schools.
Source of data	Provincial database of the number of learners accessing technical subjects
Method of Calculation/ Assessment	Numerator: Total number of female learners accessing technical subjects in public ordinary schools Denominator: Total number of learners accessing technical subjects in public ordinary schools Multiplied by 100
Means of verification	Numerator: Signed (Director or above) list of female learners accessing technical subjects Denominator: Signed (Director or above) list of learners accessing technical subjects Learner profiles or report cards including gender (available upon request)
Assumptions	There are adequate offerings of technical subjects and learners participate
Disaggregation of Beneficiaries (where applicable)	Target for Women: Indicator reports on females accessing technical subjects Target for Youth: Not Applicable. Target for 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	Increase in female learners participating in technical subjects
Indicator Responsibility	Branch: Curriculum

Indicator title	POI 2.1: Percentage of schools where allocated teaching posts are all filled
Definition	The total number of schools where allocated teaching posts are all filled expressed as percentage of all schools. This excludes posts created by the SGBs out of their own allocation/s. “Filled” is defined as having a permanent/ temporary teacher appointed in the post. In the context of education temporary appointments are very much an inherent part of the appointment process.

Source of data	- Post provisioning database; and - PERSAL
Method of Calculation/ Assessment	Numerator: total number of schools that have filled all their posts in accordance with their post provisioning norms allocation Denominator: total number of schools that received post provisioning norms allocation Multiply by 100
Means of verification	PERSAL data; Post provisioning database; and Staff establishment of schools
Assumptions	Schools employ teachers in funded posts for the financial year.
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for Person with Disabilities: N/A
Spatial Transformation (where applicable)	Teachers are recruited in high density areas.
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	To ensure that all posts allocated are filled.
Indicator responsibility	Directorate: Human Resource Management or Administration
Indicator Title	POI 2.2: Percentage of sampled schools producing a minimum set of management documents.
Definition	This indicator measures the extent to which all schools adhere to good management practice by ensuring that the following minimum set of management documents are produced in line with policy. This must be on a sample basis of 60 schools (30 primaries and 30 secondary). The documents are: School Budget, School Improvement Plan, Annual Academic Performance Report, attendance registers for teachers and learners, records of learner marks, school timetable.
Source of data	List of sampled schools with a minimum set of management documents
Method of Calculation/ Assessment	Numerator: total number of sampled public ordinary schools with all identified management documents available obtaining a score of 39 and above after rating by official of the department. Denominator: total number of sampled public ordinary schools Multiply by 100
Means of verification	Monitoring tools and/or reports and or completed survey tool
Assumptions	Management documents will improve the governance and functionality of schools.
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for Person with Disabilities: N/A
Spatial Transformation (where applicable)	Improve school functionality in underperforming schools.
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All schools must be able to produce a minimum set of management documents

Indicator responsibility	Director: Teacher development and Governance
Indicator title	POI 2.3: Percentage of sampled schools with functional school safety committees
Definition	The percentage of sampled schools where the school safety committees meet the minimum criteria in terms of effectiveness. School safety committee are deemed functional through induction of school safety committee members annually on their roles and responsibilities i.e. where there is an elected safety committee, there are school safety policies which are implemented in line with a Constitution of the SGB in terms, hold school safety committee meetings (total number of schools sampled in which the school safety committees meets the minimum criteria in terms of effectiveness (as defined above) evidenced by attendance registers and minutes of meetings). and has the responsibility of ensuring that the learning and teaching environment is safe. Schools that obtain a minimum of 75% after rating are deemed functional. (Within a sample of 100)
Source of data	Provincial Programme Coordinator (School Safety database) Sample survey tool in the form of questionnaire or checklist.
Method of calculation/Assessment	Simple count according to the attendance registers & monitoring tools Numerator: total number of schools sampled in which the school safety committees meet the minimum criteria in terms of effectiveness (as defined above) Denominator: total number of sampled schools Multiply by 100
Means of verification	Attendance Registers during contact sessions (incl. Name of beneficiary, name of institution and work-station) & monitoring tools The survey tool signed off by the official and the principal or representative.
Assumptions	All schools elect school safety committees as per the SASA
Disaggregation of Beneficiaries Where applicable)	Target for Women: N/A Target for Youth: N/A Target for Person with Disabilities: N/A
Spatial Transformation	All schools in Ehlanzeni, Gert Sibande and Nkangala
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	To provide a conducive environment for teaching and learning in all schools. That is all schools to have functional and effective SGB structures.
Indicator responsibility	Teacher Development and Governance directorate
Indicator title	POI 2.4: Number of quintile 1-3 schools benefitting from National School Nutrition Programme
Definition	Number of public schools with access to the National School Nutrition Programme (NSNP); NSNP provide nutritious meals to needy learners in Quintile 1, 2, & 3 schools. There might be also learners in Quintile 4 and 5 schools (the entire school is benefiting only few needy learners are benefiting in this schools) that also benefiting due to socio-economic condition.
Source of data	National School Nutrition Programme database
Method of calculation/Assessment	Count and record all schools with access to the NSNP

Means of verification	Declarations signed-off by principals when they submit completed survey forms or electronic databases and signed by the Circuit and/or District Managers (electronic or hardcopy)
Assumptions	Quintile 1-3 schools benefiting from NSNP, passing for 12 years (reducing dropout rate) and achieving better educational outcome
Disaggregation of Beneficiaries Where applicable)	Target for Women: N/A Target for Youth: N/A Target for Person with Disabilities: N/A
Spatial Transformation	N/A (however beneficiaries are from all the 3 district municipalities)
Calculation type	Non-cumulative
Reporting cycle	Quarterly (for annual report province may use average across the financial year)
Desired performance	All deserving schools to have access to the National School Nutrition Programme
Indicator responsibility	Curriculum Enrichment Directorate
Indicator title	POI 2.5 Number of primary schools monitored for implementing reading strategy
Definition	Number of public primary schools implementing National Reading Plan. The plan is anchored upon 8 strands from National Integrated Reading Sector Plan (NIRSP) which are Research; Monitoring; Evaluation; Reporting; Teacher Development and support Teachers in these primary schools are trained on reading; Numeracy content and methodologies. Primary schools supplied with graded readers.
Source of data	GET Database
Method of calculation/Assessment	Simple Count total number of schools implementing NIRSP
Means of verification	Monitoring tools
Assumptions	All primary schools' learners empowered on reading skills, are able to read with understanding; and are able to improve their academic performance and thus pass.
Disaggregation of Beneficiaries Where applicable)	Target for Women: N/A Target for Youth: N/A Target for Persons with Disabilities: N/A
Spatial Transformation	Beneficiaries are from all the 3 district municipalities
Calculation type	Cumulative
Reporting cycle	Quarterly (for annual report province may use average across the financial year)
Desired performance	All 10-year-olds to read with understanding
Indicator responsibility	GET Directorate
Indicator title	POI 2.6: Percentage of SGBs in sampled schools that meet minimum criteria in terms of effectiveness every year.
Definition	The percentage of sampled schools where the School Governing Body (SGB) meets the minimum criteria in terms of effectiveness, i.e. the functionality will be determined by: where there is an elected SGB, a Constitution of the SGB in terms of membership, at least one SGB meeting per quarter was held and there was a parents meeting where the budget was tabled (evidenced by attendance registers and minutes of meetings).
Source of data	Database of SGB's/ Sample survey tool in the form of questionnaire/checklist.
Method of calculation/Assessment	Numerator: total number of schools sampled in which the SGB meets the minimum criteria in terms of effectiveness (as defined above): obtaining a score of 29 and above after rating by official of the department of the 100 sampled schools

	Denominator: total number of sampled schools Multiply by 100
Means of verification	The survey tool signed off by the official and the principal or representative.
Assumptions	All schools comply with the legislations and regulations that directs the functionality of School Governing Bodies towards parental involvement in education.
Disaggregation of Beneficiaries (Where applicable)	Target for Women: N/A Target for Youth: N/A Target for Person with Disabilities: N/A
Spatial Transformation	Beneficiaries are from all the 3 district municipalities
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All schools have functional and effective SGB structures.
Indicator responsibility	Directorate: Teacher Development and Governance
Indicator responsibility	GET Directorates: Procurement and LTSM
Indicator title	POI 2.7: Percentage of learners provided with English First Additional Language (EFAL) and Mathematics textbooks in grades 3;6;9 and 12
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 to test whether learners have access to or possess English First Additional Language (EFAL) and Mathematics textbooks in Grades 3, 6, 9 and 12 whether printed textbook or e-textbook.
Source of data	Primary Source: SA-SAMS records (e.g. retrieval/ordering)/ record of learner level distribution list/issuing register/captured on the electronic system or provincial system
Method of Calculation/ Assessment	Numerator: total number of learners that have received Mathematics and Languages textbooks for 3, 6, 9 and 12 in at least a sample of 60 randomly selected schools (30 primaries and 30 secondary) Grades 3, 6 and 9 received Workbooks as well and were calculated together Denominator: total number of learners in selected grades of sampled schools Multiply by 100 If an annual target is reflected for a particular quarter, then the output reported for that quarter will be used as the annual output.
Means of verification	SAMS retrieval system/ record of learner level distribution list/issuing register/ordering electronic system Invoices/ order slips/ delivery notes/ records of the procurement of textbooks.
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 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: N/A Target for Youth: N/A Target for Person with Disabilities: N/A

Spatial Transformation (where applicable)	All schools in the three District Municipalities
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	To ensure that all learners have textbooks for all subjects
Indicator responsibility	DDG: Curriculum
Indicator title	POI 2.8: Number of learners enrolled for grade R undertaking school readiness assessment
Definition	This indicator tracks the Grade R learners who undertake school readiness assessment. This assessment is to evaluate the learners if they have developed cognitive skills to the expected levels on a continuous basis. This assessment is aimed at assessing if the learners are ready for formal schooling.
Source of data	School readiness assessment tools/ GET Database for learners
Method of Calculation/ Assessment	Simple count the number of learners taking school readiness assessment
Means of verification	Lists of schools with grade R learners School Readiness Assessment tools
Assumptions	Grade R teachers are able to administer the assessment tool and that well equipped to prepare Gr. Learners for the assessment
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for Person with Disabilities: N/A
Spatial Transformation (where applicable)	All District Municipalities
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	Grade R learners who developed necessary cognitive skills and ready for formal schooling.
Indicator responsibility	GET Directorate
Indicator title	POI 2.9: Number of schools monitored and supported on QMS implementation
Definition	The indicator measures the number of Schools monitored and supported on the implementation of QMS
Source of data	Database of Schools / SA-SAMS
Method of Calculation/ Assessment	Simple Count
Means of verification	Fully completed monitoring tools that have a principal's signature and a school stamp.
Assumptions	Improved schools performance and accountability coupled with improved learner outcomes
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	Ehlanzeni, Gert Sibande and Nkangala District Municipalities

Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Schools improved in their performance
Indicator responsibility	Teacher Education and Development
Indicator title	POI 2.10: Number of National Teaching Awards (NTA) administered in the province
Definition	The indicator measures number of National Teaching Awards (NTA) the implemented in the 4 districts and a provincial one as part of Teacher Appreciation and Support Programme (TASP).
Source of data	Provincial Management Plan
Method of Calculation/ Assessment	Simple Count
Means of verification	Invitations, NTA programmes, signed registers or All adjudications sessions and functions
Assumptions	Appreciated Teachers will go beyond the call to duty to deliver quality education to the community of the province.
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	Ehlanzeni, Gert Sibande and Nkangala District Municipalities
Calculation type	Non - Cumulative
Reporting cycle	Annual
Desired performance	The 4 districts and the provinces having provided platform to publicly say “Thank you” to teachers who are many a times working under trying circumstances.
Indicator responsibility	Teacher Development & Governance
Indicator Title	POI 2.11 Number of schools monitored in Mother Tongue-based Bilingual Education (MTbBE) strategy
Definition	The indicator measures schools that are monitored in MTbBE strategy 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.
Source of Data	Provincial List of targeted schools for MTbBE
Method of Calculation / Assessment	Count the number of schools monitored on MTbBE strategy
Means of Verification	School visit Monitoring tools signed by school principal MTbBE Annual Programme Report signed by Director or above

Assumptions	Schools will continue into full MTbBE implementation. Full support and participation by schools.
Disaggregation of Beneficiaries (where applicable)	All 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
Calculation Type	Cumulative: Year-End
Reporting Cycle	Quarterly
Desired Performance	Schools to understand MTbBE programme Teaching, Learning and Assessment methodologies are used in classrooms.
Indicator Responsibility	Branch Curriculum

Indicator title	SOI 301: Percentage of registered independent schools receiving subsidies
Definition	The indicator measures the percentage of registered independent schools receiving subsidies. Independent schools refer to schools registered or deemed to be independent in terms of the South African Schools Act (SASA). Funds are transferred to registered independent schools that have applied and comply with the conditions of eligibility for subsidy as stipulated in the National Norms and Standards for School Funding.
Source of data	List of registered independent schools. List of registered independent schools receiving subsidies. SA-SAMS database or any alternative online system
Method of Calculation/ Assessment	Numerator: Total number of registered independent schools that are subsidised Denominator: Total number of registered independent schools Multiplied by 100
Means of verification	Schools Master list Budget transfer documents (these documents list the number of schools, the number of learners and budget allocation). List of all registered independent schools; List of all registered schools receiving subsidies.
Assumptions	All subsidised independent schools comply with the conditions of eligibility for subsidy and have received their subsidies.
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
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	Annual
Desired performance	All qualifying independent schools to be subsidised. Subsidised independent schools must adhere to minimum standards for regulating independent schools.
Indicator responsibility	Branch Curriculum: FET Independent schools Manager

PROGRAMME 3: Independent School Subsidies

Indicator title	SOI: 302 Number of learners subsidised at registered independent schools
Definition	The indicator measures the number of learners subsidised at registered independent schools. Independent schools refer to schools registered or deemed to be independent in terms of the South African Schools Act (SASA). Funds are transferred to registered independent schools that have applied and qualified for government subsidies for learners in their schools.
Source of data	Schools Funding Norms and Standards database
Method of Calculation/ Assessment	Count the number of learners in registered independent schools that are subsidised
Means of verification	Budget transfer documents (these documents list the number of schools, the number of learners and budget allocation).
Assumptions	All learners in independent subsidised schools are registered and captured on SA-SAMS or any alternative online system
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
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	Qualifying learners at independent schools are subsidised
Indicator responsibility	Branch Curriculum: FET Independent schools Manager
Indicator title	POI 3.1: Number of registered independent schools monitored for implementing improvement plans based on monitoring findings
Definition	Number of registered independent schools monitored and supported by officials expressed as a percentage of the total number of registered independent schools. These include school visits by Circuit Managers, Subject Advisors and any official from the Department for monitoring. Monitoring includes; monitoring of annual teaching plan, school improvement plan, registration details, etc.
Source of data	List of schools visited for monitoring.
Method of Calculation/ Assessment	Simple count the total number of registered independent schools visited by Provincial Education Department officials for monitoring purposes

Means of verification	Provincial Education Department report on the number of independent schools visited. Provincial Education Department officials, Circuit Managers and Subject Advisers signed school's visitor records or school's visit form or Reports on schools visited
Assumptions	Independent schools are monitored to verify the application of the National Norms and Standards
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	Ehlanzeni, Gert Sibande and Nkangala District Municipalities
Calculation type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	All registered independent schools to be visited by Provincial Education Department for oversight, monitoring liaison purposes at least once a year.
Indicator responsibility	FET Directorate

Programme 4: Public Special School Education

Indicator title	SOI 401: Number of learners with disabilities enrolled in special schools
Definition	The indicator measures the number of learners with disabilities enrolled in special schools. Special schools refer to schools resourced to deliver education to learners requiring high-intensity educational and other support on either a full-time or a part-time basis. 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.
Source of data	Provincial data warehouse
Method of Calculation/ Assessment	Count the total number of learners with disabilities enrolled in public special schools.
Means of verification	Declarations signed-off by principals when they submit completed survey forms or electronic databases and co-signed by the Circuit and District Managers (electronic or hardcopy). Official list of learners enrolled in public special schools
Assumptions	Learners with disabilities are enrolled in public special schools and are receiving quality education LSEN learners are properly assessed in order to identify their needs
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation	Improvement of access to education for persons with disabilities

(where applicable)	
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All learners with physical, intellectual, sensory disabilities attend public special schools.
Indicator responsibility	Branch Curriculum: Inclusive Education Directorate PN Mbatha

