



education

DEPARTMENT: EDUCATION
MPUMALANGA PROVINCE

DRAFT 5 YEAR PLAN FOR 2025 - 2030

Date of Tabling: 31 March 2025

Contents

I. LIST OF ACRONYMS	3
II. EXECUTIVE AUTHORITY STATEMENT	6
III. ACCOUNTING OFFICER STATEMENT	9
IV. OFFICIAL SIGN-OFF.....	11
PART A: OUR MANDATE	12
1. CONSTITUTIONAL MANDATE	13
2. LEGISLATIVE AND POLICY MANDATES	13
3. INSTITUTIONAL POLICIES AND STRATEGIES	16
4. RELEVANT COURT RULING	21
PART B: OUR STRATEGIC FOCUS.....	23
1. VISION.....	24
2. MISSION	24
3. VALUES.....	24
4. SITUATIONAL ANALYSIS	25
4.1. EXTERNAL ENVIRONMENT ANALYSIS	25
4.2. INTERNAL ENVIRONMENT ANALYSIS.....	41
PART C: MEASURING OUR PERFORMANCE	81
1. INSTITUTIONAL PROGRAMME PERFORMANCE INFORMATION	82
2. KEY RISK	88
3. PUBLIC ENTITIES (MRTT)	90
4. INFRASTRUCTURE PROJECTS	92
5. ANNEXURES TO THE STRATEGIC PLAN	96
ANNEXURE A: THEORY OF CHANGE.....	96
ANNEXURE B: MPUMALANGA DEPARTMENT OF EDUCATION ORGANISATIONAL STRUCTURE.....	96
ANNEXURE C: NSDF AND THE DISTRICT DELIVERY MODEL (DDM): EDUCATION INFRASTRUCTURE GRANTS PROJECTS	96
PART D: TECHNICAL INDICATOR DESCRIPTION	97

I. List of 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
MTSF	Medium term Strategic framework		
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
OHSA	Occupational Health and Safety Act	UNESCO	United Nations Educational, Scientific and Cultural Organization
OSD	Occupational Specific Dispensation	WSP	Workplace Skills Plan
SLA	Service Level Agreement	WEGE	Women's Emancipation and Gender Equity
SMT	School Management Team	WSE	Whole-School Evaluation
SRH	Sexual Reproductive Health		
SOI	Standardised Output Indicator		
TR	Treasury Regulations		

II. Executive Authority Statement



HON. MRS LC DLAMINI (MPL)
MEC FOR EDUCATION

The quality of learning is directly associated to the development and advancement of our people and to our country therefore, basic education will continue to be our number one priority in government. The five-year strategic plan is a framework document that seeks to achieve the priorities and the strategic objectives of the 7th administration. This plan reflects our unwavering commitment to advancing education in alignment with the priorities of the Government of National Unity (GNU) and the constitutional mandate to provide quality education for all.

Education is the cornerstone of our democracy and a vital tool for social and economic upliftment. In Mpumalanga, we recognize that every learner has the right to quality education, and it is our duty to ensure that this right is realised. Our vision is to create an inclusive, equitable, and high-performing education system that empowers every child to reach their full potential.

In alignment with the GNU's strategic priorities—inclusive growth, job creation, and poverty reduction—our Strategic Plan 2025-2030 focuses on several key areas:

1. **Inclusive Growth:** We will prioritize initiatives that enhance access to quality education for marginalized communities. Our goal is to ensure that every child, regardless of their background, has equitable opportunities for learning. This includes expanding early childhood development programs and making Grade R compulsory by 2030.
2. **Job Creation:** We are committed to equipping our learners with skills that meet the demands of the job market. By investing in vocational training and fostering partnerships with local industries, we aim to prepare our youth for successful careers upon graduation.

3. Reducing Poverty: Education is a powerful pathway out of poverty. We will focus on improving literacy and numeracy rates through targeted interventions and evidence-based programs. By tailoring instruction to meet individual learning needs, we can empower our learners to break the cycle of poverty.

Our strategies will be grounded in evidence-based practices that have demonstrated effectiveness in enhancing educational outcomes. We will collaborate with local and international experts to implement programs that are proven to work, ensuring that our initiatives yield tangible results. As part of our commitment to building a capable and ethical state, we will uphold transparency and accountability in all our educational initiatives. Regular assessments will be conducted to monitor progress and adapt our strategies as necessary.

This Strategic Plan serves as a roadmap for our efforts in transforming education in Mpumalanga over the next financial year. Together, we will work tirelessly to create an environment where every learner can thrive, contributing positively to our society and economy. I look forward to collaborating with all stakeholders as we embark on this important journey towards educational excellence.

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.

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.

The province has also aligned its priorities with the sector, the following are the key priorities of the MDoE over the Medium-Term Development Plan 2024-2029:

1. ECD facilities registration system developed
2. Improved Access to ECD

- 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.

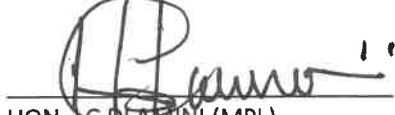
1. Inclusive Economic Growth and Job Creation
2. Reduce Poverty and Tackle the high Cost of Living
3. A Capable, Ethical and Developmental State

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.



HON. L. C. DLAMINI (MPL)
MEC FOR EDUCATION

III. Accounting Officer Statement



MRS. LH MOYANE
HEAD: EDUCATION

As the Head of Education in Mpumalanga, I am honoured to present the five strategic plan will guide us to realise and achieve service delivery to the people of Mpumalanga province. This plan is not merely a document; it represents our collective commitment to advancing education in alignment with the principles and priorities set forth by the Government of National Unity (GNU) and the Department of Basic Education (DBE). In this period of significant transition, we are guided by the **Draft Medium-Term Development Plan (MTDP) 2024-2029**, which emphasizes sustainable development, inclusive growth, and the eradication of poverty. Our educational strategies will directly contribute to these national goals by ensuring that every learner in Mpumalanga has access to quality education that prepares them for future challenges.

