



education

DEPARTMENT: EDUCATION
MPUMALANGA PROVINCE

Annual Performance Plan for 2025/26

Date of Re - Tabling: 10 June 2025

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A Acronyms

4IR	4th 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
MTSF	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
OHS Act	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. MS LC DLAMINI (MPL)
MEC FOR EDUCATION

The 2025/26 Annual Performance Plan (APP) re-affirms the commitment of the 7th Administration in the delivery of the Medium-Term Development Plan (MTDP) priorities of both the Province and the Education. The department of education derives its core mandate from the Constitution of the Republic of South Africa which is to provide an education of progressively high quality for all learners and in so doing lay a strong foundation for the development of all our people, talents and capabilities and advance the democratic transformation of society.

As we strive to educate our children, we bring about meaningful change and transformation to their lives and the environment surrounding them. As stated by the United Nations Secretary General Ban KI-Moon (2012). *“Education is a major driving force for human development. It opens doors to the job market, combats inequality, improves material health, reduces child mortality, fosters solidarity, and promotes environmental stewardship. Education empowers people with the knowledge, skills and values they need to build a better world.”* The Department therefore plays an important role in delivering a public education and thus empowers and transforms society by transforming the life of an individual.

The 2025/26 Annual Performance Plan provide a foundation and framework for implementing Education and the core values to improve, transform, change and better the lives of our people and the society at large. The Plan addresses the triple challenges of poverty, inequality and unemployment by 2030 through the provision of quality public education.

To mitigate against the above challenges, the Mpumalanga Department of Education successfully implemented the Presidential initiatives that resulted in the employment of 48 000 youth in schools. Further to that, department to forge strategic partnership with private service providers on e-learning to accelerate the provision of new technologies and systems to be adopted. We continue to strive to ensure that we deliver in a conducive learning environment; provide administrative services that supports modern and innovative schools, transform public schools by addressing barriers to access, equity, redress and increase access to quality pre- and post-school educational opportunities.

The Department will have built from the inroads made in advancing the delivery of quality education, improvement of conditions of services for employees especially teachers who are in majority and work with communities to advance the course of educating an African child. To this end, every effort will be explored towards the realization of the Sector Priorities and the National Development Plan injunction. The Annual Performance plan includes and describes both the Strategic Plan 2025- 2030 and draft MTDP 2025-2029 sector priorities that provides a clear vision informed by the 7th Administration priorities and the departmental 2025-2030 Departmental Strategic Plan:

- Improved schooling readiness (access to /quality of Early Childhood development) that includes provision of quality Early Childhood Education for 0-4 cohort, two years of compulsory pre schooling education, training and professionalization of ECD Practitioners, resourcing and providing support for the Early Childhood Development Institute
- Ten-year-old learners enrolled in public funded schools read for meaning. Foundational skills of numeracy and literacy, especially reading. Building capacity on content and methodology, supporting reading clubs and promoting early Grade reading and resourcing schools.

- Youth better prepared for further studies and world of work. It increase accountability for performance in schools, strengthen monitoring systems and capacity, promoting teacher development, recruiting of young teachers, and improve monitoring of evaluation of the schooling system of work Immediate implementation of a curriculum with skills and competencies for a changing world, with the emphasis being on the Three Stream Model, entrepreneurship education, focus schools, coding and robotics, and the implications of the Fourth Industrial Revolution.
- Decisive action on quality and efficiency through the implementation of standardized assessments to reduce failure, repetition, and drop-out rates, and the introduction of the General Education Certificate (GEC). The department is currently piloting the GEC in 83 schools; in 2023 academic year, the department saw the first pilot examination of the GEC and awaits the outcome of that examination upon completion of the analysis by DBE. In this financial year the examination on GEC will be rolled out to all Grade 9 schools, this will reflect on how far the province had performed in the pilot.
- Youths leaving the schooling system more prepared to contribute towards a prosperous South Africa. Establish effective school accountability linked to learner performance, improve teacher subject content
- School physical infrastructure and environment that inspires the learner to learn and teachers to teach. Provision of infrastructure that meet the minimum norms and standards as per the national Infrastructure plan of South Africa. The plan includes increasing the construction of special schools and boarding schools. Connecting all schools and provision of ICT resources to schools. An infrastructure development plan focusing on delivery and regular maintenance, with a proper sense of costs and financing.
- Improved access to Higher education and training through post school funding and development of skills needed in the workplace bursary provision to our school prioritizing skills in the changing world, Funza Lushaka Bursary Programme for the eligible students to complete a teaching qualification in an area of national priority assisted to build teaching force and postgraduate's qualifications, increase the number of artisans and establishment of the skills hub
- The department has developed a plan to improve the internal grades (Grade 1-11) results to 80% grade 12 results to 90%, the target of which, as a province we shall strive to realize to improve the lives of our learners. Mpumalanga department of Education have developed systems and controls to enhance good governance in the department and therefore through the Annual Performance plan, will improve audit outcomes from Unqualified to clean audit.

The department is committed to the training of educators on content and pedagogical knowledge to provide them with skills and capacity to delivery curriculum in the classroom. This also creates new job opportunities for the youth through Funza Lushaka Bursary scheme. The department also noted with dismay that the placement of these bursary holders did not achieve its expected target, a situation that was resolved by ensuring all bursary holders are treated equally in relation to placement.

The department has delivered LTSM and to all schools on time and therefore the effective utilization thereof, and the successful retrieval of these resources at end of the year of each schooling year will curtail wastage and ensure effective, efficient and economic use of these resources. The department has successfully delivered on the school infrastructure through the Education Infrastructure Grant (EIG) in building the state of art boarding schools in substituting farm schools and providing potable water, hygienic sanitation, and reliable electricity to our school infrastructure. This financial year R32.4 million has been set aside to operationalise Mkhondo Boarding school. This has contributed in creating a conducive environment for teaching and learning for our educators and learners.

We shall continuously reflect on its pro-poor policies to assess whether these are comprehensive enough to alleviate the plight of the South African learners, from disadvantaged background. In that regard, the department has succeeded and pleased with the of learners and communities who are benefitting from the National School Nutrition Programmed (NSNP) and the No-Fee-School policy. Almost 25 years to address gender disparities, the department has developed the Employment Equity plan reflected in the Annual Performance plan. It is also encouraging to note the achievement of gender parity in the education sector because of the implementation of the plan.

During the SONA pronouncement the president outlined the following Education Initiatives as a way to tackle poverty and high cost of living:

- Conducive Learning Environments: We will ensure schools provide essential amenities, including adequate classrooms, safe sanitation facilities, clean water, and nutritious meals for those in need.

- Vocational and Technical Training: Expanding these programs in schools and post-school institutions will equip individuals with skills tailored to our economy's demands, adopting a demand-led approach to skills development.

By implementing these measures, the government aims to create a robust foundation for social development, driving economic growth and social welfare. The Mpumalanga Department of Education aligns itself with these initiatives

The Mpumalanga Department of Education's Strategic Plan for 2025/26 is centered around delivering quality education aligned with the National Development Plan's Vision 2030. The strategy focuses on three key areas: Quality Outcomes, Access to Education, and Efficiency.

Quality Outcomes aims to enhance Early Childhood Development programs, improve literacy and numeracy, and increase access to quality education infrastructure. Access to Education seeks to increase access to quality education infrastructure, including the construction of new schools and classrooms. Efficiency targets reducing dropout rates by 30% between Grades 1 and 12. This includes key objectives such as:

- 90% of children access Early Childhood Development programs by 2030
- 100% pass rate for Grade 9 and Grade 12 by 2030
- Halving the percentage of learners who repeat grades by 2030
- Increasing qualified teachers, particularly in mathematics, science, and technology

The Annual Performance Plan (APP) 2025/26 addresses poverty, inequality, and unemployment through quality public education. Key initiatives include:

- Improved School Readiness: Quality Early Childhood Education for 0-4 cohort, two years of compulsory pre-schooling education
- Youth Preparedness: Increasing accountability, promoting teacher development, and implementing a curriculum with skills for a changing world
- Quality and Efficiency: Standardized assessments, introduction of the General Education Certificate (GEC)
- Infrastructure Development: Increasing construction of special schools, boarding schools, and connecting all schools to ICT resources

Therefore, the department makes its commitment to align itself with the three Government Priorities as outlined in the Statement of Intent by the Government of National Unity (GNU) a roadmap for the 7th administration. Viz.

1. Inclusive Economic Growth and Job Creation
2. Reduce Poverty and Tackle the high Cost of Living
3. A Capable, Ethical and Developmental State

The Minister of Basic Education has outlined five key priorities to transform the education sector. These priorities are designed to ensure effective outcomes and interventions to achieve the desired goals.

The Key Priorities are:

- Improving Access to Early Childhood Development: Ensuring all children have access to quality early learning programs
- Enhancing Literacy and Numeracy: Improving literacy and numeracy skills across all schooling phases to equip learners for future success.
- Inclusive Education: Enhancing access and quality of education for all learners, particularly those with special needs, to promote equal opportunities.
- Empowering School Management: Improving access and quality of training and professional development for school management teams.
- Infrastructure Delivery and School Safety: Ensuring safe and conducive learning environments through infrastructure development and improved school safety measures.

By focusing on these areas, the department aims to create a more inclusive and effective education system that benefits all learners.

II. Accounting Officer Statement



MRS. LH MOYANE
HEAD: EDUCATION

The Mpumalanga Department of Education's Annual Performance Plan provides directions and mechanisms towards the achievement of the MTDP Priorities as outlined in the Five-Year Strategic Plan 2024 – 2029.

The 2025/26 Financial Year signals the end of the 5-year strategic planning cycle, that is, the end of the 6th Administration, and the beginning of planning for the 7th Administration as the country implements key priorities outlined in the 2024 to 2029 Medium Term Development Plan. The National Development Plan makes a clarion call for us to ensure that all children access and benefit from a higher quality of education and to this vision by 2030, the Annual Performance plan will therefore focus on the following policy priorities to achieve the MTDP strategic objectives:

- Early Childhood Development is critical for ensuring that children can reach their full potential therefore the Department will provide two-year compulsory free quality Education and management of Access to Early Childhood Development for the -0-4 cohort
- The expansion of the Early Childhood Development (ECD) and improving quality of ECD programs. Thus, ensuring that all five-year-old children have access to quality early childhood development and care education to be ready for primary school by 2025,
- Expand the role of The Early Childhood Development Institute to provide training and improve professionalization of the ECD Sector
- Provision of Resources and facilities for Reading as per the National Reading Strategy, is given priority through the provision of dedicated package of support for home languages in foundation phase, graded reading and professional support to educators that all children are supported and taught to read with comprehension by the age of ten.
- Providing Resources for the implementation of the Learner Performance Improvement Plan to improve learner outcomes across all Grades.
- Improving learner performance in all Grades with special focus to 3, 6, 9 and 12
- Creating an enabling environment for Improving matric pass rate and the overall quality of matric results
- Improving enabling conditions at schools through the establishment of focused schools and the functionality of schools.
- We have planned to Facilitate the transition to post school opportunities by maintaining the provision of bursaries for students and officials the system
- Enhancing successful implementation of the e-learning strategy and ICT program to improve learning and teaching through uBuhlebusile Project towards less paper classrooms
- Support and promote the piloting of Coding and Robotics in grade 7-9
- Provide social protection and safety for all learners to benefit from quality education through the provision of National School Nutrition Programs, Scholar transport and No-fee School including strengthening of school safety measures and as result improve throughput rate.

- Guarantee improved delivery of school infrastructure projects to address backlog around water and sanitation, construction of new schools and provision of additional classrooms in identified towns to address overcrowding and challenges of admission. The department will ensure the construction of the school of the Deaf and blind to further improve inclusive education in the province.

The Department has prioritized Teacher Development and capacity building for all civil servants to improve teacher content and methodology, including service delivery across the system, and therefore the plan prioritizes investment in human capital development to improve service delivery. The department will continue to place the strategic focus on the best methodologies and innovative projects and programs to strengthen the education system and curriculum delivery in the province. In addition, the department re-affirms the commitment to implementing the DBE initiatives on curriculum recovery through Annual Teaching Plan (ATPs).

The Annual Performance Plan embraces the principles and policies for the development and implementation of Gender-Responsive Planning, Budgeting, Monitoring, and Evaluation. And Auditing Framework in the Province and to that effect plan to institutionalize gender responsive planning and budget systems, including the Medium-Term Strategic Plan, Strategic plans, Annual Performance Plans, Operational Plans and Budgets which will be measured through regular performance and expenditure reviews on Gender Equality and Women's empowerment. The Plan has taken into consideration and put in place systems and processes in place for the Launch and Elections of the School Governing Body Election in order to establish, improve School Governance and maintain Good Governance in schools. I therefore acknowledge and extend my sincere appreciation to all stakeholders, sister departments, learner formations, organized labor, and school Governing Body Association in their support and inputs towards the development of the Annual Performance Plans.

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. LC Dlamini (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 endeavor to achieve over the period 2025/26.

Signature: _____

Mr EK Siwela: Chief Director: GET

Signature: _____

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

Signature: _____

Mr CS Manyabeane: Chief Director District Coordination

Signature: _____

Mr JS Ndala: Chief Director HRM

Signature: _____

Mr DR Shipalana: Chief Director Financial Management

Signature: _____

Mrs V. Francis: [A] Chief Director THRD

Signature: _____

Mr KM Mathebula: [A] Chief Director

Signature: _____

Mr. SJ Mkhwanazi: DDG Branch Curriculum

Signature: _____

Mrs Ntuli TF: Chief Financial Officer

Signature: _____

Mr DM Mtembu: Head of Planning

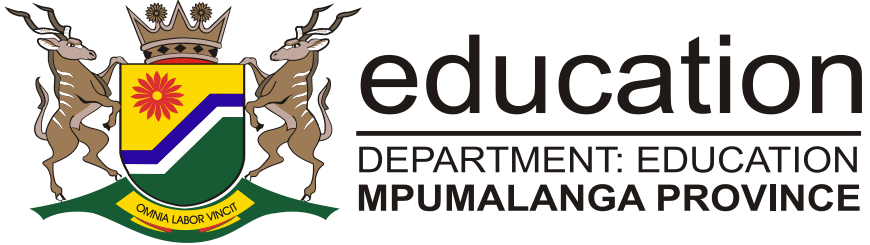
Signature: _____

Mrs LH Moyane: Accounting Officer

Approved by:

Signature: _____

Hon. LC Dlamini: Executive Authority



PART A: OUR MANDATE

1. 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. 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.
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; 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. 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 exists 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 five-year 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 progressed 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 learners 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 the mediation of the Internal Moderators and National Diagnostics Reports addressing 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 Centers 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

- Expand e-learning programme to grade 10 by providing grade 10 teachers with laptops and grade 10 learners with tablets containing curriculum content and internet connectivity
- Monitor and support the smart schools pilot project in 8 secondary schools through the use of various solutions to enhance learning and teaching and management in schools.
- Monitor and support the Grade 12 Ubuhlebusile e-Learning programme through training of ICT coordinators on the maximum use of devices and LMS.
- Monitor and support the use of Edukite 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.

READING STRATEGIES

- Capacitate grades 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 grades 1-3
- Conduct Literacy activities and Spelling Bee Competition at School, Circuit and District
- 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 (IIAL)
- 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 grades 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 grades 8, 9 and 12.
- Conduct Maths Fridays for grades 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 (grades 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 and 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 grades 8, 9 and 12 in particular (Last Push) grade 8 – 12

4. Relevant Court Ruling

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

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 1: 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 2025/26 financial year)
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 and Universities in the Province • ECD Institute fully functional, conducting training & material development
	2030 Strategy for the ECD programme implemented	• Implement the 2030 Strategy for the ECD programme according the implementation plan
	Improved access to ECD subsidies for children	• Improve registration policies . • Reform the children's act for certification. • change CSD requirement

Impact statement:		Reduce poverty, reduce spatial inequality, enhance food security and nutrition and expand the social safety net.
	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 to rural areas and informal Settlement (vulnerable) - Identifying the areas in communities without access to ECD services

Impact statement:		Reduce poverty, reduce spatial inequality, enhance food security and nutrition and expand the social safety net.
Improved throughput rate of 85%.	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, appropriate structures [SAFE])	Infrastructure complying with minimum norms and standards as per the National Infrastructure Plan of South Africa
	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

Impact statement:		Reduce poverty, reduce spatial inequality, enhance food security and nutrition and expand the social safety net.
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
	Increased school community engagements	- Promote programmes to combat racism, sexism, hate speech, GBV and other forms of intolerance and address 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



education

DEPARTMENT: EDUCATION
MPUMALANGA PROVINCE

PART B: OUR STRATEGIC FOCUS



education

DEPARTMENT: EDUCATION
MPUMALANGA PROVINCE

1. Vision

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

2. 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

4. Situational Analysis

Introduction and background

As we embark on the 7th administration, the Mpumalanga Department of Education is poised to address critical challenges and opportunities within our educational landscape. This situational analysis provides a comprehensive overview of the current state of education in our province, aligning our objectives with the priorities set forth by the Government of National Unity (GNU) and the Department of Basic Education (DBE). The GNU emphasizes inclusive growth, job creation, and poverty reduction as foundational pillars for national development. In this context, education serves as a vital instrument for social upliftment and economic empowerment.

The Mpumalanga Department of Education strategic focus will be on enhancing access to quality education, particularly for marginalized communities, thereby fostering an equitable society.

Aligned with the DBE's sector priorities, our commitment extends to improving learner performance, enhancing teacher training and support, and addressing infrastructure backlogs. We recognize that quality education is essential for preparing our youth to thrive in a rapidly evolving global economy. Through targeted interventions in early childhood development, skills training, and innovative teaching methodologies—including the integration of coding and robotics—we aim to equip learners with the competencies necessary for future success.

This situational analysis will outline our current challenges, including infrastructure deficits and disparities in educational outcomes, while also highlighting our achievements and areas of strength. By leveraging data-driven insights and stakeholder engagement, we will formulate actionable strategies that align with both provincial and national objectives.

As we navigate this transformative period in education, our focus remains steadfast on creating a conducive learning environment that empowers every learner in Mpumalanga to achieve their full potential. Together, we will build a resilient education system that not only meets the needs of today but also prepares our youth for the challenges of tomorrow.

4.1 External Environment Analysis

The department undertook a situational analysis of the organization using various tools for both external and internal as advocated by the framework to solicit data in crafting the 5 year strategic plan. Below is the PESTEL analysis which informs the 2025-2030 strategic plan.

PESTEL

Figure 1: PESTEL Analysis

Political	Economic	Social	Technological	Environment	Legal
• Uncertainty on GNU • Stable Provincial Government	• Provincial Economic Outlook • Budget Cuts by the treasury resulting in inefficient delivery • Unfunded mandates • Employability opportunities	• Crime • Social Unrests/Protests • Corruptions • Immigration	• Connectivity in schools • Lack of control systems to ensure continuity and the use of procured gadgets (tablets for learners) • Data Loss	• Climate Change effects on the environment • Bad weather affecting School infrastructure	• Provincial legal institutions working under regulated environment • Legislative Systems in place and working independently • Rule of Law upheld

Political

The GNU's policy uncertainty can lead to delays in implementing educational reforms and initiatives. For example, changes like the Basic Education Laws Amendment Act (BELA Act) could face opposition, leading to confusion and inefficiency in educational governance. This uncertainty can hinder the Mpumalanga Department of Education's ability to plan and execute long-term strategies effectively. However Overall, the provincial leadership in the province within a GNU framework can offer stability and alignment with national educational goals but may also introduce complexities in policy implementation and resource allocation due to coalition dynamics.

Economic

Mpumalanga's education system faces a complex set of economic challenges that severely impact service delivery. The province's strained economic conditions, marked by significant deficits and unauthorized expenditures, limit educational spending. With 92% of the education budget allocated to personnel, critical non-staff expenditures like infrastructure and learning materials are underfunded, exacerbating overcrowding and resource shortages.

Budget cuts further intensify these pressures, threatening teacher placements and infrastructure projects, while also affecting learner transport and Early Childhood Development programs Unfunded mandates from national policies strain resources, particularly in areas like Grade R funding and infrastructure development Additionally, high youth unemployment undermines the perceived value of education, and budget cuts risk reducing support for vocational training and adult education. The interplay of these issues creates a cycle of inefficiency, where budget cuts lead to poorer learning outcomes, unfunded mandates divert funds from critical areas, and weak employability links erode community trust in education.

Social

Crime and social unrest in Mpumalanga significantly disrupt the educational environment. Crime within schools creates an insecure atmosphere, affecting morale and concentration, which hampers learning and decreases academic performance. Social unrest, often manifesting as protests, disrupts the school calendar, causing learners to miss critical educational hours and potentially damaging school infrastructure. This exacerbates challenges in delivering educational services effectively.

Corruption within the department is another major obstacle. It diverts essential resources away from educational needs, undermining trust and exacerbating budget constraints. This misallocation of funds leads to shortages in critical areas like infrastructure and teacher support, affecting the quality of education and the department's ability to address systemic issues.

While immigration's specific impact on Mpumalanga's education is not detailed, broader social dynamics can influence educational delivery. Changes in population demographics due to immigration can strain existing infrastructure and services. However, the primary challenges stem from crime, unrest, and corruption, which directly impact educational stability and effectiveness. Addressing these issues is crucial for improving educational outcomes in the province.

Technological

Technological issues in Mpumalanga significantly impact the delivery of education by the Department of Education. Limited internet connectivity in schools restricts access to digital resources and hampers online learning, undermining efforts to enhance educational outcomes. The lack of control systems for distributed gadgets, such as tablets for learners, can lead to misuse and necessitate costly interventions. Additionally, data loss due to system failures or cyberattacks poses a critical risk, threatening the integrity of student records and assessment data. These technological challenges complicate the department's efforts to modernize education, emphasizing the need for improved infrastructure, robust management systems, and enhanced cybersecurity measures to safeguard educational data and ensure effective use of technology in teaching and learning.

Environment

Environmental issues in Mpumalanga significantly impact the delivery of education. Climate change leads to extreme weather events like floods and droughts, causing school closures and disruptions that affect attendance and learning continuity. These conditions also strain local resources, as they impact agricultural productivity, which is crucial for economic stability. Additionally, bad weather damages school infrastructure, leading to costly repairs and further disruptions to educational services. This diversion of resources away from educational programs exacerbates existing challenges in delivering quality education. Overall, these environmental challenges complicate the department's efforts to maintain stable and effective educational services, highlighting the need for resilient infrastructure and climate-resilient educational strategies.

Legal

Over the next five years, the Mpumalanga Department of Education will face significant challenges and opportunities as it implements the Basic Education Laws Amendment Act (BELA) 2024 and aligns with the Children's Act 2005. Key reforms include compulsory Grade R, centralized admissions policies, and enhanced learner safety measures. However, these changes pose challenges such as unfunded mandates and potential resistance to centralized policies. To effectively deliver education, the department must prioritize funding mobilization, policy harmonization, capacity building, and monitoring. Strategic priorities include securing dedicated funding for Grade R, training educators on new disciplinary codes, and strengthening partnerships with Social Development for ECD compliance. By navigating these legal complexities and leveraging interdepartmental collaborations, the department can foster a more equitable and child-centered education system.

Contributions to Medium Term Development Plan

The Mpumalanga Department of Education's strategic planning process involves creating a roadmap for educational advancements through the development of strategic directions. This is achieved by crafting a 5-year strategic plan that aligns the department's objectives with regional and national frameworks, ensuring a cohesive approach to educational reforms and improvements.

The Medium-Term Development Plan (MTDP) plays a crucial role by providing a medium-term strategic path for regional administration, allowing the department to synchronize its goals with the region's developmental objectives. By integrating the MTDP into its strategic framework, the department ensures alignment with regional priorities.

Furthermore, the National Development Plan (NDP): Vision 2030 sets a long-term framework for national progress, guiding the department to integrate its strategic plan with national objectives. This integration ensures that educational advancements contribute to achieving broader national goals.

The detailed action plan facilitates the implementation phase by outlining specific actions to enhance professional training programs, infrastructure projects, and policy changes. Ultimately, the 5-year plan supports long-term educational goals, with the department's vision driving continuous improvement in educational standards across Mpumalanga.