Indicator title	SOI 402: Number of therapists/ specialist staff in public special schools
Definition	This indicator measures the number of professional non-educator/ specialist staff employed in public special schools. Professional non- educator/ special staff are personnel who are classified as paramedics, social workers, therapists, nurses, but are not educators. Note that although therapists, counsellors and psychologists are not appointed in terms of the Employment of Educators Act, these should all be included in the total.
Source of data	PERSAL database
Method of Calculation/ Assessment	Count the number of professional non-educator/ specialist staff employed in public special schools.
Means of verification	PERSAL database
Assumptions	Learners with disabilities having access to staff with specialist training in special schools
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	Improvement of access to education for persons with disabilities
Calculation type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	All public special schools to have the requisite number of school-based professional staff
Indicator responsibility	Human Resource and Management Directorate: JS Ndala

New Indicator Title	SOI 403: Number of special schools offering Occupational subjects
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Definition	The indicator measures the number of specials schools that are offering Occupational subjects. The occupational pathway includes subjects associated with a trade, occupation or profession, consisting of knowledge/theory and application (practical skills, work experiences, or simulated work experiences) and articulate largely into the skills programmes offered by the occupational quality council. Some examples of Special Schools include the following: Deaf: Schools that cater for the educational needs of deaf and hard-of hearing learners. Blind: Schools that cater for the educational needs of blind and partially sighted learners. Hospital Schools: Schools that cater for the educational needs of learners who are sick. Physically Disabled: Schools that cater for the educational needs of physically disabled learners Schools of Skills: Schools for learners with intellectually disabled learners that cannot implement the mainstream Curriculum and Assessment Policy Statement (CAPS) curriculum
Source of data	Provincial database on the number of special schools offering Occupational subjects
Method of Calculation/ Assessment	Count the number of special schools that participate in the delivery of Occupational subjects at Years 1 to 4, or Grades 8 and 9 in the General Education and Training (GET) Phase of schooling.
Means of verification	Signed (Director or above) list of special schools offering Occupational subjects Proof of approval for the respective special school to participate in the offering of Occupational subjects in specific occupational learning fields and their subject combinations (available upon request)
Assumptions	There is a set of special schools in which implementation of the Occupational Streams at Years 1 to 4 or Grades 8 and 9 in the General Education and Training (GET) 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	Increase in special schools implementing the Occupational Streams
Indicator Responsibility	Branch Curriculum: Inclusive Education Directorate- PN Mbatha

Indicator title		POI 4.1: Number of teachers employed in public special schools
Definition		Total number of teachers employed in public special schools. Teachers: refers to any person, who teaches, educates or trains other persons or who provides professional educational services (including temporary, substitute etc.). It excludes non-educator staff. Note that although therapists, counsellors and psychologists are appointed (employed) in terms of the Employment of Teachers Act they should be excluded in the total.

Source of data	Employment files and PERSAL Database
Method of calculation	Count and record the total number of teachers in public special schools who are registered in the PERSAL system excluding non-educator staff.
Means of verification	PERSAL Database and Employment files
Assumptions	All teachers employed will be dedicated and assist learners with disability to reach their full potential
Disaggregation of Beneficiaries	Target for Women: 51% Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (Where Applicable)	Ehlanzeni, Gert Sibande, Nkangala Municipalities
Calculation type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	All public special schools to have the requisite number of teachers employed in line with learner enrolment in the public special schools.
Indicator responsibility	Human Resources Provisioning
Indicator title	POI 4.2: Number of children ages 0-8 provided screening and/or support services for developmental delays and/or disability
Definition	This indicator measures the number of children/ learners in special schools that after proper assessment processes are receiving individualized support through targeted planning at learning site levels
Source of data	Data sourced from EMIS imported from data approved against DBST Records
Method of Calculation/ Assessment	Count the total number screened learners /or children with disabilities
Means of verification	Signed list of children/ learners with Individual Support Plans
Assumptions	Learners will be screened for appropriate individualized support and Individualised Support Plans developed where applicable
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: Not Applicable
Spatial Transformation (where applicable)	All the 3 district municipalities
Calculation type	cumulative (Year End)
Reporting cycle	Annual
Desired performance	All public special schools to institutionalize internal support programmes for all learners requiring individualized support after assessments
Indicator responsibility	Director Inclusive Education
Indicator title	POI 4.3: Number of teachers trained on SIAS Policy
Definition	This indicator measures the total number of teachers trained on SIAS Policy. To measure number of Teachers trained on SIAS Policy at public schools. White Paper 6. This includes foundation phase teachers.
Source of data	PERSAL database List of educators trained on SIAS policy

Method of Calculation/ Assessment	Count the total number of educators trained on SIAS policy at public schools
Means of verification	Attendance registers
Assumptions	Schools are implementing SIAS Policy
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for Person with Disabilities: N/A
Spatial Transformation (where applicable)	All three district municipalities
Calculation type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	All public special schools to have the requisite number of educators. All Public schools to have competence number of educators
Indicator responsibility	Responsibility Manager for Special Schools

Programme 5: Early Childhood Development

Indicator title	SOI 501: Number of public schools that offer Grade R
Definition	The indicator measures the number of public schools that offer Grade R. Grade R serves as a foundational year of play-based learning to develop essential cognitive, social, emotional, and physical skills, preparing children for formal schooling by fostering a love for learning and ensuring a smooth transition to Grade 1
Source of data	Provincial data warehouse
Method of Calculation/ Assessment	Count the number of public schools (ordinary and special) that offer Grade R
Means of verification	Signed-off declaration by Principal or District Manager (electronic or hardcopy) or other formal records as determined by the province.
Assumptions	With quality ECD provision in the province, educational efficiency would improve as children would acquire the basic concepts, skills and attitudes required for successful learning and development prior to or shortly after entering the system, thus reducing their chances of failure.
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	There is a need to build new Grade R classrooms in districts to expand coverage in existing public schools.
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	All public schools (ordinary and special) with Grade 1 offer Grade R. The target for the year is to be met or exceeded.

Indicator responsibility	EMIS Directorate :MFM Tebeila
Indicator title	SOI 502: Number of registered ECD programmes
Definition	The indicator measures the number of registered ECD programmes. This indicator counts the number of programmes that are conditionally and fully registered as ECD programmes (i.e. funded and unfunded, centre- and non-centre-based ECD programmes). Registration must be done according to the Children's Act with the provincial education department where that facility is situated. Full registration entails full compliance with the prescribed national norms and standards contemplated in 79 and/or section 94 of the Children's Act and such other requirements as may be prescribed. Conditional registration means the status of registration awarded to an ECD programme that has not complied with all the requirements for registration.
Source of data	Early Childhood Administration and Reporting System (eCares) or a database of registered (conditionally and fully) ECD programmes
Method of Calculation/ Assessment	Count the number of conditional and fully registered ECD programmes (i.e. funded and unfunded, centre- and non-centre-based ECD programmes).
Means of verification	Number of signed registration certificates
Assumptions	All ECD programmes comply with the norms and standards. Provincial Education Departments have sufficient resources to capture and process registrations and monitor ECD programmes. Provincial Education Departments are capturing all ECD programme registration status information on the Registration Management Tool.
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A Disaggregation to happen according to: - Centre and non-centre-based programmes - Funded and non-funded programmes - Fully and conditionally registered programmes
Spatial Transformation (where applicable)	Across the Province
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Increase the number of conditionally and fully registered ECD programmes.
Indicator responsibility	GET and Support: ECD Manager

New Indicator Title	SOI 503: Number of children accessing registered ECD programmes
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Definition	The indicator measures the number of children accessing registered Early Childhood Development (ECD) programmes. ECD Programmes are registered in terms of the Children's Act. This definition includes children aged 0-5 years accessing both conditionally and fully registered ECD programmes. 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), or relevant Provincial Data Management System, or ECD database, or Master list
Method of Calculation/ Assessment	Count the number of children accessing registered ECD programmes
Means of verification	Provincial Education Department data as reported on the eCares or relevant Provincial Data Management System
Assumptions	All children in fully and conditionally registered ECD programmes are captured on eCares or relevant Provincial Data Management 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)	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	Increased number of children accessing ECD programmes.
Indicator Responsibility	GET and Support: ECD Manager

New Indicator Title	SOI 504: Number of children benefiting from the ECD subsidy
Definition	The indicator measures the number of children benefiting from the ECD subsidy. 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	Provincial Education Department data as reported on the eCares system.
Assumptions	All children in fully and conditionally registered ECD programmes who are benefitting from the ECD subsidy are captured on eCares. 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 in ECD programmes receiving the ECD subsidy.
Indicator Responsibility	GET and Support: ECD Manager

Indicator Title		POI 5.1: Number of learners enrolled in Grade R in public schools
Definition		Number of Grade R learners who are attending formal Grade R in public schools. this measures the total number of learners in public schools attending Gr. R.
Source of data		SA-SAMS
Method of Calculation/ Assessment		Total number of Grade R learners enrolled in public schools (ordinary and special)
Means of verification		Monitoring / declaration tool filled, signed off and school stamped.
Assumptions		All learners who are school ready are enrolled in public ordinary schools
Disaggregation of Beneficiaries (where applicable)		Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)		Ehlanzeni, Gert Sibande and Nkangala District Municipalities
Calculation type		Non- cumulative
Reporting cycle		Annual
Desired performance		All learners enrolled in grade R who progress to Grade 1 are school ready
Indicator responsibility		EMIS Directorate
Indicator Title		POI 5.2: Number of Grade R teachers or practitioners with NQF level 6 and above qualification.
Definition		Measure the number of Grade R teachers or practitioners, with NQF Level 6, teaching in public schools in the province.
Source of data		PERSAL records and files or provincial records.
Method of Calculation/ Assessment		Count the total number of teachers or practitioners with NQF 6 qualifications and above
Means of verification		List of Grade R teachers or practitioners who teach Grade R in the province and their qualifications.
Assumptions		Practitioners are exposed to pre – and in – service training to respond to the educational needs of the learners

Disaggregation of Beneficiaries (where applicable)	Target for Women: 90% Target for Youth: 52% Target for People with Disabilities: 0.2%
Spatial Transformation (where applicable)	In all the three district municipalities
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	To increase the number of employed Grade R teachers or practitioners with NQF Level 6 and above.
Indicator responsibility	HRD Directorate
Indicator title	POI 5.3: Number of Grade R practitioners employed in public ordinary schools (incl. qualified teachers serving as Gr. R teachers)
Definition	To determine the number of Grade R practitioners, with NQF Level 6 or without, teaching in public schools in the province in line with the ECD sector. ECD practitioners are defined as formally and non-formally trained individuals providing an educational services in ECD including persons currently covered by the Teachers' Employment Act, 1994 (Act NO.138 of 1994)
Source of data	PERSAL records and files or Provincial records.
Method of calculation/Assessment	Total number of practitioners employed in public schools. i.r.o. qualifications (whether NQF Level 6 or below)
Means of verification	List of Grade R practitioners who teach Grade R in the province and their qualifications (employment files).
Assumptions	Employed practitioners will be always in class teaching and learners will be given required foundation skills in order to perform better at higher grades.
Disaggregation of Beneficiaries (Where applicable)	Target for Women: 90% Target for Youth: 43% Target for People with Disabilities: N/A
Spatial Transformation (Where Applicable)	Ehlanzeni, Gert Sibande, Nkangala Municipalities
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All Gr. R learners to have equal proportion of a Gr. R practitioners
Indicator responsibility	Human Resources Provisioning Directorate
Indicator Title	POI 5.4: Number of Practitioners trained on ECD NQF Level 4 qualification
Definition	Number of ECD practitioners with NQF level 4 and above employed expressed as a total number of ECD practitioners employed in ECD centres. National Qualification Framework (NQF) level 4 is equivalent to the ECD practitioners with at least National Senior Certificate (NSC).
Source of data	Database of ECD practitioners.
Method of Calculation/Assessment	Count the total number of practitioners with NQF level 4 qualifications
Means of verification	attendance registers of beneficiaries
Assumptions	Practitioners are exposed to pre – and in – service training to respond to the educational needs of the children

Disaggregation of Beneficiaries (where applicable)	Target for Women: 90% Target for Youth: 52% Target for People with Disabilities: 0.2%
Spatial Transformation (where applicable)	In all the three district municipalities
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All ECD practitioners to have NQF level 4 and above
Indicator responsibility	GET Directorate /Early Childhood Development

Programme 6: Infrastructure Development

Indicator title	SOI 601: Number of education facilities provided with water services
Definition	This indicator measures the number of education facilities (including public ordinary schools, special schools, hostels, district and circuit education offices) where water services were provided during the reporting period. Scope of project can include provision of water supply in line with the Minimum Uniform Norms and Standards for Public School Infrastructure where none previously existed or an additional supply; installation of water storage; or upgrading or extension of reticulation systems. Exclusions: Water provision as part of new school construction and routine or corrective maintenance to existing water services.
Source of data	Education Infrastructure database
Method of Calculation/ Assessment	Each education facility is counted once in the reporting year when water services have been provided.
Means of verification	Practical or Sectional Completion Certificate [excludes Final Completion except if no other completion stage was taken]
Assumptions	All education facilities are expected to comply with Minimum Uniform Norms and Standards for Public School Infrastructure regarding a reliable water supply.
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)	Equitable provision of basic water services across all education facilities, with priority given to underserved and rural areas.
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	All education facilities are to have access to water services. Target for the year to be met or exceeded.
Indicator responsibility	Physical Resources& Facility Management Unit: ZH Rasthitanga

Indicator title	SOI 602: Number of education facilities provided with electricity services
Definition	This indicator measures the total number of education facilities (including public ordinary schools, special schools, hostels, district and circuit education offices) where electricity services were provided. Scope of project can include provision of electricity where none previously existed, upgrading of existing systems, or additional supply to meet demand in line with the Minimum Uniform Norms and Standards for Public School Infrastructure, and can include internal distribution and reticulation systems. Exclusions: Electricity provision as part of new school construction projects and routine or corrective maintenance to existing electricity infrastructure.
Source of data	Education Infrastructure database
Method of Calculation/ Assessment	Each education facility is counted once in the reporting year when electricity services have been provided.

Means of verification	Practical or Sectional Completion Certificate [excludes Final Completion except if no other completion stage was taken]
Assumptions	All education facilities will have electricity access per the Minimum Uniform Norms and Standards for Public 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)	Equitable provision of electricity infrastructure across all education facilities
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	All education facilities are to have access to the electricity infrastructure. Target for the year to be met or exceeded.
Indicator responsibility	Physical Resources& Facility Management Unit: ZH Rasthitanga

Indicator title	SOI 603: Number of education facilities provided with sanitation services
Definition	This indicator measures the total number of education facilities (including public ordinary schools, special schools, hostels, district and circuit education offices) where sanitation services were provided during the reporting period. Scope of the project can include provision of sanitation services where none previously existed, upgrading or replacement of existing systems, or additional facilities to meet learner–toilet ratios. This covers all sanitation services in line with the Minimum Uniform Norms and Standards for Public School Infrastructure, including toilets and ablution facilities, septic tanks, sewer reticulation and treatment systems. Permanent (brick-and-mortar) facilities, or provision of Alternative Building Technology (ABT) facilities are allowed, provided they comply with the Minimum Uniform Norms and Standards for Public School Infrastructure and all other applicable regulations. Exclusions: Sanitation provision as part of new school construction projects and routine or corrective maintenance of existing sanitation facilities.
Source of data	Education Infrastructure database
Method of Calculation/ Assessment	Each education facility is counted once in the reporting year when sanitation service has been provided.
Means of verification	Practical or Sectional Completion Certificate [excludes Final Completion except if no other completion stage was taken]
Assumptions	All education facilities will have sanitation access per the Minimum Uniform Norms and Standards for Public 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)	Equitable provision of sanitation services across all education facilities

Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	All education facilities are to have access to sanitation infrastructure. Target for the year to be met or exceeded.
Indicator responsibility	Physical Resources& Facility Management Unit: ZH Rasthitanga

Indicator title SOI 604: Number of education facilities where maintenance projects are completed	
Definition	This indicator measures the total number of education facilities (including public ordinary schools, special schools, hostels, district and circuit education offices) that had maintenance projects completed during the reporting period. Maintenance projects include activities aimed at improving, restoring or extending the life of existing infrastructure. Exclusions: Emergency maintenance interventions (e.g., man-made or “act of God” incidents) and routine operational upkeep funded through school-level maintenance allocations.
Source of data	Education Infrastructure database
Method of Calculation/Assessment	Each education facility is counted once in the reporting year where a maintenance project has been completed, regardless of the number of maintenance activities performed.
Means of verification	Practical or Sectional Completion Certificate [excludes Final Completion except if no other completion stage was taken]
Assumptions	Facilities requiring maintenance are prioritised based on condition/facility assessments, health and safety risks, and alignment with the Minimum Uniform Norms and Standards for Public 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)	Maintenance investments will be directed to redress inequities by prioritising education facilities with high health-and-safety risk and poor condition ratings.
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Schools are to be conducive to learning and teaching.
Indicator responsibility	Physical Resources& Facility Management Unit: ZH Rasthitanga