Key Priorities as outlined in the provincial MTDP 2024-2029

1. ECD facilities registration system developed
2. Improved Access to ECD
3. Increased percentage of practitioners on NQF Level 4
4. Improved functional literacy rate
5. Increased percentage of Grade 3 & 4 learners reading with understanding

- 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 priorities 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.

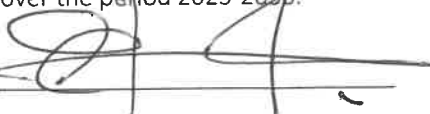


MRS. LH MOYANE
HEAD: EDUCATION

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 2025-2030.

Signature: 

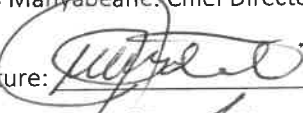
Mr EK Siwela: Chief Director: GET

Signature: 

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

Signature: 

Mr CS Manyabeane: Chief Director District Coordination

Signature: 

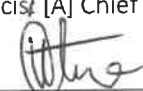
Mr JS Ndala: Chief Director HRM

Signature: 

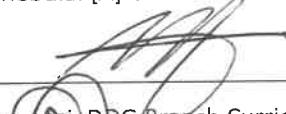
Mr DR Shipalana: Chief Director Financial Management

Signature: 

Mrs V. Francis: [A] Chief Director THRD

Signature: 

Mr KM Mathebula: [A] Chief Director

Signature: 

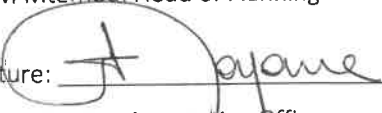
Mr. SJ Mkhwanazi: DDG Branch Curriculum

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



education

DEPARTMENT: EDUCATION
MPUMALANGA PROVINCE

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	This act and the resultant professional council, the South African Council for Educators (SACE), regulate the teaching corps.

2000) (SACE Act)	
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	To provide for the establishment, composition and functioning of the general and further education and training quality assurance council.

Quality Assurance Act, 2001 (Act No. 58 of 2001)	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 exits when this regulation are published; and to provide for timeframes within which school infrastructure backlogs must be eradicated
Circular 1 of 2018	Articulates on the implementation of Employment Equity Plan, promotes the employment of equitable representation on all levels of the work force and promotes equal opportunities and fair treatment in employment.
Learner Teacher Support Material (LTSM) Policy	Provides for the management selection, procurement and provision of LTSM to schools. Types of LTSM that schools may procure the roles and responsibilities of the various stakeholders in the selection and procurement of LTSM and the retrieval of the LTSM.
The Mpumalanga Department of Education e-leave	It provides for management policy which ensures proper leave management and record keeping.
The Mpumalanga Department of Education Recruitment and Selection Policy,	It provides recruitment and selection processes to ensure that suitably qualified candidates are employed at schools to assist the Department to fulfil its mandate.
Policy and the South African School and Administration Management System (SA-SAMS)	It promotes the use of information within the Department for policy, planning, decision-making, monitoring, evaluation and provides a basis for the collection of accurate information from schools. (Mpumalanga Education Management Information Systems (EMIS) and the Learner Unit Record Information and Tracking System (LURITS) Policy)
Policy on the use of Tablet Devices and 3G/Wi-Fi Connectivity	Policy promotes the effective management and use of ICT at schools.

Scholar Transport Policy

Policy stipulates how the Department will go about providing scholar transport for eligible learners.

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

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

Departmental Strategies related to the 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 Edukate offline application on microSD cards for the six subjects available to improve learner performance.
- Capacitate teachers on the integration of ICT into learning and teaching across all grades and subjects.
- Establish new and sustain existing partnerships that support teachers and learners to maximize utilization of technology education.
- Audit and profile schools in terms of availability of devices for learning and teaching.
- Audit and profile teachers to determine ICT training needs analysis.

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 (IIL)
- 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

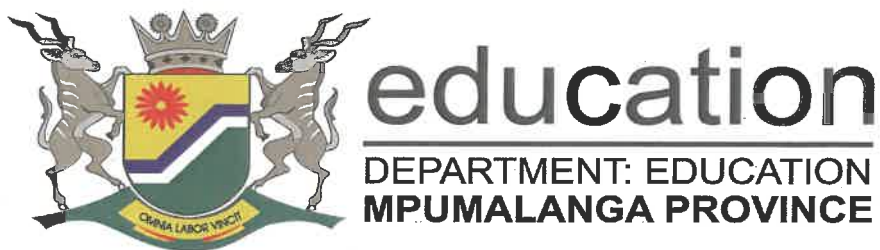
- Employ lesson study as a team-teaching strategy in grades 8 and 9.
- Strengthen implementation of mental Maths activities in foundation phase on daily basis to develop number sense.
- Implement MTbBE whereby mathematics is taught in African home languages in grades 4 – 7 in all schools
- Maximize utilization of DBE workbook as a primary source (grades 1 – 9)
- Maximize use of Edukate 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.



PART B: OUR STRATEGIC FOCUS

1. Vision

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

2. Mission

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

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

3. Values

- **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.