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

Table 5: 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 schools accountability linked to learner performance
		Improve teachers' subject content knowledge
		Establish functioning district offices, that are able to support schools
Improved Infrastructure	School	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	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.
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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

In his State of the Nation Address (SONA), President Cyril Ramaphosa emphasized several key educational initiatives. He highlighted the importance of expanding Early Childhood Development (ECD) programs, ensuring all centres are registered and equipped with trained educators and quality materials. Ramaphosa also stressed the need for foundational literacy, promoting mother tongue-based bilingual education to improve literacy and numeracy outcomes. The president noted the continuation of the Funza Lushaka Bursary Scheme to support aspiring teachers in the foundation phase. Additionally, he mentioned the implementation of the Basic Education Laws Amendment Act (BELA) to make education more accessible and inclusive. Ramaphosa also announced plans to increase the production of artisans through Technical and Vocational Education and Training (TVET) colleges and introduced a new student funding model for higher education to support the "missing middle".

SOPA Pronouncements

In the 2025 State of the Province Address (SOPA) for Mpumalanga, the premier highlighted significant educational initiatives. The province has completed six boarding schools, enrolling 6,438 learners from farm schools. As part of the Mpumalanga Department of Education's five-year strategic plan, significant infrastructure developments are underway to enhance educational facilities and accessibility. Key initiatives include operationalizing the Mkhondo Boarding School set to open in the second term, and commencing construction of a school for learners with disabilities in the 2025/26 financial year. The department prioritizes the eradication of 53 old community-built schools and the re-roofing of 81 asbestos schools to ensure safer learning environments. Additionally, infrastructure projects involve constructing 29 new schools and adding classrooms in overcrowded areas, such as 40 classrooms in Mbombela. The installation of a micro-grid solar system at Blinkpan Primary School, donated by Eskom, highlights efforts to integrate renewable energy. Furthermore, the department aims to increase access to education for learners with special needs and establish schools of specialization in areas like mining and performing arts. The rollout of an e-learning program in Grade 10, with tablet distribution to students, will enhance digital literacy and connectivity in under-resourced schools. These initiatives are designed to create a more inclusive, efficient, and sustainable educational infrastructure across Mpumalanga. This will continue to put Mpumalanga for its strong educational performance, ranking third in the country for learners completing Grade 12 in record time.

Employment Trends

Mpumalanga faces significant challenges in both its labour market and education sector. As of the fourth quarter of 2024, the unemployment rate was 34.7%, down from a previous peak, with youth unemployment remaining high at 51.3%. The province's education system is strained by a 50% vacancy rate in administrative positions, forcing teachers to take on additional responsibilities and impacting educational quality. Budget constraints further hinder the recruitment and retention of essential staff, exacerbating the crisis. These challenges have profound implications for

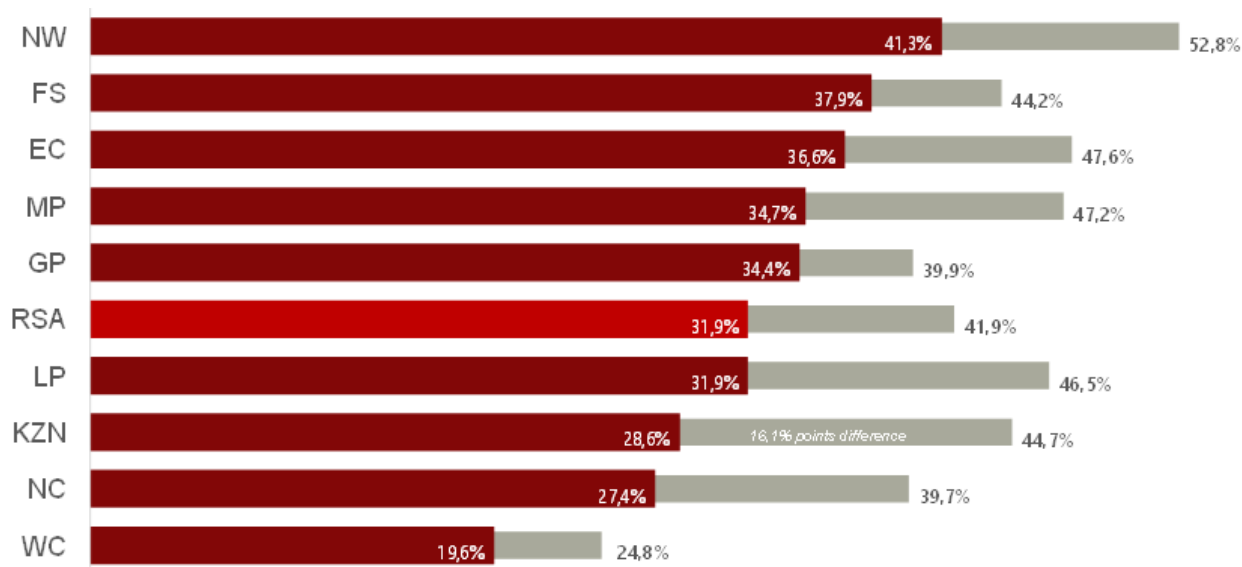
student learning outcomes and future employability, underscoring the need for targeted initiatives to improve education and address unemployment in the region.

The above has implication on education delivery, currently educational crisis in Mpumalanga is exacerbated by vacant administrative roles, which force teachers to take on additional responsibilities, detracting from their primary focus on student education and leading to burnout. This lack of administrative support hampers teachers' ability to meet curriculum requirements and provide individualized attention, resulting in rushed lessons and poor preparation that negatively impact student learning outcomes. Budget constraints further hinder the provincial education department's capacity to recruit and retain essential staff, contributing to a decline in educational quality. If these issues remain unresolved, the long-term consequences for students' academic performance and future employability could be severe, particularly in light of the high youth unemployment rates.

As of 2024, Mpumalanga continues to face significant socioeconomic challenges related to poverty, inequality, and unemployment. Approximately 51.2% of the population, or about 2.42 million individuals, live below the Lower-Bound Poverty Line (LBPL) of R1,058 per capita per month. This figure falls short of the Medium Term Strategic Plan (MTDP) target and highlights the persistence of deep-seated hardship. Inequality remains a major concern, with the poorest 40% of households earning about 7.7% of total income, which is slightly better than the national average but still indicative of substantial wealth disparities.

The Gini coefficient, which measures income inequality, remains elevated, reflecting ongoing disparities across different demographics. Despite these challenges, Mpumalanga has seen a decrease in unemployment from 37.4% to 34.7% in the fourth quarter of 2024, attributed to job creation efforts in sectors like agriculture and transport. The provincial government is working to address these issues through the implementation of the Medium Term Development Plan (MTDP), focusing on job creation and service delivery interventions.

Fig 2: Provincial unemployment rates: Official vs Expanded Q4:2024



Stats sa: QLFS Q4:2024

This demographic and economic data highlights ongoing challenges in addressing poverty, inequality, and unemployment within Mpumalanga and underscores the importance of targeted educational initiatives aimed at equipping the youth to meet these challenges effectively.

Table 6: Unemployment rate

Table : Unemployment rate by province	Official unemployment rate	Expanded unemployment rate
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Oct-Dec 2022	Jul-Sep 2023	Oct-Dec 2023	Qtr-to-qtr change	Year-on-year change		Oct-Dec 2022	Jul-Sep 2023	Oct-Dec 2023	Qtr-to-qtr change	Year-on-year change
Per cent		Percentage points				Per cent			Percentage points	
South Africa	32,7	31,9	32,1	0,2	-0,6	42,6	41,2	41,1	-0,1	-1,5
Western Cape	22,5	20,2	20,3	0,1	-2,2	26,8	25,6	25,6	0,0	-1,2
Eastern Cape	42,1	38,8	41,9	3,1	-0,2	47,1	43,9	47,1	3,2	0,0
Northern Cape	22,1	26,3	26,9	0,6	4,8	44,0	42,0	42,9	0,9	-1,1
Free State	34,6	38,5	37,0	-1,5	2,4	39,6	44,7	43,9	-0,8	4,3
KwaZulu-Natal	31,4	29,4	29,5	0,1	-1,9	47,9	44,7	43,4	-1,3	-4,5
North West	37,0	38,6	39,0	0,4	2,0	52,3	51,2	52,2	1,0	-0,1
Gauteng	34,0	33,7	33,8	0,1	-0,2	39,4	39,4	38,4	-1,0	-1,0
Mpumalanga	36,1	35,5	34,9	-0,6	-1,2	48,2	46,7	45,8	-0,9	-2,4
Limpopo	31,8	30,8	30,3	-0,5	-1,5	49,6	45,1	46,7	1,6	-2,9

Source: Census 2022

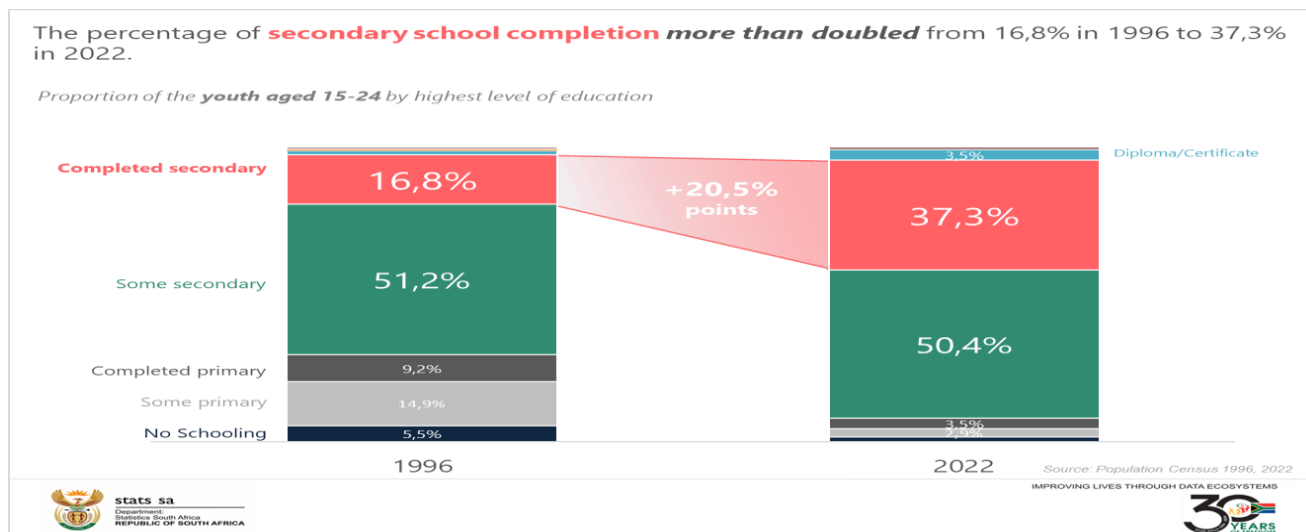
Trends in youth Education Attainment

Across Africa, the realization of children's right to education is impeded by physical and economic barriers, subpar educational quality, and inadequate funding for the education sector.

In South Africa, population census data reveal significant long-term improvements in educational attainment among youth aged 15–24. The proportion of this demographic with no formal education decreased substantially from 5.5% in 1996 to 1.6% in 2022. Similarly, non-completion of primary education declined markedly from 14.9% to 2.9% over the same period.

Notably, the percentage of individuals completing secondary school more than doubled, rising from 16.8% in 1996 to 37.3% in 2022. Additionally, the number of diploma and certificate holders nearly tripled, increasing from 1.4% in 1996 to 3.5% in 2024. South Africa's progress toward educational equity has been shaped by significant reforms since the transition to democracy in 1994. Key initiatives include the establishment of no-fee schools, school nutrition programs, the Child Support Grant, enhanced access to scholar transport, and the introduction of the National Student Financial Aid Scheme. These reforms have positively impacted school attendance and dropout rates, contributing to a more equitable educational landscape.

Figure 3: Trends in Youth Education Attainment



Source: Statssa 2024

Demand for Services

According to the Department of Basic Education's School Realities report of 2024 Mpumalanga had a total of 1,079,687 learners across 1,635 public ordinary schools, 18 public special schools, and 116 independent schools. These learners were supported by 35,062 teachers.

The learner-educator ratio (LER) in Mpumalanga's public schools changed from 30,8 in 2014 to 36,3 in 2024 learners per educator. This ratio was slightly higher than the national average of 34,7 learners per educator. The learner-school ratio (LSR) in Mpumalanga's public schools was higher than the national figure of 598 in 2024. The learner-school ratio (LSR) increased from 587 learners per school in 2014 to 695 in 2024. The educator-school ratio (ESR) revealed an increase in the number of teachers per public school between 2014 and 2024, from 19 to 21,3. This exceeded the national level of 19,1.

The information provided on Mpumalanga's education sector suggests several implications for the 2025-2030 period. The learner-educator ratio increased from 30.8 in 2014 to 36.3 in 2024, exceeding the national average, which could strain educational resources and affect quality. The learner-school ratio rose from 587 to 695, indicating potential overcrowding and the need for infrastructure development. Conversely, the educator-school ratio increased from 19 to 21.3 teachers per school, surpassing the national average. To address these challenges, Mpumalanga may focus on improving access and equity by investing in infrastructure, enhancing teacher recruitment and training, and leveraging collaborative governance models like the District Development Model. Additionally, initiatives such as the Incremental Introduction of African Languages and prioritizing STEM education could enhance educational quality and align with national development goals. Overall, strategic planning and collaborative efforts will be crucial for addressing current challenges and improving educational outcomes in Mpumalanga.

Table 7: Indicators for ordinary PUBLIC schools, by province, in 2024 LER

Province	LER			
	State-paid and SGB paid Educators	State-paid Educators	LSR	ESR
Eastern Cape	30,4	34,6	343	11,3
Free State	28,9	32,0	761	26,4
Gauteng	30,6	35,4	1127	36,8
KwaZulu Natal	31,5	34,2	492	15,6
Limpopo	34,2	35,5	668	19,5
Mpumalanga	32,6	36,0	695	21,3
Northern Cape	29,5	32,3	556	18,8
North West	31,1	33,7	594	19,1

Western Cape	30,2	30,2	823	27,2
South Africa	31.3	34,7	598	19,1

Source: Department of Basic Education – 2024 School Realities

Table 3 below further is also indicative of the increase in the number of learners in Mpumalanga from 1 145 287 in 2022 to 1 161 189 in 2024. The irony of the matter is the decrease in the number of teacher by 428 in 2024 from 37 579 teachers. Both the number of ordinary schools and independent decreased by 30 schools from 1784 in 2022 to 1 754 in 2024. The above information is key to the department over the planning period.

Table 8: Number of learners in ordinary public and independent schools by sector and province, from 2022 to 2024

Province	Learners			Educators			Schools		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
Eastern Cape	1 826 150	1 806 119	1 792 431	61 404	61 303	61 673	5 311	5 285	5 295
Free State	728 844	723 621	718 082	24 343	24 575	24 951	1 029	1 021	998
Gauteng	2 611 641	2 628 047	2 670 273	93 453	94 860	98 138	2 991	2 979	3 005
KwaZulu-Natal	2 883 354	2 857 858	2 893 015	95 650	96 407	96 019	6 021	6 020	6 030
Limpopo	1 798 646	1 799 294	1 819 118	54 592	55 322	55 336	3 847	3 839	3 823
Mpumalanga	1 145 287	1 150 356	1 161 189	37 579	37 143	37 151	1 784	1 771	1 754
Northern Cape	306 056	306 653	309 572	10 667	10 869	10 893	586	586	589
North West	875 095	880 080	882 900	28 923	28 707	29 425	1 548	1 549	1 556
Western Cape	1 244 898	1 269 655	1 280 703	44 382	45 563	46 407	1 754	1 786	1 800
South Africa	13 419 971	13 439 683	13 527 283	450 993	454 749	459 993	24 871	24 836	24 850

Source: Department of Basic Education – 2024 School Realities

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 kilometers. 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

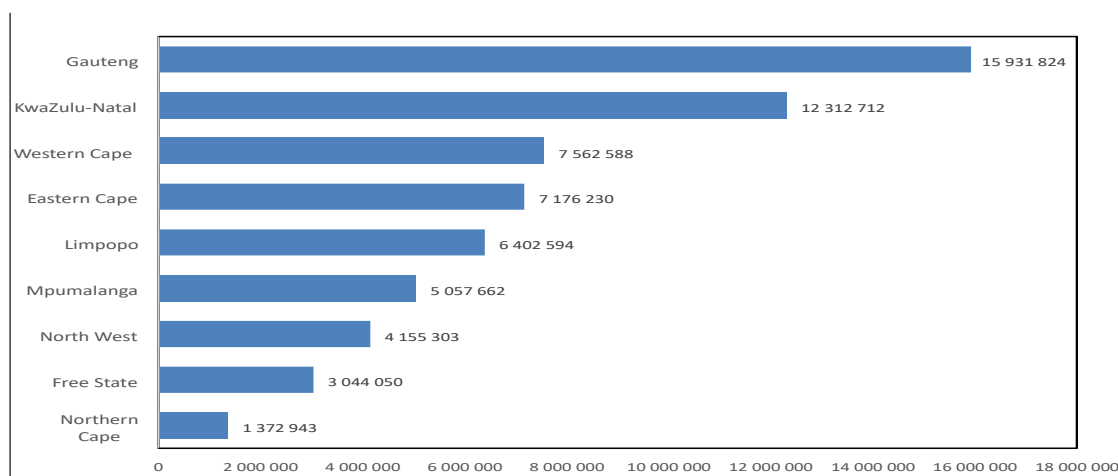
indicating an unemployment rate of approximately 28.2%, which is slightly below the national average of 29%. The youth unemployment rate is particularly alarming, hovering around 36%, which underscores the urgent need for targeted interventions in education and job creation. In light of these challenges, 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: 4 Population of South Africa



Source: stats sa MYPE 2024

Table 9: Distribution of the population-by-population group and province, CENSUS 1996 - 2022

Province	Census year	Population group					
		Black African	Coloured	Indian/Asian	White	Other	Total
Western Cape	1996	826 691	2 146 109	40 376	821 551	-	3 834 727
	2001	1 207 429	2 438 976	45 030	832 901	-	4 524 335
	2011	1 912 547	2 840 404	60 761	915 053	93 969	5 822 734
	2022	2 884 511	3 124 757	84 363	1 217 807	115 235	7 426 673
Eastern Cape	1996	5 291 423	469 684	19 378	331 478	-	6 111 963
	2001	5 473 922	480 408	18 483	305 839	-	6 278 651
	2011	5 660 230	541 850	27 929	310 450	21 595	6 562 053
	2022	6 189 075	547 741	37 568	403 061	48 339	7 225 784
Northern Cape	1996	448 880	436 319	2 350	111 650	-	999 200
	2001	461 262	425 717	2 379	102 518	-	991 876
	2011	576 986	461 899	7 827	81 246	17 903	1 145 861
	2022	679 383	563 605	10 824	99 150	2 667	1 355 629
Free State	1996	2 223 940	79 038	2 805	316 459	-	2 622 242
	2001	2 381 073	83 193	3 719	238 791	-	2 706 775
	2011	2 405 533	83 844	10 398	239 026	6 790	2 745 590
	2022	2 630 556	78 141	12 978	235 915	4 274	2 961 864
KwaZulu-Natal	1996	7 037 724	116 798	790 791	556 997	-	8 502 310
	2001	8 163 564	140 286	798 163	482 115	-	9 584 129
	2011	8 912 921	141 376	756 991	428 842	27 170	10 267 300
	2022	10 535 830	183 019	1 157 542	513 377	27 442	12 417 210
North West	1996	2 444 648	44 236	9 880	214 284	-	2 713 048
	2001	2 684 682	53 710	9 738	233 934	-	2 982 064
	2011	3 152 063	71 409	20 652	255 385	10 444	3 509 953
	2022	3 562 524	60 720	2 654	171 887	5 894	3 803 679
Gauteng	1996	5 620 774	28 0235	161 429	1 711 015	-	7 773 453

	2001	7 064 389	33 9973	218 124	1 768 042	-	9 390 528
	2011	9 493 684	42 3594	356 574	1 913 884	84 527	12 272 263
	2022	12 765 312	44 3857	329 736	1 509 800	35 890	15 084 595
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
Limpopo	1996	4 406 046	7 632	5 645	126 012	-	4 545 335
	2001	4 844 360	9 814	8 867	132 420	-	4 995 462
	2011	5 224 754	14 415	17 881	139 359	8 459	5 404 868
	2022	6 341 601	18 409	35 958	167 524	7 172	6 570 664
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

Table 5 below, illustrates the net migration patterns across the nine provinces over a three-year period. Notably, Mpumalanga recorded the fourth-highest positive net migration of 12,850, indicating a significant influx of people to the province. This data serves as a valuable reference point for planning and development, particularly when considering the need for new schools to accommodate the growing population in the next 5years.

Table 10: migration Patterns

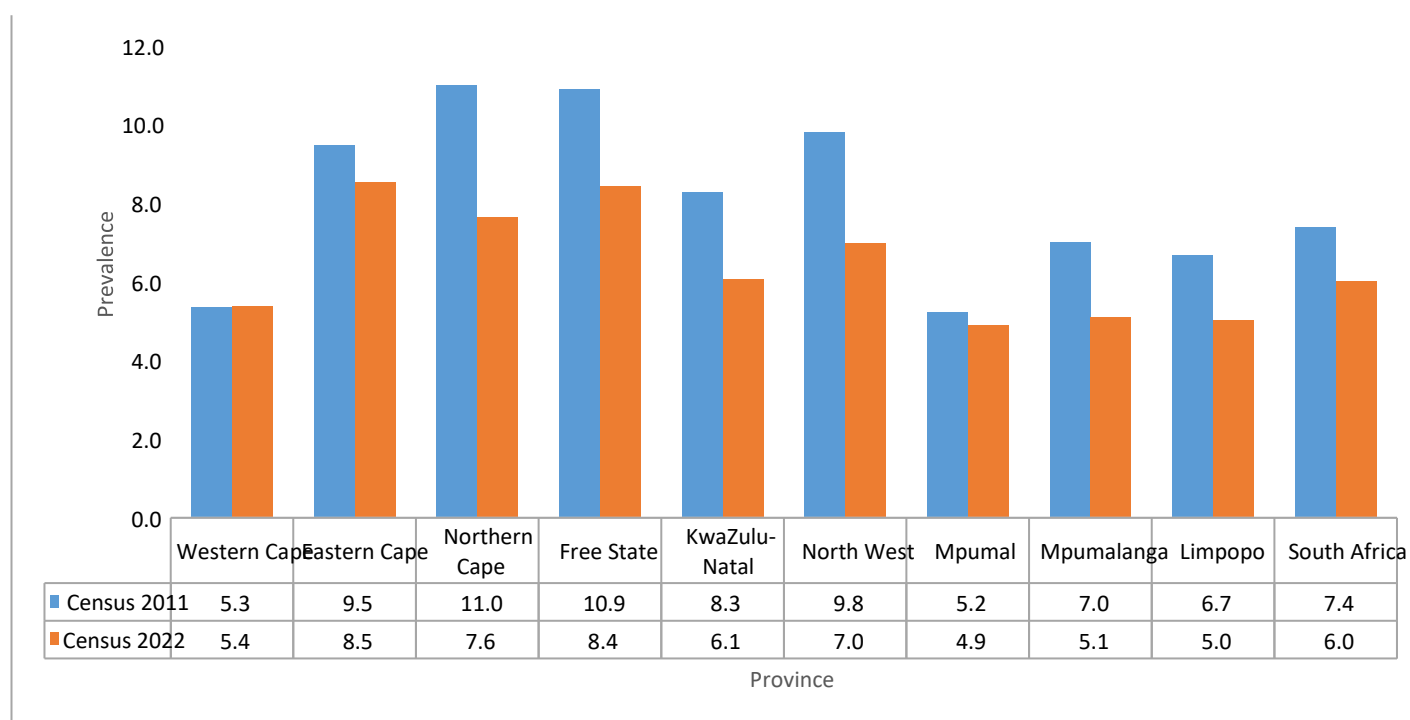
Province of previous residence	Province of usual residence									In-migration	Out-migration	Net-migration	Turnover
	WC	EC	NC	FS	KZN	NW	GP	MP	LP				
WC	6 706 820	60 082	8 916	3 564	7 615	2 400	25 780	1 825	2 338	406 549	112 520	294 029	5
EC	124 225	6 792 242	2 823	8 051	38 941	10 226	54 323	5 153	3 100	184 213	246 842	-62 629	4
NC	11 098	2 751	1 272 160	3 738	1 046	5 198	6 576	897	978	44 376	32 282	12 094	
FS	12 823	7 457	5 339	2 778 654	5 200	9 879	36 289	3 940	2 594	73 643	83 521	-9 878	1
KZN	25 730	21 091	1 358	6 337	11 793 136	3 835	100 052	17 505	3 342	169 183	179 250	-10 067	3
NW	8 344	4 935	9 249	6 478	2 578	3 522 544	56 780	3 184	7 439	146 262	98 987	47 275	2
GP	97 972	46 820	8 184	24 183	53 810	58 128	13 734 733	42 394	64 486	795 330	395 977	399 353	11
MP	8 176	3 922	1 325	3 956	9 154	5 796	70 811	4 852 153	16 669	132 459	119 809	12 650	2
LP	7 540	3 457	1 510	2 629	3 495	14 424	161 877	20 342	6 197 192	100 946	215 274	-114 328	3
Outside SA	110 641	33 698	5 672	14 707	47 344	36 376	282 842	37 219	50 411				

Source: Census 2022

Disability

Figure 1 below illustrates that Mpumalanga province recorded the lowest percentage of disability prevalence in both Census 2011 and Census 2022, with a decline of 1.9% attributed to government advocacy efforts. The province recorded the second-lowest share of persons with disabilities (5.1%), with Eastern Cape having the highest share (8.5%) and Mpumalanga the lowest (4.9%). The department remains committed to catering to persons with disabilities, ensuring access to education through inclusive infrastructure development and preferential procurement practices aligned with the Gender Responsive Budgeting, Monitoring, Evaluation, and Auditing (GRBMEA) Framework

Figure 5: disability prevalence by province, census 2011 - 2022



Source: Census 2022

4. 2 Internal Environment Analysis

Figure 6: 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.