Indicator title SOI 605: Number of new schools completed	
Definition	This indicator measures the number of newly registered public schools (including special schools) completed during the reporting period. A new school refers to a school that is newly established and registered under the South African Schools Act (Act 84 of 1996), with purpose-built facilities provided to accommodate learners. Scope of new schools includes construction of permanent (brick-and mortar) facilities, or provision of Alternative Building Technology (ABT) facilities, provided they comply

	with the Minimum Uniform Norms and Standards for Public School Infrastructure and all other applicable regulations. Exclusions: Replacement schools (reported separately).
Source of data	Education Infrastructure database
Method of Calculation/ Assessment	Count the number of new schools that were completed in the reporting year.
Means of verification	Practical or Sectional Completion Certificate [excludes Final Completion except if no other completion stage was taken]
Assumptions	All infrastructure provision is to align with the Minimum Uniform Norms and Standards for Public 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)	Provision of new schools in areas of learner growth, underserved settlements, new townships, informal communities, or areas with limited access to education facilities, thereby improving equity, reducing overcrowding, and ensuring learners have access to education closer to where they live.
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	All children should have access to public schools with basic services and appropriate infrastructure. Target for the year to be met or exceeded.
Indicator responsibility	Physical Resources& Facility Management Unit: ZH Rasthitanga

Indicator title	SOI 606: Number of replacement schools that are completed
Definition	The indicator measures replacement schools that are completed. A replacement school means a newly constructed school that replaces an existing school declared unsafe, structurally compromised or materially non-compliant with the Minimum Uniform Norms and Standards for Public School Infrastructure, or functionally inadequate to support effective teaching and learning (includes special schools). A replacement school may be built on the same site as the original or on an alternative site. Scope of replacement schools includes construction of permanent (brick-and-mortar) facilities, or provision of Alternative Building Technology (ABT) facilities, provided these comply with the Minimum Uniform Norms and Standards for Public School Infrastructure and other applicable regulations. A replacement school also includes acquired buildings, meeting the norms and standards, to replace inappropriate structures. Exclusions: Construction of entirely new schools and partial replacement that does not constitute a replacement school as classified in the infrastructure plan.
Source of data	Education Infrastructure database
Method of Calculation/ Assessment	Count the total number of replacement schools completed in the reporting year.

Means of verification	Practical or Sectional Completion Certificate [excludes Final Completion except if no other completion stage was taken]
Assumptions	All infrastructure provision is to align with the Minimum Uniform Norms and Standards for Public School Infrastructure. Schools earmarked for replacement are identified through facility/condition assessments, safety audits, and Norms and Standards compliance checks.
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)	Replacement schools are prioritised where infrastructure is classified as unsafe, inadequate, or non-compliant. The programme ensures equitable access to safe school environments across all districts.
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	All unsafe, structurally compromised, or functionally inadequate schools are progressively replaced with compliant infrastructure— annual target to be met or exceeded.
Indicator responsibility	Physical Resources & Facility Management Unit: ZH Rasthitanga

Indicator title	SOI 607: Number of new Grade R classrooms provided
Definition	This indicator measures the number of new Grade R classrooms provided during the reporting period to accommodate Grade R learners. Scope of provision includes Grade R classrooms constructed as part of new schools, Grade R classrooms included in replacement school projects, additional Grade R classrooms built at existing schools, replacement of inappropriate or unsafe Grade R structures, even where this does not form part of a full school replacement project. Infrastructure types: Permanent (brick-and-mortar) structures or Alternative Building Technology (ABT) solutions, provided they comply with the Minimum Uniform Norms and Standards for Public School Infrastructure and all other applicable regulations. Exclusions: Conversion of existing general classrooms to Grade R use without new construction.
Source of data	Education Infrastructure database
Method of Calculation/ Assessment	Count the total number of new Grade R classrooms completed in the reporting year. Each Grade R classroom unit is counted individually, not per school. Note: a classroom remains classified as a Grade R classroom for reporting purposes, even if the school subsequently reallocates the space for another use, provided the original design and building specifications indicate a Grade R classroom.
Means of verification	Practical or Sectional Completion Certificate [excludes Final Completion except if no other completion stage was taken]
Assumptions	All infrastructure provision is to align with the Minimum Uniform Norms and Standards for Public 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)	Equitable early learning opportunities reduce spatial disparities in access to foundational education.
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	All public schools with Grade 1 are to have Grade R classroom(s).
Indicator responsibility	Physical Resources & Facility Management Unit: ZH Rasthitanga

PROGRAMME 7: Examination and Education Related Services

Indicator title	SOI 701: Percentage of learners who passed the National Senior Certificate (NSC) examination
Definition	This indicator measures the total number of learners who passed the National Senior Certificate (NSC) examination expressed as a percentage of the total number of learners who wrote the National Senior Certificate.
Source of data	National Senior Certificate database
Method of Calculation/ Assessment	Numerator: Total number of learners who passed NSC examinations Denominator: Total number of learners who wrote the NSC Multiplied by 100 The total includes learners in Programmes 2, 3 and 4. The figure used is based on the announcement of the Minister in January of each year.
Means of verification	List of National Senior Certificate learners
Assumptions	Learners enrolled in the NSC examinations have undergone sufficient and appropriate preparation
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)	NSC examinations are written at designated examination centres across districts. Centres are accessible to learners with disabilities.
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	To increase the number of Grade 12 learners who are passing the NSC examinations.
Indicator responsibility	Branch Curriculum: Examinations and Assessments Directorates

Indicator title	SOI 702: Percentage of Grade 12 learners passing at the Bachelor Pass level
Definition	Number of learners who achieved Bachelor passes in the National Senior Certificate (NSC) expressed as a percentage of the total number of learners who wrote NSC examinations. Bachelor passes enable NSC matriculants to enrol for Degree courses at universities.
Source of data	National Senior Certificate database
Method of Calculation/ Assessment	Numerator: Total number of Grade 12 learners who achieved a Bachelor pass in the NSC Denominator: Total number of Grade 12 learners who wrote NSC examinations Multiplied by 100 The total includes learners in Programmes 2, 3 and 4. The figure used is based on the announcement of the Minister in January of each year.
Means of verification	List of National Senior Certificate learners

Assumptions	Learners enrolled for the NSC examinations have undergone sufficient and appropriate preparation
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)	NSC examinations are written at designated examination centres across districts. Centres are accessible to learners with disabilities.
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	To increase the percentage of learners who are achieving Bachelor passes in the NSC examinations
Indicator responsibility	Branch Curriculum: Examinations and Assessments Directorates

Indicator title	SOI 703: Percentage of Grade 12 learners achieving 60% and above in Mathematics
Definition	Number of Grade 12 learners passing Mathematics with 60% and above in the NSC examinations expressed as a percentage of the total number of learners who wrote Mathematics in the National Senior Certificate (NSC) examinations.
Source of data	National Senior Certificate database
Method of Calculation/ Assessment	Numerator: Total number of Grade 12 learners who passed Mathematics in the NSC with 60% and above Denominator: Total number of learners who wrote Mathematics in the NSC examinations Multiplied by 100 The total includes learners in Programmes 2, 3 and 4. The figure used is based on the announcement of the Minister in January of each year.
Means of verification	List of National Senior Certificate learners
Assumptions	Learners enrolled in the NSC examinations have undergone sufficient and appropriate preparation
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)	NSC examinations are written at designated examination centres across districts. Centres are accessible to learners with disabilities.
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	To increase the number of NSC learners who are passing Mathematics with 60% and above
Indicator responsibility	Branch Curriculum: Examinations and Assessments Directorates

Indicator title		SOI 704: Percentage of Grade 12 learners achieving 60% and above in Physical Sciences
Definition		Number of Grade 12 learners passing Physical Sciences with 60% and above in the National Senior Certificate (NSC) examinations expressed as a percentage of the total number of learners who wrote Physical Sciences in the NSC examinations.
Source of data		National Senior Certificate database
Method of Calculation/ Assessment		Numerator: Total number of Grade 12 learners who passed Physical Sciences in the NSC with 60% and above Denominator: Total number of learners who wrote Physical Science in the NSC examinations Multiplied by 100 The total includes learners in Programmes 2, 3 and 4. The figure used is based on the announcement of the Minister in January of each year.
Means of verification		List of National Senior Certificate learners
Assumptions		Learners enrolled for the NSC examinations have undergone sufficient and appropriate preparation
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)		NSC examinations are written at designated examination centres across districts. Centres are accessible to learners with disabilities.
Calculation type		Non-cumulative
Reporting cycle		Annually
Desired performance		To increase the number of NSC learners who are passing Physical Sciences at 60% and above
Indicator responsibility		Branch Curriculum: Examinations and Assessments Directorates

Indicator title	SOI 705: Number of secondary schools with a National Senior Certificate (NSC) pass rate of 70% and above
Definition	This indicator measures the total number of secondary schools that have achieved a pass rate of 70% and above in the National Senior Certificate (NSC).
Source of data	Primary Evidence: National Senior Certificate database; and Provincial database reconstructed to mirror national results. Secondary Evidence: NSC results as calculated by DBE in the NSC Report.
Method of Calculation/ Assessment	Count the number of schools with a pass rate of 70% and above in the NSC examinations. The total includes learners in Programmes 2, 3 and 4. The figure used is based on the announcement of the Minister in January of each year.
Means of verification	National Senior Certificate database
Assumptions	Learners enrolled in the NSC examinations have undergone sufficient and appropriate preparation
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)	NSC examinations are written at designated examination centres across districts. Centres are accessible to learners with disabilities.
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	All public ordinary schools to perform at 70% and above in the NSC
Indicator responsibility	Curriculum Branch and Assessment and Examinations Directorate (Province may insert the more relevant Responsible Manager)

Indicator title	POI 7.1: Number of job opportunities created through the Basic Education Employment Initiative
Definition	The total number of temporary employment opportunities created within public schools through participation in the Basic Education Employment Initiative (BEEI) during the reporting period. This includes Education Assistants and General School Assistants appointed in line with programme guidelines.
Source of data	School appointment records; District consolidated reports; Provincial HR records; PERSAL (where applicable); Department of Basic Education (DBE) reporting templates.
Method of calculation/Assessment	Simple count of verified individuals appointed under the Basic Education Employment Initiative during the reporting period. Each individual appointed is counted once per phase of implementation.
Means of verification	Signed contracts; Appointment letters; Payroll reports; Attendance registers; Consolidated provincial/district reports submitted to DBE.
Assumptions	Adequate funding is allocated for the initiative; Schools comply with recruitment guidelines; Accurate and timely reporting by districts and schools; No significant budget reductions affecting programme continuation.

Disaggregation of Beneficiaries Where applicable)	By gender (male/female); Age (youth 18–35); Persons with disabilities; District; Urban/rural location; Type of assistant (Education Assistant / General School Assistant).
Spatial Transformation (Where Applicable)	Allocation of opportunities prioritised to no-fee schools, quintile 1–3 schools, and historically disadvantaged and rural areas to promote equitable access to employment opportunities.
Calculation type	Non-cumulative (reported per implementation phase or financial year, depending on reporting framework).
Reporting cycle	Quarterly and annually.
Desired performance	Achieve 100% of the allocated target for job opportunities created within the approved budget and implementation period.
Indicator responsibility	Chief Directorate: Human Resource Management; District Directors; Provincial BEEI Coordinator.
Indicator title	POI 7.2: Number of interns on internship programmes
Definition	Placement of interns in internship programmes to gain practical experience in order to gain experience in the world of work.
Source of data	Database of graduates and undergraduates
Method of calculation/Assessment	Simple count, number graduates and undergraduates placed within the department
Means of verification	Records of the total number of inters placed in internship programmes in the department.
Assumptions	Interns are exposed in the real world of work which provides them with an opportunities to be employed or create their own job opportunities
Disaggregation of Beneficiaries Where applicable)	Target for Women:% Target for Youth: 100% Target for People with Disabilities: N/A
Spatial Transformation (Where Applicable)	Ehlanzeni, Gert Sibande, Nkangala Municipalities
Calculation type	None cumulative
Reporting cycle	Annual
Desired performance	To improve chances of employment for inters graduates and undergraduate
Indicator responsibility	Sector Education HRD
Indicator title	POI 7.3: Number of teachers trained on care & support, peer education and policy implementation plans to reduce pregnancy, HIV & Aids and other risky behaviours
Definition	Total number of teachers trained on care and support programmes in a particular year in line with SA HIV prevention strategy, in order to make informed decisions regarding their health. Training programmes includes peer education, TB, HIV and Aids programmes, sexuality education
Source of data	Life Skills, HIV and database of trained teachers
Method of calculation/Assessment	Simple count: count total number of teachers trained during the financial year.
Means of verification	Attendance registers
Assumptions	All targeted teachers will attend the training and apply the learned knowledge to make informed decisions.

Disaggregation of Beneficiaries Where applicable)	Target for Women: 51% Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (Where Applicable)	Ehlanzeni, Gert Sibande, Nkangala Municipalities
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	To curb the infection rate and support those affected by the HIV and AIDS amongst teachers and learners
Indicator responsibility	Life Skills HIV and AIDS sub-directorate
Indicator title	POI 7.4: Number of learners reached through peer education programs and care and support programs (OVC support)
Definition	Total number of learners trained on care and support programmes in a particular year in line with SA HIV prevention strategy, in order to make informed decisions regarding their health. Training programmes includes peer education, TB, HIV and Aids programmes, sexuality education
Source of data	Life Skills, HIV and database of trained learners
Method of calculation/Assessment	Simple count: count total number of learners trained during the financial year.
Means of verification	Attendance registers
Assumptions	All targeted learners will attend the training and apply the learned knowledge to make informed decisions.
Disaggregation of Beneficiaries Where applicable)	Target for Women: N/A Target for Youth: 100% Target for People with Disabilities: N/A
Spatial Transformation (Where Applicable)	Ehlanzeni, Gert Sibande, Nkangala Municipalities
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	To curb the infection rate and support those affected by the HIV and AIDS amongst teachers and learners
Indicator responsibility	Life Skills HIV and AIDS sub-directorate

Indicator Title	POI 7.5: Number of learners placed in learnership programmes
Definition	This indicator measures the number of unemployed youth learners placed in registered learnership programmes within the Department of Education, where participants receive structured theoretical training and practical workplace experience in terms of approved learnership agreements.
Source of Data	Departmental Human Resource Development (HRD) learnership database and learner placement records.
Method of Calculation / Assessment	Simple count of learners placed in learnership programmes during the reporting period, based on signed learnership agreements and placement records.
Means of Verification	Signed learnership agreements/contracts; departmental HRD learnership database; programme records and attendance registers; stipend payment records (where applicable).