Stakeholder Analysis

The Mpumalanga Department of Education's 5-year strategic plan involves a comprehensive analysis of stakeholders to ensure effective education delivery. Key stakeholders whose needs must be met include the Department of Higher Education, institutions of higher education, and private property owners, as they are essential for expanding access and infrastructure. Critical players requiring close management include school governing bodies, funders, corporate partners, municipalities, learners, educators, parents, communities, and labor formations like SACE and ELRC. Their collaboration is vital for implementing policies, improving teaching quality, and ensuring learner welfare. Stakeholders to monitor closely include school governing bodies, funders, and municipalities due to their role in governance and resource provision. Additionally, sister departments, traditional leaders, religious leaders, and student formations must be kept informed to foster inclusivity and community engagement. This stakeholder framework aligns with the department's mission to provide quality education through good governance, stakeholder involvement, and resource optimization for socio-economic development. The table below shows how these stakeholders are ranked:

Table 4

Ranking of Stakeholder Analysis for the Department		
 Importance	Department should Meet their Needs: • Department of Higher Education • Institutions of Higher Education • Private Property owners	Manage closely/ They are key players: • School Governing Bodies/ Associations • Funders/ Corporate Partners • DBE • Labour Formations • SACE9 Section 3(a) of PFMA) • ELRC • Municipalities • Learners • Educators/Non- teaching Staff • Parents and Communities
	Monitor closely/Least: • School Governing Bodies/ Associations • Funders/ Corporate Partners • Municipalities	Keep informed/ Department must show considerations: • Sister Departments • Traditional Leaders • Religious Leaders/ Formations • Students Formations/Leadership

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, 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
Improved Learner Throughput Rate to 85%	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 School Infrastructure	Establish effective schools accountability linked to learner performance
	Improve teachers' subject content knowledge
	Establish functioning district offices, that are able to support schools
	Infrastructure complying with minimum norms and standards as per the National Infrastructure Plan of South Africa
Employment opportunities created	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
	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.

Strengthened and Engagement Cohesion]	Community Stakeholder [Social Cohesion]	Expanding ICT resources and implementing specialized programs like coding and robotics will foster digital literacy and opportunities in technology
		Increase number of artisans
		Establish effective partnerships with parents, communities, and local businesses to foster a collaborative approach to education, aiming for at least four community engagement initiatives per district annually by 2026 to promote accountability and support for schools.

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

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

SONA Pronouncements

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

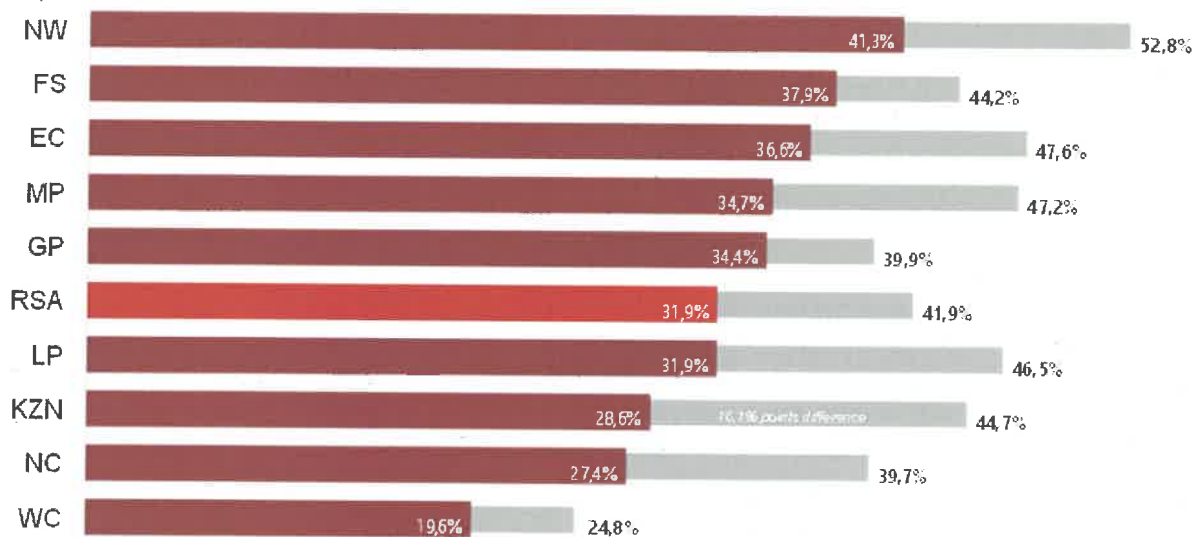
Mpumalanga faces significant challenges in both its labour market and education sector. As of the fourth quarter of 2024, the unemployment rate was 34.7%, down from a previous peak, with youth unemployment remaining high at 51.3%. The province's education system is strained by a 50% vacancy rate in administrative 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				
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

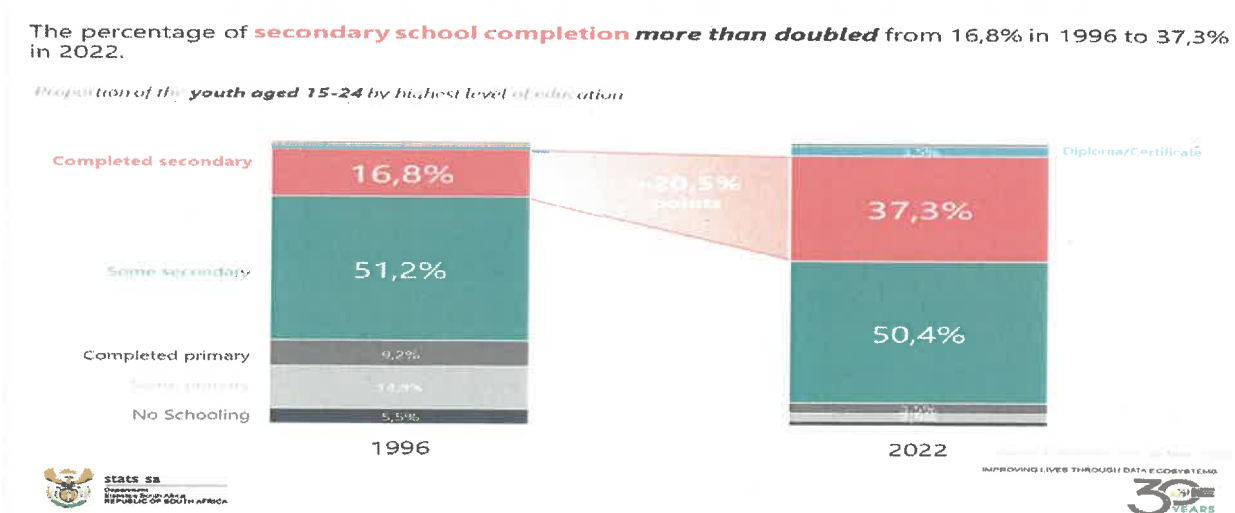
Trends in youth Education Attainment

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: Stats SA 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 1 784 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.