There is a high demand for education services, particularly in rural areas where access is limited, and we aim to increase access through initiatives like scholar transport and fee exemptions for needy children. We face challenges such as ensuring effective governance, promoting access and equity, improving literacy and adult education, combating HIV/AIDS, and providing adequate infrastructure and resources. Demographic trends, including population growth and rural-urban disparities, inform our planning. Trend analysis from past reports highlights improvements in access but also ongoing governance and resource challenges.

Internal research and external evaluations provide insights into teacher development and curriculum effectiveness, guiding our strategies for improving teaching quality. The political environment, including national policies and provincial support, will influence our implementation. Finally, we are committed to addressing the needs of special groups, including women and girls, youth, and people with disabilities, through targeted programs and inclusive education policies. By addressing these factors and challenges, we aim to create a comprehensive and effective strategic plan that enhances educational outcomes across Mpumalanga.

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.

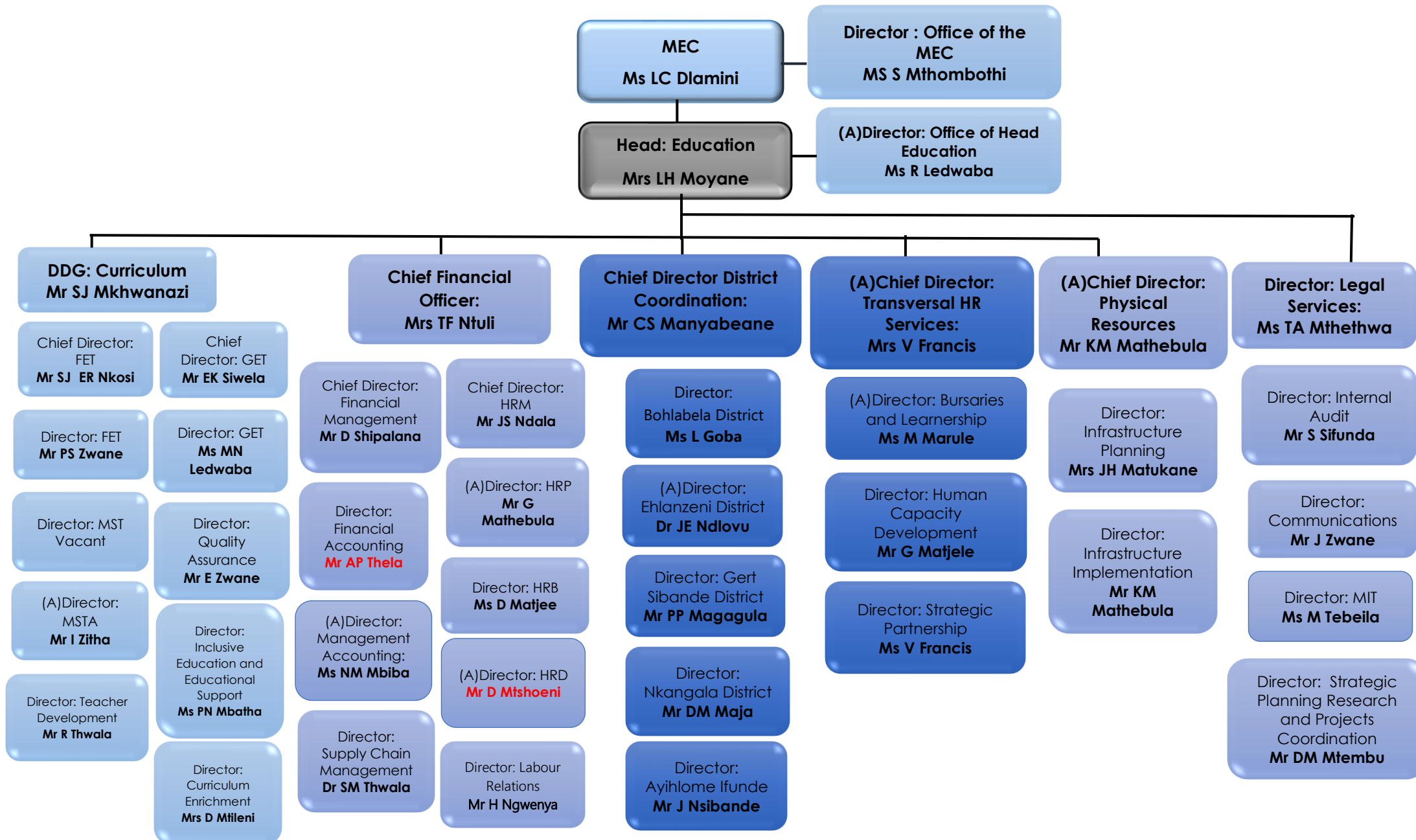
Programme 7: Examination and Education Related Services. Manages public examinations and other educational services.

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

The department is currently reviewing the Organisational Structure. All consultations with relevant stakeholders have been conducted. The current structure that is under review. The MEC of Education leads the Departmental Structure. It has three branches, viz Branch: Office of the DDG Curriculum with three Chief Directorates which are Chief Directorate GET, Chief Directorate FET and Chief Directorate Quality Provisioning Assurance ; Branch Office of the Chief Financial Officer with two Chief Directorates i.e. Chief Directorate Financial management and Chief Directorate Human Resource Management; Branch Systems and Planning with two Chief Directorates which are Chief Directorate District Coordination and Chief Directorate Planning Programme Management. There are two Chief Directorates which are attached to the Office of the HOD which are Chief Directorate Transversal Human Resource Services; Chief Directorate Physical Resources & facilities Management. These branches are led by the Office of the MEC and Office of the HOD at the top. A complete structure is attached as an annexure A

Figure 7: 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.

Table 11: Departmental management structure

Category	AGE GROUP	Males	Females	Grand Total	% F	TARGET
Senior Management	20-29 years	0	0	0	0	35%
	30-39	2	0	2	0%	45%
	40—49	1	3	4	75%	15%
	50-59	16	6	22	27%	3%
	60 —69	5	2	7	28%	2%
	TOTAL	24	11	35	31%	100%

Source: MDoE Annual Report 2024

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 Mpumalanga Department of Education must develop its 2025-2030 strategic plan while addressing substantial financial difficulties due to limited 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.

As we develop the Mpumalanga Department of Education's 5-Year Strategic Plan for 2025-2030, we have 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.

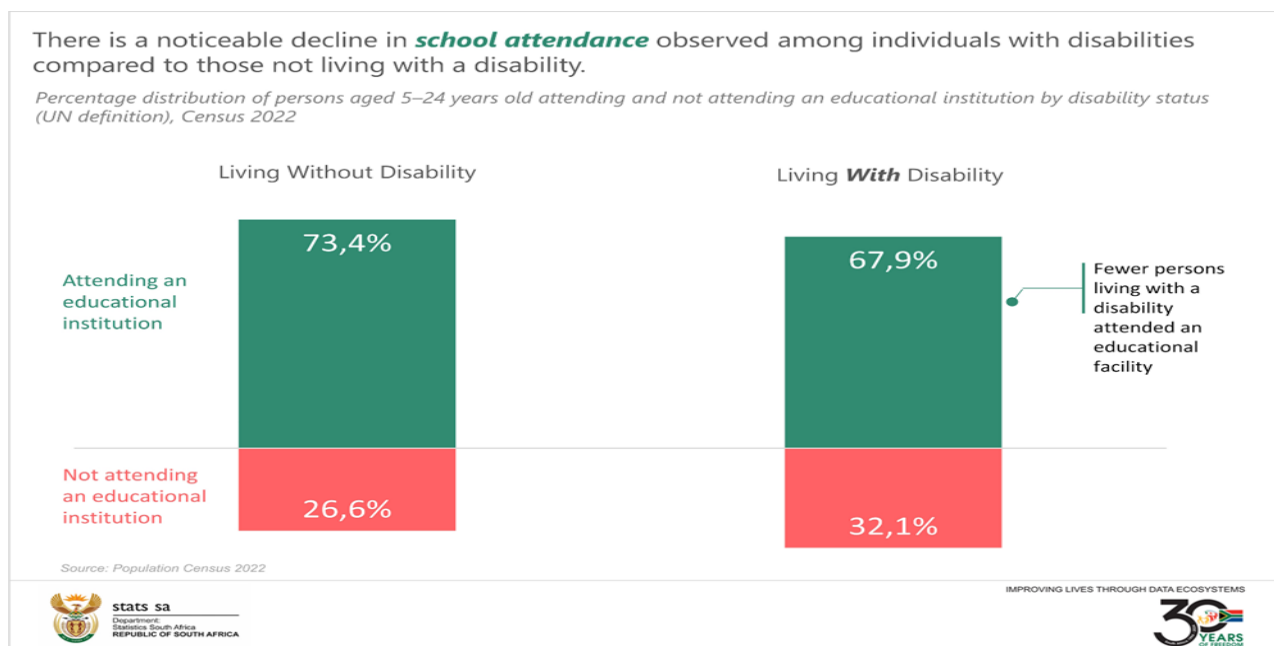
Persons with disability

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, 140 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 18 special schools, catering to 4,017 learners requiring specialized support. The construction of a new School of the Deaf and Blind in eMalahleni Municipality is progressing, with a significant allocation of R300 million over three years. Notably, the planning for the School of the Deaf and Blind in eMalahleni Municipality has been finalised, with construction set to commence in the next financial year, 2025/2026. 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. Over the next five years, persons with disability owned businesses will receive over 7% of the procurement budget.

Figure 8 below shows percentage of school attendance by individuals with disability compared to those without disability

Figure 8: percentage of persons aged 5-24 years old attending and not attending educational institution



Source: stats sa:2024

SWOT analysis

The department made a SWOT analysis which the following critical areas revealed the information as shown below:

1. Strengths

The Mpumalanga Department of Education (MDE) is dedicated to enhancing educational outcomes, particularly in foundational literacy and numeracy, aligning with the strategic goals of the Department of Basic Education (DBE). Ongoing infrastructure development initiatives reflect a proactive commitment to improving learning environments, while the integration of Early Childhood Development (ECD) into basic education exemplifies a holistic approach to learner development that aligns with national policy shifts. Together, these efforts underscore the MDE's commitment to fostering quality education and supporting comprehensive learner growth

2. Weaknesses

Budget constraints in Mpumalanga's education sector have severely limited resources for educational programs, negatively impacting service delivery and quality. These challenges are compounded by shifting population dynamics that necessitate continuous adjustments to infrastructure. Additionally, there are significant teacher recruitment challenges, with a surplus of certain teacher categories while others face shortages, complicating recruitment strategies and affecting classroom effectiveness. Insufficient monitoring and evaluation mechanisms further hinder the effective implementation of educational policies and programs at the provincial level, exacerbating the crisis and threatening the overall quality of education for students in the region.

3. Opportunities

Alignment with National Priorities: The GNU's focus on education as a key driver for economic growth provides an opportunity for MDE to secure funding and support for innovative programs aimed at improving learning outcomes. **Technological Integration:** Investing in STEM education and technology integration presents a pathway to enhance teaching methodologies and learner engagement. **Community Engagement Initiatives:** Strengthening partnerships with local communities can enhance support for schools, particularly in addressing issues such as school safety and social cohesion.

4. Threats

Economic Instability: The broader economic crisis in South Africa poses risks to sustained funding for education, potentially leading to further budget cuts and resource constraints. **Social Issues Impacting Education:** Challenges such as teenage pregnancies, drug abuse, and school violence threaten the learning environment and require comprehensive multi-sectoral responses. **Policy Implementation Risks:** The effectiveness of new policies may be undermined by bureaucratic inefficiencies or resistance to change within the education system. Therefore, by capitalizing on opportunities within the national framework and mitigating potential threats, MDoE can enhance its educational outcomes and contribute significantly to South Africa's socio-economic development.

The Minister of Basic Education has emphasized the need for a transversal government approach to school safety, which involves collaboration across various government departments, including provincial education departments and local law enforcement agencies like SAPS. This cooperation can facilitate the development of comprehensive safety policies tailored to local needs.

Resource Allocation and Infrastructure Development Targeted Funding: Provincial engagement allows for better allocation of resources to schools based on specific local needs. With budget constraints affecting educational infrastructure, provinces can prioritize funding for safety measures, such as security personnel and surveillance systems, ensuring that schools are safe learning environments.

Community Involvement and Social Cohesion Strengthening Community Partnerships: Engaging local communities in school governance can enhance safety measures. Programs that involve parents and community members in monitoring school environments can foster a sense of ownership and responsibility towards maintaining a safe atmosphere for students.

Monitoring and Evaluation Mechanisms Enhanced Oversight: Provincial authorities can establish robust monitoring systems to evaluate school safety protocols and their effectiveness. By conducting regular assessments and audits, they can identify areas needing improvement and ensure compliance with safety standards. **Addressing Social Issues Multi-sectoral Approaches:** School safety is often compromised by broader social issues such as violence, substance abuse, and teenage pregnancies. Provincial engagement enables a multi-sectoral approach to tackle these challenges through coordinated efforts with health, social services, and law enforcement agencies. **Training and Capacity Building Professional Development:** Providing training for educators on conflict resolution, emergency preparedness, and mental health awareness can significantly improve the overall safety climate in schools. Provinces can facilitate workshops and seminars to equip teachers with the necessary skills to manage crises effectively.

Provincial engagement is vital for improving school safety and oversight in Mpumalanga. By fostering collaboration among various stakeholders, allocating resources effectively, involving communities, enhancing monitoring mechanisms, addressing social issues comprehensively, and investing in training programs, the province can create a safer educational environment that aligns with national priorities set forth by the GNU and DBE.

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 1,463 registered ECD programs, benefiting 80 000 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 displays 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/educare center (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 centers. 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 12: Distribution of Population Aged 0 -4 Years Attending an ECD Programme By Province, Census 2022

Province	Number/ %	Crèche/ educare centre	Pre- school/ nursery school/	Day mother/ grandmoth er/	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
Mpumalan ga	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 labor 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.

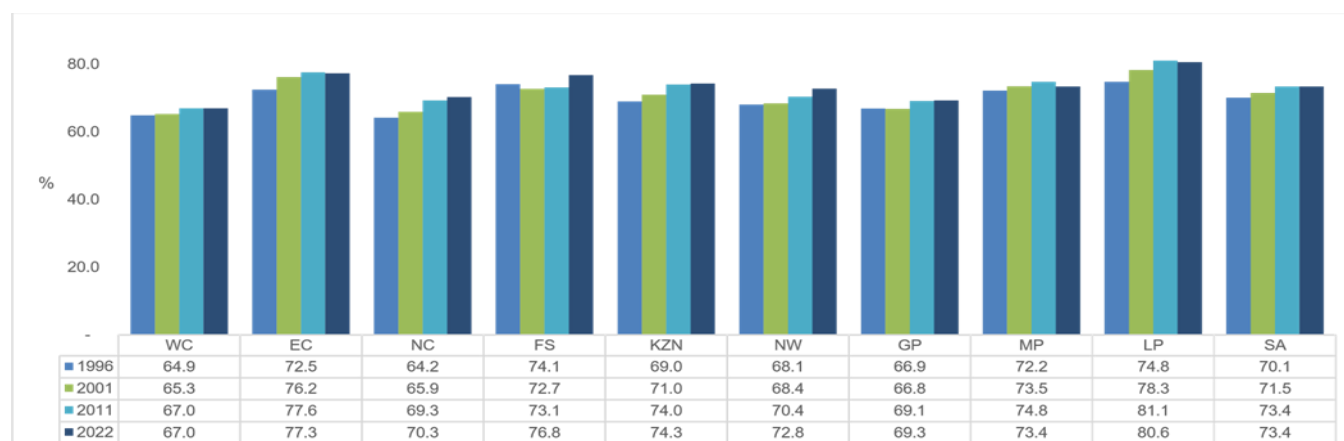
Level of Education

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 (Figure 2). 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 2 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 9: 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 13: 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
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Sources: Stats sa Census 2022

Table 14 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.

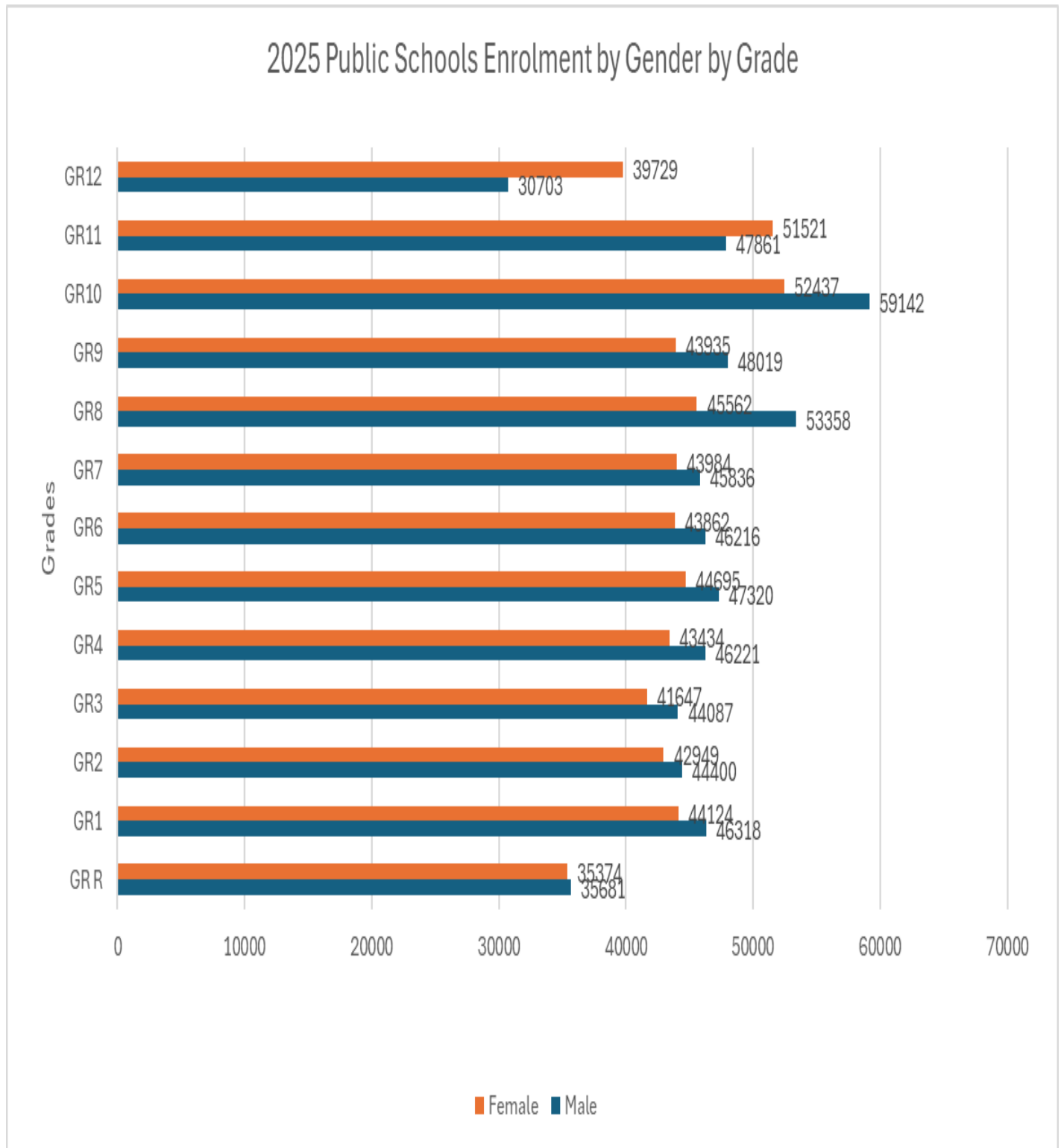
Table 14: MDoE Scope and Scale- Enrolment per Grade (2019 - 2025)

GRADE	2019	2020	2021	2022	2023	2024	2025
R	65 725	65 726	62 405	63 305	64473	67 535	71 055
1	86 362	71 508	91 104	83 409	85349	90 049	90 442
2	83 520	69 208	43 975	86 965	86450	86 983	87 349
3	80 329	69 009	90 620	87 433	90127	89 634	85 734
4	83 855	69 433	91 795	87 605	90454	94 543	89 655
5	79 537	68 106	88 526	86 615	88913	91 965	92 015
6	77 258	65 083	88 261	84 062	88215	90 900	90 078
7	74 745	64 691	86 976	81 739	86831	90 925	89 820
8	78 193	71 087	91 965	89 650	680812	95 801	98 920
9	70 072	62 808	88 846	81 206	95740	93 587	91 954
10	77 791	72 045	94 065	92 798	89599	112 424	111 579
11	71 175	59 881	86 333	78 419	104223	95 265	99 382
12	56 833	56 030	68 308	71 369	88874	68 732	70 432
Province						1 170 366	1 168 415

Source: MDoE 2025 tenth day snap survey

The data below in figure 4 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 10: Learner enrolment trends in the province by gender from 2019 to 2025



Source: MDoE 2025 tenth day snap survey

Table 15: Mpumalanga Department of Education Institutions

Institutions	Number
Public Ordinary Schools	1 635
Public Special Schools	18
Subsidised Independent Schools	24
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

Source: MDoE 2024 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 16: 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 2023/24

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 17: 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	2	0	2	0%	45%
	40—49	0	3	3	8.9%	15%
	50-59	10	7	17	41,1%	3%
	60 —69	9	4	13	30,1%	2%
	TOTAL	21	14	35	40%	100%

Source: MDoE, 2021

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: Employment Equity Stats (Inc. Employees with Disabilities) In Each Occupational Category as on 31 March 2024

EMPLOYMENT EQUITY													
SL	FEMALE						MALE						
Occupational category	A	I	C	W	T	%	A	I	C	W	TOTAL	%	TOTAL
Top management 15-16	2	0	0	0	2	67%	2	0	0	0	2	33%	4
SMS 13-14	8	1	0	0	9	30%	22	0	0	0	22	70%	31
Professionally qualified and mid management 10-12	830	11	6	122	969	44%	1099	5	3	124	1231	56%	2200
Skilled 6-9	20747	115	58	1945	22865	69%	9792	52	13	418	10275	31%	33140
Semi- skilled 3-5	2075	2	8	95	2180	67%	1113	0	0	7	1120	33%	3300
Unskilled and discretionary	1379	0	1	2	1382	53%	1233	0	1	4	1238	47%	2620
Temporary employees	443	3	1	13	460	94%	27	0	0	0	27	5%	487
TOTAL	25484	132	74	2177	27867	67%	13288	57	17	553	13915	33%	41782
DISABILITY STATUS													
RANK/SALARY LEVEL	FEMALE						MALE						TPWD
	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
SMS 13-14	0	0	0	0	0	0	0	0	0	0	0	0	0
10-12 professionally qualified and mid management	5	0	0	0	5	39%	7	0	0	1	8	61%	13
6-9 Skilled	9	0	0	1	10	38%	14	0	0	2	16	62%	26
Semi- skilled	12	0	0	0	12	43%	15	0	0	0	16	57 %	28
Unskilled and discretionary	1	0	0	0	1	50%	1	0	0	0	1	50%	2
TOTAL	27	0	0	1	28	39%	37	0	0	3	41	61%	69

Source: MDoE 2024

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 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 Bojale 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 table below shows how far the department has managed in piloting the GEC since 2021.

Table 19: Progress made since the pilot of GEC started in 2021 to 2024

Year	Number of schools	Number of Subjects
2021	06	5 Subjects
2022	23	5 Subjects
2023	83	All nine (9) subjects
2024	All schools with grade 9 classes	All the nine (9) Subjects and incorporates inclination assessment.