Assumptions	Eligible unemployed youth apply for available learnership opportunities; sufficient funding is available to support the learnership programme; learners remain enrolled in the programme for the required duration.
Disaggregation of Beneficiaries (where applicable)	Target for Women: In line with employment equity targets. Target for Youth: 100% Target for People with Disabilities: Where applicable, in line with employment equity targets.
Spatial Transformation (where applicable)	Beneficiaries will be recruited from all three district municipalities within the province to ensure equitable access to learnership opportunities.
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly and annually
Desired Performance	To enhance youth employability through workplace exposure, skills development and practical experience, thereby improving opportunities for future employment.
Indicator Responsibility	Human Resource Development (HRD)

13. Annexes

13.1. Annexure A: Amendment to the Strategic Plan

No amendment made to the Strategic Plan

13.2. Annexure B: Conditional Grants

TABLE 32: CONDITIONAL GRANTS

Name of Grant	Purpose	Outputs	Budget R'000	Period of Grant
Education Infrastructure Grant	To ensure the provision of adequate infrastructure by ensuring that no learner be under trees, in shacks or in buildings that are not conducive to teaching and learning.	• Implementation of maintenance programme in line with the grant conditions. • Plan for 2026/27 infrastructure projects; and bid for the Education Infrastructure Grant as per the DORA Amendment Bill 2016. • Update NEIMS and EFMS in line with the projects undertaken during the year under review. • Eradicate infrastructure backlogs in line with the infrastructure norms and standards implementation plan.	1 377 208	Annual
HIV and Aids (Life skills, Education) Grant	To assist learners in making informed decisions and wise choices throughout their lives and improve learners' knowledge, attitudes, values and skills associated with HIV prevention.	• Training of teachers to implement Sexual Reproductive Health (SRH) and TB programme for learners to be able to protect themselves from HIV and TB including alcohol and drug use. • Implementing Co-curricular activities (Peer Education) on SRH and TB for learners to increase knowledge and skills to take self-appropriate SRH decisions. • Capacity building of School Management Teams to develop school implementation plans. The plans will enable School Management Teams to create an enabling environment that is accessible to all and that addresses risk behaviour and	20 648	Annual

Name of Grant	Purpose	Outputs	Budget R'000	Period of Grant
		decision-making skills among learners; • Implementation of Care and support programmes within the Care and Support for Teaching and Learning Framework.		
Learners with profound intellectual disabilities Grant	To provide necessary support, resources and equipment to children with severe to profound intellectual disabilities	• Guide and support District Outreach Teams for maximum benefit to Learners with special education needs. • Provision of an accredited training programme for teachers and care givers with severe to profound intellectual disabilities in stimulation / partial care centres and special schools. • Training of outreach officials to provide outreach services to special schools and stimulation / partial care centres • Training of teachers from the special schools to support children with severe to profound intellectual disability enrolled at special schools by delivering the learning programmes • Capacity building of caregivers at stimulation / partial care centres contributing towards their Professionalisation.	36 164	Annual
MST Grant	To provide resources and capacity building programmes to selected schools in order to improve Mathematics and Science performance	• Supply schools with ICT resources to support learning and teaching • Supply schools with Mathematics, Science Technology resources • Supply and maintain machinery and equipment in schools offering technical subjects • Support learners through camps, competitions and initiatives to stimulate interest in	48 512	Annual

Name of Grant	Purpose	Outputs	Budget R'000	Period of Grant
		Mathematics, Sciences and Technology. • Support teachers on subject and pedagogical content knowledge in all MST subjects.		
National School Nutrition Programme Grant	To ensure adequate access to NSNP by all needy learners in our schools and to ensure sustainability through food production initiatives.	• Ensure the implementation of the programme in Q1 – 3 schools in line with DORA targeting learners (incl. Gr. R). • Implementation of the deworming programme to learners in Grade R to Grade 7. • Ensure that all food handlers in all NSNP schools are contracted. • Train food handlers on basic hygiene and food preparation.	1 039 286	Annual
ECD Conditional grant	To increase the number of poor children accessing subsidies in ECD programmes, to improve existing conditionally registered ECD centres providing ECD programmes to attain full registration, support unregistered ECD centres to meet the minimum norms and standards for registration as well as build new low cost ECD centres.	• The grant is targeted for children from birth until the year before children enter formal school or in case of children with developmental difficulties and disabilities, until the year before the calendar year they turn seven (7). • Children are to benefit from the grant (full subsidy, top-up and non-centre based). • Unregistered ECD centres to do minor infrastructure maintenance works and upgrades to enable conditional registration; and conditionally registered ECD centres. • Construction of 1 low cost ECD centre.	368 570	Annual
Expanded Public Works Programme Integrated Grant for Provinces	The expanded Public Works Programme (EPWP) is one element within a broader government strategy to reduce poverty through the alleviation	• Data capturing • Construction of toilet facilities in 1 school • Construction of assembly area shelters in 3 schools	2 161	Annual

Name of Grant	Purpose	Outputs	Budget R'000	Period of Grant
	and reduction of unemployment.			
Social Sector Expanded Public Works Programme Incentive Grant for Provinces	To assist in the reduction of unemployment by providing stipends to gardeners and child minders	- Contracting and training of 44 gardeners to promote food gardening at schools through EPWP Grant. - Contracting and training of 44 child minders in registered ECD Community Centres. - Create work opportunities for 44 child-minders - Contracting and training of 4 Data Capturers through EPWP programme.	-	Annual

Table 33: Annexure C: Consolidated Indicators

Institution	Outputs	Output Indicators	2026/27 Target	Data Source
Office of the Premier	Social Cohesion programme implemented	SOI 104: Number of school community engagements held to combat racism, sexism, hate speech, GBV and other forms of intolerance to address inter-generational violence and trauma across society	4	Information is obtained through the implementation of social cohesion and equity activities in the Provincial Education Departments.
National Department of Communication	Enhanced teaching and learning through connectivity	POI 1.6: Percentage of schools having access to information through (a) Connectivity (other than broadband); and (b) Broadband	100% 6%	Database of schools kept by MIT
Office of the Premier	Learners with disabilities enrolled in public ordinary schools	SOI 208: Number of learners with disabilities enrolled in public ordinary schools	3000	Databases on the number of learners with disabilities enrolled in public ordinary schools
Department of Sports	Incremental Introduction of African Languages	SOI 209: Number of public ordinary schools that offer a previously marginalized official South African Language	29	Data sourced from provincial lists of public ordinary schools that will be offering previously marginalised South African Language
SAPS and Dept. of Safety	Established operational and effective school safety committees	POI 2.3: Percentage of sampled schools with functional school safety committees	100%	Provincial Programme Coordinator (School Safety database)

Institution	Outputs	Output Indicators	2026/27 Target	Data Source
				Sample survey tool in the form of questionnaire or checklist.
Dept. of Agriculture	Nutritious meals provided in schools	POI 2.4: Number of quintile 1-3 schools benefitting from National School Nutrition Programme	1511	National School Nutrition Programme database
Dept. of Sports	Implementation of the National Reading Literacy Strategy monitored	POI 2.5: Number of primary schools monitored for implementing reading strategy	600	GET Database
Office of the Premier	Learners enrolled in special schools	SOI 401: Number of learners with disabilities enrolled in special schools	4307	Provincial data warehouse
	Public schools that offer Grade R	SOI 501: Number of public schools that offer Grade R	1 063	Provincial data warehouse
DSD	Children accessing registered ECD Programmes	SOI 503: Number of children accessing registered ECD Programmes	105 209	Early Childhood Administration and Reporting System (eCares), or relevant Provincial Data Management System, or ECD database, or Master list
DSD	Provision of ECD subsidy	SOI 504: Number of children benefiting from the ECD subsidy	83 707	Early Childhood Administration and Reporting System (eCares)
Dept. of Public Works Roads and Transport	Education facilities provided with water services	SOI 601: Number of education facilities provided with water services	13	Education Infrastructure database
Dept. of Public Works Roads and Transport	Education facilities Schools provided with electricity services	SOI 602: Number of education facilities provided with electricity services	0	Education Infrastructure database
Dept. of Public Works Roads and Transport	Education facilities Schools provided with sanitation services	SOI 603: Number of education facilities provided with sanitation services	13	Education Infrastructure database
Dept. of Public Works Roads and Transport	Education facilities maintained	SOI 604: Number of education facilities where maintenance projects are completed	62	Education Infrastructure database
Dept. of Public Works Roads and Transport	New schools completed	SOI 605: Number of new schools completed	1	Education Infrastructure database

Institution	Outputs	Output Indicators	2026/27 Target	Data Source
Dept. of Public Works Roads and Transport	Replacement schools completed	SOI 606: Number of replacement schools that are completed	4	Education Infrastructure database
Dept. of Public Works Roads and Transport	Grade R classrooms provided	SOI 607: Number of new Grade R classrooms provided	14	Education Infrastructure database
UMALUSI	Grade 12 learners passing the National Senior Certificate	SOI 701: Percentage of learners who passed the National Senior Certificate (NSC) examination	91%	National Senior Certificate database
UMALUSI	Grade 12 learner passing at Bachelor Pass level passes	SOI 702: Percentage of Grade 12 learners passing at the Bachelor Pass level	50%	National Senior Certificate database
UMALUSI	Grade 12 learner achieving 60% and above in Mathematics	SOI 703: Percentage of Grade 12 learners achieving 60% and above in Mathematics	15%	National Senior Certificate database
UMALUSI	Grade 12 learner achieving 60% and above in Physical Sciences	SOI 704: Percentage of Grade 12 learners achieving 60% and above in Physical Sciences	15%	National Senior Certificate database
UMALUSI	Secondary School with National Senior Certificate (NSC) pass rate of 70% and above	SOI 705: Number of secondary schools with National Senior Certificate (NSC) pass rate of 70% and above	500	National Senior Certificate database

13.3. Annexure D Projects Pledged by Partners

The Mpumalanga Department of Education continues to leverage strategic partnerships and donor-funded initiatives to support the achievement of its mandate of providing quality and equitable education across the province. These partnerships complement government resources by mobilizing additional financial, technical, and material support aimed at improving teaching and learning conditions, enhancing school infrastructure, and strengthening curriculum delivery.

Through collaboration with private sector partners, non-governmental organizations, community-based organizations, and international development partners, the Department facilitates a range of programmes that support curriculum enrichment, infrastructure development, learner support programmes, educator development, and technology integration in schools. These externally funded initiatives play a critical role in addressing resource gaps, particularly in rural and under-resourced communities within Mpumalanga.

The Department ensures that all donor-funded and partnership projects are aligned with provincial and national education priorities as articulated by the Department of Basic Education and the strategic objectives of the provincial government. To promote accountability and effective implementation, the Department

facilitates the establishment of formal agreements such as Memoranda of Understanding (MoUs), which clearly outline the roles, responsibilities, and deliverables of all participating stakeholders.

In the 2026/27 financial year, the Department will continue to implement a number of strategic partnership projects, including school infrastructure support initiatives, curriculum enrichment programmes in Mathematics and Science, learner support and leadership development programmes, and community-based education support initiatives implemented in collaboration with development partners across various districts in the province.

In order to strengthen governance and coordination, the Department maintains an updated database of externally funded projects and implements monitoring mechanisms to track progress and ensure compliance with reporting requirements. Quarterly monitoring and reporting processes are undertaken to assess the impact of these projects on learner performance, school functionality, and overall system improvement.

Furthermore, the Department prioritizes sustainability by encouraging partners to design initiatives that build institutional capacity and create long-term benefits beyond the funding cycle. This approach ensures that donor-funded interventions contribute meaningfully to the broader goals of the education sector and support the transformation and development of the schooling system in Mpumalanga Province.

Through these collaborative efforts, the Mpumalanga Department of Education remains committed to strengthening partnerships that advance educational outcomes and improve opportunities for learners across the province.

Table 34: Projects Pledged by Partners

NAME OF THE PROJECT	DESCRIPTION OF THE PROJECT	STATUS	TIME FRAME	MUNICIPALITY
Bonginhlanhla Primary School	Eradication of Asbestos structures. (Exxaro, Eskom and Seriti)	Phase 1, 2 & 3 completed Sponsor currently implementing phase 4 of the project which entails construction of Grade R Centre by Exxaro.	2021 - 2026	Emalahleni Local Municipality
Mokibe Primary School	Provision of Mobile classrooms	Phase of the projects is completed. Phase 2 of the project completed and handed over. This included construction of brick-and-mortar ablution and paving, rainwater harvesting , electricity supply , guard house and car park by Africoal.	2022 - 2026	Emalahleni Municipality
St Andrew Primary School	Relocation of St Andrew to a new site by SANRAL	The project has commenced but was halted after site establishment and site levelling as a result of cash flow challenges from the contractor. New contractor to be appointed.	2021 - 2026	Mkhondo Municipality

NAME OF THE PROJECT	DESCRIPTION OF THE PROJECT	STATUS	TIME FRAME	MUNICIPALITY
Morelig Primary School	Relocation and construction of new classrooms administration block, grade R centre on a new site by Msimbithi Coal now called Ndalamo Coal.	Project is 100% complete	2024 - 2025	Emakhazeni Municipality
MTN Foundation On-line school	Provision of digital platform that provides inline curriculum and education content.	Project is on-going	2022 - 2025	All Municipalities
US Peace Project	Five - year Collaboration of Mpumalanga Department of Education and US Peace Corps in promotion of literacy in primary schools.	Project is on-going.4 Volunteers still on site and the program is coming to an end in 2027.	2022 - 2027	Dr JS Moroka Municipality
Clewer Secondary School	Construction of 12 classrooms on the grounds of Clewer Primary School by Transalloys	The Project was halted at 40% due to financial challenges by the sponsors. The sponsor indicated that the project will resume now in February.	2023 - 2026	Emalahleni Municipality
Impilo Primary School	Relocation of the school to a new site in Kriel Mbuyelo Coal .	The Project is on Planning and Design	2025 - 2026	Emalahleni Municipality
Mphephete Primary School	Replacement of 19 asbestos classrooms and construction of brick and mortar including ablutions by Thungela through Nkulo Community Trust.	The project is at 65% construction.	2024 - 2026	Steve Tshwete Municipality
Kanyisile, SA Makam & Chief Funwako Project	Construction of 4 classrooms and Grade R Centre at both Khanyisile and SA Makam schools and construction of school Hall kitchen at Chief Funwako School by Galaxy Gold Mine .	Khanyisile is 100% complete SA Makam and Chief Funwako is on Planning and Design stage	2024 - 2026	Mbombela Municipality
Osizweni Elsen School	Construction of boarding facility at Osizweni Elsen School by Zibulo Colliery of Thungela Resources.	The project is on Planning and Design stage. Progress halted by challenges of land management schemes.	2025 - 2026	Govan Mbeki Municipality
Goebram Primary School	Construction of 10 classrooms and administration block by Mavungwani Mine	The project is on planning and Design	2021 - 2025	Chief Albert Luthuli Municipality
Thungela Education Initiative	Five-year collaboration of Thungela and the Department to support 45 schools in Gert Sibande and Nkangala Districts. NB. The following schools are benefiting on infrastructure: • Itireleng – Emalahleni • Middelburg Combined – Steve Tshwete • Muzimuhle Primary – Govan Mbeki	The Project is on-going	2024-2028	Steve Tshwete, Emalahleni & Govan Mbeki Municipalities
Seriti Power	Infrastructure refurbishment projects at selected three	The Project is on-going	2025-2026	Emalahleni Local Municipality

NAME OF THE PROJECT	DESCRIPTION OF THE PROJECT	STATUS	TIME FRAME	MUNICIPALITY
	schools in the Emalahleni Local Municipality: • Thuthukani Prim School • Mabande Secy School • Kopanang Sec School			
Seriti Power	Proposed relocation of three schools from mining villages of Naledi and Lesedi in Steve Tshwete Local Municipality. An MoU was signed off and two schools to be constructed in the towns of Middelburg and Witbank.	The Project is on planning stage	2025-2028	Steve Tshwete, Emalahleni & Municipalities
Sasol Foundation	Implementation of the Early Childhood Development and Education (ECDE) Pilot Project at Allan Makhunga Primary School in Embalenhle by Sasol Foundation	The Project is on planning stage	2025-2026	Govan Mbeki Local Municipality
Carolina Academy School	Construction of 4 classrooms at Carolina Academy School in Carolina sponsored by Ilima Coal	The project is complete and awaiting official handover.	2025-2026	Chief Albert Luthuli Local Municipality.
Emalahleni Science Centre	Construction of Emalahleni Science Centre by Thungela Resources through Nkulo Community Partnership Trust	Awaiting engagements for immediate steps for implementation and establish a framework for monitoring progress.	2024-2026	Emalahleni Local Municipality
Kurhula Secondary School	Infrastructure development at Kurhula Secondary School by Sabi Sand Pfunanani Trust	Planning and design	2025- 2026	Bushbuckridge Local Municipality.
Delpark Primary School	Construction of Grade R Centre by Canyon Coal	The project was started in December 2025 but halted by community interference. Works resumed end of January 2026	2025- 2026	Victor Khanye Local Municipality