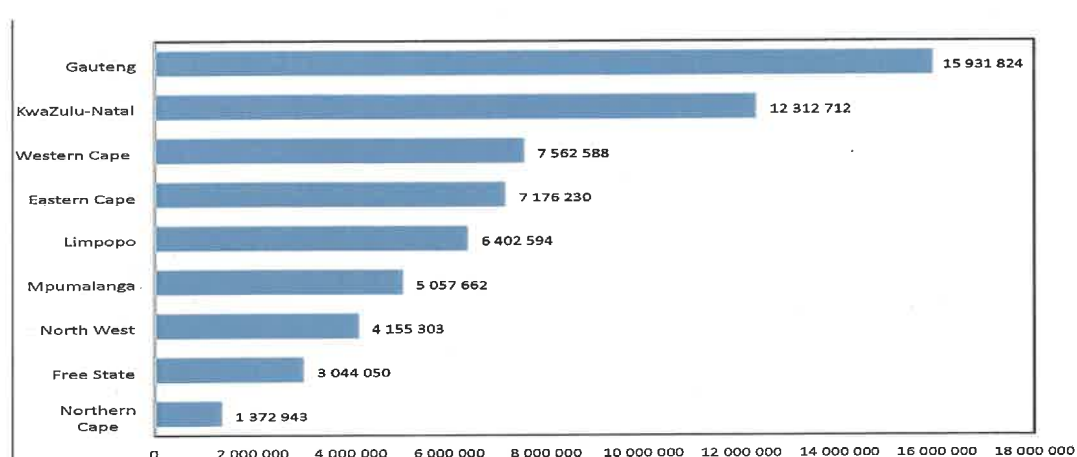
The ongoing economic pressures have made it increasingly difficult for many households to afford basic necessities, with 33.4% of residents reporting inadequate access to food. Unemployment remains high, with recent statistics indicating an unemployment rate of approximately 28.2%, which is slightly 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 5 years.

TABLE 10: MIGRATION PATTERNS

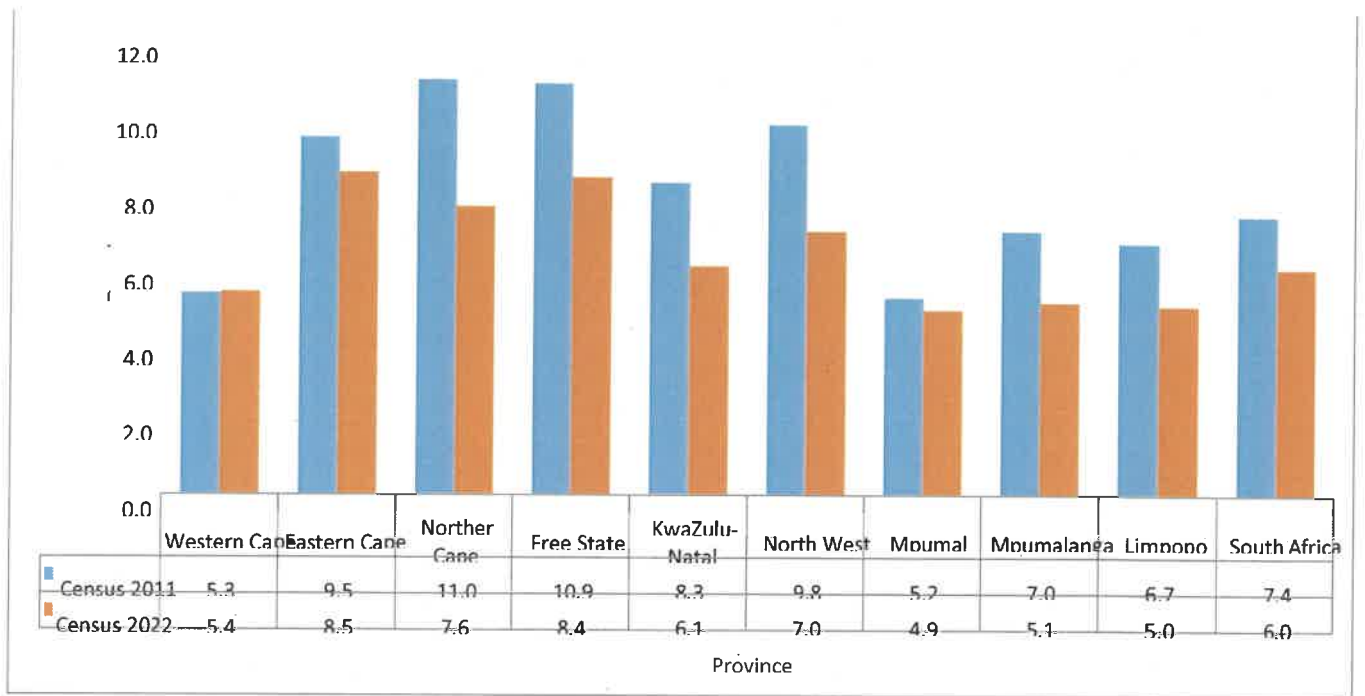
Province of previous residence	Province of usual residence									In-migration	Out-migration	Net-migration	Total
	WC	EC	NC	FS	KZN	NW	GP	MP	LP				
WC	6 706 820	60 082	8 916	3 564	7 615	2 400	25 780	1 825	2 338	406 549	112 520	294 029	5
EC	124 225	6 792 242	2 823	8 051	38 941	10 226	54 323	5 153	3 100	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