Source: MDoE 2024

THREE STREAM CURRICULUM

The Three-Stream Model comprises Academic, Vocational, and Occupational studies, integrating 21st-century skills assessment and providing learners with a comprehensive report card/certificate showcasing their skills, talents, and competencies. This inclusive approach facilitates a smooth transition from school to work or further education.

In the province, a three-stream curriculum pilot is underway in 5 Special Schools for Mild Intellectual Disabilities and 10 public ordinary schools, offering Technical Occupational Curriculum (TOC) as one of the three streams. The pilot targets 1,600 learners and presents 26 subjects. This educational approach offers students three distinct pathways, typically starting in high school, catering to diverse interests, abilities, and career aspirations. Each stream emphasizes different subjects, skills, and career paths, providing students with more options and flexibility.

The three-stream curriculum aims to accommodate diverse learning styles, interests, and career aspirations, recognizing that not all students follow the same path. This approach helps students align their education with future goals, providing a more relevant and engaging learning experience.

The department ensures that all programmes and projects implemented during this Medium-Term Strategic Framework (MTDP) period benefit a percentage of people with disabilities. Business opportunities for persons with disabilities will be ring-fenced to ensure maximum beneficiation, adhering to Government Equity policy. At least 2% of employment opportunities will be reserved for persons with disabilities, in line with government policy.

The Mpumalanga Department of Education (MDoE) is implementing a three-stream curriculum aimed at enhancing educational outcomes and catering to diverse learner needs. This curriculum framework encompasses three distinct pathways:

Academic Stream: This stream focuses on traditional academic subjects and is designed for learners who are inclined towards further education and higher academic achievement. It prepares students for university entrance and emphasizes critical thinking, analytical skills, and a strong foundation in core subjects such as Mathematics, Science, and Languages.

Vocational Stream: The vocational pathway targets learners who prefer practical skills and hands-on experience. It offers training in various trades and vocational subjects, equipping students with the skills necessary for employment in specific industries. This stream aims to bridge the gap between education and the labor market, promoting employability among graduates.

Technical Stream: This stream combines elements of both academic and vocational education, focusing on technical skills while also covering theoretical knowledge. It is designed for learners interested in fields such as engineering, information technology, and other technical disciplines, providing a balanced approach that prepares them for both further education and direct entry into the workforce.

The three-stream curriculum aims to:

Enhance Learner Choice: By offering multiple pathways, the MDoE allows learners to choose a curriculum that aligns with their interests and career aspirations.

Promote Inclusivity: The curriculum is designed to accommodate various learning styles and abilities, ensuring that all students have access to quality education.

Improve Educational Outcomes: By aligning the curriculum with market needs and learner preferences, the MDoE seeks to improve overall educational performance and reduce dropout rates.

To support this initiative, the MDoE is focusing on:

Teacher Training: Professional development programs are being implemented to equip educators with the skills necessary to deliver the three-stream curriculum effectively.

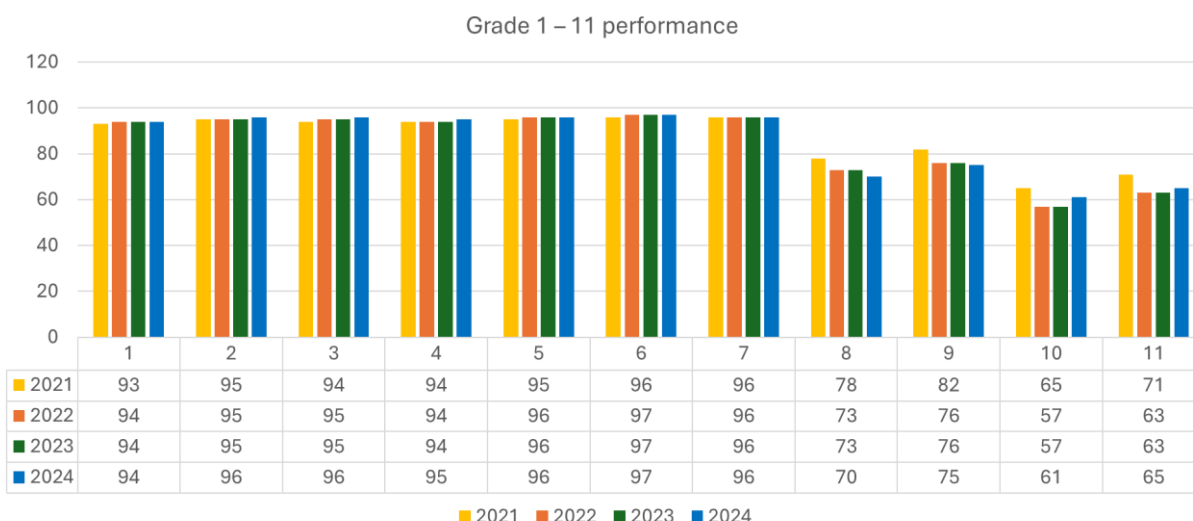
Resource Allocation: Adequate resources, including learning materials and infrastructure improvements, are being prioritized to facilitate successful implementation across schools.

The three-stream curriculum represents a strategic approach by the Mpumalanga Department of Education to cater to diverse learner needs while enhancing educational outcomes in the province.

MDOE End of the year -School Performance Results

Figure below presents the provincial end of the year performance results for grades R to 11. The results indicate a concerning decline in pass rates as learners progress from Grade R to 11. However, Grade 12 performance in the Further Education and Training (FET) band surpasses that of the Senior Phase. These findings highlight areas within the education system requiring strengthening to achieve the Grade 12 department's 95% pass rate target for the five-year target

Figure 11: 2024 End of the year Provincial Performance Gr 1- 11

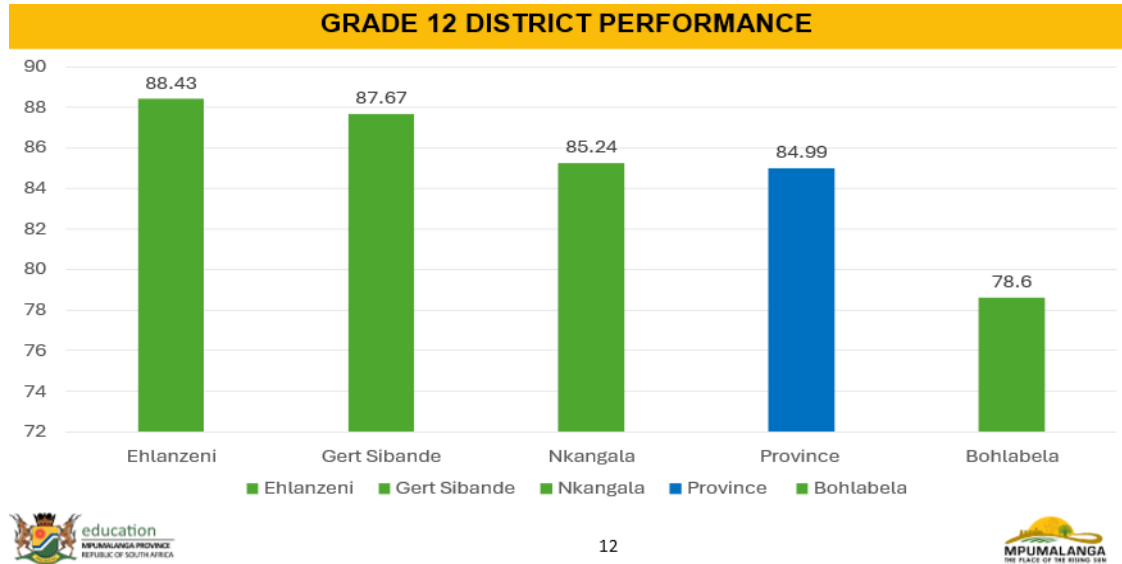


Source: MDoE End of the year results for 2024

2024 National Senior Certificate (NSC) Grade 12

The figure below illustrates the performance of candidates who wrote the 2024 NSC examination in each Education District. The total number of candidates who sat for the 2024 NSC examination was 64 201 candidates. The number decreased from 67710 of the previous academic year. The performance of the class of 2024 achieved above 85% in three Education Districts and Bohlabela is the only district that performed below 80% and below the provincial average performance of 84,99%. The department is working with the District Management to further improve the performance.

Figure 12: 2024 Grade 12 NSC District Performance



Source: MDoE Examination Report 2024

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

Province	2020	2021	2022	2023	2024
Eastern Cape	68.1%	73.0%	77.3%	81.4%	84,9%
Free State	85.1%	85.7%	88.5%	89.0%	90.9%
Gauteng	83.8%	82.8%	84.4%	85.4%	88,4%
KwaZulu-Natal	77.6%	76.8%	83.0%	86.4%	89,5%
Limpopo	68.2%	66.7%	72.1%	79.5%	85,0%
Mpumalanga	73.7%	73.6%	76.8%	76.95%	84,9%
North West	76.2%	78.2%	79.8%	81.6%	87,5%
Northern Cape	66.0%	71.4%	74.2%	75.8%	84,1%

Western Cape	79.9%	81.2%	81.4%	81.5%	86,6%
National	76.2%	76.4%	80.1%	82.9%	87,3%

Source: DBE- National Senior Certificate Examinations Report 2024

Table 20 below showcases the quality of passes achieved by the class of 2024, who, despite facing numerous challenges and obstacles, managed to attain a commendable outcome. This cohort of candidates demonstrated resilience and determination, resulting in an impressive performance

Table 21: 2024 NSC Percentage Pass per Category compared with DBE

Mp um ala nga	YEAR	Total Wrote	PERCENTAGE THAT PASSED PER CATEGORY									
			WITH BACHELORS		WITH DIPLOMA		WITH HIGHER CERTIFICATE		WITH NSC		TOTAL ACHIEVED	
			No.	%	No.	%	No.	%	No.	%	No.	%
	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	64201	27885	43,4	17775	27,7	8807	14	10	0.02	54567	84,99
DB E	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	57 2983	82,9
	2024	705 291	337158	47,8	188748	26.8	89244	12,7	121	0,017	615429	87.3

Source: Mpumalanga Department of Education, 2024

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:

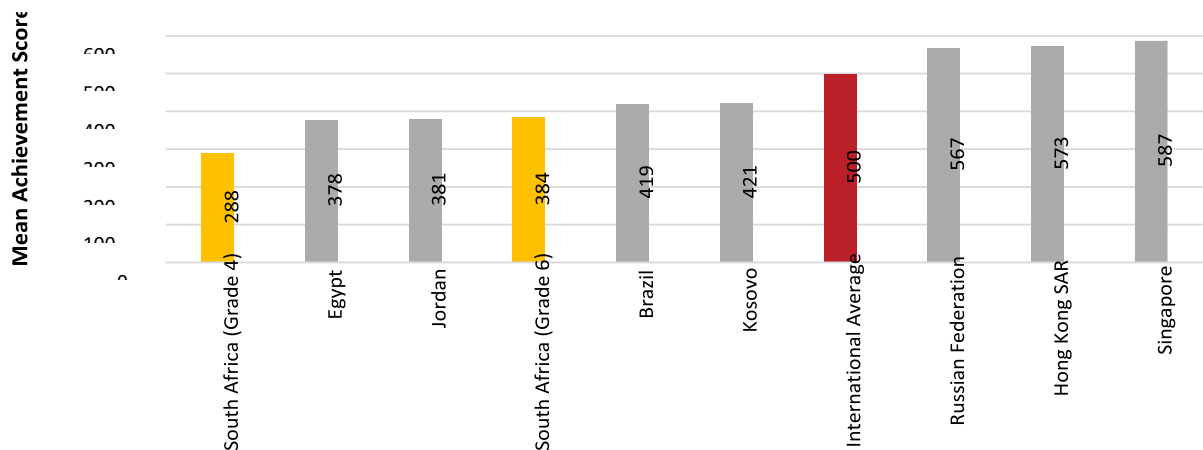
- Strengthening school management and promoting functional schools
- Conducting systemic evaluations on learners and school performance
- Providing appropriate infrastructure

- 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.

Trends in International Assessment and Learning

Figure 13: South African Grade 4 and 6 Achievement Compared to their PIRLS Countries



Source: PIRLS 2021

The performance of Grades 4, 5, and 6 learners from the Mpumalanga Department of Education (MDoE) in the Progress in International Reading Literacy Study (PIRLS) 2021 reveals concerning trends in literacy.

Grade 4 Performance

Grade 4 learners in South Africa scored an average of 288 points, significantly below the PIRLS center point of 500. This score reflects a decline from 320 points recorded in the previous PIRLS assessment in 2016. Alarming, 81% of Grade 4 learners are unable to read for comprehension, indicating severe reading difficulties at this level. In Mpumalanga specifically, Grade 4 learners scored an average of 264 points, placing them among the lower-performing provinces.

Grade 6 Performance

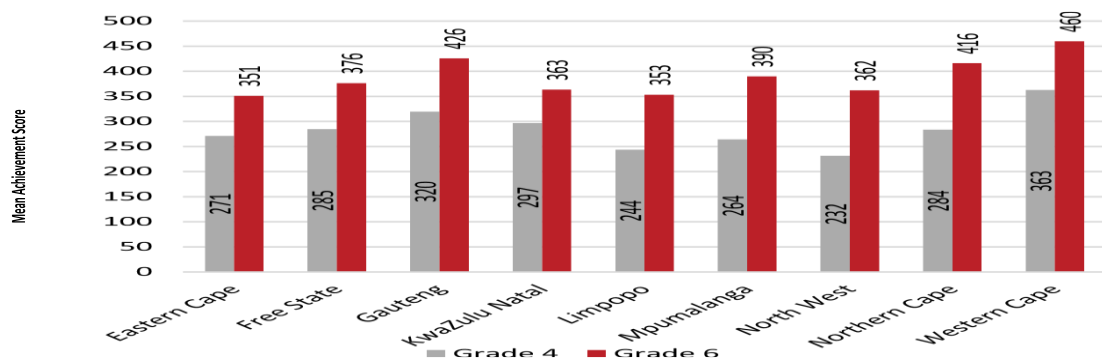
For Grade 6, the average score was slightly better at 384 points, but still below international standards. Afrikaans-speaking learners achieved an average of 456 points, while English speakers scored 377 points. However, a significant percentage—56%—of Grade 6 learners also struggle with reading comprehension.

Language and Socioeconomic Factors

Performance varied significantly by language, with Afrikaans and English yielding higher scores compared to African languages such as Sepedi (216) and Setswana (211). This disparity highlights the impact of socioeconomic factors on literacy outcomes, as learners in more urbanized provinces like the Western Cape (460 for Grade 6) performed significantly better than those in Mpumalanga.

These challenges are essential for improving educational outcomes and ensuring that all learners can achieve foundational literacy skills. Overall, the PIRLS 2021 results underscore a critical need for targeted interventions to enhance reading literacy among learners in Mpumalanga, particularly for Grades 4 and 6. Addressing

Figure 14: Grade 4 and 6 PIRLS Achievement by Province



Source: PIRLS 2021

E-learning

The Department's investment in e-learning aligns with its vision and mission to enhance education. The goal is to provide a tablet for every learner and a laptop for every teacher, creating virtual online learning classrooms through a credible Learner Management System. In April 2022, the Mpumalanga government launched an e-learning programme, providing over 55,000 tablets to Grade 12 learners and 6,700 laptops to teachers in quintile 1-3 schools. These devices were equipped with Learning and Teaching Support Materials (LTSMs) and internet connectivity via SIM cards. By 2024, the programme was enhanced with the inclusion of microSD cards, enabling offline access to curriculum materials for six subjects. As the devices from 2022 reach the end of their warranty and lifespan, the department plans to replace them with new sets of tablets and laptops in 2025. Furthermore, starting in 2026, Grade 10 learners will receive tablets that they can use throughout their Grade 11 and 12 years without needing to return them. This initiative aims to bridge the digital divide and enhance educational outcomes 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 1,520 quintile 1-3 schools, benefiting 1001 685 learners over 200 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 2023/24 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. Key initiatives include operationalizing the Mkhondo Boarding School and commencing construction of a school for learners with disabilities in the 2025/26 financial year. The department prioritizes the eradication of 53 old community-built schools and the re-roofing of 81 asbestos schools to ensure safer learning environments. Additionally, infrastructure projects involve constructing 29 new schools and adding classrooms in overcrowded areas, such as 40 classrooms in Mbombela.

The installation of a micro-grid solar system at Blinkpan Primary School, donated by Eskom, highlights efforts to integrate renewable energy. Furthermore, the department aims to increase access to education for learners with special needs and establish schools of specialization in areas like mining and performing arts. The rollout of an e-learning program in Grade 10, with tablet distribution to students, will enhance digital literacy and connectivity in under-resourced schools. These initiatives are designed to create a more inclusive, efficient, and sustainable educational infrastructure across Mpumalanga. Overall, the Department is working to improve educational infrastructure despite financial constraints, setting the stage for enhanced learning environments in the 2025-2030 period.

The condition ratings were used to estimate the current backlogs required to bring all schools up to a satisfactory condition rating of C5. A list of schools damaged by storms is provided in the appendix.

Table 22: CONDITIONS STATUS

CONDITION STATUS	RATING	AFFECTED SCHOOLS
Excellent	C5	38
Good	C4	130
Fair	C3	970
Poor	C2	507
Very Poor	C1	27

Source: MDoE Infrastructure 2024

Table 23: Status on Persons with Disability

SL	FEMALE						MALE						TP WD	EMPL	%
	A	I	C	W	T	%	A	I	C	W	T	%	G- TO TAL		
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	3291 1	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	4183 1	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 Mpumalanga Department of Education (MDoE) underwent a comprehensive audit of its financial statements for the 2023/24 cycle. The audit outcome showed significant improvement, with no material misstatements identified in the financial statements submitted, unlike in the previous year. However, the audit highlighted areas of concern, including:

- Inadequate documentation to support transactions
- Delays in providing requested information
- Poor records management

Significant deficiencies in components such as lease commitments, prior period errors, transfers, and subsidies

The department was advised to adhere to National Treasury Instruction Note No. 4 of 2022-23, which addresses unauthorized, irregular, and fruitless and wasteful expenditure. While the MDoE made progress in some areas, notable concerns remained, including:

- Inadequate controls around transfers and subsidies, particularly those made to entities outside government
- Fruitless and wasteful expenditure, including interest on overdue accounts and payments for work not done

Recommendations were provided to address these concerns, some of which were reiterations from prior years. As the MDoE moves forward, it is crucial to focus on implementing these recommendations to enhance financial management and ensure compliance with laws and regulations.

Table 24: Representation of Audit Outcomes on the 2023/24 AFS

Audit Outcome for 2023/24		
No material misstatements		
Improvement from previous year	Previous material misstatements corrected	
Areas of Concern	Inadequate documentation for transactions Delays in providing information Poor record management	
Significant Deficiencies	Lease commitments (Emerging Risk)	
National Treasury Instruction Note No. 4 of 2022-23	Disclosure of unauthorised irregular and fruitless expenditure	
Need for Improved Controls		
Challenges	Fruitless and Wasteful expenditure	Interest on overdue accounts Payments for work not done
Recommendations	Address areas of concern Enhance financial management	

	Ensure compliance with laws and regulations	
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Source: MDoE Annual Report: 2024

Audit Outcomes for the 2023/24 Pre-Determined Objectives:

During the 2023/24 audit cycle, the Mpumalanga Department of Education (MDoE) underwent a comprehensive evaluation of its performance planning, management, and reporting processes. While the department's strategic plan and annual performance plan were found to be compliant with legislative requirements, the audit revealed notable areas of concern. The annual performance report, submitted late, contained material misstatements in reported performance information, particularly in Programmes 2 and 5. The audit also highlighted inefficiencies in budget utilization and target achievement, indicating a need for enhanced strategic planning and resource allocation.

Furthermore, significant internal control deficiencies were identified, including inadequate performance reporting. The department failed to consistently prepare accurate and complete performance reports, resulting in unachieved targets despite substantial budget expenditures. The omission of relevant indicators and targets in the approved annual performance plan also hindered the fulfillment of core service delivery objectives.

As the MDoE moves into the 2025-2030 period, it is crucial to address these discrepancies, ensuring transparent and accurate performance reporting that reflects the department's strategic goals and achievements, and ultimately fulfills its mandate to provide quality education and foundational development.

Audit Outcomes for the 2023/24 Pre-Determined Objectives

The Mpumalanga Department of Education's (MDoE) audit outcomes for the 2023/24 cycle, comprising both the Annual Financial Statements (AFS) and the Annual Performance Report (APR), reveal a need for enhanced vigilance in performance reporting. Although some processes complied with legislative requirements, the audit uncovered material misstatements and internal control deficiencies. These findings not only necessitate immediate corrective action but also underscore the importance of transparent and accurate performance reporting. As the MDoE moves forward, addressing these areas will be crucial to ensuring accountability, optimizing resource allocation, and fulfilling its core educational mandate.

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 enrollment 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 centers, 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-ponics, 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

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 (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	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; • Strengthen partnerships with all stakeholders resulting in education becoming a	• 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:	The following entities benefit from the service delivery Model: • MDOE Employees • Unemployed Youth • Learners in public ordinary schools • Learners, in Independent schools • Learners in public special schools • Parents • School Governing Bodies • Teachers • Schools • Researchers	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 level 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.	• Int... • Aut... • Int... • e-le... • e-r... • Vir...

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 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 for two types of schools, namely independent schools and		national priority; • Universalise access to Grade R; • Strengthen school management and promote functional schools; • Strengthen the capacity of district offices; and • Establish a world-class system of standardized national assessment.	• 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 delivered here include: • All schools use approved curriculum (CAPS); • Development and distribution of workbooks for learners;	• Education professionals • Teacher Unions • Partners in education.		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 • Lack of resources • Slow reporting processes • Risks • Long delays in resolving the complaints which results in frustration and loss of confidence	virt pla As per th mode
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public schools. The provision in the Act for democratic school governance, through school governing bodies, is now effected in public schools countrywide. In addition to these legislative mandates, the government has identified.			• 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			which lead to litigation • Late payment of invoices resulting 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	
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						• 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	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 Disadvantage: Not adequate capacity Not easily accessible Risks/assumptions: Delay of service delivery due to lack of capacity	Remain centralized at Head Office. Align to proposed DPSA programme 1 functional structure and to be capacitated accordingly.

	establishment and maintenance of operations management framework.						
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education

DEPARTMENT: EDUCATION
MPUMALANGA PROVINCE

PART C: MEASURING OUR PERFORMANCE

1. 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 25: 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 26) 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 26: 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 Infrastructure	School	% 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

1.1. 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

5.1.1 Outcomes, Outputs, Output Indicators and Targets.

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited /Actual Performance			Estimated	MTEF Period		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Improved education outcomes and skills, skills for the economy	Effective governance and administration systems	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.	1 671	1 666	1 666	1 635	1 637	1 637	1637
	Effective School Communication system implemented	SOI 102: Number of public schools that can be contacted electronically (email).	1671	1 666	1 666	1 635	1 637	1 637	1637
	Optimal distribution of financial, physical and human resources across the system.	SOI 103: Percentage of expenditure going towards non-personnel items,	12.3%	21.7%	12.24%	16%	16%	16%	16%
	Social cohesion, nation building and equity promoted	SOI 104: Number of school community engagements to combat racism, sexism, hate speech, GBV and other forms of intolerance to address inter-generational violence and trauma across society.	New	New	New	New	4	4	4

Outcome	Outputs	Output Indicators	Annual Targets							
			Audited /Actual Performance			Estimated	MTEF Period			
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	
PROVINCIAL: PROGRAMME OUTPUT INDICATORS										
Improved education outcomes and skills, skills for the economy	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	1671	1 666	1 666	1 634	1 637	1637	1 637	
	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.	480	539	493	1100	1 100	1 100	1 100	
Improved education outcomes and skills, skills for the economy	Qualified Grade R-12 teachers aged 30 and below appointed	POI 1.3 Percentage of department's procurement awarded to women owned businesses	New	18%	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	New	4%	30%	30%	30%	30%	30%	
	Persons with disability owned business awarded	POI 1.5 :Percentage of department's procurement	New	0%	7%	7%	7%	7%	7%	

Outcome	Outputs	Output Indicators	Annual Targets							
			Audited /Actual Performance			Estimated	MTEF Period			
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	
	with departmental contracts	awarded to persons with disability owned businesses								
	Enhanced teaching and learning through connectivity	POI 1.6: Percentage of schools having access to information through	25%	38%	60,9%	65,9%*	100%	100%	100%	
		(a) Connectivity (other than broadband); and (b) Broadband	5%	13%	5.4%	5%**	6%	6%	6%	
*Connectivity (other than broadband)										
** Broadband										

5.1.2. Output Indicators, Annual and Quarterly Targets

Output Indicators	Reporting Cycle	Annual Target	Quarterly targets			
		2025/26	Q1	Q2	Q3	Q4
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	1 637	1 637	1 637	1 637	1 637
SOI 102: Number of public schools that can be contacted electronically (email)	Quarterly	1 637	1 637	1 637	1 637	1 637
SOI 103: Percentage of expenditure going towards non-personnel items	Annual	16%				16%
SOI 104: Number of school community engagements 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: Programme Output Indicators						
POI 1.1: Number of schools that are monitored for implementing improvement plans based on monitoring findings of district officials	Annual	1 637				1 637
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	1100				1100
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 (b) Broadband		6%				6%
*Connectivity (other than broadband) ** Broadband						

5.1.3 Explanation of planned performance over the medium-term period

The Mpumalanga Department of Education's program focuses on providing top-notch education and skills to learners, empowering them to succeed in an ever-changing world. By offering effective leadership, management, and administration, the department ensures it meets its objectives. The program aims to produce competitive learners who can thrive in diverse and innovative environments, regardless of socio-economic conditions.