13.4. Annexure E: District Development Model (DDM)

BOHLABELA DISTRICT MUNICIPALITY										
No	Project Name	Project Location (Ward, area, and GPS coordinates)	Total Project Costs R'000	Expenditure to date (R'000)	Project status	Start date	Planned completion date	No of HH to benefit	Funding Source	Project Name
1.	Godide Secondary School	Thulamahashe, Bushbuckridge (Ehlanzeni District) Ward 17, 24.7103, 31.2470, Stand No. 146, Rolle A Trust, 1365	56.000,00	0	Under construction	30 May 2026	30 March 2027	40	EIG	Education
2.	Rhandzekile Primary School	Bushbuckridge, Lillydale Village, Ehlanzeni District, Ward 30, -24.8577, 31.3585	68 000 00	0	Completed	30 May 2026	30 March 2027	30	EIG	Education
3.	Khokhovela Higher Primary School	Islington Trust (Acornhoek), Bushbuckridge Local Municipality (Ehlanzeni District), Ward 30, -24.6295, 31.1398	R 54031	0	Under Construction	30 May 2026	30 March 2027	34	EIG	Education
4.	Ntshuxeko Primary School	Unit D, Mkhuhlu, Bushbuckridge, Ward 27, -24.9658, 31.2858	25,308,404	0	Still to go on tender, but it's on hold now	30 May 2026	30 March 2027	40	EIG	Education
5.	Shanke Secondary School	Legogwe Village / Oakley Trust, Bushbuckridge, Ward 33, -24.9262, 31.2248	76,574,637	0	Under Construction	30 May 2026	30 March 2027	40	EIG	Education
6.	Mkhuhlu Secondary	Mkhuhlu (near Hazyview), Bushbuckridge, Ward 27, -24.9575, 31.2588	43,191,486	0	Awarded	30 May 2026	30 March 2027	45	EIG	Education

EHLANZENI DISTRICT MUNICIPALITY													
No	Project Name			Project Location (Ward, area, and GPS coordinates)		Total Project Costs R'000	Expenditure to date (R'000)	Project status	Start date	Planned completion date	No of HH to benefit	Funding Source	Project Name
7.	Longtom Secondary School			Mashishing, Thaba Chweu, Ward 2, -25.1051, 30.4354		74,528,652	R 67 000	86%	24-Oct 24	15-Jan-27	40	EIG	Education
8.	Shanke	Senior	Primary School	Oakley Trust, -24.93480412, 31.23156941		76,574,637	R 67 317	28%	20-sept-2025	19-Sep-26	45	EIG	Education
9.	Mavimbela Primary School			Calcutta A. -24.9680105681021.. 31.2151374348834.		62,521,201	55 100	0	30 May 2026	30 May 2027	50	EIG	Education
10.	Matlushe Primary School			Wales. - 24.6999903. 30.9888868		86,171,671	R 46 124	45%	11 feb-25	11-Sep-26	35	EIG	Education
11.	Manyakatana Primary School			Newington. -24.7990268. 31.3135928		88,026,082	R 42 128	30%	30 April 26	13-Mar-27	40	EIG	Education
12.	Ntshusheko Primary school			Mkhuhlu. - 24.99101566. 31.22775472		R 81 973	R81 900	0	30 April-2025	30 June 2027	45	EIG	Education
13.	Mapulaneng	Teachers Centre		Bushbuckridge- college view		R 8 973	R6 200	96%	30 May 2025	29-May-26	46	EIG	Education
14.	Mzangedwa	Secondary School		Sibambayana. -24.7284976. 31.05537987		R48 973	R 2 172	70%	25-Oct-24	16-Jul-26	30	EIG	Education
15.	Chayaza Secondary School			Bushbuckridge Mkhuhlu. - 24.97471. 31.2212		98,252,413	R 10 890	17%	10-Sep-25	10-Sep-27	35	EIG	Education
16.	Orhovelani Secondary			Thulamahashe. - 24.72254417. 31.18117715		R30 977	R 10 672	60%	10-Jul-25	4-Dec-26	40	EIG	Education
17.	Vulemehlo primary			Clau-Clau Trust, Mbombela, Ward 3, -25.3214, 31.1396		R40 000	0	Procurement	30-May-26	30-May-27	30	EIG	Education
18.	Lamulelani			Madras Village, Bushbuckridge, Ward 27, - 24.9745, 31.1413		60 000	0	Procurement	30-May-26	30-May-27	30	EIG	Education
19.	Shinyukani secondary			Mangweni Trust, Nkomazi, Ward 16, -25.6989, 31.8681		50 000	0	Procurement	30-May-26	30-May-27	40	EIG	Education
20.	Mzinti primary			Mzinti Village, Nkomazi, Ward 14, -25.6668, 31.7058		70 000	0	Procurement	30-May-26	30-May-27	30	EIG	Education

21.	Matsamo primary	Schoemansdal, Nkomazi, Ward 14, -25.6886, 31.4851	55 000	0	Procurement	30-May-26	30-May-27	30	EIG	Education
22.	Duma Primary	Msogwaba Trust (Pienaar), Mbombela, Ward 26, -25.4230, 31.1517	40 000	0	Procurement	30-May-26	30-May-27	30	EIG	Education
23.	Makgahlishe Primary School	Monamoneng Village (Acornhoek), Bushbuckridge, Ward 30, -24.6202, 31.1540	38 000	0	Procurement	30-May-26	30 June 27	20	EIG	Education
24.	Schoemansdal Combined School	Nkomazi	29 000	0	Procurement	30 April-26	30 May 27	15	EIG	Education
25.	Morei Primary	Dingledale (Ga-Selekane), Bushbuckridge, Ward 23, Ward 23, 31.1193	25 000	0	Procurement	30-April-26	30 June 27	15	EIG	Education
26.	Matsamo Primary School	Shongwe Mission, Nkomazi, Ward 28, -25.69853 31.49912	30 000	0	Procurement	30-April-26	30 May-27	15	Equitable share	Education
27.	Ndlaphu Primary	Sibuyile (KaNyamazane), Mbombela, Ward 24, -25.43460 31.19453	40 000	0	Procurement	30-April-26	30 May-27	20	Equitable share	Education
28.	Kwajelusa Primary	Phiva Village, Nkomazi, Ward 11, -25.7198, 31.7856	30 000	0	Procurement	30-April-26	30 May-27	15	Equitable share	Education
29.	Hluvukani Primary	Xanthia Village, Bushbuckridge, Ward 37, -24.8335, 31.1393	20 000	0	Procurement	30-April-26	30 May-27	20	Equitable share	Education
30.	Saselani Primary	Saselani Trust, Bushbuckridge, Ward 20, -24.8000, 31.1013	35 000	0	Procurement	30-April-26	30 May-27	15	Equitable share	Education
31.	Mabarhule Secondary	Ximhungwe, Bushbuckridge, Ward 26, -24.8481, 31.3262	40 000	0	Procurement	30-April-26	30 May-27	30	Equitable share	Education
32	Langa secondary school	-24.749322,31.221876. thulamahashe	30 000	0	Procurement	30 April 26	30 April 27	30	Equitable share	Education
33	Mgwenyane Primary school	Mbombela -25.344794,31.130688	25 000	0	Procurement	30 April 26	30 April 27	30	Equitable share	education

GERT SIBANDE DISTRICT MUNICIPALITY										
No	Project Name	Project Location (Ward, area, and GPS coordinates)	Total Project Costs R'000	Expenditure to date (R'000)	Project status	Start date	Planned completion date	No of HH to benefit	Funding Source	Project Name
32.	Setsheng Primary School	Secunda. -26. 493055. 29.207500	R 67 448	R 2 622	0%	29-Jan-26	18-Feb-27	TBA	EIG	Education
33.	Setsheng Secondary School	Balfour. -26.645555. 28.613888	R 58 124	0	0%	12-Mar-26	12-Mar-27	TBA	EIG	Education
34.	Bethamoya Primary School	Amersfoort. -27.119427. 30.042031	R 3 677	R 3 684	100%	24-Jul-25	3-Dec-25	TBA	EIG	Education
35.	New Perdekop Primary School	Perdekop, Pixley Ka Seme, Ward 3, - 27.1610, 29.6155	R80 000	R10 000	20%	24June-25	20 June 27	50	EIG	Education
36.	Ligugu sec school	Mpuluzi, Albert Luthuli, Ward, - 26.2371, 30.8301	30 000	0	0	24 May 2026	20 OCT-27	30	EIG	Education
37	Chief SW Nhlapo	Chief Albert luthuli	6 000	0	0	30 April 2026	30 April 27	20	EIG	Education

NKANGALA DISTRICT MUNICIPALITY										
No	Project Name	Project Location (Ward, area, and GPS coordinates)	Total Project Costs R'000	Expenditure to date (R'000)	Project status	Start date	Planned completion date	No of HH to benefit	Funding Source	Project Name
38.	Mokebe Secondary	Marble Hall, -25.0181132. 28.7994087	R 71 859	R 7 138	33%	24-Apr-25	24-Apr-27	30	EIG	Education
39.	Tidimalo Primary	Kwamhlanga. -25.4266950. 28.7363683.	56,150,706	R10 862 843	35%	16-May-25	15-May-26	20	EIG	Education
		Mountain View, Thembisile Hani, Ward 13, -25.4264, 28.7374	25,645,840	0	20%	30-April-26	30-April-27	35	EIG	Education
40.	Phopolo Primary	Newington Village, Bushbuckridge, Ward 26, - 24.8475, 31.3934		0	35%	30-April-26	30-April-27	20	EIG	Education
41.	Marhagi Secondary	Verena, Thembisile Hani, Ward 24, -25.4745, 29.0088		0	40%	30-April-26	30-April-27	40	EIG	Education
42.	Makopanong	Maganagobuswa Village, Siyabuswa, Dr JS Moroka, - 25.1141, 29.0816	30 000	0	15%	30-April-26	30-April-27	30	EIG	Education
43.	Queen Sonengane	Thembisile Hani	20 000	0	20%	30-April-26	30-April-27	30	EIG	Education
44.	School for the Deaf	Emalaheni	100000	10%	90%	30 April 20	30-April-27	40	Equitable share	Education

45	New Moloto Secondary school	Dr JS Moroka	25.000	0	Stage 1	30 April 2026	30 April 2027	40	Equitable share	Education
46	Rockdale Primary EXT 24	Steve Tshwete	15 000	0	Stage 1-4	30 April 2026	30 April 2027	40	Equitable share	Education

Education delivery in the province is delivered in the four education districts and in terms of the municipal boundaries it delivered in all three district municipalities with beneficiaries spread across in all municipal wards. In the current MTEF, the department has planned to eradicate all inadequate sanitation and provide school basic services to improve dignity of learners and teachers. It will further provide additional, classrooms (incl. Gr. R), specialist rooms, maintenance and fencing. The infrastructure plan is attached as annexure D in line with DDM template. In Table 30 a list of projects pledged by our partners, however issues of budget were not divulged by these partners. The priority list (infrastructure project list) is subject to change depending on the environment. Any changes will involve the consultation process.

The District Development Model (DDM) is divided into two: categories: Projects List of infrastructure pledged by Partners reflected in Table 30 and Projects funded by EIG which are classified into Capital Projects and Maintenance Projects which are attached as Table B 5 excel spreadsheets.

13.5. Annexure F: Infrastructure Projects Per District (Table B5)

EHLANZENI							
Project Name	Implementing Agent	Project Description	Status for the 2026/27	Funding Source	Economic Classification	Local	MTEF
			Financial Year			Municipality	2026/2027

							(R)
Silulu Secondary School	DPWRT	Construction of 28 classrooms, administration block, computer centre, science laboratory, library, hall, kitchen, 22 enviro-loo toilets, guard house, fence, water, electricity, ramps and rails, car park, and 03 sports fields.	Stage 6	EIG	New & Replacement	Nkomazi	3 899 052,15
Langa Secondary School	DPWRT	Construction of 12 classrooms, computer centre, kitchen, library, administration block, guardhouse, 20 enviro-loo toilets rehabilitation of existing soccer field, car parking, assembly area, septic tank and connection of water from existing borehole	stage 5 (2%)	EIG	New & Replacement	Mbombela	10 008 332,00
Sidlamafa Secondary School (Phase 2)	DPWRT	Substitution of unsafe structures, construction of 32 Classrooms, Admin Block, Library, Kitchen, Computer Centre, School Hall, Laboratory, fencing, ramps and rails, car parks and sport facilities.	Stage 5	EIG	New & Replacement	Nkomazi	19 539 302,00
Legogote Primary School	TBC	school replacement	Procurement	Equitable Shares	New & Replacement	Mbombela	3 134 088,00
Siboshwa Primary School	DPWRT	Phase 1: Demolition of existing classrooms and renovation of classroom of 3, Construction of fence and guard house, electrical supply to new guard house and fencing Construction of 20 classrooms, 2 x Grade R Centre, Admin block, media-centre, ramps and rails, car park and sports field	pre-feasibility	EIG	Upgrades & Additions	Nkomazi	9 013 488,32
KwaJelusa Primary School	DPWRT	Planning and Design on a new site	Stage 1	EIG	New & Replacement	Nkomazi	2 829 961,00
White River Primary School	DPWRT	Phase 2: Planning and design for Construction of 24 Classrooms, Admin Block, Library, Computer Centre, School	Stage 5(30%)	EIG	New & Replacement	Mbombela	1 253 635,20

			Hall, 36 Toilets, Inclusive Toilets, Palisade Fence, Water, electricity, Kitchen, Ramps and rails					
Ehlanzeni District Offices		DPWRT	Maintenance of examination centre (Block L) Repairs and renovation of the Examination Centre, double storey building (roof, ceiling, electricity, walls and floors	stage 6	EIG	Maintenance	Mbombela	420 419,91
Ehlanzeni District Offices-A		DPWRT	Maintenance of ablution facilities and installation of new sewer and water reticulation system at Ehlanzeni District offices	stage 6	EIG	Rehabilitation, Renovation & Refurbishment	Mbombela	380 856,10
Ehlanzeni District Offices-B		DPWRT	Repair, Renovations and refurbishment of block A (management Building) at Ehlanzeni District Offices	stage 5	EIG	Rehabilitation, Renovation & Refurbishment	Mbombela	338 541,00
Gebhundlovu P School		IDT	Repairs to 4 x classrooms	Stage 7	EIG	Maintenance		1 888 000,00
Khulashika Primary School		IDT	Renovate 27 classrooms, library, laboratory, Admin and 30 toilets	Pre-Feasibility (Assessment)	EIG	Maintenance	Nkomazi	7 455 906,00
Lihawu Secondary school		DPWRT	Full renovation of 24 Classrooms, Admin, Computer Centre.	Stage 6	EIG	Rehabilitation, Renovation & Refurbishment	Mbombela	1 044 531,86
Lugebhuta Secondary School (Phase 02)		DPWRT	Renovation of existing 19X classrooms and assembly canopy (roofing, ceilings, doors, finishes, electrical works and minor structural rectifications)	Stage 5	EIG	Maintenance		1 476 712,69
Makhahlela Primary School		IDT	Renovation and Painting in 17 classrooms and Admin Block	Stage 5-6	EIG	Maintenance	Mbombela	12 520 617,49
Masoyi Primary School		DPWRT	Comprehensive maintenance of 19 classrooms with kitchen, administration block and 27X waterborne toilets	Stage 5	EIG	Maintenance	Mbombela	7 285 285,18