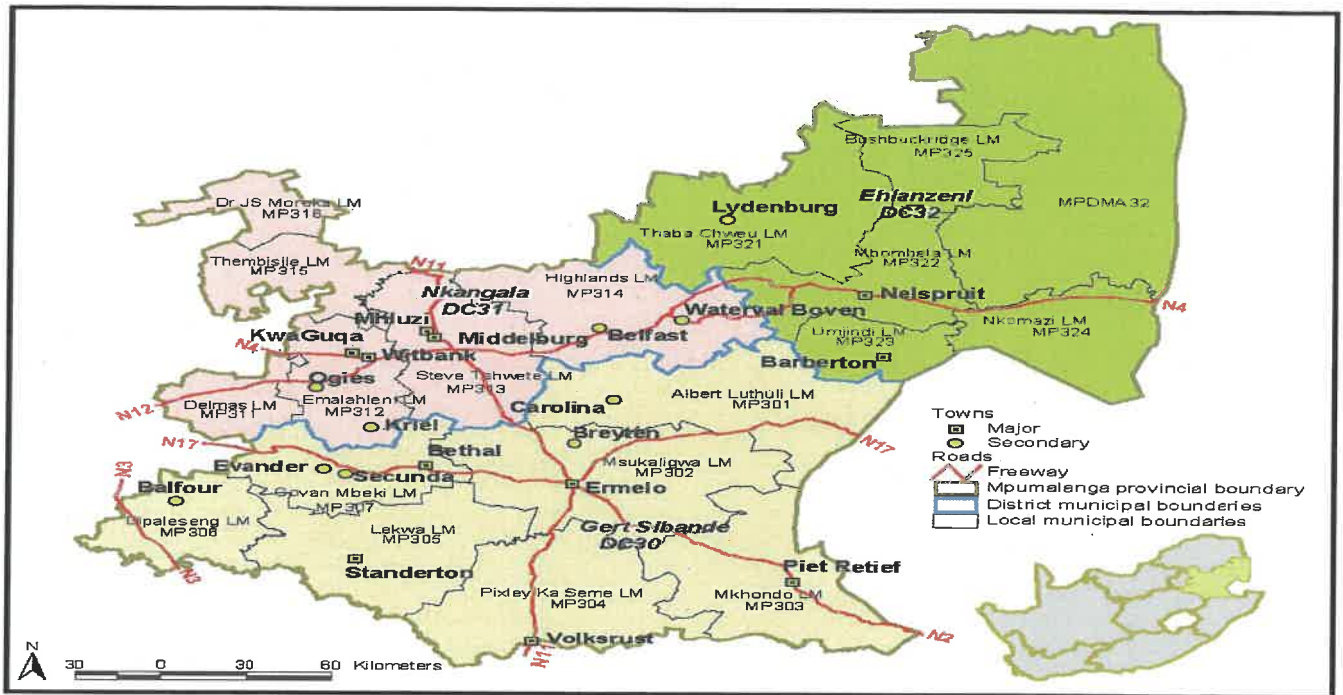
FIGURE 5: DISABILITY PREVALENCE BY PROVINCE, CENSUS 2011 - 2022



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.

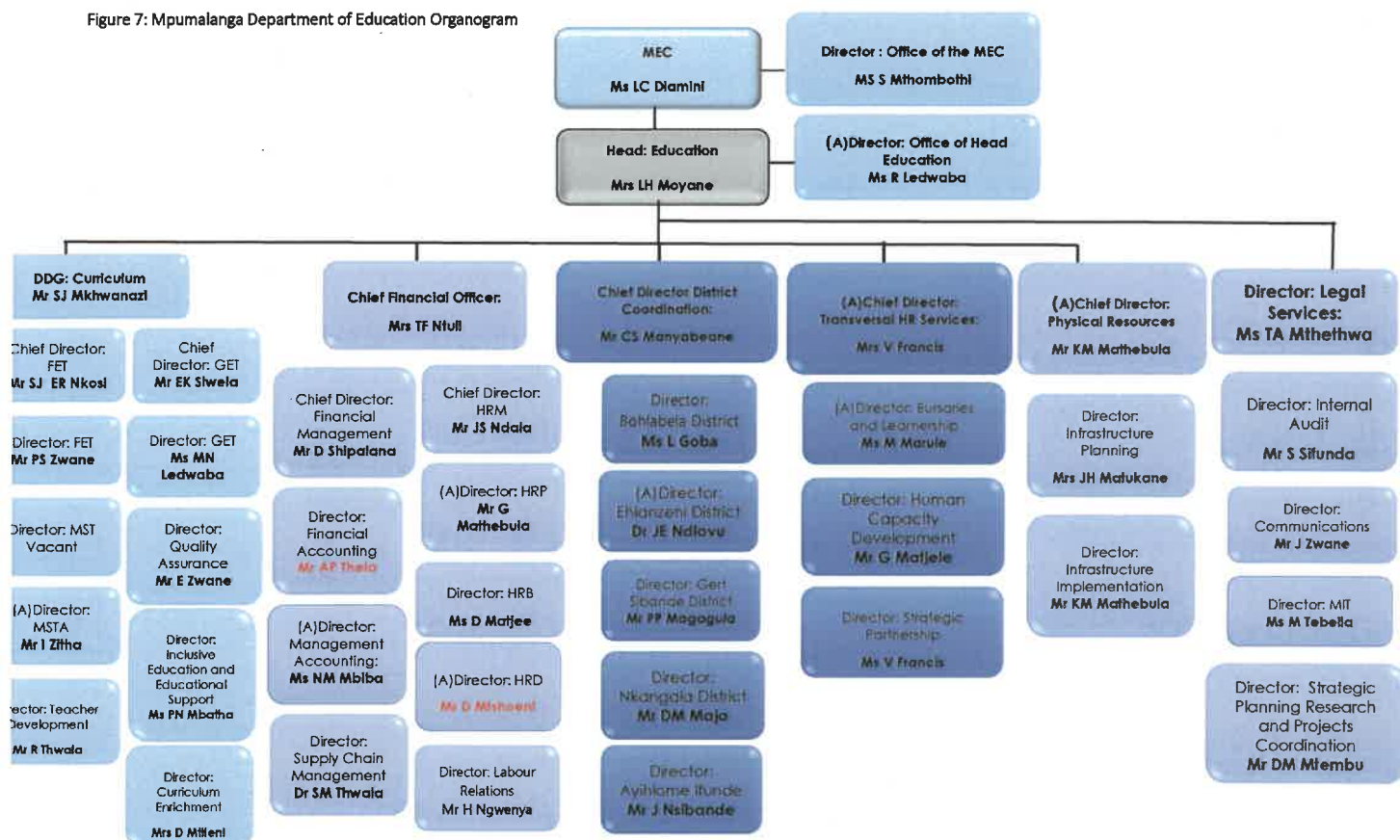
Programme 7: Examination and Education Related Services. Manages public examinations and other educational services.