To achieve this, the department will utilize the South African School Administration and Management System (SA-SAMS) to inform policy direction and resource allocation through credible and complete data. This will enable optimal resource allocation, including the expedited redeployment of excess teachers and ensuring adequate human resources in identified schools. A review of post allocations to schools will also be conducted to ensure efficiency.

The department will implement an appropriate regulatory framework to ensure efficiency and effectiveness in administration, governance, and management systems. District officials will conduct regular school visits to monitor curriculum completion and learner improvement plans. Additionally, the department will invest in technologies that drive data-informed decision making, collaborating with government agencies and businesses to achieve this goal.

Through quarterly assessments, the department will monitor and evaluate the program's effectiveness, identifying areas for improvement. The departmental communication service has proven beneficial to stakeholders, enhancing transparency and accountability. By implementing this program, the Mpumalanga Department of Education reaffirms its commitment to quality education and improved learner outcomes.

5.1.4 Reconciling performance targets with the budget and MTEF

BT 101	Administration – Key Trends						
	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
PAYMENT BY SUB-PROGRAMME (R'000)*							

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1.1. Office of the MEC	10 501	12 693	12 095	12 830	16 241	11 758	12 289
1.2. Corporate Services	564 522	624 000	647 647	803 016	819 148	602 712	684 477
1.3. Education Management	695 688	724 500	750 473	760 211	855 627	794 863	830 632
1.4. Human Resource Development	-	7 938	73	-	-	-	-
1.5. (EMIS)Education Management Information System	66 636	74 616	88 809	17 547	6 770	62 414	65 222
1.6. Conditional Grants	-	-	1 499 097	-	-	-	-
Total	1 337 347	1 443 747	1 499 097	1 595 604	1 697 786	1 471 747	1 592 620
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)*							
Current payments	1 315 083	1 399 608	1 469 834	1 559 538	1 648 708	1 455 689	1 575 840
Compensation of Employees	1 011 141	1 046 793	1 095 519	1 177 774	1 279 699	1 272 670	1 329 942
Goods and Services	303 942	352 815	374 259	381 714	369 009	183 019	245 898
Interest and rent on land	-	-	56	50	-	-	-
Transfers and Subsidies	20 715	15 276	17 962	18 064	19 078	16 058	16 780
Payment for capital assets	1 549	13 942	11 301	18 002	30 000	-	-
Total	1 337 347	1 443 747	1 499 097	1 595 604	1 697 786	1 471 747	1 592 620

5.1.5 Contribution of Resources towards achievement of outputs

The Mpumalanga Department of Education's program provides labor relations services, including salary payments, job postings, and HR regulation implementation. It also manages the education management information system, ensuring accurate data for resource allocation and policy-making. The department engages stakeholders to deliver high-quality education, particularly to disadvantaged communities.

The increased budget allocation demonstrates the government's commitment to education. Although the EMIS operational budget decreased in 2025/2026, most schools now have connectivity and utilize the system effectively. The

department aims to optimize ICT use, introducing the Paperless Smart Schools Concept in 8 schools. Support for schools will focus on end-of-year exam administration and supervision.

1.2. 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 so as 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

1.2.1 Outcomes, Outputs, Output Indicators and Targets.

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited /Actual Performance			Estimated	MTEF Period		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Improved education outcomes and skills, skills for the economy	Enabling eLearning/blended teaching	SOI 201: Number of schools provided with multimedia resources.	536	245	101	400	482	490	490
	No- fee benefits provided in schools	SOI 202: Number of learners in no fee public ordinary schools in line with the National Norms and Standards for School Funding.	1 001 687	1 001 687	1 001 687	1 011 727	1 011 727	1 002 207	1002 307
	Learners funded in line with National Norms and Standards for School Funding	SOI 203: Percentage of learners in schools funded at a minimum level	0%	0%	0%	0%	0%	0%	0%
	Capacitated foundation phase teachers on reading methodology	SOI 204: Number of Foundation Phase teachers trained in reading methodology.	New	New	1000	1000	1000	1000	1000
	Improved quality of teaching Capacitated foundation	SOI 205: Number of foundation phase teachers trained in numeracy content and methodology.	New	New	1000	1000	1000	1000	1000

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited /Actual Performance			Estimated	MTEF Period		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
	phase teachers on numeracy content and methodology								
	Capacitated teachers in Mathematics content and methodology	SOI 206: Number of teachers trained in Mathematics content and methodology	2 305	2 755	1 500	1500	1500	1600	1700
	Capacitated teachers in language content and methodology	SOI 207: Number of teachers trained in Language content and methodology	1 938	3 162	3 000	2 300	2301	1000	1000
	Marginalised African language introduced	SOI 208: Number of public ordinary schools that offer a previously marginalised official South African Language	New	New	New	New	30	30	30
PROVINCIAL: PROGRAMME OUTPUT INDICATORS									
Improved education outcomes and skills, skills for the economy	Teaching posts filled per academic year	POI 2.1: Percentage of schools where allocated teaching posts are all filled	61.3%	50.1%	97%	62%	65%	69%	71%
	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%

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited /Actual Performance			Estimated	MTEF Period		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
	Established operational and effective school safety committees	POI 2.3: Percentage of sampled schools with functional school safety committees	85%	90%	85%	100%	100%	100%	100%
	Nutritious meals provided in schools	POI 2.4: Number of quintile 1-3 schools benefitting from National School Nutrition Programme	1 552	1 550	1 550	1 533	1 520	1520	1520
	Implementation of the National Reading Literacy Strategy monitored	POI 2.5: Number of primary schools monitored for implementing reading strategy	New	327	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.	New	88%	87%	100%	100%	100%	100%
	Coding and robotics curriculum implemented in schools	POI 2.7 : Number of schools piloting coding and robotics curriculum (implementation of coding and robotics curriculum)	128	228	278	228	228	228	228

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited /Actual Performance			Estimated	MTEF Period		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Improved education outcomes and skills, skills for the economy	Learner textbooks on EFAL and Mathematics provided	POI 2.8: Percentage of learners provided with English First Additional Language (EFAL) and Mathematics textbooks in grades 3;6;9 and 12	Indicator was not tracked	Indicator not tracked	75%	100%	100%	100%	100%
	Improved learners' development in key areas—physical, cognitive, social, emotional, and literacy skills.	POI 2.9: Number of learners enrolled for grade R undertaking school readiness assessment	New	New	32%	29 717	29 717	30 000	31 000
	improved access to African language reading materials	POI 2.10: Number of schools provided with Grade 3 African Languages reading material	New	New	1000	1000	1000	1000	1000
	Lesson plans developed	POI 2. 11: Number of Primary schools using Grades 1-3 Lesson plans for literacy in home language	New	1200	1200	200	200	200	200
	Performance management monitored	POI 2.12: Number of schools monitored and supported on QMS implementation	New	New	New	400	280	1000	1000

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited /Actual Performance			Estimated	MTEF Period		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
	Teachers Appreciated and Supported	POI 2.13: Number of National Teaching Awards (NTA) administered in the Province	New	New	New	5	4	5	5
Improved education outcomes and skills, and skills of the economy	Implementation of MTbBE strategy	POI 2.14: Number of schools monitored in Mother Tongue-based Bilingual Education (MTbBE) strategy	New	New	New	New	71	100	120
	Schools monitored on implementation of CAPS	POI 2.15: Number of Technical Schools monitored for implementation of the Curriculum and Assessment Policy Statements (CAPS)	New	New	New	New	43	54	64

1.2.2 Output Indicators, Annual and Quarterly Targets: Programme 2

2. Indicators	Reporting Cycle	Annual Targets 2025/26	Q1	Q2	Q3	Q4
SOI 201: Number of schools provided with multimedia resources.	Annual	482				482
SOI 202: Number of learners in no fee public ordinary schools in line with the National Norms and Standards for School Funding.	Annual	1 011 727				1 011 727
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	1000				1000
SOI 205: Number of foundation phase teachers trained in numeracy content and methodology.	Annual	1000				1000
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	2301				2301
SOI 208: Number of public ordinary schools that offer a previously marginalised official South African Language (IIAL)	Annual	30	10	10		10
Provincial: Programme Output Indicators						

2. Indicators	Reporting Cycle	Annual Targets 2025/26	Q1	Q2	Q3	Q4
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	Annual	1 520				1 520
POI 2.5: Number of primary schools monitored for implementing reading strategy	Quarterly	600	175	300	125	600
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 : Number of schools piloting coding and robotics curriculum (implementation of coding and robotics curriculum)	Annual	228				228
POI 2.8: Percentage of learners provided with English First Additional Language (EFAL)	Annual	100%				100%

2. Indicators	Reporting Cycle	Annual Targets 2025/26	Q1	Q2	Q3	Q4
and Mathematics textbooks in grades 3;6;9 and 12						
POI 2.9: Number of learners enrolled for grade R undertaking school readiness assessment	Annual	29 717			29 717	29 717
POI 2.10: Number of schools provided with Grade 3 African Languages reading material	Annual	1000				1000
POI 2. 11: Number of primary schools using Grades 1-3 Lesson plans for literacy in home language	Annual	200				200
POI 2.12: Number of schools monitored and supported on QMS implementation	Quarterly	280	96	72	24	88
POI 2.13: Number of National Teaching Awards (NTA) administered in the Province	Annual	4				4
POI2.14 : Number of schools monitored in Mother Tongue-based Bilingual Education (MTbBE) Strategy	Annual	71	71	71	71	71
POI 2.15: Number of Technical Schools monitored for implementation of the Curriculum and Assessment Policy	Annual	43	14	14		15

2. Indicators	Reporting Cycle	Annual Targets 2025/26	Q1	Q2	Q3	Q4
Statements (CAPS)						

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

The Mpumalanga Department of Education remains committed to delivering high-quality education and skills to learners, equipping them to thrive in a rapidly evolving world. To align with government priorities in job creation, education, skills, health, social cohesion, and safer communities, the department focuses on several key outcomes.

Improving Learner Performance

- **MST Academy Initiatives:** The MST Academy has been instrumental in enhancing Mathematics and Science education. While specific recent numbers are not detailed, the academy continues to support teachers and learners in these critical subjects. The province has seen an increase in learners taking Mathematics and Physical Sciences, with a high throughput rate.
- **Digital Resources:** The department has expanded its e-learning initiatives. For instance, 60,000 Grade 12 learners received tablets through the Ubuhlebuzile e-learning Programme in 2025. Additionally, eight schools were piloting the full-scale implementation of this program, providing tablets to learners from Grades 8 to 12

Enhancing Learning Outcomes

- **E-Learning and Digital Resources:** The department is further investing in digital tools. While the "Paperless-Smart Schools" concept was previously mentioned, recent updates highlight ongoing efforts to enhance e-learning. The Ubuhlebuzile e-learning Programme continues to expand, with tablets being distributed to support learning
- **Coding and Robotics:** The department will continue to pilot 228 schools on coding and robotics, reflecting the department's commitment to preparing learners for the digital economy.

Inclusive Education

- **Indigenous Languages and Assistive Technology:** The department aims to develop reading materials in indigenous languages and provide assistive technology for children with disabilities. However, recent updates do not provide specific new developments in these areas.
- **Teacher Development:** Teacher training remains a priority, focusing on pedagogical practices and theories of learning. The department continues to prioritize vacant teacher posts and seeks partnerships with other government departments and the private sector to enhance teacher capacity.

Overall, the Mpumalanga Department of Education is dedicated to improving learner outcomes through enhanced digital resources, inclusive education practices, and strategic teacher development initiatives.

Ensuring learners' safety and well-being is paramount. The department will create a safe, healthy, and inclusive school environment, ensuring learners' physical and psychological well-being. This includes initiatives such as the National School Nutrition Programme (NSNP) and collaborations with the Department of Health, Department of Social Development, South African Police Service, and communities.

Several initiatives are underway to enhance education delivery. The National Reading Strategy will be implemented in 600 schools, with 1000 schools receiving Grade 3 graded readers. Additional technical high schools will be established to respond to economic needs.

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 1,520 quintile 1-3 schools, benefiting 1001 685 learners over 200 school days. Additionally, the breakfast pilot will expand to 858 schools, reaching 555 562 learners. This initiative supports 5,639 food handlers, contributing to poverty alleviation in their families. The establishment of additional technical high school in circuits will be paramount and ensure that the learners respond to the need of the economy. The department will continue to improve the reading abilities as well as numeracy skills amongst learners through the implementation of the National Reading Strategy in 600 schools. 1000 schools will be provided with Grade 3 graded reader in the foundation phase. The reading plan is the vehicle in which the department aims to achieve the overall outcome where learners read for meaning. This will be done through the training

of foundation phase teachers on reading methodology, tracking learners reading performance, stakeholder involvement, etc.

1.2.4 Reconciling performance targets with budget and MTEF

BT 201		Public Ordinary Schools – Key Trends						
		2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Public Level	Primary	11 080 333	11 456 578	11 650 825	12 915 376	13 116 739	14 012 065	14 839 266
Public Level	Secondary	7 160 575	7 144 476	7 412 438	7 555 785	8 968 976	9 609 508	9 895 131
Human Resource Development		18 461	20 800	9 476	13 793	20 000	-	-
School Culture & Media Services	Sport, & Media	2 110	28 864	25 535	29 000	28 000	-	-
Conditional Grants		827 041	869 900	908 281	1 003 648	1 028 837	1 061 287	1 109 259
Total		19 088 520	19 520 618	20 009 555	21 517 602	23 162 552	24 682 860	25 843 656
Current payment		17 965 652	18 379 443	18 888 691	20 388 645	21 994 267	23 017 472	24 081 572
Compensation of Employees		16 400 019	16 789 916	17 394 308	18 602 612	19 849 207	20 970 039	21 913 691
Goods and Services		1 565 633	1 589 527	1 494 381	1 786 028	2 145 060	2 047 433	2 167 881
Interest and rent on land		-	-	-	5	-	-	-
Transfers and Subsidies		1 108 157	1 138 294	1 138 968	1 124 910	1 168 185	1 168 185	1 762 084
Payments for capital assets		14 711	2 881	1 530	4 047	100	-	-
Total		19 088 520	19 520 618	20 009 555	21 517 602	23 162 552	24 682 860	25 843 656

1.2.5 Contribution of resources towards the achievement of outputs

The resources provided will be amongst other things to assist MSTA main-hub located at Emalahleni and its four sub-hubs, each located in each of the four districts to extensively train teachers from both the main-hub and the sub-hubs. Schools received laptops and introduced Computer Applications Technology and an elective subject in the Academy. Schools were able to conduct practical experiments using the Sciences and Technology consumables provided to schools. Two

additional teachers were provided to all the 101 MST Academy linked schools to improve performance in Mathematics and Physical Sciences

An increase in Programme 2: Public Ordinary Schools is because of the increase on Compensation of Employees to cater for the cost of living adjustment. However, the decline in the goods and services allocation will have a direct effect on the provisioning of Learner Teacher Study Material (LTSM) to our schools, the training and development programmes will not be fully implemented due to budgetary constraints. The department will not be able to comply with national norms and standards for school funding due to budgetary constraints. The department is implementing the e-learning strategy and the roll out will continue with Gr. 12 class of 2025 and they will be provided with tablets installed with curriculum content (incl. e-books, Gr.11 content material as part of recovery plan) and teachers will have provided with laptops (equipped with subject content) to enhance blended teaching and learning.

The department will concentrate in the 2025 MTEF on literacy and numeracy in Grades 3, 6 and 9, the matriculation improvement programme in underperforming schools and the maths and science improvement programme. The department is always striving to comply with the norms and standards through the transfers to Section 21 and No Fee Schools but could not continue with this trend because of the budget cut. The funding of all quintiles in accordance with the national norms will not be met, and this underfunding will be continued in the MTDP because of the budgetary constraints.

The department endeavours linking all primary schools to the Maths and Science Academy to improve the learner performance in grade 3, 6 and 9; as well as paying attention to dysfunctional schools which brought down the provincial performance. Training and monitoring of School Management Teams in these schools are critical to address content gaps. Provision of readers and training of teachers on reading skills will be prioritising to ensure 10-year-old read for comprehension. The issue of displaced teachers will be addressed to ensure that they are adequately utilized. The strengthened co-operation of and improved communication with sister departments will pave the way for fighting crime and violence in schools. Implementation of the National Schools Nutrition Programme will be closely monitored. Measures will be put in place to ensure that the School Nutrition Programme complies fully with the grant framework amongst others coverage, cost, menu, targeted learners.

1.3. 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.

1.3.1. Outcomes, Outputs, Output Indicators and Targets.

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited /Actual Performance			Estimated Performance	MTEF Period		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Improved education outcomes and skills, skills for the economy	Registered independent schools receive subsidies	SOI 301: Percentage of registered independent schools receiving subsidies	18%	18%	18%	18%	18%	19%	19%
	Leaners in independent schools receive subsidies	SOI: 302 Number of learners subsidised at registered independent schools	7 791	7 791	7 791	7 791	7 791	8 595	8 600
Provincial: Programme 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	97%	24	24	24	24	24	24

1.3.2. Output Indicators, Annual and Quarterly Targets

Output Indicators	Reporting Cycle	Annual 2025/26	Targets	Q1	Q2	Q3	Q4
SOI 301: Percentage of registered independent schools receiving subsidies	Annual	18%					18%
SOI: 302 Number of learners subsidised at registered independent schools	Annual	7 791					7 791
Provincial: Programme Output Indicators							
POI 3.1: Number of registered independent schools monitored for implementing improvement plans based on monitoring findings	Quarterly	24		8	8	4	4

1.3.3. Explanation of planned performance over the medium-term period

In accordance with the SASA, the goal of this programme is to support independent schools. The timely and orderly registration of independent schools under SASA and other legal frameworks is one of the key goals of this programme. To guarantee that these schools and their governing bodies operate efficiently, the department evaluates, monitors and builds the capacity of these institutions, independent schools have an Independent Examination Board for quality control purposes and are registered with the Association for Independent Schools.

Over the MTEF there was no growth in terms of the number of schools and students in the independent schools. This is because schools do not meet criteria when doing their applications. The funding for independent schools is determined by the number of students enrolled, which is verified at the start of each academic year and then every three months thereafter. The amount per school is determined by the amount allocated to the programme, the number of students, and the number of eligible schools. The programme provides subsidies to 24 schools and 7 791 students for the 2025/26 financial year.

Though challenges are experienced regarding continuous monitoring of curriculum delivery during the course of the year, due to shortage of staff. The only time that is not compromised is during the NSC examination at the end of the year which involves mandatory monitoring. Monitoring will be done to guarantee that worthy students benefit and that schools are operating in accordance with the necessary pre scripts and authorized curricula (and curriculum coverage thereof).

1.3.4. Reconciling Performance Targets with the Budget and MTEF

ST301	Independent School Subsidies – Key Trends						
	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
PAYMENT BY SUB-PROGRAMME (R'000)*							
3.1 Primary Level	16 996	16 841	17 241	17 412	18 192	19 029	19 885
3.2 Secondary Level	5 530	6 302	5 011	6 930	7 240	7 573	7 914
Total	22 526	23 143	22 252	24 342	25 432	26 602	27 799
PAYMENT BY ECONOMIC CLASSIFICATION (R'000)*							
Current payment	-	-	-	-	-	-	-
Compensation of Employees	-	-	-	-	-	-	-
Transfers and Subsidies	22 526	23 143	22 252	24 342	25 432	26 602	27 799
Payment for capital assets	-	-	-	-	-	-	-
Total	22 526	23 143	22 252	24 342	25 432	26 602	27 799

1.3.5. Contribution of resources towards the achievement of output

In the previous year the Department achieved in transferring subsidy payments to the 24 qualifying subsidised Independent Schools according to the NNSFF. The 2025/26 allocation shows a slight increase in the baseline allocation over the 2025 MTEF period, however the increase does not meet the demand and thus it will affect the current subsidy expenditure per learner with the provincial average expenditure per learner as the equitable share is not sufficient and

could result in overspending. Subsidies to independent schools are granted in relation to the socio-economic circumstances of an eligible school's clientele. Subsidy allocation, therefore, must show preference for independent schools that are well managed, provide good education, serve poor communities and individuals, and are not operated for profit.

The department will throughout the utilisation of the quarters monitor the utilisation of the funds transferred to these schools to ensure it benefits the learners. A part of oversight, meetings with principals of subsidised Independent Schools and their Associations will be conducted to ensure that the monies are spent for intended objectives and that the curriculum of the schools is in line with the Department's mandate and curriculum policy of the country. In the current financial year, the schools will be evaluated and monitored by the Department, according to objectives, transparent and verifiable criteria. The subsidies will enable learners in these schools to be supported and ensure they have the required resources to contribute to better learning outcomes. The provision of resources will ensure that learners at exit grades perform at 50% and above in all learning areas and 10-year-old read for comprehension.

1.4. 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).

1.4.1. Outcomes, Outputs, Output Indicators and Targets.

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited /Actual Performance			Estimated Performance	MTEF Period		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Improved education outcomes and skills, skills for the economy	Learners admitted in public special schools	SOI 401: Number of learners in public special schools	4 111	3 922	4 017	4 017	4 039	4 600	4650
	Learners experiencing barriers to learning supported	SOI 402: Number of therapists/ specialist staff in public special schools	29	35	27	31	31	45	46
Programme 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	444	462	470	455	465	500	510
	Learners admitted to public ordinary schools	POI 4.2: Number of special schools monitored for implementing curriculum monitoring findings	18	18	18	18	18	19	19
	Children with disabilities receiving individualised support	POI 4.3: Number of children ages 0-8 provided screening and/or support	New	New	100	160	100	190	200

		services for developmental delays and/or disability							
	Policy on Screening, Identification, Assessment and Support (SIAS) implemented	POI 4.4: Number of teachers trained on SIAS Policy	0	0	0	900	600	900	900

1.4.2. Output Indicators, Annual and Quarterly Targets

Output Indicators		Annual Targets 2025/26	Q1	Q2	Q3	Q4
SOI 401: Number of learners in public special schools	Annual	4 039				4 039
SOI 402: Number of therapists/ specialist staff in public special schools	Quarterly	31	31	31	31	31
Programme Output Indicators						
POI 4.1: Number of teachers employed in public special schools	Quarterly	465	465			465
POI 4.2: Number of special schools monitored for implementing curriculum monitoring findings	Quarterly	18	18	18	18	18
POI 4.3: Number of children ages 0-8 provided screening and/or support services for developmental delays and/or disability	Annual	100		100		100
POI 4.4: Number of teachers trained on SIAS policy	Quarterly	600	200	200		200

1.4.3. Explanation of planned performance over the medium term period.

Inclusive Education focuses on overcoming barriers to learning in the educational system that prevents learners from meeting the full range of learning outcomes. The focus is on the adaptation of curriculum and environment as well as support systems in the classroom. Another aspect that is particularly geared towards achieving inclusion from the perspective of human rights and social justice is the expansion of provision of support and access to education for learners who are from previously marginalized groups. Inclusive Education will ensure processing of new applications for home education and monitoring all educational sites.