Mbazima Primary School	DPWRT	Renovation of 20 classrooms and administration block	Stage 6	EIG	Maintenance	Nkomazi	1 246 469,47
Mbombela Circuit	IDT	Renovations of circuit	Stage 4-6	EIG	Maintenance	Mbombela	1 180 000,00
Mbongeni Primary School	DPWRT	Comprehensive maintenance of all existing facilities	Stage 5	EIG	Maintenance		6 126 264,58
Mdladla Primary School	DPWRT	Renovations to administration block, 18 classrooms, and library	Stage 6	EIG	Maintenance	Nkomazi	2 852 308,48
Mdumiseni Primary School	DPWRT	Renovation of 14X classrooms	Stage 6	EIG	Maintenance	Mbombela	2 096 977,30
Mdzili Primary School	DPWRT	Renovation of 16 Classrooms and Admin space	Stage 7	EIG	Rehabilitation, Renovation & Refurbishment	Nkomazi	2 110 394,66
Mganduzweni Secondary School	IDT	Renovation and refurbishment of 16 classrooms	Stage 7	EIG	Maintenance	Mbombela	7 002 776,94
Nelsville Primary School	TBC	Demolition of asbestos structures and Construction of 12 classrooms.	Pre-Feasibility (Assessment)	Incentive Grant	Maintenance	Mbombela	7 606 724,00
Nhanyane Secondary School	DPWRT	Comprehensive maintenance of the administration block, 16X classrooms, 24X waterborne toilets, 14X Enviro- loo toilets, science laboratory, multipurpose centre, walkways, electricity and mechanical related works	Stage 6	EIG	Rehabilitation, Renovation & Refurbishment	Nkomazi	2 700 000,00
Njejeza Secondary School	DPWRT	Maintenance of admin block, library, 28 classrooms, 2 laboratories and school hall	Stage 6	EIG	Maintenance	Nkomazi	4 000 000,00
Phakani Secondary school	DPWRT	Comprehensive maintenance of all existing facilities	Stage 6	EIG	Maintenance	Mbombela	5 008 958,83
Phiva Primary School	IDT	Renovation of 14 classrooms	Stage 5-6	EIG	Maintenance	Nkomazi	7 311 949,98
Shongwe Boarding School	DPWRT	Refurbishment of male and female hostel, kitchen, Hall, administration block, 18 classrooms, 24 toilets, Maths and UNISA	Stage 6	EIG	Maintenance	Nkomazi	3 064 577,00

		classrooms, 2X laboratory, library and computer centre.					
Sukumani Primary School	DPWRT	Repairs to storm damage and maintenance to all existing facilities	Stage 6	EIG	Maintenance	Mbombela	2 441 370,24
Takheleni Primary School	DPWRT	Repairs to storm damage and maintenance to all existing facilities	Stage 6	EIG	Rehabilitation, Renovation & Refurbishment	Mbombela	1 176 470,90
Thula Primary School	DPWRT	Storm damage repairs to the roof: Replace damaged trusses, roof sheets, ceilings and affected electrical fittings. Wall and structural repairs: Remove and replace cracked plaster, repairs damaged paintwork and fix uneven floors. External works: Replace broken glazing, fix water-related damage and restore affected infrastructure	Stage 5	EIG	Maintenance	Nkomazi	5 310 000,00
Somcuba Primary School	DPWRT	Repair of Grade R ,8 x classrooms, assemble and fence.	Stage 6	EIG	Maintenance	Mbombela	7 163 842,56
Shishila Primary School	DPWRT	Repair of 12 classrooms, construction of new 4 classrooms, new fence and guard house	Stage 1-5	EIG	Maintenance	Mbombela	14 911 598,84
Ndlaphu Primary School Phase 1	DPWRT	Maintenance of 22 classrooms, admin block, kitchen,28 waterborne toilets, electrical and mechanical installation	Stage 1-5	EIG	Maintenance	Mbombela	21 749 333,08
Vulamasango Primary School	DPWRT	Repair of storm damaged 23 classrooms, admin block, combo court, storm damaged diamond mesh fence,23 waterborne toilets, electrical and mechanical work	Stage 1-5	Equitable Shares	Maintenance	Mbombela	23 220 643,70
Gedlembane Secondary school	DPWRT	Repair of storm damaged 28 classrooms, admin block, computer centre, library, science lab, school hall,39 waterborne toilets, external work electrical and mechanical work	Stage 1-5	EIG	Maintenance	Mbombela	22 825 592,56

Tenteleni Primary School	DPWRT	Repair of storm damaged 26 classrooms, admin block, computer centre, library, science lab, kitchen, combi court ,27 waterborne toilets, external work electrical and mechanical work	Stage 1-5	Equitable Shares	Maintenance	Mbombela	21 914 906,04
Victory Park Primary School	DPWRT	Repair of storm damaged 1 x 4 classroom block, science lab, kitchen, library, admin block and school cottage	Stage 1-5	EIG	Maintenance	Mbombela	6 192 758,08
Embonisweni Primary School	DPWRT	Maintenance 15 classrooms, Grade R centre, kitchen,25 enviro-loo toilets and external work.	Stage 6	EIG	Maintenance		4 938 007,20
Mbambiso Secondary School	DPWRT	Storm damage repairs to 3x5 classrooms, 1x4 classroom, 1 x laboratory, 1x economics block, 1 x library Block, the administration block and staff office block and carports	Stage 5	EIG	Maintenance	Nkomazi	1 930 462,55
Zwide Primary School	DPWRT	Storm damage repairs to 5x4-classroom block, admin block, covered assembly area, 2x2 classroom block, 1 classroom clock, storage with kitchen. Damages 10-seater waterborne toilets, 10-seater waterborne toilet, and 2x2 Enviro-loo Block.	Stage 5	EIG	Maintenance	Nkomazi	5 815 919,96
Kobi Primary School	DPWRT	Repairs to storm damage to the roof sheeting to 3 x 4 Classrooms and 1x 1 Classroom Block.	Stage 5	EIG	Maintenance	Nkomazi	6 827 576,75
Mehlobovu Secondary School	DPWRT	Storm damage repairs to Two (2) Block classroom and the guard house	Stage 1-5	EIG	Maintenance	Nkomazi	1 652 948,26
Mphoti Primary School	DPWRT	Storm damage repairs to the roof sheeting of 8 classroom block with two storerooms, as well as a five-classroom block with a storeroom and a shelter.	Stage 1-5	EIG	Maintenance	Nkomazi	5 944 559,68

Phambanisa Primary School	DPWRT	Storm damage repairs to the roof structures of 2 x 3-classroom blocks and one 4-classroom block.	Stage 5	EIG	Maintenance	Nkomazi	4 152 246,75
Shinyukane Secondary School	DPWRT	Storm damage repairs to the administration block, and two 5,000-liter Jojo tanks	Stage 1-5	EIG	Maintenance	Nkomazi	5 465 106,26
Sincobile Secondary School	DPWRT	Storm damage repairs to the 4-seats male and female enviro-loo toilet blocks.	Stage 5	EIG	Maintenance	Nkomazi	1 037 365,04
Mbokodo Primary	DPWRT	17 classes ceiling affected by storm. Demolition and reconstruction of the kitchen	Stage 1-5	EIG	Maintenance	Sikhulile	7 628 142,75
Mtimandze Secondary School	DPWRT	Repair and maintenance to Admin Block	Stage 1-5	EIG	Maintenance	Nkomazi	2 360 533,82
John Mdluli Primary School	DPWRT	Storm Damage Repairs and related maintenance to entire school			Maintenance	Mbombela	5 568 236,30
Dludluma Pre School	MRTT	Maintenance of centre including water and sanitation	Pre-Feasibility (Assessment)	ECD Conditional Grant	Maintenance		600 000,00
IMFUNDVO SIKHALI EDUCARE	MRTT	Maintenance of centre including water and sanitation	Pre-Feasibility (Assessment)	ECD Conditional Grant	Maintenance	Nkomazi	500 000,00
Khulani Day Care	MRTT	Maintenance of centre including water and sanitation	Stage 1	ECD Conditional Grant	Maintenance	Nkomazi	850 000,00
Sikhulile Edu care	MRTT	Maintenance of centre including water and sanitation		ECD Conditional Grant	Maintenance	Mbombela	600 000,00
Steenbok centre	DPWRT	Maintenance of centre including water and sanitation		ECD Conditional Grant	Maintenance	Nkomazi	600 000,00
Schoemansdal Combined School	DPWRT	Phase 2: Construction of 8 Classrooms, administration block, alter privately built	Stage 7	Equitable Shares	Upgrades & Additions	Nkomazi	11 000 000,00

		admin block to a kitchen facility, library and computer centre, car parks, ramps and rails and sports facilities.					
Lihawu Secondary School	DPWRT	Demolition of 05 Classrooms. Construction of 12 new Classrooms, Guard house and provision of 5 x 5000l water tanks.	Stage 6	EIG	Upgrades & Additions	Mbombela	5 210 872,00
Lugebhuta Secondary School	DPWRT	Phase 2 (2022/23): Construction of 9 additional classrooms, school hall, lab, library/media centre.	Stage 5	EIG	Upgrades & Additions	Mbombela	5 000 000,00
Silindokuhle Special School	DPWRT	Planning and design and construction in phases: Phase 1: demolition of pit toilet of existing 16 pits toilet and construction of Phase 2: Provision of 12 special needs classrooms, storeroom, 2 x workshops, laundry. Phase 2: Provision of 12 special needs classrooms, storeroom, 2 x workshops, laundry. Phase 3: Additional boarding facilities.	Planning, design and procurement	EIG	Upgrades & Additions	Nkomazi	3 186 961,05
Mzinti Primary School	DPWRT	Construction of 8 classrooms, perimeter fence and guard house	Stage 1 to 4	Equitable Shares	Upgrades & Additions	Nkomazi	12 000 000,00
Matsamo Primary School	DPWRT	Construction of 8 classrooms, perimeter fence and guard house	Stage 1 to 4	Equitable Shares	Upgrades & Additions	Nkomazi	7 000 000,00
Thanda Primary School	DPWRT	Construction of 04 Grade R toilets and 02 Staff toilets (Male and Female) Phase 2: construction of 10 classrooms	Construction & Final Account	EIG	Upgrades & Additions	Nkomazi	6 565 436,00
Khula Secondary School	DPWRT	Construction of a perimeter fence, guardhouse and related services	Stage 6	Incentive Grant	Upgrades & Additions	Nkomazi	2 142 783,00
Tfolinhlanhla	DPWRT	Phase 1: Demolishing of 30 Pit Latrines and construction of 30 enviro-loo toilets. Phase 2: Planning and design: Construction of 2 Grade R Classrooms inclusive of Grade R Toilets, relocation of 08 mobile classrooms and construction of	Prefeasibility	EIG	Upgrades & Additions	Mbombela	6 692 400,00

		08 classrooms. Future Phase: Construction of Admin Block, Library and Kitchen.					
Mbokodo	DPWRT	Phase1: Planning and design: Demolition of 7 Pit latrines and construction of 14 enviro-loo toilets. Phase 2 Construction of 4 Additional Classrooms. Future Phase: Admin block.	Prefeasibility	EIG	Upgrades & Additions	Mbombela	3 122 496,00
Vulemehlo primary		perimeter fence, guardhouse and related services	Prefeasibility	EIG	Upgrades & Additions	Mbombela	6 131 191,20
Duma Primary		Provision of a perimeter fence, guardhouse and related services	Prefeasibility	EIG	Upgrades & Additions	Mbombela	6 131 191,20
Sijabulile	DPWRT	Phase 1: Planning and Design: Demolition of 8 Pit latrines and construction of 10 enviro-loo toilets.	Prefeasibility	EIG	Upgrades & Additions	Mbombela	2 571 840,00
BOHLABELA							
Project Name	Implementing Agent	Project Description	Status for the 2026/27	Funding Source	Economic Classification	Local	MTEF
			Financial Year			Municipality	2026/2027
							(R)
Longtom Secondary School in Mashishing	DPWRT	Construction of Guardhouse, 28 classrooms, Admin Block, Library, Computer Centre, Science Lab, School Hall, Kitchen, Perimeter Fence, 25 ablutions, Ramps and rails and 3 sports grounds	stage 5(5%)	EIG (EIG)	New & Replacement	Thaba Chweu	8 019 872,00
Chayaza Secondary School	DPWRT	Demolition of 24 x Classrooms and laboratory block. Construction of 20 classrooms, 1 x chemistry lab, 1 x media/library - computer centre and administration block.	Stage 5	Equitable Shares	New & Replacement	Bushbuckridge	24 000 333,33

Shanke Senior Secondary School	DPWRT	Demolition of existing structures, refurbishment of existing 6 classrooms, 30 enviro-loo toilets, construction of 28 new classrooms, admin block, computer centre, laboratory (maths, science, and technology) library, kitchen, school hall, guardhouse, fence, electricity, car park, ramps and rails and 3 sports grounds.	Stage 5	EIG (EIG)	New & Replacement	Bushbuckridge	9 580 310,00
Mkhuhlu Township Secondary	DPWRT	Phase 2: Provision of permanent brick and mortar structures (operationalized in mobiles) - 16 classrooms & other facilities	Outer Year Construction	EIG (EIG)	New & Replacement	Bushbuckridge	7 837 446,00
Matlushe Primary School	DPWRT	Demolition of dilapidated classrooms and construction of 12 classrooms, Grade R Centre, Admin block, library, computer centre, Kitchen, ramps + rails, Sports Grounds and Car Park.	Stage 4	EIG (EIG)	New & Replacement	Bushbuckridge	15 011 586,00
Mavimbela Primary School	DPWRT	Phase 1: Demolition of 15 classrooms, Construction of 16 Classrooms, 2 x Grade R Centre, Admin Block, Kitchen, library, Computer Centre, Provision of Fence, Ramps & Rails and Car Parks	Evaluation stage	EIG (EIG)	Upgrades & Additions	Bushbuckridge	18 382 420,35
Saselani Primary	DPWRT	Demolishing of 24 inappropriate classrooms, construction of 24 classrooms, Admin Block, 2 Grade R centres, Kitchen, Sports field and a Carport	Stage 1-4	EIG (EIG)	New & Replacement	Bushbuckridge	2 829 961,00
Makgahlishe Primary School	DPWRT	Phase1: Refurbishment of 03 Classrooms, demolition 16 unsafe classrooms & construction of 13 classrooms, 2 Grade R centres, Administration block, library, computer centre, kitchen, ramps + rails, Sports Grounds and Car Park.	Planning and design	Equitable Shares	New & Replacement	Bushbuckridge	8 246 984,58
Manyakatana Primary School	DPWRT	Phase 1: Demolishing of 12 unsafe classes and construction of 12 classrooms, administration block, library, computer	Stage 6	EIG (EIG)	New & Replacement	Bushbuckridge	8 000 000,00

		centre, Kitchen, ramps + rails, Sports Grounds and Car Park.					
Casteel Primary School	IDT	Refurbishment of the existing Borehole and installation of 2 x JoJo tanks with 2 x steel tank stands and palisade fence around the tank stands, and Demolition of 22 existing pit toilets. Minor renovations to existing waterborne toilet by adding 10 Wash Troughs	Pre-Feasibility (Assessment)	EIG (EIG)	Maintenance	Bushbuckridge	8 697 421,69
Chueu Primary School	IDT	Upgrading of electricity and replacement of missing or damaged light fittings	Pre-Feasibility (Assessment)	EIG (EIG)	Maintenance	Bushbuckridge	9 327 866,54
Hibemandla Primary School	IDT	Refurbishment of water reticulation	stage 4-6	EIG (EIG)	Maintenance	Bushbuckridge	640 775,40
Ian Mackenzi Secondary School	IDT	Demolition of redundant structures.	stage 5-6	EIG (EIG)	Maintenance	Bushbuckridge	1 298 000,00
James Khosa Secondary School	IDT	Renovation of 16 classrooms ceiling, painting of classrooms and electrifying of other classrooms and replace chalk boards. Renovation of classroom's floors, broken windows and doors	Stage 5	EIG (EIG)	Maintenance	Bushbuckridge	3 870 320,06
Lebadishang Primary School	IDT	Renovation and refurbishment of ten (12) classrooms.	Pre-Feasibility (Assessment)	EIG (EIG)	Maintenance	Bushbuckridge	2 494 497,72
Lethipele Secondary School	IDT	Maintenance of school	Pre-Feasibility (Assessment)	EIG (EIG)	Maintenance	Bushbuckridge	8 548 723,84
Mabonwana Primary School	DPWRT	Maintenance of administration block,16 classrooms,21 waterborne toilets, borehole drilling, electrical and mechanical works	Stage 6	EIG (EIG)	Maintenance	Bushbuckridge	1 181 135,34
Mandondo Secondary School	TBC	construction of enviro loo toilets	Pre-Feasibility (Assessment)	EIG (EIG)	Upgrades & Additions	Bushbuckridge	3 000 000,00

Mapulaneng Teacher Development Centre	DPWRT	Repairs, renovation and refurbishment work of computer centre and office Bohlabela District Office, Mapulaneng campus	Stage 5	EIG (EIG)	Rehabilitation, Renovation & Refurbishment	Bushbuckridge	5 031 200,00
Masingitana Secondary School	IDT	Replacement of ceilings and repair floors for twenty (20) classrooms	Stage 6	EIG (EIG)	Maintenance	Bushbuckridge	6 033 704,72
Mathupa Primary School	DPWRT	Repairs and maintenance to storm damage facilities to the administration block, Repairs to storm damage to 2x4 classroom block. Repairs to storm damage to the kitchen.	Stage 6	EIG (EIG)	Maintenance	Bushbuckridge	698 567,40
Mdluli High School	IDT	Major Maintenance of waterborne toilets	Stage 5	EIG (EIG)	Maintenance	Bushbuckridge	7 765 433,72
Mosipa Secondary School	IDT	Refurbishment of 19 Enviro-loo toilets, (replace seat covers, damaged doors, window handles, sanitary fittings, and vent pipes, honey sucking for the enviro-loos), and Refurbishment of 8 classrooms (Replace rusted roof coverings, ceilings, window and door handles), refurbishment of 4 waterborne toilets in the admin, treatment of termite infestation in the classrooms. Refurbishment of existing borehole. Demolish 4 pit toilets	Stage 5-6	EIG (EIG)	Maintenance	Bushbuckridge	2 555 777,20
Mzangedwa Secondary School	DPWRT	Refurbishment of 16 classrooms and admin block, 20 waterborne toilets and guardhouse	Stage 6	EIG (EIG)	Rehabilitation, Renovation & Refurbishment	Bushbuckridge	493 546,63
Plaatjie Primary School	IDT	Replace ceiling in 8 classrooms which are a hall affected by termites. Provision of termite control in classrooms,	Stage 5-6	EIG (EIG)	Maintenance	Bushbuckridge	4 481 545,21
Thaba Chweu Boarding School	DPWRT	Maintenance of onsite wastewater treatment plants and filtration systems.	Stage 6	EIG (EIG)	Maintenance	Bushbuckridge	690 000,00
Thepanang Primary School	IDT	Renovation of 24 waterborne toilets	Stage 5	EIG (EIG)	Maintenance	Bushbuckridge	12 564 875,92