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 in figure 7.

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

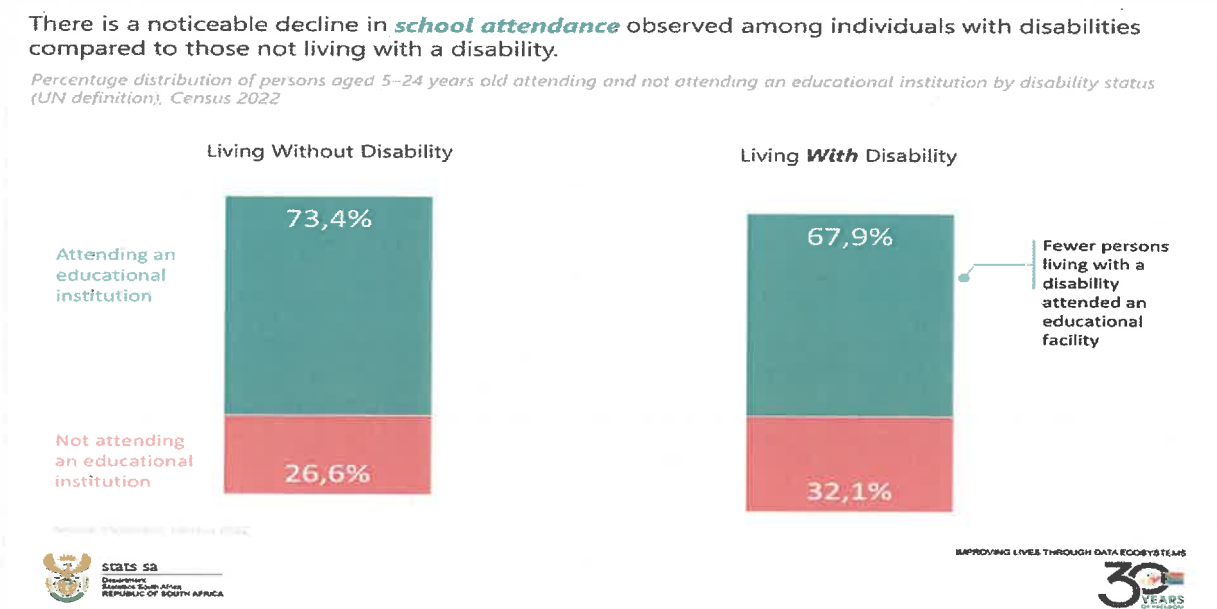
The Mpumalanga Department of Education (MDoE) continues to expand access to education for learners experiencing barriers to learning and development in public mainstream schools, aligning with the Education White Paper 6 (EWP6), the South African Schools Act (SASA), the Children's Act, and the Special 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 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/Grade 000/Grade R	Day mother/grandmother/childminder	Home/community play group	Other	None	Total
Western Cape	N	250 555	34 163	56 797	49 892	3 969	172 803	568 179
	%	44,1	6,0	10,0	8,8	0,7	30,4	100,0
Eastern Cape	N	241 868	64 024	58 035	30 176	4 384	312 246	710 732
	%	34,0	9,0	8,2	4,3	0,6	43,9	100,0
Northern Cape	N	34 924	4 937	7 020	7 691	586	72 313	127 472
	%	27,4	3,9	5,5	6,0	0,5	56,7	100,0
Free State	N	114 149	15 068	23 882	15 336	1 510	88 830	258 774
	%	44,1	5,8	9,2	5,9	0,6	34,3	100,0
Kwazulu-Natal	N	344 121	87 001	130 335	66 595	8 718	485 703	1 122 472
	%	30,7	7,8	11,6	5,9	0,8	43,3	100,0
North West	N	107 895	23 874	29 981	19 575	1 946	201 963	385 234
	%	28,0	6,2	7,8	5,1	0,5	52,4	100,0
Gauteng	N	506 114	88 190	136 427	82 706	9 574	417 276	1240 286
	%	40,8	7,1	11,0	6,7	0,8	33,6	100,0
Mpumalanga	N	168 658	36 657	58 224	38 871	3 609	227 387	533 407
	%	31,6	6,9	10,9	7,3	0,7	42,6	100,0
Limpopo	N	279 581	63 683	69 322	35 881	5 658	286 477	740 602
	%	37,8	8,6	9,4	4,8	0,8	38,7	100,0
South Africa	N	2 047 865	417 598	570 023	346 722	39 954	2 264 998	5 687 159
	%	36,0	7,3	10,0	6,1	0,7	39,8	100,0

Source: Census 2022

Primary and Secondary Education

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

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

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

Post-School Education and Workforce Development

Over the 2025–2030 period, the Mpumalanga Department of Education plans to strengthen post-school education and workforce development in alignment with Government of National Unity (GNU) priorities and the Medium-Term Development Plan (MTDP). The department aims to increase access to higher education and training by expanding technical schools and fostering partnerships with private sectors to address skills shortages in key economic areas. Establishing more technical schools will provide vocational training opportunities aligned with workplace demands, enhancing employability and contributing to a skilled 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

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.