White Paper 6 provides a framework for transformation and change which aims to ensure increased and improved access to the education and training system for those learners who experience the most severe forms of learning difficulties and are most vulnerable to exclusion. In order to accomplish these objectives and to enable mainstream education and training to recognize and address the causes and effects of learning difficulties in 'ordinary' classes, the focus will require a transformation and change of the entire education and training system

The following are key in improving the performance of special schools

- To identify learners with barriers to learning as soon as possible and to address their problems with immediate effect.
- To establish a referral and admission system for all learners with barriers to learning involving all
- To involve all relevant role players where appropriate in the education of learners with barriers to learning and to promote relevant community involvement
- To provide equal educational provision that includes learners with different abilities
- To create a system that relates to and builds on international policies and directives

Resourcing issues include physical upgrading of special schools, i.e. renovations in respect of physical accessibility of the environment including additional buildings such as therapy and rehabilitation centres, skills centres, sick rooms and additional admin rooms; provisioning of assistive devices such as Augmentative and Alternative Communication.

The Department will ensure improvement in learner performance through the acquisition of specialised material like Braille machines, adapted computers, enlarged print LTSM as well as the skilling and re-skilling of educators on inclusive education practices, curriculum adaptation, rehabilitation programmes and psycho-social support (including the incremental phasing in of social support staff). More non-teaching and professional staff (therapists) in both Districts and Special Schools are needed while resources to cover assistive devices, equipment and specialised transport for disabled learners for the improvement of quality teaching both in mainstream & Special Schools will be required. The province has secured land at Emalahleni Municipality for the construction of the School of the Deaf and blind. The school will be able to accommodate 250 deaf and blind learners currently schooling at Bukhosibetfu Full Service school and the 200 learners from other special schools in the province. This shows how much the department cares about access to education for all children irrespective of who they are.

To supplement the support in this programmes, there is conditional grant in this programme to cater for children with severe to profound intellectual disabilities by providing support, resources and equipment in order improve access to quality basic education. The increase in the grant allocation further shows commitment of our government to support learners with special education needs. The grant will assist with the provision of the necessary support, resources and equipment to identified stimulation / partial care centres (59 Centres). It will also assist 12 Special Schools with the provisioning of education to children with severe to profound intellectual disabilities (SPID). The intended outcome is to improve access to quality basic education for afore said children in conditions that ensure dignity, promote self-reliance and facilitate active participation in the community. The grant will be utilised on an interventional basis and is not a general roll-out for all schools and centres. The beneficiaries will be schools and centres designated for assessment of children and implementation of Learning Program at the Centres, compensation of itinerant teams and provisional coordinators.

1.4.4. Reconciling Performance Targets with the Budget and MTEF

BT 401	Public Special School Education - Key Trends						
	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
2PAYMENT BY SUB-PROGRAMME (R'000)*							
4.1 Schools	385 256	410 451	431 388	472 473	485 694	466 923	487 935
4.2 Human Resource Development	-	2 838	255	-	-	-	-
4.3 School Sport, Culture and Media Resources	-	-	-	-	-	-	-
4.4 Conditional Grant	30 171	28 268	33 393	33 842	34 482	35 048	37 246
Total	415 427	441 557	465 036	506 315	520 176	502 971	525 181
PAYMENT BY ECONOMIC CLASSIFICATION (R'000)*							
Current payment	373 317	397 939	422 710	455 899	474 946	455 661	475 742
Compensation of Employees	339 225	355 951	387 752	414 431	435 735	426 472	445 662
Goods and services and other current	34 092	41 988	34 958	41 286	39 211	29 189	30 080
Transfers and Subsidies	41 800	42 082	42 089	49 469	45 230	47 310	49 439
Payment for capital assets	310	1 536	237	947	-	-	-
Total	415 427	441 557	465 036	506 315	520 176	502 971	525 181

1.4.5. Contribution of resources towards the achievement of outputs

The MDoE supports 18 special schools in terms of curriculum and overall school management and provision of LTSM, training of teachers in line with teacher development plan in the area of inclusive education. Of these, 16 schools admit learners with intellectual disabilities who require moderate to high levels of support within a better controlled environment and 2 Child and Youth Care Centres (CYCC) admit learners who are in need of care and protection (in line with the Children's Act) and also those that are in conflict with the law (in line with the CJA).

The department through this programme provided resources to train 900 teachers trained on the Screening, Identification, Assessment and Support (SIAS) policy to enhance effectiveness at school level.

Vaalrivier will continue to provide special service to learners with moderate intellectual disabilities, as a mitigation strategy for space challenges in special schools. The schools follow the National Curriculum Statement (NCS), including technical occupational subjects. The Grades offered range from Grades R - 5, Level 1-4 (Schools of Skills) with an exit strategy at Level 4 (NQF level 1) and Grade 8 – 12 (George Hofmeyr & Ethokomala only) It has to be noted that the 2 CYCC's have therapeutic intervention programmes conducted by child and youth care workers after school, during weekends and holidays.

The remaining 16 special schools will continue to provide skills programmes for (learners with low/moderate levels of support) follow the Technical Occupational Curriculum (George Hofmeyr is divided into a CYCC and a School of Skill as per the MOU with DSD 12 Schools (learners with high levels of support) follow the Differentiated Caps

1.5. 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

1.5.1. Outcomes, Outputs, Output Indicators and Targets.

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited /Actual Performance			Estimated Performance	MTEF Period		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Improved education outcomes and skills, skills for the economy	Grade R learners accessing public, community and private sites	SOI 501: Number of public schools that offer Grade R	1 061	1 066	1 065	1 063	1 063	1 057	1058
	Universal access to quality Early Childhood Development (ECD) programmes	SOI 502: Number of registered ECD programmes	New	New	1463	1300	200	200	200
		SOI 503: Number of children accessing registered ECD Programmes	New	59 825	63 887	70 887	75 000	80 900	81 950
		SOI 504: Number of children benefiting from ECD subsidy	New	New	New	New	75 000	75 000	75 000
PROVINCIAL: PROGRAMME 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	63 906	65 077	66 800	67 000	68 000	69 500	69 500
	Qualifications for Grade R practitioners determined	POI 5.2: Number of Grade R teachers or practitioners	1 324	1 501	1 100	1668	1 673	1 673	16 73

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited /Actual Performance			Estimated Performance	MTEF Period		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
		with NQF level 6 and above qualification.							
	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)	2 073	2 064	2 068	2037	2 060	2 068	2068
	Practitioners exposed to pre- and in -service training	POI 5.4: Number of Practitioners trained on ECD NQF Level 4 qualification	200	0	200	400	100	100	100

1.5.2. Output Indicators, Annual and Quarterly Targets

Output Indicators	Reporting Cycle	Annual Targets 2025/26	Q1	Q2	Q3	Q4
SOI 501: Number of public schools that offer Grade R	Annual	1 063			1 063	1 063
SOI 502: Number of registered ECD programmes	Annual	200			200	200
SOI 503: Number of children accessing registered ECD Programmes	Annual	75 000			75 000	75 000
SOI 504: Number of children benefiting from ECD subsidy	Annual	75 000				75 000
Provincial: Programme Output Indicators						
POI 5.1: Number of learners enrolled in Grade R in public schools	Annual	68 000				68 000
POI 5.2: Number of Grade R teachers or practitioners with NQF level 6 and above qualification.	Annual	1 673				1 673
POI 5.3: Number of Grade R practitioners employed in public ordinary schools (incl. qualified teachers serving as Gr. R teachers)	Annual	2 060				2 060
POI 5.4: Number of Practitioners trained on ECD NQF Level 4 qualification	Annual	100				100

1.5.3. Explanation of planned performance over the medium-term period

Early Childhood Development is recognized as the foundation for success in future learning. ECD programmes provide the essential base for the achievement of all Education and contribute powerfully to reducing poverty. The NDP 2030 target of ensuring compulsory two year of preschool education for children between 0-6. One of the outcomes that the department came up with to align it to the achievement of the impact statement is “Improved school-readiness (Access/Quality)”. When a number of our public schools offer Grade R and learners are enrolled in these schools the contribution would be that expanding access to ECD and Grade R can improve life chances and school system performance through enhancing school readiness. The performance of these learners when compared to other international counterparts will improve.

The promulgation of the Children’s Act 38 of 2005 resulted in the introduction of Chapter 6 on Early Childhood Development. The introduction of this chapter saw a shift from ECD being equated to only a place of care to encompass a process of development of children from birth to school going age through support and stimulation of cognitive, emotional, sensory, spiritual, social and physical aspects. To reach developmental milestones and to realise their full potential, children must be supported through early learning and development programmes.

To ensure age-appropriate learning and support to the development of the children’s cognitive, emotional, social and physical aspects, the Children’s Act has regulated the registration and provision of structured ECD programmes. This legislative mandate serves to ensure that children in ECD services are able to access age-appropriate programmes that are based on Norms and Standards. Such as minimum number of children for a centre to be registered (which is six and above), safe environment to cater for all weather conditions, clean drinking water, ablution facilities, hand washing provision

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As a requirement, all new ECD centres should be registered for both the programme and facility. Also, for a centre to be registered, it needs to have qualified ECD Practitioners who are capable of implementing the NCF. Hence the linkage and collaboration between the ECC and the ECDI components. ECC component focuses on the registration of the centres so that they comply with norms and standards as per the Children's Act 38 of 2005 Chapter 6, whereas ECDI component focuses on the training of ECD Practitioners so that they acquire minimum relevant skills e.g. NQF Level 4 in ECD.

There are currently 1463 registered centres in the 2025/26 financial year catering for a total of 67 000 Children who are accessing the ECD programmes. It is expected of each District to have engagements with stakeholders. Therefore, each District should have two Stakeholder Forums annually. In the same breath, the Provincial office, which is the coordinating office should have two Inter-Sectoral meetings with different stakeholders dealing with ECD programme.

Each District therefore conducts one Parental Caregiver Training rolled over 11 sessions. The Parental caregiver training will therefore continue being rolled out in the 2025/26 financial year. The 11 sessions amongst others cover topics such as health and nutrition, physical development, child safety and protection, healthy family relationships, grief and bereavement, intellectual and language stimulation. In order for the parents of the children in the ECD centres to be on par as far as children's developmental needs are concerned, the District Social Workers are required to conduct Parental Caregiver Training.

The ECD Practitioners in the ECD centres are presently working without protective clothing. The Department intends to procure protective clothing for the centres.

1.5.4. Reconciling Performance Targets with Budget and MTEF

ST 501	Early Childhood Development – Key Trends							
	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	
Payments by sub-programme (R'000)*								
5.1 Grade R in Public schools	522 096	580 800	652 923	725 090	683 436	619 432	647 307	
5.2 Grade R in Early Childhood Development Centres	5 313	5 346	6 055	6 000	6 000	13 220	13 815	
5.3 Pre-Grade R In Early Childhood Development Centres	-	187 689	193 822	200 001	204 100	228 388	238 666	
5.4 Human Resource Development	-	4 561	-	-	-	5 954	6 223	
5.5 Conditional Grants	292 178	91 684	99 525	113 864	141 329	145 983	152 584	
Total	819 587	870 080	952 325	1 044 955	1 034 865	1 012 977	1 058 595	
Payments by economic classification (R'000)*								
Current payment	539 798	595 485	660 980	733 039	690 823	651 831	681 197	
Compensation of Employees	522 102	572 978	643 380	705 918	671 712	642 256	671 159	
Goods and Services and other current	17 696	22 507	17 600	27 121	19 111	9 575	10 038	
Transfers and Subsidies	279 789	273 877	290 222	311 399	343 826	360 920	377 162	
Payment for capital assets	-	718	1 123	517	216	226	236	
Total	819 587	870 080	952 325	1 044 955	1 034 865	1 012 977	1 058 595	

1.5.5. Contribution of resources towards the achievement of output

The financial tables above reflect payments and budgeted estimates relating to this programme for the period 2020/21 to 2027/28. The budget growth reflects the focus of the sector towards compulsory access to Grade R. The emphasis in ECD for utilisation of resources is on improving quality in ECD provisioning in order to professionalize the ECD sector. Creation of ECD educator posts in the system should be seen within the context of making Grade R compulsory in the new MTDP and improving quality thereof.

Budget constraints affect how effectively ECDI is implemented in the MTEF. The ECDI aims to support the professionalization of the ECD sector by providing 0–4 practitioners with childcare skills and knowledge. This fiscal year, 400 ECD professionals will receive training at NQF level 4. Additionally, the budget will fund the provision of materials for indoor and outdoor play in Pre-Grade R centers and schools. The impact of LTSM budget pressures negatively affects learners' preparation for school, and their intellectual, physical, and social development is hampered, which contributes to subpar performance in the Foundation Phase.

The budget for 2025/26 will also support funding of the compensation of the growing number of Grade R practitioners who become teachers once they meet the minimum requirement of NQF L6, which needs to be aligned and adjusted proportionately, and resourcing the ECD sector through the provision of play-based resources. The funding of the Early Childhood Development Institute, which will ensure that it becomes a "one stop shop" for bouquet of ECD services where all the arms/entities are operational and deliver integrated services through collaborative, cohesive, and collaborated integrated ECD Delivery, and the construction of ECD centres and renovation of existing Grade R structures.

District social workers will monitor ECD facilities to make sure that rules and regulations are being followed. Although They are required to keep an eye on the centres and report on how many subsidized kids are using the ECD program.

Therefore, additional funding is required in the MTEF to professionalise the Grade R sector through translation of practitioners as teachers, to create educator posts in the Pre-Grade R sector, to provide play based resources to support NCF implementation and conduct research and baseline assessments to develop models of funding, infrastructure and staffing to improve service delivery.

1.6. 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 is in compliance 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.

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

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited /Actual Performance			Estimated	MTEF Period		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Improved School Infrastructure	Improved infrastructure facilities	SOI 601: Number of public schools provided with water infrastructure.	73	52	14	26	20	5	5
	Provision of electricity infrastructure	SOI 602: Number of public schools provided with electricity infrastructure.	1	0	0	0	0	1	1
	Provision of sanitation facilities	SOI 603: Number of public schools supplied with sanitation facilities.	146	65	25	30	27	0	0
	Provision of Boarding facilities	SOI 604: Number of schools provided with new or additional boarding facilities	0	0	1	0	0	0	0
	School maintenance projects completed	SOI 605: Number of schools, ECDI and ECD centres, EDC, district offices, circuits and MSTA where scheduled maintenance projects were completed	78	78	414	148	221	200	200
PROVINCIAL: PROGRAMME OUTPUT INDICATORS									

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited /Actual Performance			Estimated	MTEF Period		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
	Additional classrooms built in existing public ordinary schools	POI 6.1: Number of additional classrooms built in, or provided for, existing public schools (includes new and replacement schools)	229	191	75	186	145	20	20
	Additional specialist rooms built in public ordinary schools	POI 6.2: Number of additional specialist rooms built in public schools (includes specialist rooms built in new and replacement schools).	16	5	5	14	14	8	8
	New schools built and ready for occupation	POI 6.3: Number of new public schools that have reached completion and are ready for occupation (includes replacement schools)	2	2	3	2	18	1	1
	New specialist Gr. R classroom built in new/existing schools	POI 6.4: Number of new Grade R classrooms built or provided (includes those in new, existing and replacement schools).	7	10	16	22	14	10	10
	Schools provided with secure fencing facilities	POI 6.5: Number of schools provided with secure fencing facilities	8	16	26	23	32	36	36

Outcome	Outputs	Output Indicators	Annual Targets							
			Audited /Actual Performance			Estimated	MTEF Period			
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	
Improved School Infrastructure	New schools constructed	POI 6.6: Number of new schools under construction (includes new and replacement schools)	New	0	4	7	11	2	2	

1.6.2. Output Indicators, Annual and Quarterly Targets

Output Indicators	Reporting Cycle	Annual Targets 2025/26	Q1	Q2	Q3	Q4
SOI 601: Number of public schools provided with water infrastructure	Annual	20				20
SOI 602: Number of public schools provided with electricity infrastructure	Annual	0				0
SOI 603: Number of public schools supplied with sanitation facilities	Annual	27				27
SOI 604: Number of schools provided with new or additional boarding facilities	Annual	0				0
SOI 605: Number of schools, ECDI and ECD centres, EDC, district offices, circuits and MSTAs where scheduled maintenance projects were completed	Annual	221				221
Provincial: Programme Output Indicators						
POI 6.1: Number of additional classrooms built in, or provided for, existing public schools (includes new and replacement schools)	Annual	145				145
POI 6.2: Number of additional specialist rooms built in public schools (includes specialist rooms built in new and replacement schools).	Annual	14				14
POI 6.3: Number of new public schools that have reached completion and are ready for occupation (includes replacement schools)	Annual	18				18
POI 6.4: Number of new Grade R classrooms built or provided (includes those in new, existing and replacement schools).	Annual	14				14
POI 6.5: Number of schools provided with secure fencing facilities	Annual	32				32
POI 6.6: Number of new schools under construction (includes new and replacement schools)	Annual	11				11

1.6.3. Explanation of planned performance over the medium-term period

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The Mpumalanga Department of Education is committed to achieving Goal 5 of its 2025-2030 strategic plan, which focuses on providing a conducive physical infrastructure and environment that inspires learners to learn and teachers to teach. Key objectives for the 2025/26 financial year include:

Provision of Proper Infrastructure: Ensuring schools have adequate facilities, including proper toilets and a learner-to-teacher toilet ratio, and demolishing all pit latrines. New School Developments: Planning, designing, and constructing new schools in five municipalities. Maintenance and Repairs: Attending to storm-damaged schools and performing corrective maintenance. Enhanced Planning Tools: Increasing the use of the Education Facilities Management System (EFMS) and other planning tools to support coordinated planning across departments. Budget Implications, the 2025/26 budget for the Mpumalanga Department of Education includes significant allocations for infrastructure development:

1.6.4. Reconciling Performance Targets with Budget and MTEF

BT 601	Public Ordinary Schools – Key Trends						
	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
PAYMENT BY SUB-PROGRAMME (R'000)*							
6.1 Administration	-	-	-	-	-	-	-
6.2 Public Ordinary Schools	1 154 150	896 010	1 203 28	1 436 988	1 515 907	1 382 755	1 265 295
6.3 Special Schools	-	-	4 573	38 645	219 480	124 976	130 600
6.4 Early Childhood Development	-	-	11 663	11 667	12 675	20 396	21 666
Total	1 154 150	896 010	1 219 520	1 487 300	1 748 062	1 528 127	1 417 561
PAYMENT BY ECONOMIC CLASSIFICATION (R'000)*							
Current payment	119 037	145 132	344 754	350 786	432 204	870 543	910 793
Compensation of Employees	32 637	29 055	30 748	35 717	13 373	39 965	41 763
Goods and services and other current	86 400	116 077	314 006	315 069	418 831	830 578	869 030
Interest and rent on land	-	-	-	-	-	-	-
Transfers and Subsidies	288 132	73 584	8 935	271 467	4 500	-	-
Payment for capital assets	746 981	677 294	865 831	865 047	1 311 358	657 584	506 768
Total	1 154 150	896 010	1 219 520	1 487 300	1 748 062	1 528 127	

1.6.5. Contribution of resources towards the achievement of outputs

The Mpumalanga Department of Education is prioritizing infrastructure development for the 2025/26 financial year, aligning with national norms and standards. The focus includes maintaining 221 existing school infrastructure projects, building 93 new classrooms, and upgrading sanitation facilities in 27 schools. Preventative maintenance is emphasized to ensure assets remain functional, while renovation and rehabilitation are planned

for assets that require restoration. The department also aims to upgrade and extend infrastructure, potentially involving major rehabilitation or refurbishment. Budget allocations support these initiatives, with a focus on maximizing resource utilization to meet infrastructure needs. Implementation will be guided by the Department of Basic Education's strategies, including data-driven planning and public-private partnerships to leverage additional funding.

1.7 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 main 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.

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

Outcome	Outputs	Output Indicators	Annual Targets							
			Audited /Actual Performance			Estimated Performance	MTEF Period			
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	
Improved Throughput rate to 85%	Grade 12 learners passing the National Senior Certificate	SOI 701: Percentage of learners who passed the National Senior Certificate (NSC) examination	73,6%	76.8%	83%	83%	90%	96%	96%	
Improved education outcomes and skills for the economy	Improve Grade 12 quality level passes	SOI 702: Percentage of Grade 12 learners passing at the Bachelor Pass level	31,5%	33.5%	40%	40%	50%	50%	53%	
	Improved Grade 12 learner Performance in Mathematics	SOI 703: Percentage of Grade 12 learners achieving 60% and above in Mathematics	21%	11%	14%	18%	20%	24%	33%	
	Improved Grade 12 learner performance in Physical Sciences	SOI 704: Percentage of Grade 12 learners achieving 60% and above in Physical Sciences	23%	14%	21%	20%	20%	30%	33%	
	Improved Secondary School NSC pass rate	SOI 705: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above.	470	486	486	495	555	505	510	

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Outcome	Outputs	Output Indicators	Annual Targets						
			Audited /Actual Performance			Estimated Performance	MTEF Period		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Provincial: Programme Output Indicators for Programme 7									
Employment opportunities created	Improved quality service delivery and ;learner outcomes	POI 7.1: Number of bursary holders who complete their study programmes successfully	287	254	60	172	68	200	200
	learners and interns gain valuable workplace experiential learning	POI 7.2: Number of interns on internship programmes	664	639	600	166	0	600	600
Improved education outcomes and skills, skills for the economy	teachers trained on care and support to make informed decision	POI 7.3: Number of teachers trained on care, support and comprehensive sexuality education to assist learner to make informed decisions	2 971	1 729	2 414	1 800	2250	2 970	3000
	Trained learners make informed decision	POI 7.4: Number of learners trained on care, support and peer education programmes to make informed decisions	2 183	2 450	2 506	1500	2000	3 500	3000

1.7.2. Output Indicators, Annual and Quarterly Targets

Output Indicators	Reporting Cycle	Annual Targets 2025/26	Q1	Q2	Q3	Q4
SOI 701: Percentage of learners who passed the National Senior Certificate (NSC) examination	Annual	90%				90%
SOI 702: Percentage of Grade 12 learners passing at the Bachelor Pass level	Annual	50%				50%
SOI 703: Percentage of Grade 12 learners achieving 60% and above in Mathematics	Annual	20%				20%
SOI 704: Percentage of Grade 12 learners achieving 60% and above in Physical Sciences	Annual	20%				20%
SOI 705: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above	Annual	555				555
Provincial: Programme Output Indicators						
POI 7.1: Number of bursary holders who complete their study programmes successfully	Annual	68				68
POI 7.2: Number of interns on internship programmes	Annual	0				0
POI 7.3: Number of teachers trained on care and support and comprehensive sexuality education to assist learner to make informed decisions	Quarterly	2250				2250
POI 7.4: Number of learners trained on care, support and peer education programmes to make informed decisions	Quarterly	2000				2000

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1.7.3. Explanation of planned performance over the medium term period

The MDoE has planned to execute this 2025/26 APP as a tool to ensure the goals and aspiration of the Action Plan to 2025 are realised, i.e.: “Towards the Realisation of Schooling 2030”, the Mpumalanga Department has packaged the six outcomes in order to ensure that the outputs indicated are a vehicle to deliver these outcomes. The targets set are over a long period of time i.e. 2030. The 2025/26 APP has prioritised these outputs to be achieved as thus moving towards realisation of schooling 2030. The province hopes to improve the performance of Grade 12 from 84.99% to 90%.

The following strategies are prioritized for 2025/26 financial year to ensure the outputs are achieved and thus pave a way forward towards the achievement of the set outcomes:

- Administration of incident free examination across all grades.
- Register and results candidates for NSC, SC and ABET Level 4 (supplementary examination [June] and final examination [Oct- Dec 2025]).
- Certification of all qualifying candidates for NSC, SC and ABET Level 4.
- Manage the National Common Assessments and verification of SBA moderation.
- Administer GEC examinations in Grade 9 schools

Human capital is key in ensuring that these priorities are implemented in line with relevant policies and legislations as outline in part A of this document.

The draft Provincial Skills Master Plan has been presented to EXCO, and that the Province had started with development of the implementation plan to ensure that the Provincial Skills Master Plan is implemented. Currently, the process is undergoing supply chain processes. The supply chain has advertised for a service provider who will draft the Human Resource Skills Plan. Once finalised, the Mpumalanga Skills Master Plan will inform the Provincial skills development programmes to ensure alignment.

The department was able to support both local and international students in equipping them with scarce skills as per market demands. In the previous financial year 96 students graduated in the Russian Federation in 2023/24 financial year and are currently completing the professional registration processes before being eligible for placement in the various sectors. Relevant Provincial departments are assisting the process.

The Department is continuing to support 95 students (bursars) who are furthering their higher education studies at various level in the Federal Republic of Russia. Out of the 95 bursars 49 will be graduating this financial year in June. A total of 42 bursars will remain in two fields of study i.e. Medicine Aeronautical engineering. The department anticipate an extension of studies by one year of students who were expelled by some Russian Universities. This will ensure a return on investment when they are allowed to complete their studies as initially planned. There will be no new intake for international students due to limited financial resources in this financial year.