Tiyimeleni Primary School	DPWRT	Renovation 9 Classroom and HODs Office, Grade R Administration, Kitchen and Dining Hall, Science and computer lab and ablutions	Stage 5-6	EIG (EIG)	Maintenance	Bushbuckridge	14 724 916,95
Ximoyi Secondary School	IDT	Refurbishment of 8 classrooms (replace ceiling), repair and fix electricity in 12 classrooms.	Stage 5	EIG (EIG)	Maintenance	Bushbuckridge	1 306 630,20
Shatele Circuit office		Maintenance of facility	Pre-Feasibility (Assessment)	EIG (EIG)	Maintenance	Bushbuckridge	1 406 419,00
Makata High School	DPWRT	Renovate 6 Classrooms and kitchen	Stage 7	EIG (EIG)	Maintenance	Bushbuckridge	1 011 880,16
Thabakgolo Primary school	DPWRT	Renovate 6 Classrooms and kitchen	Stage 5	EIG (EIG)	Maintenance	Bushbuckridge	3 042 634,83
Mpithi Primary School	DPWRT	Comprehensive maintenance of 16 classrooms,32 waterborne toilets, admin block, school hall, combo courts, electrical work and mechanical work	Stage 1-5	EIG (EIG)	Maintenance		19 425 338,40
Nghunghunyana Secondary School	DPWRT	Comprehensive maintenance of 15 classrooms,13 waterborne toilets, combo courts, electrical work and mechanical work	Stage 1-5	EIG (EIG)	Maintenance		10 864 509,60
Glory Hill Primary School	DPWRT	Storm Damage Repairs and related maintenance to entire school			Maintenance	Sabie	3 697 695,44
Kadishi Secondary School	DPWRT	Storm Damage Repairs and related maintenance to school			Maintenance	Sabie	8 297 757,24
Laerskool Graskop Primary	DPWRT	Storm Damage Repairs and related maintenance to school			Maintenance	Sabie	6 001 746,87
Hintekani ECD	MRTT	Maintenance of centre including water and sanitation	On going	ECD Conditional Grant	Maintenance	Bushbuckridge	96 000,00

Jack n jill ECD	MRTT	Maintenance of centre including water and sanitation	On going	ECD Conditional Grant	Maintenance	Lydenburg	200 000,00
Mashonamini community day care	DPWRT	Construction 2 classrooms, toilets, fence, install water tank	Pre-Feasibility (Assessment)	ECD Conditional Grant	New & Replacement		6 500 000,00
MPHO CRECHE	MRTT	Maintenance of centre including water and sanitation	Stage 1	ECD Conditional Grant	Maintenance	Bushbuckridge	500 000,00
Pfunekani Early Childhood Development Centre	DPWRT	Replacement of damaged portion of roof structure (trusses, purlins, roof sheets and ceilings) electrical installations. Replacement of damaged dry wall partitions in female ablutions and doors	Stage 1-6	ECD Conditional Grant	Maintenance		50 000,00
Mapaleni Higher Primary School	DPWRT	RENOVATION OF 12 EXISTING CLASSROOMS, DEMOLITION OF KICHEN AND 7 CLASSROOMS AND CONSTRUCTION OF 8 CLASSROOMS, ADMIN BLOCK, 2 X GRADE r Guardhouse with refuse area, kitchen and library	stage 6	EIG (EIG)	Upgrades & Additions	Bushbuckridge	2 721 235,00
Farel Primary School	DPWRT	Phase 2: Demolition of 3 x shack classrooms and 2 x classrooms and 2 x Grade R classrooms.	Stage 5	EIG (EIG)	Upgrades & Additions	Bushbuckridge	7 319 528,00
Ntshuxeko Primary School	DPWRT	Phase 1: Construction of 10 classrooms, 17 additional toilets and 2 Grade centres. Maintenance Scope: Treatment of bats infested, Replace and repair damaged ceiling, potholes, broken window panels and leaking roof for 8 classrooms, Fence, Additional Facilities: Construction of 17 additional toilets, 21 Classrooms, 4 Grade R Centres, Admin block, kitchen, computer centre, library, ramps, rails and sports fields.	Stage 3	EIG (EIG)	Upgrades & Additions	Bushbuckridge	11 123 362,00

Hlangelezwe Primary School	DPWRT	Replacement of existing diamond mesh fence with invisible wall security fencing and new guard house with refuse area Demolition of 10 asbestos and Construction of 6 Classrooms and Grade R centre, Admin block, kitchen, media centre, library, computer centre, 3 sports field, car park.	Planning, design and construction	EIG (EIG)	Upgrades & Additions	Bushbuckridge	5 461 887,00
Khokhovela Higher Primary School	DPWRT	Provision of fence and guard house, Demolition 1 x 4 classroom block and Construction of 4 Classroom block and Grade R.	Stage 7	Equitable Shares	Upgrades & Additions	Bushbuckridge	35 031 000,00
Nkwenkwezi Primary School	DPWRT	Removal of residue from 8 asbestos classrooms demolished by the community, construction of 12 classrooms and 3 Grade R centres, Admin block, Media centre, library, computer centre, Kitchen, ramps + rails, Sports Grounds and Car Park.	Pre-feasibility in 2020/21	Incentive Grant	Upgrades & Additions	Bushbuckridge	10 116 606,24
Daniye Primary School	DPWRT	Refurbishment of existing borehole and refurbishment of 14 waterborne toilets and demolition of 2 pit toilets, Construction of additional 6 enviro-loo Toilets, 2 x 5000l storage tanks with 5m high steel tank. 2 x drinking fountains. water reticulation, French drain, urinal network and Provision of fence.	stage 7	Equitable Shares	Upgrades & Additions	Bushbuckridge	8 000 000,00
Bondzeni High School	DPWRT	Construction of fence and guard house	Stage 5	Equitable Shares	Upgrades & Additions	Bushbuckridge	7 060 868,96
Tiyani Primary School	DPWRT	demolition of 42 pit toilets and 12 waterborne toilets, renovations of 8 enviro-loo construction of 18 enviro-loo toilets, with 9 urinals, 3x drinking fountain, French drain and water reticulation and 4 x 5000l water tank and stand.	Stage 5	EIG (EIG)	Upgrades & Additions	Bushbuckridge	446 896,44

Mabarhule Secondary School	DPWRT	Phase 2: Provision of toilets, connect the existing JoJo tanks Planning and Design for demolition and construction of 15 classrooms	Stage 1--5	EIG (EIG)	Upgrades & Additions	Bushbuckridge	3 000 000,00
Maripe Secondary	DPWRT	Construction of a perimeter fence, guardhouse and related services	Stage 6	Incentive Grant	Upgrades & Additions	Bushbuckridge	1 992 491,00
Sakhisizwe Primary School	DPWRT	Phase 1: Demolition of existing 09 pit toilets, Construction of 19 Waterborne toilets, Installation of Palisade fence around tank, 2 Drinking fountains, Refurbishment of septic tank and water reticulation. Phase 2: Construction of Grade R Centre. Future phase: Construction of Library, kitchen, sports field and parking.	stage 5 (95%)	EIG (EIG)	Upgrades & Additions	Bushbuckridge	496 918,48
Hlulani Primary School	DPWRT	Phase 1: Provision of 12 additional toilets. Future phases: Admin block, media centre, library, a Sports ground, Assembly area and a car park.	Stage 6	EIG (EIG)	Upgrades & Additions	Bohlabela	3 431 373,27
NKANGALA							
Project Name	Implementing Agent	Project Description	Status for the 2026/27	Funding Source	Economic Classification	Local	MTEF
			Financial Year			Municipality	2026/2027
							(R)

School for the Deaf	DPWRT	Phase 1: Planning & Design (2018/19 - 2019/20) Phase 2: Provision of bulk services (Bulk water and Sewerage, Fencing, Guardhouse) - 2020/21 - 2021/22 Phase 3 (Deaf Learners - Wing): C2020/21 - 2022/23 Construction of administration support, education facilities, learner and all staff boarding facilities. Phase 4 (Blind Learners Wing): 2022/23 - 2024/25 Construction of education facilities and boarding facilities	Stage 2	Equitable Shares	New & Replacement	Emalahleni	100 000 000,00
Extension 24/Rockdale Primary School (Middelburg)	DPWRT	Provision of bulk services (fencing, water, sanitation and electrical installation, Construction of 28 Classrooms, 2 X Grade R Centre, administration block, library, computer centre, kitchen, ramps & rails, kitchen, 3 sports grounds and car park.	Stage 5	EIG	New & Replacement	Steve Tshwete	6 400 275,00
Tidimalo Primary School	IDT	Phase 1: Provision of Fence, Guardhouse, Construction of 18 Classrooms and 2 X Grade R Facilities, Phase 2: Media/library, Computer centre, Admin block, Kitchen, Car park, Ramps and rails.	Procurement & Construction	Equitable Shares	New & Replacement	Thembisile Hani	24 000 333,33
Alex Benjamin Secondary School	IDT	Refurbishment of 12 classrooms, administration block, school Hall, Library, fence, & kitchen	Stage 5 and 6	EIG	Rehabilitation, Renovation & Refurbishment	Steve Tshwete	8 609 413,32
Blackhill Schoongezicht Primary School	IDT	Renovation and refurbishment of 18 existing classrooms, administration block, fencing. Refurbishment of 23 existing ablutions.	Stage 5 - 6	EIG	Rehabilitation, Renovation & Refurbishment	Emalahleni	14 001 870,68
Botleng Secondary	DPWRT	Renovation of ablutions and other facilities	Stage 6	EIG	Maintenance	VICTOR KHANYE	7 204 628,06
Buhlebuzile Combined School	IDT	Refurbishment of existing 16 classrooms.	Pre-Feasibility (Assessment)	EIG	Rehabilitation, Renovation & Refurbishment	Dr JS Moroka	2 983 156,01

Ebhudlweni Primary School	DPWRT	Renovation of 20X classrooms, administration block, ablution blocks and demolition of 05X classrooms block	stage 6	EIG	Maintenance	Dr JS Moroka	1 586 760,34
Emakhazeni Boarding School	DPWRT	Maintenance of boarding school including resolving non-operational wastewater treatment plants and filtration systems; raw sewage dumped in the nearby fields and streams; unfenced ponds; high levels of vandalism that have negatively impacted the power supply to the treatment plants and boreholes; lack of a qualified operator for the plants; and daily contamination of the environment and ground water resources. which we do not adhere to (Act 36 of 1998, the National Water Act, 1998).	Stage 6	EIG	Maintenance	Emakhazeni	1 462 270,92
Ext. K Secondary School	IDT	Refurbishment of 12 classrooms, Computer Laboratory. Refurbishment of 12 waterborne ablution facilities.	Stage 4-6	EIG	Maintenance	Thembisile Hani	7 290 635,86
Hoerskool Delmas	DPWRT	Refurbishment of 33 classrooms, administration block, 1 library, 1 kitchen, 2 computer centres, 4 laboratories, 1 school hall and 45 waterborne ablutions. Attend to structural damage.	Stage 5&6	EIG	Maintenance	Victor Khanye	9 642 665,87
Itireleng Primary School	DPWRT	Refurbishment and renovation of 18 classrooms, 1 administration block, fence, 22 ablution facilities.	Stage 5	EIG	Maintenance	Emalahleni	13 636 257,07
Khonzimfundo Combined School	DPWRT	Refurbishment of administration block, refurbishment of 22X classrooms and refurbishment of 42X waterborne toilets, borehole toilets, electrical and mechanical works	Stage 5	EIG	Maintenance	Emalahleni	13 072 448,51
Khutsong Primary School	IDT	Refurbishment of existing 16 classrooms	Stage 5	EIG	Maintenance	Dr JS Moroka	4 270 513,12

Klipfontein Primary School	DPWRT	Minor renovation of 26 classrooms. Deep clean to learner's ablution	Stage 6	EIG	Maintenance	Emalahleni	2 906 439,94
Laerskool Middelburg	IDT	Refurbishment and renovation of 22 classrooms, 1 administration block, library, media centre and fence. Refurbishment of existing 18 ablution facilities.	Stage 5-6	EIG	Maintenance	Steve Tshwete	16 402 021,91
Libangeni Secondary	DPWRT	Renovation of waterborne toilets, 14 classrooms, admin block and 2 x exams hall	Stage 7	EIG	Maintenance	Dr JS Moroka	1 053 459,48
Mabande Secondary School	DPWRT	Refurbishment of existing 32X classroom, administration block, Library, Computer Centre, fence, technical centres	Stage 6	EIG	Rehabilitation, Renovation & Refurbishment	Emalahleni	1 775 896,94
Mabothe Secondary School	DPWRT	Refurbishment and renovation of existing 14 classrooms, library and administration block. Renovation and refurbishment of 12 existing waterborne ablutions.	Stage 7	EIG	Rehabilitation, Renovation & Refurbishment	Dr JS Moroka	1 589 033,88
Mabusabesala Secondary School	IDT	Refurbishment of existing 16 classrooms, administration block, School Hall, Library, fence and kitchen.	Stage 5	EIG	Maintenance	Dr JS Moroka	11 835 543,97
Makhathini Primary School	IDT	Refurbishment and renovation of 18 classrooms, 1 administration block, fence ,18 ablution facilities	Pre-Feasibility (Assessment)	EIG	Maintenance	Steve Tshwete	16 229 984,52
Manyano Primary School	DPWRT	Refurbishment and renovation of 24 classrooms, 1 administration block.	Stage 6	EIG	Rehabilitation, Renovation & Refurbishment	Steve Tshwete	3 043 117,15
Maridili Primary School	DPWRT	Renovation and Refurbishment of existing 12 classrooms.	Stage 7	EIG	Maintenance	Thembisile Hani	1 378 184,42
Maziya Combined School	DPWRT	Refurbishment and renovation of 29 classrooms, 1 administration block. Refurbishment of 22 ablution facilities and fencing.	Stage 6	EIG	Rehabilitation, Renovation & Refurbishment	Steve Tshwete	2 968 811,22

Mkhulu Combined School	IDT	Refurbishment and renovation of 16 classrooms. Renovation and refurbishment of existing waterborne ablutions.	Pre-Feasibility (Assessment)	EIG	Maintenance	Steve Tshwete	14 992 805,92
Motswedi Secondary School	IDT	Refurbishment and Renovations of existing 12 classrooms, administration block and kitchen.	Stage 5-6	EIG	Maintenance	Dr JS Moroka	9 441 851,84
Mphalali Secondary School	IDT	Refurbishment of existing 15 classrooms, administration block and Laboratory.	Stage 5-6	EIG	Maintenance	Thembisile Hani	4 031 972,71
Nancy Shiba Primary School	DPWRT	Refurbishment and renovation of 23 classrooms, 1 administration block, fence and 18 ablution facilities.	Stage 6	EIG	Maintenance	Emalahleni	3 194 449,61
Ndedema Primary School	DPWRT	Maintenance of 11X classrooms	Stage 6	EIG	Maintenance	Dr JS Moroka	2 893 113,24
Njomane Primary School	IDT	Renovation of 16 classrooms	Pre-Feasibility (Assessment)	EIG	Maintenance	Thembisile Hani	4 016 341,73
Nyabela Primary School	IDT	Renovations of 16 classrooms, Administration Block and refurbishment of 12 waterborne ablutions.	Pre-Feasibility (Assessment)	EIG	Rehabilitation, Renovation & Refurbishment	Thembisile Hani	3 132 479,27
P Ndimande Secondary School	IDT	Renovation and refurbishment of existing 24 classrooms, administration block, library, laboratory and 24 ablution facilities.	Pre-Feasibility (Assessment)	EIG	Maintenance	Emalahleni	26 527 460,00
Peter Mokaba Primary School	IDT	Refurbishment of existing 12 classrooms, administration block and Grade R Centre. Refurbishment of existing 18 ablution facilities.	Stage 7	EIG	Maintenance	Thembisile Hani	4 821 593,68
Phutumani Primary School	DPWRT	Renovation and Refurbishment of existing 14 classrooms	Stage 6	EIG	Maintenance	Thembisile Hani	1 015 691,33
Qhubekani Primary School	IDT	Renovation and Refurbishment of existing 16 classrooms, 1 administration block.	Stage 7	EIG	Maintenance	Thembisile Hani	6 804 589,62