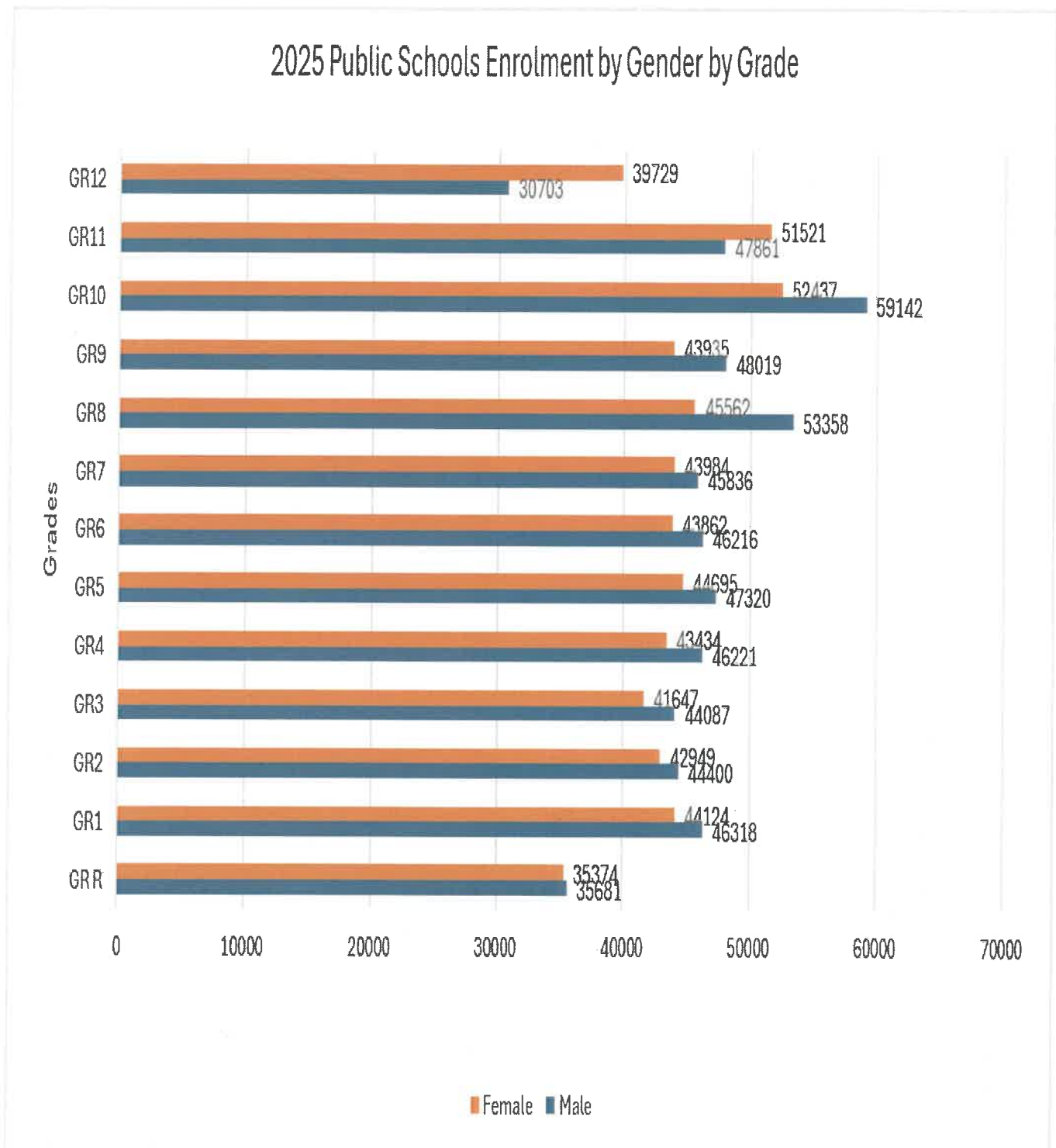
Table 14: MDoE Scope and Scale- Enrolment per Grade (2019 - 2025)

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 blow 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, 2022

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
	20747	115	58	1945	22865	69%	9792	52	13	418	10275	31%	33140
Skilled 6-9													
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 Bohlabela Education District. Primary schools are participating in literacy activities, including public speaking, reading aloud, and storytelling. To promote reading, schools have allocated time for Drop All and Read or Reading for Enjoyment, and teachers are conducting activities like reading clubs, storytelling, and reading corners.

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

General Education Certificate Pilot

The 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.