The department was able to place 600 local graduates for learnership and internship as part of giving them work integrated learning and preparing them for the work integrating learning and work exposure. This has, however, been able to reduce unemployment amongst youth. On life skills, the department aims to support South

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Africa's HIV prevention Strategy by increasing Sexual and Reproductive Health knowledge, skills and appropriate decision making amongst learners and teachers, the following are prioritise for 2025/26:

- Collaborate with other stakeholders (Dept. of Health on the integrated school health programme and DSD on anti-social behavior pattern in schools and taking of orphans and vulnerable children) to increase the programme reach.
- Capacitate teachers on care and support for teaching and learning focusing on safety of learners, reducing barriers to learning.

1.7.4. Reconciling Performance Targets with Budget and MTEF

ST701	Auxiliary and Associated Services – Key Trends						
	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Payments by sub-programme (R'000)*							
7.1 Payments to SETA	5 363	10 000	5 000	5 000	10 000	-	-
7.2 Professional Services	-	-	-	-	-	-	-
7.3 External Examinations	225 505	258 069	278 481	295 000	294 016	244 410	255 410
7.4 Special Projects	740 990	742 236	687 803	146 994	219 907	105 534	110 283
7.5 Conditional Grant	19 599	19 183	16 581	18 980	19 845	20 755	21 689
Total	991 457	1 029 488	987 865	465 974	543 768	370 699	387 382
Payment by economic classification (R'000)							
Current payment	272 653	329 727	328 586	319 070	311 389	264 992	276 919
Compensation of Employees	145 570	166 639	183 331	196 152	179 164	183 407	191 660
Goods and services and other current	127 083	163 088	145 255	122 918	132 225	81 585	85 259

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Transfers and Subsidies	718 307	699 274	656 780	146 084	232 179	105 707	110 463
Payments for capital assets	497	487	2 499	820	200	-	-
Total	991 457	1 029 488	987 865	465 974	543 768	370 699	387 382

1.7.5. Contribution of resources towards the achievement of output

The tables above reflect payments and budgeted estimates relating to this programme for the period 2021/22 to 2027/28. The relatively high increase in compensation of employees in this program, Examinations and Education Related Services is due to the increased salaries of examination markers. This programme also shows an increase in the budget for goods and services over the MTEF for the exam support activities. The department will prioritise the Administering of National Senior Certificates Examinations, provision of bursaries to address skills of the changing world, Provision of internship and learnership opportunities to the youth in collaboration with SETAs and provincial departments, Implementation of Life Skills, HIV and Aids programmes in schools to ensure learners are kept in schools from Gr. R-12 and produce better educational outcomes.

There is an increase in the allocation for MRTT to continue to have a positive impact on the achievement of the set outputs. The department's entity (MRTT) is a schedule C Company, of which by its nature of registration, cannot collect revenue on its own, but rely mainly on funding from the department and donations from other companies. Despite the financial challenges the entity continued to provide services to our CRDP communities to the out of school youth. The 2025/26 financial year will ensure improved service delivery to CRDP communities.

Government strategies to stimulate economic recovery as one of the key objectives of the economic reconstruction and recovery plan is to create jobs through mass employment programmes. The Mpumalanga Department of Education has been actively involved in the Basic Education Employment Initiative (BEEI), part of the Presidential Youth Employment Initiative. This program places Education Assistants (EAs) and General School Assistants (GSAs) in schools to support teachers and enhance learning environments. The latest cohort, which worked from 28 February 2023 to 30 November 2023, received training in areas such as curriculum support, reading champions, e-Cadres (ICT), care and support, sport enrichment, and handyman/woman roles. This initiative not only provided employment opportunities but also equipped participants with valuable skills. The project has positively impacted schools, contributing to improved internal grade performance and helping the department meet its Medium-Term Development Plan targets early. Since its inception, the initiative has benefited many communities, playing a crucial role in enhancing educational outcomes in Mpumalanga. Government continued to set aside funding to support job creation, including the creation of employment opportunities for youth. The basic education sector was allocated funds to implement the Basic Education Employment Initiative (BEEI), for the 2025/26 financial year a total number of 17 495 is planned to benefit from the initiative.

2. Risk Management

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 2: Key Risks

Outcome	Key Risk	Mitigation
Improved Education Skills and the skills of the economy	Ineffective implementation of Universal Access to Quality Early Childhood Development (ECD) by 2030: - a)Teacher shortages, - b)insufficient funding, - c)Unregistered ECD Centres - d)Quality assurance, - e)Insufficient data and monitoring	Restructure operations to improve budget/ funding pressure Implement robust monitoring and evaluation systems Invest in teacher training and development Establish clear quality standards and regular inspections
	• Teacher support capacity, • Constrained Resources(Readers) • Poor Assessment and monitoring techniques to measure equally across all quintiles • Lack of Parental involvement, Internal controls • Resistance to change by stakeholders • Increase in repetition and drop-out rate	Provide ongoing teacher training Develop and implement comprehensive resource plans, Strengthen assessment and monitoring systems Foster partnerships with parents and communities

	Corruption and fraud Weak internal controls lack of consequence management, unfunded mandates (activities not planned for) Non-compliance Un-procedural biased interference, lack of communication between intergovernmental systems	• Consequence management • linking of performance contracts with strategic objectives of the Department • Implement robust anti-corruption measures, • Strengthen internal control systems, • Ensure compliance with regulations, Foster transparent and accountable governance
Improved throughput rate	• Digital divide • Teacher training • Infrastructure • Cybersecurity threats • Exacerbating inequality • Resistance to change • Theft and vandalism of infrastructure • Constrained financial resources	• Expand access to digital resources, Provide comprehensive teacher training • Invest in ICT infrastructure, Implement robust cybersecurity measures • Physical security measures, community awareness of the importance of ICT infrastructure, • Teaching and learning tools that provide safety in the digital space
Improved School Infrastructure	Infrastructure challenges, OHS Security threats	Prioritize infrastructure development and maintenance,

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	Bullying and discrimination, Disability inclusion, Lack of accessibility for learners with disabilities	Implement comprehensive security measures Promote anti-bullying and anti-discrimination policies Provide adequate support for students with disabilities Conduct accessibility audits
Employment opportunities created	Industry partnerships Curriculum alignment, Infrastructure finance Poor funding / constrained resources Teacher training Literacy and numeracy	Establish strong partnerships with industry Conduct regular curriculum reviews and updates Invest in infrastructure development Prioritize teacher training and development
Strengthened Community and Stakeholder Engagement [Social Cohesion]	Bullying and discrimination, Disability inclusion	Promote anti-bullying and anti-discrimination policies

3. Public Entities (MRTT)

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

Table 3: 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.	• 200 learners to receive customised training learners to be trained in SAQA skills programme • 80 learners to be trained in SAQA skills programme • 60 Candidates undertaking RPL and Trade Testing • 150 learners trained on learnership and Apprenticeships towards 21st Century Artisan Development	92 500

4. Infrastructure Projects

Table 29: Infrastructure Project Pledged by Partners

No	Project Name	Circuit	Local Municipality	District Municipality	GIS_Longi	GIS_Lat	Project Description	Project Sponsor	Project Status
1	Bonginhlanhla Primary School	Emalahleni 3	Emalahleni	Nkangala	29.29483	-26.21733	Replacement of asbestos classrooms and construction of brick and mortar classrooms, ablutions, library, administration block, and fencing	Exxaro, Serithi and Eskom	Phase 1 and 2 of the projects is 100% complete and Eskom was finalizing their contribution of constructing 5 additional classrooms. The project is 100% complete and was handed over to beneficiaries in June 2023. Awaiting construction of Phase 4 that includes construction of administration block.

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2	Mokibe Primary School	Emalahleni 1	Emalahleni	Nkangala	29.20912	-25.71517	Phase 1. Provision of mobile classrooms, ablutions, fencing, borehole, paving, septic tank and provision of furniture. Phase 2. Planning and designing for a fully-fledged school with all supporting infrastructure	Africoal	Project is 100% complete and was handed over to beneficiaries. Awaiting planning for construction of brick and mortar classrooms which is also on planning stage.
3	St Andrew School Primary School	Amsterdam/Kwathandeka	Mkhondo	Gert Sibande	30.44083	-26.80433	Relocation of St Andrew Primary School by construction of new facilities.	Mondi& SANRAL	Planning and Design Stage of the project completed. A site was handed over to the contractor.
4	US Peace Corps Volunteer Project	Marapyane, Mmametlhake, Mthambothini, Libangeni, Nokaneng	Dr JS Moroka	Nkangala	28.45717	-25.15667	Placement of US Peace Corps volunteers are in rural schools for a period of 2 years to support school communities with strengthening of English literacy and the promotion of a culture of reading in schools and host communities	MDoE & US Peace Corps	The project is ongoing and in its 4th year where 19 schools in the 5 circuits of Marapyane, Mmametlhake, Mthambothini, Libangeni, Nokaneng received volunteers.
5	New Clewer Secondary School.	Emalahleni 2	Emalahleni	Nkangala	29.13607	-25.90642	Construction of 12 classrooms for the new Clewer Secondary School in the grounds of Clewer Primary School.	Transalloys	The project is on construction stage and at 40% completion. The project was temporarily halted as a result of financial challenges.
6	Acorn to Oaks Aquaponics Project	Acornhoek	Bushbuckridge	Bohlabela	-24.573436	31.0809345	Establishment of aquaponics Unit i.e. a technology to raise fish and vegetables without soil using water at Acorn to Oaks Secondary School	Conservancy South Africa	Phase 1 (Aquaponics) The project is 100% complete and was handed over to beneficiaries in July 2022.Phase 2 which entails construction of mobile abattoir is on planning and design stage.

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7	Mphephethe Primary School.	Steve Tshwete 2	Steve Tshwete	Nkangala	29.73417	-26.13183	Replacement of existing 19 asbestos classrooms and 48 ablutions structure with brick and mortar facilities	Nkulo Community Development	The project is on Planning and Design Stage.	
8	Khanyisile, SA Makam Primary Schools and Chief Funwako Secondary School	UMjindi	Mbombela	Ehlanzeni	30.95645	-25.80282	Construction of four (4) classrooms and a Grade R Centre at both Khanyisile & SA Makam Primary Schools and to further construct a School Hall and Kitchen at Chief Funwako Secondary School	Galaxy Gold Mine	The project is on Planning and Design Stage.	
9	Osizweni LSEN School	Highveld ridge West	Govan Mbeki	Gert Sibande	-26.3744233	28.9190707	Construction of boarding facility at Osizweni LSEN School	Thungela Resources and Zibulo Colliery	The project is on Planning and Design Stage.	
10	Impilo Primary School relocation project.	Emalahleni 3	Emalahleni	Nkangala	29.32745	-26.18028	Construction and relocation Impilo Primary School in Kriel.	Mbuyelo Coal / Khashani Colliery	The project is on Planning stage.	
11	Goebram Primary School	Carolina	Chief Albert Luthuli	Ger Sibande	29.88383	-26.13417	Construction of 10 classroom and administration block at Goebram Primary School	Mbuyelo Coal / Mavungwani Colliery	The project is on Planning stage.	
12	Delpark Primary School	Victor Khanye	Victor Khanye	Nkangala	28.76768	-26.0306	Construction of a Grade R Classroom at Delpark Primary School.	Canyon Coal" Phalanndwa Colliery	The project is on Planning stage.	

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13	Thungela Education Initiative	Emalahleni, Steve Tshwete and Highveld ridge West	Emalahleni, Govan Mbeki and Steve Tshwete	Gert Sibande and Nkangala	29.18832	-25.87425	5-year initiative for improving access to quality education for learners in Foundation and Intermediate phases from Grade R - 4 in 45 "No Fee" schools to be implemented in the two District Municipalities of Gert Sibande and Nkangala.	Thungela Resources	Ongoing	
1	Bonginhlanhla Primary School	Emalahleni 3	Emalahleni	Nkangala	29.29483	-26.21733	Replacement of asbestos classrooms and construction of brick and mortar classrooms, ablutions, library, administration block, and fencing	Exxaro, Serithi and Eskom	Awaiting construction of Phase 4 that includes construction of administration block.	
2	Mokibe Primary School	Emalahleni 1	Emalahleni	Nkangala	29.20912	-25.71517	Phase 2. Planning and designing for a fully-fledged school with all supporting infrastructure	Africoal	Awaiting planning for construction of brick and mortar classrooms which is also on planning stage.	
3	St Andrew School Primary School	Amsterdam/Kwathandeka	Mkhondo	Gert Sibande	30.44083	-26.80433	Relocation of St Andrew Primary School by construction of new facilities.	Mondi& SANRAL	Planning and Design Stage of the project completed. A site was handed over to the contractor.	

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5	US Peace Corps Volunteer Project	Marapyane, Mmametlhake, Mthambothini, Libangeni, Nokaneng	Dr JS Moroka	Nkangala	28.45717	-25.15667	Placement of US Peace Corps volunteers are in rural schools for a period of 2 years to support school communities with strengthening of English literacy and the promotion of a culture of reading in schools and host communities	MDoE & US Peace Corps	The project is ongoing and in its 4th year where 19 schools in the 5 circuits of Marapyane, Mmametlhake, Mthambothini, Libangeni, Nokaneng received volunteers.
6	New Clewer Secondary School.	Emalahleni 2	Emalahleni	Nkangala	29.13607	-25.90642	Construction of 12 classrooms for the new Clewer Secondary School in the grounds of Clewer Primary School.	Transalloys	The project is on construction stage and at 40% completion. The project was temporarily halted as a result of financial challenges.
7	Impilo Primary School.	Emalahleni 3	Emalahleni	Nkangala	29.32745	-26.18028	Infrastructure upgrade of Impilo Primary School to enable merger of the school with Springbok Colliery Primary School.	Thungela Resources and Goedehoop Mine	(Khashani Colliery is also intending to relocate the school and construct a new school in Kriel.)

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8	Acorn to Oaks Aquaponics Project	Acornhoek	Bushbuckridge	Bohlabela	-24.573436	31.0809345	Establishment of aquaponics Unit i.e. a technology to raise fish and vegetables without soil using water at Acorn to Oaks Secondary School	Conservancy South Africa	Phase 2 which entails construction of mobile abattoir is on planning and design stage.
9	Mphephethe Primary School.	Steve Tshwete 2	Steve Tshwete	Nkangala	29.73417	-26.13183	Replacement of existing 19 asbestos classrooms and 48 ablutions structure with brick and mortar facilities	Nkulo Community Development	The project is on Planning and Design Stage.
10	Khanyisile, SA Makam Primary Schools and Chief Funwako Secondary School	UMjindi	Mbombela	Ehlanzeni	30.95645	-25.80282	Construction of four (4) classrooms and a Grade R Centre at both Khanyisile & SA Makam Primary Schools and to further construct a School Hall and Kitchen at Chief Funwako Secondary School	Galaxy Gold Mine	The project is on Planning and Design Stage.

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11	Osizweni LSEN School	Highveld ridge West	Govan Mbeki	Gert Sibande	- 26.3744233	28.9190707	Construction of boarding facility at Osizweni LSEN School	Thungela Resources and Zibulo Colliery	The project is on Planning and Design Stage.
12	Impilo Primary School relocation project.	Emalahleni 3	Emalahleni	Nkangala	29.32745	-26.18028	Construction and relocation Impilo Primary School in Kriel.	Mbuyelo Coal / Khashani Colliery	The project is on Planning stage.
13	Goebram Primary School	Carolina	Chief Albert Luthuli	Ger Sibande	29.88383	-26.13417	Construction of 10 classroom and administration block at Goebram Primary School	Mbuyelo Coal / Mavungwani Colliery	The project is on Planning stage.
14	Delpark Primary School	Victor Khanye	Victor Khanye	Nkangala	28.76768	-26.0306	Construction of a Grade R Classroom at Delpark Primary School.	Canyon Coal" Phalanndwa Colliery	The project is on Planning stage.
15	Thungela Education Initiative	Emalahleni, Steve Tshwete and Highveld ridge West	Emalahleni, Govan Mbeki and Steve Tshwete	Gert Sibande and Nkangala	29.18832	-25.87425	5-year initiative for improving access to quality education for learners in Foundation and Intermediate phases from Grade R - 4 in 45 "No Fee" schools to be implemented in the two District Municipalities of Gert Sibande and Nkangala.	Thungela Resources	Ongoing

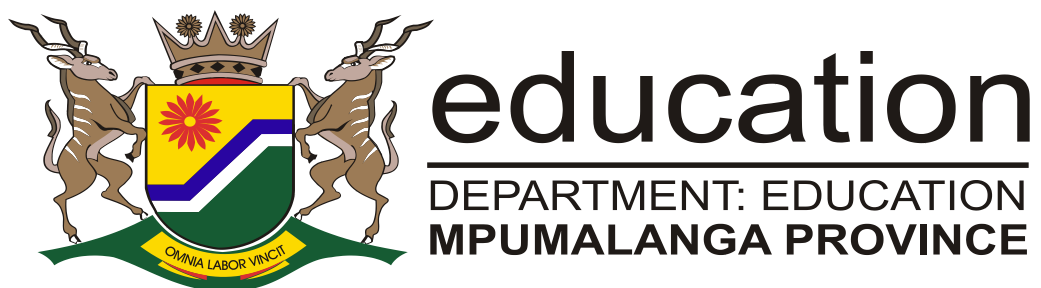
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17	Kurhula Secondary School	Ximhungwe Circuit	Bushbuckridge	Bohlabela			Construction of two classrooms	Wildlife Impact	The project is complete.
18	Lehlaka Combined School	Emalahleni 3	Emalahleni	Nkangala	29.21967	-26.16217	Refurbishment and renovation of existing facility to facilitate transfer of the property from Lehlaka Group to the Department of Education.	Seriti Mines	The project is 95% complete and the process to transfer the facility is ongoing.

5. Public Private Partnerships

Table 30:Public Partnership

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



PART D: TECHNICAL INDICATOR DESCRIPTION

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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	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 SA-SAMS and/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: N/A Target for Youth: N/A Target for Persons with Disabilities: N/A
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 (maximum output)
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

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Indicator title		SOI 102: Number of public schools that can be contacted electronically (email)
Definition	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: Refers 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), 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: N/A Target for Youth: N/A Target for Persons with Disabilities: N/A	
Spatial Transformation (where applicable)	If schools are contactable electronically this will allow better support to schools in deep rural areas.	
Calculation type	Non-cumulative (maximum output)	
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	
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. Education Expenditure: Refers to all government non-personnel education expenditure (inclusive of all sub-sectors of education, including special schools and	

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	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: N/A Target for Youth: N/A Target for Persons with Disabilities: N/A
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	Annual
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	Responsible Manager (Finance Section)
Indicator title	SOI 104: Number of school community engagements to combat racism, sexism, hate speech, GBV and other forms of intolerance to address inter-generational violence and trauma across society
Definition	School Community Engagements are open dialogues with school community stakeholders such as Educators, Learners, Parents, Education Officials, SGBs, Civil Society Organisations and other organisations support schools in programming for the prevention and management of gender inequality, violence, discrimination, prejudice and related intolerances.

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Source of data	Information is obtained through the implementation of social cohesion and equity activities in the Provincial Education Departments. 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 of 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
Method of Calculation/ Assessment	Simple count of the number of school community engagements
Means of verification	The 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 should 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: N/A Target for Youth: N/A Target for Persons with Disabilities: N/A
Spatial Transformation (where applicable)	Not applicable
Calculation type	Cumulative: Year-End
Reporting cycle	Annually
Desired performance	School Community Engagements held to promote social cohesion, nation building and equity.
Indicator responsibility	Sub-Directorate: Transformation

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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 • 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.

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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

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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 municipality
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 municipality

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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 municipality
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

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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
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 Programme 2: Public Ordinary Schools

Indicator title		SOI 201: Number of schools provided with multimedia resources
Definition		Learners need access to a wider range of materials, such as books other than textbooks, newspapers, and materials typically found in a library, 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 that received the 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 the multi-media resources. Schools provided with multi-media resources allows for diverse teaching and learning experiences.
Disaggregation of Beneficiaries (where applicable)		Target for Women: N/A Target for Youth: N/A Target for Persons with Disabilities: N/A
Spatial Transformation (where applicable)		Provide multi-media resources to those schools that have limited access to libraries and other education amenities.
Calculation type		Non-cumulative
Reporting cycle		Annual
Desired performance		All schools to be provided with multi-media 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		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.

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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/ Assessment	Count the total number of learners enrolled in no-fee public ordinary schools.
Means of verification	Schools Masterlist 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: N/A Target for Youth: 100% Target for Persons with Disabilities: N/A
Spatial Transformation (where applicable)	All learners attending no-fee schools
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	The target of learners attending no-fee schools should be met or exceeded.
Indicator responsibility	Management Accounting Directorate
Indicator title	SOI 203: Percentage of learners in schools that are funded at a minimum level
Definition	This 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

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Means of verification	Schools Masterlist 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: N/A Target for Youth: 100% Target for Persons with Disabilities: N/A
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	Directorate Management Accounting
Indicator title	SOI 204: Number of foundation phase teachers trained in reading methodology
Definition	Teacher training and development is one of the top priorities in South African education guided and supported by the Integrated Strategic Planning Framework for Teachers Education and Development. 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. The indicator focuses on foundation phase teachers only. Provinces to supply own definition in terms of own context e.g. "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 foundation phase level.

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Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for Persons with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All teachers in the Foundation Phases to be trained in Reading methodology. The Target for year to be met or exceeded.
Indicator responsibility	Curriculum and Human Resource Management Branches
Indicator title	SOI 205: Number of Foundation Phase teachers trained in numeracy content and methodology
Definition	Teacher training and development is one of the top priorities in South African education guided and supported by the Integrated Strategic Planning Framework for Teachers Education and Development. 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. Provinces to supply own definition in terms of own context. The indicator focuses on foundation phase teachers only. “Training” is defined as a course with defined content, assessment and duration.
Source of data	List of Foundation Phase teachers trained in numeracy content and methodology, or another provincial database of Foundation Phase teachers trained in numeracy content and methodology. Certificates or attendance registers of Foundation Phase teachers trained in 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.

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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)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All teachers in the Foundation phases to be trained numeracy content and methodology. The target for year to be met or exceeded.
Indicator responsibility	GET and Human Resource Management Branches
Indicator title	SOI 206: Number of teachers trained in Mathematics content and methodology
Definition	Teacher training and development is one of the top priorities in South African education guided and supported by the Integrated Strategic Planning Framework for Teachers Education and Development. 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. The indicator excludes foundation phase educators only. “Training” is defined as a course with defined content, assessment and duration.
Source of data	List of teachers trained in the province in these areas of 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 teachers will improve learner performance in Mathematics.
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for Person with Disabilities: N/A

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Spatial Transformation (where applicable)	Ensure the equitable distribution of effective teachers, especially in low-performing schools in disadvantage areas.
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All teachers in all phases to be trained in Mathematics content, assessment practices and methodology. The target for year to be met or exceeded.
Indicator responsibility	Curriculum and Human Resource Management Branches
Indicator title	SOI 207: Number of teachers trained in Language content and methodology
Definition	Teacher training and development is one of the top priorities in South African education guided and supported by the Integrated Strategic Planning Framework for Teachers Education and Development. Teachers are expected to complete 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. This indicator excludes foundation phase teachers. "Training" is defined as a course with defined content, assessment and duration.
Source of data	List of teachers trained in the province in these areas of 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 teachers will improve learner performance in language content and methodology.
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)	Ensure the equitable distribution of effective teachers, especially in low-performing schools in disadvantage areas.
Calculation type	Non-cumulative

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Reporting cycle	Annual
Desired performance	All teachers in all phases to be trained in Literacy/ Language content knowledge, assessment practices and methodology. The target for year to be met or exceeded.
Indicator responsibility	Curriculum and Human Resource Management Branches
Indicator title	SOI 208: Number of public ordinary schools that offer a previously marginalized official South African Language
Definition	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
Source of data	Data sourced from provincial lists of public ordinary schools that will be offering previously marginalized South African Language
Method of Calculation/ Assessment	Count the number of Public ordinary schools that are offering a previously marginalized 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 marginalized 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	Cummulative
Reporting cycle	Annual
Desired performance	All schools should introduce a previously marginalised African language.

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Indicator responsibility	Branch Curriculum: GET
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.