Ramokgeletsane Primary School	IDT	Refurbishment of existing 12 classrooms and administration block	Stage 6	EIG	Maintenance	Dr JS Moroka	11 499 476,61
Sakhile Primary School	DPWRT	Renovate 1X4 classrooms block (old design)	Stage 6	EIG	Rehabilitation, Renovation & Refurbishment	Thembisile Hani	1 513 228,00
Seruane Secondary School	DPWRT	Renovations of 09 classrooms and administration block. Refurbishment of existing 16 waterborne ablutions.	Stage 5	EIG	Maintenance	Dr JS Moroka	2 726 897,36
Simphiwe Primary School	IDT	Renovation of 16 classrooms, administration block	Stage 5	EIG	Maintenance	Thembisile Hani	8 038 158,45
Sobantu Secondary School	IDT	Maintenance of 16 classrooms and administration offices	Stage 5	EIG	Maintenance	Dr JS Moroka	3 127 405,56
Somlingo Primary School	IDT	Renovation and refurbishment of 16 existing classrooms, 1 Grade R Centre and 1 administration block.	Stage 5	EIG	Maintenance	Thembisile Hani	4 016 341,73
Sundra Secondary School	IDT	Refurbishment of existing 22 classrooms, Administration block	Stage 5-6	EIG	Rehabilitation, Renovation & Refurbishment	Victor Khanye	16 113 655,59
Tholulwazi Secondary	IDT	Renovation of existing 16 classrooms.	Stage 5	EIG	Maintenance	Dr JS Moroka	6 692 967,82
Thulasizwe Primary School	IDT	Maintenance of 16 classrooms, library, admin and computer centre	Stage 5	EIG	Maintenance	Dr JS Moroka	1 553 193,76
Tsiki Naledi Secondary School	DPWRT	Comprehensive maintenance of administration block, 4X classrooms, kitchen, Hall and 2x Grade R's, 4X classrooms, (1X Grade RR and 3X Grade R) library bookstore and computer laboratory, 1X storeroom, Grade R toilet, boys' toilet, girls' toilet and storeroom.	Stage 6	EIG	Rehabilitation, Renovation & Refurbishment	Steve Tshwete	2 369 897,38
Vezimfundo Primary School	DPWRT	Comprehensive Maintenance of the entire school: Refurbishment of existing 24X classrooms, 1X administration block, 1X	Stage 5	EIG	Maintenance	Victor Khanye	6 285 071,00

		library, Computer centre, school hall, 24X waterborne toilets and fence					
Vezubuhle Secondary	DPWRT	Refurbishment of 20 classrooms, administration block and 06 enviro- loo toilets	Stage 6	EIG	Maintenance		4 468 893,07
Zithuthukiseni Primary School	IDT	Renovation of existing 16 classrooms, administration block.	Stage 5	EIG	Maintenance	Thembisile Hani	8 213 360,97
Ben Fleur MST Academy	DPWRT	Maintenance of office block	Pre-Feasibility (Assessment)	EIG	Maintenance	Emalahleni	11 500 000,00
Exam Centre Witbank	DPWRT	Maintenance of office block	Pre-Feasibility (Assessment)	EIG	Maintenance	Emalahleni	11 500 000,00
Khangela Primary school		Renovation of facilities	Pre-Feasibility (Assessment)	EIG	Maintenance	Victor Khanye	2 436 068,00
Steve tshwete Exam Centre		Maintenance of facility	Pre-Feasibility (Assessment)	EIG	Maintenance	Steve tshwete	2 118 654,20
Lefiswane Primary School	DPWRT	Storm Damage repairs to 4 x classrooms roof sheets blown off.	Stage 1-5	EIG	Maintenance	Dr JS Moroka	2 524 949,06
Sijabule Primary School	DPWRT	Storm damage repairs to the 2x4 classroom block	Stage 1-5	EIG	Maintenance	Dr JS Moroka	3 394 395,40
Bothlale Pre school	DPWRT	Construction of new 3 classrooms for the early childhood development centre, guardhouse with refuse, fence, parking with 5 covered carports, storm water drainage, water and sewer reticulation, electrical installations and playground.	Pre-Feasibility (Assessment)	ECD Conditional Grant	New & Replacement	Dr JS MOROKA	5 652 000,00

Masinakane Special School	DPWRT	Phase 1: Alter classrooms to special classrooms on the sehoko schools' site and alter classrooms to boarding facilities, laundry room, staff residence. Phase 2: Construction of Administration areas (staff offices, reception area, sick bay, kitchenette) and Health support facilities (nurse room, psychologist room, reception area) and Grade RR and R centre. Future Phase: Construction of boarding facilities on the new site.	stage 6	EIG	Upgrades & Additions	Dr JS Moroka	2 500 000,00
Ebhudlweni Primary School	DPWRT	Demolition of 22 and construction of 22 classrooms, renovation of administration block and ablution facilities, demolishing of 5 classrooms,	Stage 6	EIG	Upgrades & Additions	Emakhazeni	2 594 746,00
Mokebe Secondary School	DPWRT	Demolition of 2 X dilapidated classrooms and construction of 2 X block of classrooms, admin block, school hall, kitchen, library-media centre, laboratory, guardhouse and fence, car parks, ramps and rails, sports field.	Stage 5	Equitable Shares	Upgrades & Additions	Dr JS Moroka	35 031 000,00
Klipspruit Combined School	DPWRT	Phase 2: Demolition of asbestos buildings and Construction of 8 classrooms and Grade R Centre. Future Phase: Construction of library, kitchen, Car Park and 1 Sports Ground.	Stage 6	Incentive Grant	Upgrades & Additions	Emakhazeni	6 325 519,82
Phopolo Primary School	DPWRT	Construction of 8 classrooms, perimeter fence and guard house	Stage 1 to 4	Equitable Shares	Upgrades & Additions	Dr JS Moroka	8 000 000,00
Khulufunde Primary School	DPWRT	Demolition of 14 VIP toilets and construction of 25 toilets	Construction & Final Account	EIG	Upgrades & Additions	Thembisile Hani	2 565 000,00
Makopanong Primary School	DPWRT	demolition of 14 pit toilets, provision of 12 additional enviro-loo	Stage 5	EIG	Upgrades & Additions		1 512 510,31

Sifundakhona Primary School	DPWRT	demolition of 2 pit toilets, construction of 7 additional enviro-loo toilets, equip nonfunctional borehole	Stage 4	EIG	Upgrades & Additions		1 399 110,66
Marhagi secondary		perimeter fence, guardhouse and related services, construction of addition toilets	Prefeasibility	EIG	Upgrades & Additions	Thembisile Hani	11 131 191,00
Mpoko Maloka Primary School	DPWRT	Major renovations of the entire school.	pre-feasibility	EIG	Maintenance	Msukaligwa	2 000 000,00
GERT SIBANDE							
Project Name	Implementing Agent	Project Description	Status for the 2026/27	Funding Source	Economic Classification	Local	MTEF
			Financial Year			Municipality	2026/2027
							(R)
New Perdekop Primary School	DPWRT	Construct 14 Classrooms, Grade R, Administration block, laboratory, library, computer centre, School Hall, 33 Toilets, Fence, Electricity, Water, Kitchen, ramps + rails, 3 Sports Grounds and Car Park.	Stage 5	Equitable Shares	New & Replacement	Lekwa	24 000 333,33
Trichardtsfontein Primary School	DPWRT	Phase 1: Planning and design and provision of basic services)	Stage 5	Equitable Shares	New & Replacement	Govan Mbeki	35 031 000,00
		Phase 2: Construction of 8 Classroom, 1 x Grade R Centre, guardhouse, admin block, kitchen					

Volksrust Primary School	DPWRT	Planning and design for provision of permanent brick and mortar structures (admin block, library, computer centre, kitchen, guardhouse, car carports, ramps and rails, sport fields)	Stage 4-6	Education Infrastructure Grant (EIG)	New & Replacement	Dr Pixley Ka Isaka Seme	4 004 195,00
D&C Comprehensive School	DPWRT	Refurbishment of existing admin block, classrooms, ablution facilities	Stage 6	Education Infrastructure Grant (EIG)	Maintenance	Albert Luthuli	3 784 336,20
Eluyengweni Primary School	DPWRT	Renovate 16 classrooms, Admin and 20 waterborne toilets.	Pre-Feasibility (Assessment)	Education Infrastructure Grant (EIG)	Maintenance	Chief Albert Luthuli	7 504 000,00
Ezakheni Boarding School	DPWRT	Maintenance of boarding school including resolving non-operational wastewater treatment plants and filtration systems; raw sewage dumped in the nearby fields and streams; unfenced ponds; high levels of vandalism that have negatively impacted the power supply to the treatment plants and boreholes; lack of a qualified operator for the plants; and daily contamination of the environment and ground water resources. which we do not adhere to (Act 36 of 1998, the National Water Act, 1998).	Stage 6	Education Infrastructure Grant (EIG)	Maintenance	Mkhondo	7 280 000,00
Gert Sibande District Offices	DPWRT	Maintenance and renovations to the Mpumalanga department education, Gert Sibande district offices on behalf of Mpumalanga department of education	stage 5	Education Infrastructure Grant (EIG)	Rehabilitation, Renovation & Refurbishment	Mkhondo	9 881 046,17
Khulasakhile Primary School	DPWRT	Renovate 27 classrooms, library, laboratory, Admin and 30 toilets	Stage 5	Equitable Shares	Maintenance	Stan West	4 864 450,00
Khunjuliwe Secondary School	DPWRT	Renovation of school	Stage 5-6	Education Infrastructure Grant (EIG)	Maintenance	Msukaligwa	8 528 819,64

Lamulile Primary School	DPWRT	Repairs to 3X classrooms	Stage 7	Education Infrastructure Grant (EIG)	Maintenance	Msukaligwa	1 873 408,55
Leseli Combined School	DPWRT	Renovate 28 classrooms, library and demolishing of unsafe structures (classrooms and Offices and sewer reticulation.)	Stage 4-6	Education Infrastructure Grant (EIG)	Rehabilitation, Renovation & Refurbishment	Stan West	5 816 292,90
Ligugu Secondary School	DPWRT	Maintenance of administrative block, 21X classrooms and laboratory	Stage 5	Education Infrastructure Grant (EIG)	Maintenance	Albert Luthuli	8 182 404,17
Lindzalokuhle Primary School	DPWRT	Maintenance of 12X classrooms, Grade R and RR classrooms, administration block, 18X enviro- loo toilets, electrical and mechanical installation	Stage 6	Education Infrastructure Grant (EIG)	Maintenance	Chief Albert Luthuli	1 255 326,86
Nganana Secondary School	DPWRT	Replacement of roof coverings of 13 classrooms block and 1 administration office, Replacement of rotten water goods and overall paint work (walls, balustrades etc), Replacement of fire hose reels.	Stage 6	Education Infrastructure Grant (EIG)	Maintenance	Mkhondo	2 436 068,00
Nthoroane Secondary School	DPWRT	Renovate 16 classrooms, offices and 16 toilets	Stage 5	Education Infrastructure Grant (EIG)	Maintenance	Dipaliseng	4 280 801,29
Qalabocha Primary School	DPWRT	Renovate 4 classrooms	Stage 5-6	Education Infrastructure Grant (EIG)	Maintenance	Dipaliseng	12 509 541,32
Sakhisizwe Primary School	DPWRT	Renovate 20 classrooms, Admin block and 10 toilets	Stage 5	Education Infrastructure Grant (EIG)	Maintenance	Govan mbeki	5 743 597,20
Siphokuhle Secondary School	DPWRT	Repairs to storm damages and comprehensive renovations to existing structures	Stage 5	Education Infrastructure Grant (EIG)	Maintenance	Mkhondo	8 100 278,96

Umsebe School	Primary	DPWRT	Renovate 22 classrooms, library and admin block	stage 7	Education Infrastructure Grant (EIG)	Rehabilitation, Renovation & Refurbishment	Msukaligwa	1 836 551,36
GLEN ELAND COMBINED SCHOOL		DPWRT	Renovation of Entire School	Pre-Feasibility (Assessment)	Education Infrastructure Grant (EIG)	Maintenance	KWATHANDEKA	14 375 000,00
Siphumelele EDC		DPWRT	Maintenance of facility	Pre-Feasibility (Assessment)	Education Infrastructure Grant (EIG)	Maintenance		11 500 000,00
Mpumelelo Secondary School		DPWRT	Soil drainage and renovation of the entire school	Pre-Feasibility (Assessment)	Education Infrastructure Grant (EIG)	Maintenance	Govan mbeki	5 604 409,00
Siyazi School	Primary	DPWRT	Maintenance of entire school	Stage 5-6	Education Infrastructure Grant (EIG)	Maintenance	Bushbuckridge	23 531 701,56
Lindile School	Secondary	DPWRT	Repair of storm damaged 1 x 6 classroom block ,1 x 6 classroom block with ablution on the second floor and 1 x 5 classrooms with ablution on the second floor.	Stage 1-5	Education Infrastructure Grant (EIG)	Maintenance	Msukaligwa	14 964 081,64
Mtimba School	Primary	DPWRT	Repair of storm damaged 1 x 4 classroom block, science lab, kitchen, library, admin block and school cottage	Stage 1-5	Education Infrastructure Grant (EIG)	Maintenance	Chief Albert Luthuli	6 192 758,08
Silindzile School	Primary	DPWRT	Storm damage repairs to 8 classrooms	Stage 1-5	Education Infrastructure Grant (EIG)	Maintenance		6 766 645,20
Vukubone Secondary School		DPWRT	Storm damage repairs to science laboratory, library and computer centre buildings	Stage 1-5	Education Infrastructure Grant (EIG)	Maintenance		3 066 837,31
Derby Primary		DPWRT	Repairs to storm damage (2 mobile classrooms roof blown off and 2 permanent classrooms roof blown off)	Stage 7	Education Infrastructure Grant (EIG)	Maintenance	Kwa-Thandeka	2 712 547,50

Sibahle Primary	DPWRT	3 classrooms storm damaged	Stage 1-5	Education Infrastructure Grant (EIG)	Maintenance	Mkhondo West	16 585 279,14
Badplaas Laerskool	DPWRT	New Clearvu type fence and guardhouse. Construction of 6 Classrooms and 3 standard Grade R facilities including external, mechanical and electrical works. Renovation of 4 existing classrooms and 5 existing ablution blocks.	Stage 7	Incentive Grant	Upgrades & Additions	Chief Albert Luthuli	9 342 753,00
Setsheng Secondary School	DPWRT	Demolition of unsafe structures, Construction of classrooms, school hall, library, laboratory and additional staff offices	Stage 7	Education Infrastructure Grant (EIG)	Upgrades & Additions	Lekwa	10 618 297,00
Zamokuhle Primary School	DPWRT	Demolition and Construction of 12 classrooms and Grade R Centre, library kitchen, sports field and parking.	Planning and design only	Education Infrastructure Grant (EIG)	Upgrades & Additions	Govan Mbeki	5 650 189,00
Msinyane Secondary School	DPWRT	demolition of 4 pit toilets, construction of 9 addition enviro-loo toilets construction of 8 classrooms	Stage 5	Equitable shares	Upgrades & Additions		8 939 132,00
Lilanga Secondary School	DPWRT	perimeter fence, guardhouse and related services	Prefeasibility	Education Infrastructure Grant (EIG)	Upgrades & Additions	Albert Luthuli	6 131 191,20
Ligugu secondary	DPWRT	perimeter fence, guardhouse and related services	Prefeasibility	Education Infrastructure Grant (EIG)	Upgrades & Additions	Albert Luthuli	6 131 191,20
Bantfwabetfu	DPWRT	Phase 1 Demolish 9 pit toilets: Refurbishment of 8 water borne toilets and construction of additional 18 toilets. Future phase kitchen, sports field and parking. .	Prefeasibility	Education Infrastructure Grant (EIG)	Upgrades & Additions	Chief Albert Luthuli	6 939 140,10
Chief SW Nhlapo	DPERT	Construction of 8 class rooms	Planning and Design	Education Infrastructure Grant (EIG)	Upgrades and Additions	Chief Albert Luthuli	6 000, 000