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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 meets 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

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	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 meets 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

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Method calculation/Assessment	of	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 calculation/Assessment	of	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

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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

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Indicator title	POI 2.7 : Number of schools piloting coding and robotics curriculum (implementation of coding and robotics curriculum)
Definition	Number of schools implementing coding and robotics curriculum to prepare learners for the skills set of the future. Coding is essentially written instructions that a robot or computer programme can read and then execute. Students must determine the task they want to complete through a robot, design the code to make it happen and then send it to the robot to view the outcome.
Source of data	MST database
Method of Calculation/ Assessment	Total number of schools implementing coding and robotics curriculum
Means of verification	Declaration forms signed off by the school or signed off by the DDG curriculum
Assumptions	Learners studying coding and robotics have the ability better problem solving skills
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 3 district municipalities (schools will be priorities to represent all the 3 district municipalities)
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	Increase number of schools and learners studying coding and curriculum
Indicator responsibility	MST Directorate and Districts
Indicator responsibility	GET Directorate Curriculum Branch
Indicator title	POI 2.8: 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.

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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 2.9: 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.

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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 2.10: Number of schools provided with Grade 3 African Languages reading material
Definition	The indicator is about tracking if each school in the province, that offers Grade 3 African languages, have received and are in the possession of Grade 3 African language reading material, Including e-learning materials
Source of data	Primary Evidence: Library Information Service database Delivery notes kept at schools and District offices of media resources provided. Secondary Evidence: Database with list of schools and media resources provided
Method of Calculation/ Assessment	Count the total number of schools that have received Grade 3 African language reading material.
Means of verification	List of schools provided with Grade 3 African language resources including. Proof of deliveries (PODs) or other means of proof as defined at a Provincial level
Assumptions	Learners have access to textbooks to study and further enhance their knowledge African languages.

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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)	The provisioning of Grade African language resources across the province to schools that offer Grade 3 African languages.
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	To ensure that all schools, offering Grade 3 African languages, have access to and are in possession of Grade 3 African languages reading materials.
Indicator responsibility	DDG: Curriculum
Indicator title	POI 2. 11: Number of primary schools using Grades 1-3 Lesson plans for literacy in home language
Definition	The provisioning of lesson plans to Grade 1-3 educators will assist them in providing effective and quality learning & teaching, in literacy in home language thereby improving knowledge levels of learners. Usage of lesson plans enables educators to plan what to teach on a daily basis
Source of data	Database with list of schools and Grade 1-3 lesson plans for literacy in home language provided.
Method of Calculation/ Assessment	Count the total number of schools that have received Grade 1-3 lesson plans for literacy in home language
Means of verification	List of schools provided with Grade 1-3 lesson plans for literacy in home language. Signed list of confirmation
Assumptions	The usage of quality lesson plans by educators will result in improved levels of performance for Literacy in Home Language.
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)	Primary schools in the province that receive Grade 1-3 lesson plans for literacy in home language
Calculation type	Non-cumulative
Reporting cycle	Annual

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Desired performance	Primary schools that receive Grade 1-3 lesson plans for literacy in home language, will successfully utilize the provided resources to improve literacy in home language.
Indicator responsibility	Curriculum Branch
Indicator title	POI 2.12: 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 2.13: 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

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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		2.14 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	

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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	
2.15 Number of Technical Schools monitored for implementation of the Curriculum and Assessment Policy Statements (CAPS).	
Definition	The number of Technical High Schools/ Secondary Schools offering Grades 10-12 will be desktop monitored on the implementation of the CAPS for Technical Schools. Monitoring is conducted to assess the progress made with regards to the implementation of the CAPS for Technical Schools and to institute improvement plans where applicable.
Source of data	Information is obtained through desktop monitoring.
Method of Calculation/ Assessment	Count the number of Technical Schools monitored for implementation of the CAPS
Means of Verification	Completed, signed and dated monitoring tools. Signed (Director or above) list of schools monitored per quarter with dates monitored. Signed (Director or above) consolidated monitoring status annual report.
Data limitations	None
Assumptions	Implementation of the CAPS takes place as planned

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Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Calculation type	Cumulative: Year-End
Reporting cycle	Quarterly
Desired performance	Improvement in the implementation of the CAPS for Technical Schools.
Indicator responsibility	Lead – Branch D: Delivery and Support

PROGRAMME 3: Independent School Subsidies

Indicator title	SOI 301: Percentage of registered independent schools receiving subsidies
Definition	Number of registered independent schools that are subsidised calculated as a percentage of the total number of registered independent schools. Independent Schools: 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 to 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. or List of registered independent schools receiving subsidies or 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 Masterlist Budget transfer documents (these documents list number of schools, number of learners and budget allocation). List of all registered independent schools receiving subsidies.
Assumptions	All subsidised independent schools that comply to the conditions of eligibility

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	for subsidy and have received their subsidies.
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)	N/A
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	FET Directorate
Indicator title	SOI: 302 Number of learners subsidised at registered independent schools
Definition	Independent Schools: 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 SA-SAMS/ Online system
Method of Calculation/ Assessment	Count the total number of learners in independent schools that are subsidised
Means of verification	Budget transfer documents (these documents list number of schools, 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 Person with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Calculation type	Non-cumulative

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Reporting cycle	Annual
Desired performance	Qualifying learners at independent schools are subsidised
Indicator responsibility	IDMG: Independent Schools Programme 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 include; 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 Departments report on the number of independent schools visited. Provincial Education Department officials, Circuit Managers and Subject Advisers signed school's schedule; or School's visitor records or school's visit form or Reports on schools visited or Schedule of school visits
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 Departments 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 in public special schools
Definition		Number of learners enrolled in public special schools. Special school: Schools resourced to deliver education to learners requiring high-intensity educational and other support on either a full-time or a part-time basis.
Source of data		SA-SAMS
Method of Calculation/ Assessment		Count the total number of learners enrolled in public special schools.
Means of verification		Declarations (Deployment Form) 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 special schools and are receiving quality education LSEN learners are properly assessed in order to identify their needs
Disaggregation of Beneficiaries (where applicable)	of (where applicable)	Target for Women: N/A Target for Youth: N/A Target for Person with Disabilities: 100%
Spatial Transformation (where applicable)		Improvement of access to education for persons with disabilities in the province
Calculation type		Non-cumulative
Reporting cycle		Annual
Desired performance		All learners with physical, intellectual, sensory disabilities attend public special schools.
Indicator responsibility		Inclusive Education and MIT Directorates
Indicator title		SOI 402: Number of therapists/ specialist staff in public special schools
Definition		This indicator measures the total number of professional non-educator/ specialist staff employed in public special schools. Professional non-educator/ specialist staff are personnel who are classified as paramedics, social workers, therapists, nurses, but are not teachers. Note that although therapists, counsellors and psychologists are appointed in terms of the Employment of Teachers Act, these should all be included in the total.

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Source of data	PERSAL database
Method of Calculation/ Assessment	Count the total number of professional non-educator/ specialist staff employed in public special schools.
Means of verification	PERSAL database
Assumptions	Leaners 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 Person with Disabilities: N/A
Spatial Transformation (where applicable)	All public special schools to have the requisite number of school-based professional staff
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 Management and Inclusive Education Directorate
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

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	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 special schools monitored for implementing curriculum monitoring findings
Definition	To measure the number of special schools monitored for curriculum delivery in planned financial year in order to determine compliance to departmental policies and also identify challenges.
Source of data	Provincial Programme Manager database
Method of calculation/Assessment	Simple count (according to the monitoring instruments)
Means of verification	Instruments used during visits (incl. Name of school, sign offs, EMIS no. & school stamp)
Assumptions	There is human capacity to visit Special schools for monitoring for curriculum delivery.
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, Nkangala Municipalities
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	To improve the quality of basic education in special schools
Indicator responsibility	Inclusive Education Directorate
Indicator title	POI 4.3: Number of children ages 0-8 provided screening and/or support services for developmental delays and/or disability

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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 4.4: 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

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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		This indicator measures the total number of public schools (ordinary and special) that offer Grade R.
Source of data		SA-SAMS
Method of Calculation/ Assessment		Count the total 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 record 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)		Ehlanzeni, Gert Sibande and Nkangala District Municipalities (although there is a need to build more classrooms to expand the coverage)
Calculation type		Non-cumulative
Reporting cycle		Annual

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Desired performance	All public schools (ordinary and special) with Grade 1 to offer Grade R. Target for year to be met or exceeded.
Indicator responsibility	Management Information and Technology Directorate
Indicator Title	SOI 502: Number of registered ECD programmes
Definition	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 section 79 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	Registration Management Tool or 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 or Signed list of approved centres
Assumptions	All ECD programmes comply with the norms and standards. Provincial Education Departments have sufficient resources to capture and process registration and monitor ECD programmes. Provincial Education Departments are capturing all ECD programme registration status information on the Registration Management Tool.
Disaggregation of Beneficiaries applicable (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	Cumulative
Reporting cycle	Annual
Desired performance	Increase the number of conditionally and fully registered ECD programmes.

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Indicator responsibility	Head of ECD unit
Indicator Title	SOI 503: Number of children accessing registered ECD Programmes
Definition	This indicator counts the number of children aged zero to school-going age in ECD programmes that are conditionally and fully registered as ECD programmes (i.e. funded and unfunded, centre- and non-centre-based ECD programmes).
Source of data	Registration Management Tool or database of registered (conditionally and fully) ECD programmes
Method of Calculation/ Assessment	Count the number of children aged zero to school-going age accessing registered ECD programmes (i.e. conditionally and fully funded and unfunded, centre- and non-centre-based ECD programmes).
Means of verification	Dated and signed attendance register or database of children accessing registered ECD programmes or Form 17.
Assumptions	All ECD programmes comply with the norms and standards. Provincial Education Departments have sufficient resources to capture and process registration and monitor ECD programmes. Provincial Education Departments are capturing all information on ECD programme registration status and annually updated enrolment numbers for all registered ECD Programmes 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
Spatial Transformation (where applicable)	Ehlanzeni, Gert Sibande, Nkangala Municipalities
Calculation type	Cumulative
Reporting cycle	Annual
Desired performance	Increase in the number of children accessing ECD Programmes.
Indicator responsibility	Head of ECD unit
Indicator Title	SOI 504: Number of children benefiting from the ECD subsidy
Definition	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

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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 ECD subsidy.
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)	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 data base exists with the number of children in ECD programmes receiving the ECD subsidy.
Indicator responsibility	Head of ECD unit
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 measure 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

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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 N0.138 of 1994)
Source of data	PERSAL records and files or Provincial records.

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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 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 public schools. 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 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

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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 public schools provided with water infrastructure
Definition		This indicator measures the total number of public schools provided with water infrastructure. This includes water tanks or boreholes or tap water. This measure applies to addressing the backlogs that affect existing schools. It does not include provisioning for new schools.
Source of data		School Infrastructure database
Method of Calculation/ Assessment		Count the total number of existing public schools that were provided with water infrastructure in the year under review.
Means of verification		Completion certificate and/or practical completion certificates and/or works completion certificates and/or letter from School principal /SGB confirming the availability
Assumptions		All public ordinary schools will have access to water in line with the Norms and Standards for School Infrastructure
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, Nkangala Municipalities
Calculation type		Non-cumulative
Reporting cycle		Annual
Desired performance		All public schools to have access to water infrastructure. Target for year to be met or exceeded.
Indicator responsibility		Physical Resource and Planning Chief Directorate
Indicator title		SOI 602: Number of public schools provided with electricity infrastructure

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Definition	This indicator measures the total number of public schools provided with electricity infrastructure. This measure applies to existing schools where a new source of reticulation is provided and excludes new schools. Definition: Schools with electricity refers to schools that have any source of electricity including Eskom Grid, solar panels and generators.
Source of data	School Infrastructure database
Method of Calculation/ Assessment	Count the total number of existing public schools that were provided with electricity supply in the year under review.
Means of verification	Completion certificate or practical completion certificates or works completion certificates or letter from School principal /SGB confirming the availability of electricity.
Assumptions	All public ordinary schools will have access to electricity in line with the Norms and Standards for School Infrastructure
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, Nkangala Municipalities
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All public schools to have access to electricity infrastructure. The target for year to be met or exceeded.
Indicator responsibility	Physical Resource and Planning Chief Directorate
Indicator title	SOI 603: Number of public schools supplied with sanitation facilities
Definition	This indicator measures the total number of public ordinary schools provided with sanitation facilities. This measure applies to existing schools and excludes new schools. Sanitation facility: Refers to all kinds of toilets such as: Septic Flush, Municipal Flush, VIP, and Chemical.
Source of data	School Infrastructure database
Method of Calculation/ Assessment	Count the total number of public ordinary schools provided with sanitation facilities in the year under review.
Means of verification	Completion certificate and/or practical completion certificates and/or works completion certificates and/or letter from School principal /SGB confirming the availability

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Assumptions	All public ordinary schools will have access to sanitation in line with the Norms and Standards for School Infrastructure
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, Nkangala Municipalities
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All public schools to have access to sanitation facilities. Target for year to be met or exceeded. NB: Provinces in which this target has already been met and where this has been audited and confirmed will indicate “Not applicable” for this measure which refers solely to existing and not new stock.
Indicator responsibility	Physical Resource and Planning Chief Directorate
Indicator title	SOI 604: Number of schools provided with new or additional boarding facilities
Definition	This indicator measures the number of boarding facilities built in public ordinary schools.
Source of data	School Infrastructure database, and Completion certificates of new or additional boarding facilities.
Method of Calculation/ Assessment	Count the total number of additional boarding facilities built in public schools
Means of verification	Completion certificate or practical completion certificates or works completion certificates or letter from School principal /SGB confirming the availability
Assumptions	All infrastructure provision to be in line with the Norms and Standards for School Infrastructure
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)	Ehlanzeni, Gert Sibande, Nkangala Municipalities

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Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All children to have access to education, regardless of geographical location. Target for year to be met or exceeded.
Indicator responsibility	Physical Resource and Planning Chief Directorate
Indicator title	SOI 605: Number of schools ECDI and ECD centres , EDC, district offices, circuits and MSTA where scheduled maintenance projects were completed
Definition	The South African Schools Act (SASA), No 84 of 1999 defines the roles of the Department of Basic Education (Provincial, District, Circuit, School Governing Body and School Principal) to maintain and improve the schools' property and buildings and grounds occupied by the schools, including boarding facilities. (Scheduled maintenance refers to planned maintenance but excludes emergencies)
Source of data	School Infrastructure database, and Completion certificates.
Method of Calculation/ Assessment	Count the total number of schools, ECDI and ECD centres , EDC, district offices, circuits and MSTA with scheduled maintenance completed
Means of verification	Completion certificate or practical completion certificates or works completion certificates or letter from School principal /SGB confirming the availability
Assumptions	All infrastructure provision to be in line with the Norms and Standards for School Infrastructure
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)	Improved quality education and access to all (in all district municipalities)
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	Schools to be conducive for learning and teaching
Indicator responsibility	Physical Resource and Planning Chief Directorate
Indicator title	POI 6.1: Number of additional classrooms built in, or provided for, existing public schools (includes new and replacement schools)

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Definition	This indicator measures the number of classrooms built onto or provided to public schools. These are additional classrooms or mobile classrooms for existing schools. The measure includes classrooms in new schools. This should not include Grade R classrooms. Classrooms: Rooms where teaching and learning occurs, but which are not designed for special instructional activities. This indicator excludes specialist rooms. A replacement school is where the existing school is demolished and a new school is built on the same site.
Source of data	School Infrastructure database
Method of Calculation/ Assessment	Count the total number of additional classrooms built or provided in new and existing schools.
Means of verification	Completion certificate or practical completion certificates or works completion certificates or letter from School principal /SGB confirming the availability. The mobiles should be recorded in the Asset Registers, as per provincial norms.
Assumptions	All infrastructure provision to be in line with the Norms and Standards for School Infrastructure
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, Nkangala Municipalities
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All public schools to have adequate numbers of classrooms. Target for year to be met or exceeded.
Indicator responsibility	Physical Resource and Planning Chief Directorate
Indicator title	POI 6.2: Number of additional specialist rooms built in public schools (includes specialist rooms built in new and replacement schools).
Definition	This indicator measures the total number of additional specialist rooms built in public ordinary schools. These include additional specialist rooms in existing schools and those in new or replacement schools. This should not include Grade R classrooms.

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	Specialist room is defined as a room equipped according to the requirements of the curriculum. Examples: technical drawing room, music room, metal work room. It excludes administrative offices and classrooms (as defined in PPM 604) and includes rooms such as laboratories. Note that although the school might decide to put the room to a different use from the specifications in the building plan it will still be classified as a specialist room for the purposes of this measure. A replacement school is where the existing school is demolished and a new school is built on the same site.
Source of data	School Infrastructure database
Method of Calculation/ Assessment	Count the total number of additional specialised rooms built
Means of verification	Completion certificate or practical completion certificates or works completion certificates or letter from School principal /SGB confirming the availability
Assumptions	All infrastructure provision to be in line with the Norms and Standards for School Infrastructure
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, Nkangala Municipalities
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All public schools to have specialist rooms such as libraries, resource centres etc. Target for year to be met or exceeded.
Indicator responsibility	Physical Resource and Planning Chief Directorate
Indicator title	POI 6.3: Number of new public schools that have reached completion and are ready for occupation (includes replacement schools)
Definition	This indicator measures the total number of public schools built in a given year. These include both new and replacement schools built and completed. Practical completion is when end user can occupy and utilise the building A replacement school is where the existing school is demolished and a new school is built on the same site.

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Source of data	School Infrastructure database
Method of Calculation/ Assessment	Count the total number of new and replacement schools completed
Means of verification	Completion certificate or practical completion certificates or works completion certificates or letter from School principal /SGB confirming the availability
Assumptions	All infrastructure provision to be in line with the Norms and Standards for School Infrastructure
Disaggregation of Beneficiaries (where applicable)	Target for Women: Target for Youth: Target for People with Disabilities:
Spatial Transformation (where applicable)	Ehlanzeni, Gert Sibande, Nkangala Municipalities
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All children to have access to public schools with basic services and appropriate infrastructure. Target for year to be met or exceeded.
Indicator responsibility	Physical Resource and Planning Chief Directorate
Indicator title	POI 6.4: Number of new Grade R classrooms built or provided (includes those in new, existing and replacement schools).
Definition	This indicator measures the total number of classrooms built or provided to accommodate Grade R learners. A replacement school is where the existing school is demolished and a new school is built on the same site.
Source of data	Infrastructure database
Method of Calculation/ Assessment	Count the total number of new Grade R classrooms built or provided.
Means of verification	Completion certificate or practical completion certificates or works completion certificates or letter from School principal /SGB confirming the availability
Assumptions	All infrastructure provision to be in line with the Norms and Standards for School Infrastructure

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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, Nkangala Municipalities
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All public schools with Grade 1 to have a Grade R classroom(s).
Indicator responsibility	Physical Resource and Planning Chief Directorate
Indicator title	POI 6.5: Number of schools provided with secure fencing facilities
Definition	The National school safety framework and infrastructure school norms and standards dictate that' property and buildings need to be secure and safe; provision with fence around the school premises. Type of Fence may include : barb wire, clear vu, palisade, wall, etc.
Source of data	School Infrastructure database
Method of Calculation/ Assessment	Count the total number of schools provided with fence
Means of verification	Completion certificate or practical completion certificates or works completion certificates or letter from School principal /SGB confirming the availability
Assumptions	All infrastructure provision to be in line with the Norms and Standards for School Infrastructure
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, Nkangala Municipalities
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	Schools to be conducive for learning and teaching

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Indicator responsibility	Physical Resource and Planning Chief Directorate
Indicator title	POI 6.6: Number of new schools under construction (includes new and replacement schools)
Definition	Total number of public ordinary schools under construction includes replacement and schools and schools being built through Accelerated School Infrastructure Development Initiative (ASIDI) programme or Education Infrastructure Grant (EIG) or Equitable Share. Under-construction means any kind of work started towards building a school such as laying of a building foundation.
Source of data	School Infrastructure database
Method of Calculation/ Assessment	Record the total number of centres under construction including replacement school
Means of verification	Site handover certificate, Procurement Documents and monitoring tools Completion certificate or practical completion certificate/ Happy letters from schools
Assumptions	All infrastructure provision to be in line with the Norms and Standards for School Infrastructure
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	Ehlanzeni, Gert Sibande, Nkangala Municipalities
Calculation type	Non-cumulative (<i>this is a cumulative indicators but because it is reported annually it becomes non-cumulative</i>)
Reporting cycle	Annual
Desired performance	Public ordinary schools to cater for learner numbers and meet required standards. In the year concerned the building targets should be met so there are no lags in the provision of adequate accommodation.
Indicator responsibility	Physical Resource and Facility Planning Chief Directorate

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 Multiply 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: N/A Target for Youth: 100% Target for Person with Disabilities: 2%
Spatial Transformation (where applicable)		Ehlanzeni, Gert Sibande, Nkangala Municipalities
Calculation type		Non-cumulative
Reporting cycle		Annual
Desired performance		To increase the number of Grade 12 learners that are passing the NSC examinations.
Indicator responsibility		Examinations and Assessments Directorate
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 enables NSC graduates to enrol for degree courses in universities.
Source of data		National Senior Certificate database

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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 Multiply 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: N/A Target for Youth: 100% Target for People with Disabilities: 1%
Spatial Transformation (where applicable)	Ehlanzeni, Gert Sibande, Nkangala Municipalities
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	To increase the percentage of learners who are achieving Bachelor passes in the NSC examinations
Indicator responsibility	Examinations and Assessment Directorate
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 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 Multiply 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

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Assumptions	Learners enrolled for the NSC examinations have undergone sufficient and appropriate preparation
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: 100% Target for People with Disabilities: 1%
Spatial Transformation (where applicable)	Ehlanzeni, Gert Sibande, Nkangala Municipalities
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	To increase the number of NSC learners who are passing Mathematics with 60% and above
Indicator responsibility	Examinations and Assessment Directorate
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% or more 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 Multiply 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: N/A Target for Youth: 100% Target for People with Disabilities: 1%

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Spatial Transformation (where applicable)	Ehlanzeni, Gert Sibande, Nkangala Municipalities.
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	To increase the number of NSC learners who are passing Physical Sciences at 60% and above
Indicator responsibility	Examinations and Assessment Directorate
Indicator title	SOI 705: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above
Definition	This indicator measures the total number of secondary schools that have achieved a pass rate of 60% 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 total number of schools with a pass rate of 60% 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 for the NSC examinations have undergone sufficient and appropriate preparation
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, Nkangala Municipalities
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All public ordinary schools to perform at 60% and above in the NSC

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Indicator responsibility	Curriculum Branch and Assessment and Examinations Directorate
Indicator title	POI 7.1: Number of bursary holders who complete their study programmes successfully
Definition	Total number of bursary holders both internal and external who will complete their studies by the end of a particular financial year (year under review).
Source of data	Institutions of Higher Learning database / or departmental database of graduates
Method of calculation/Assessment	Simple count total number of bursars who completed their qualification (within the year under review)
Means of verification	Learners' Academic Record
Assumptions	All students offered with bursaries will complete their studies on time and find work opportunities
Disaggregation of Beneficiaries Where applicable)	Target for Women: 50% Target for Youth: 40% Target for People with Disabilities: N/A
Spatial Transformation (Where Applicable)	Ehlanzeni, Gert Sibande, Nkangala Municipalities
Calculation type	Cumulative
Reporting cycle	Annual
Desired performance	Bridge the gap of critical and scarce skills in the province to improve economic conditions
Indicator responsibility	Transversal HRD
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.

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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 and support and comprehensive sexuality education to assist learner to make informed decisions
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

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Indicator responsibility	Life Skills HIV and AIDS sub-directorate
Indicator title	POI 7.4: Number of learners trained on care, support and peer education programmes to make informed decisions
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

6. Annexes

6.1. Annexure A: Amendment to the Strategic Plan

No amendment made to the Strategic Plan

6.2. Annexure B: Conditional Grants

TABLE 4: 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 2025/26 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.	1 366 714	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 decision-making skills among learners; • Implementation of Care and support programmes within the Care and	19 845	Annual

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		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.	34 482	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 Mathematics, Sciences and Technology. • Support teachers on subject and pedagogical content knowledge in all MST subjects.	46 386	Annual

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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.	982 451	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.	152 262	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 and reduction of unemployment.	• Data capturing • Construction of toilet facilities in 1 school • Construction of assembly area shelters in 3 schools	2 115	Annual
Social Sector Expanded Public Works Programme	To assist in the reduction of unemployment by providing stipends to	• Contracting and training of 44 gardeners to promote food	-	Annual

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Incentive Grant for Provinces	gardeners and child minders	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.		

6.3. Annexure C: Consolidated Indicators

Institution	Outputs	Output Indicator	Target	Data Source
None	None	None	None	None

6.4. Annexure E: District Development Model (DDM)

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 in to Capital Projects and Maintenance Projects which are attached as Table B 5 excel spreadsheets.