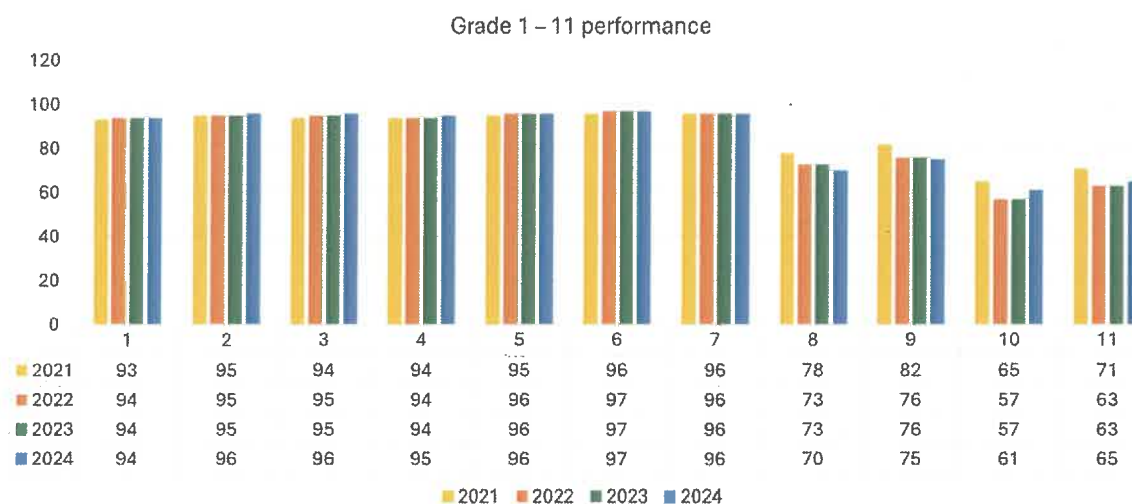
Resource Allocation: Adequate resources, including learning materials and infrastructure improvements, are being prioritized to facilitate successful implementation across schools.

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

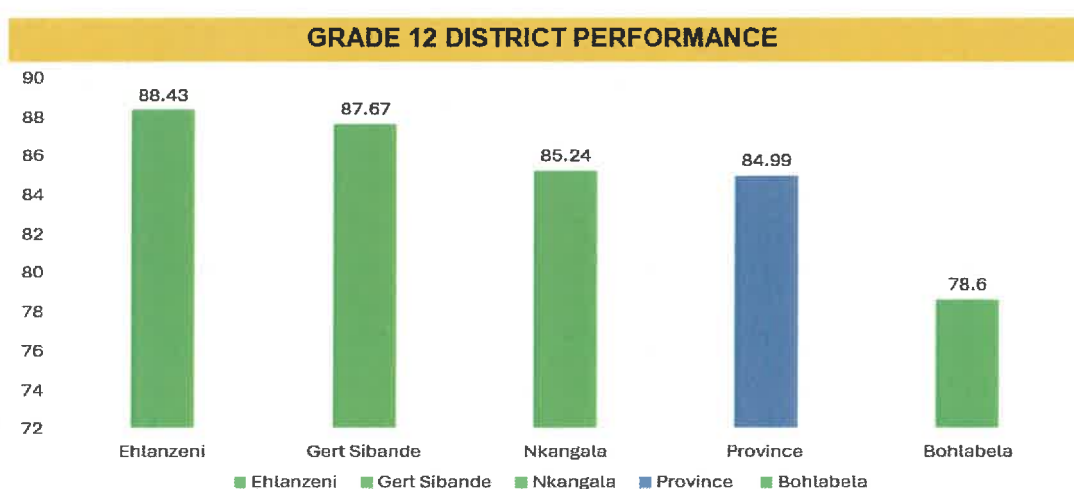


Source: MDoE End of the year results for 2024

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 Bohtabela 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	YEAR	Total Wrote	PERCENTAGE THAT PASSED PER CATEGORY				
			WITH BACHELORS	WITH DIPLOMA	WITH HIGHER CERTIFICATE	WITH NSC	TOTAL ACHIEVED

ng a			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:

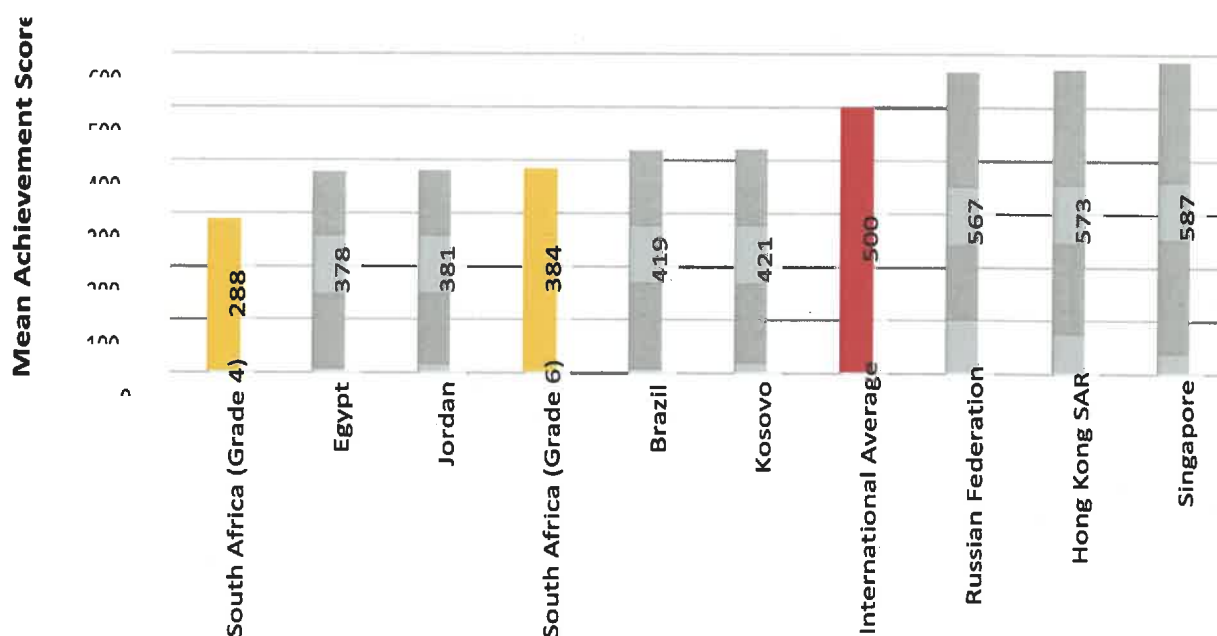
- Strengthening school management and promoting functional schools
- Conducting systemic evaluations on learners and school performance

- 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

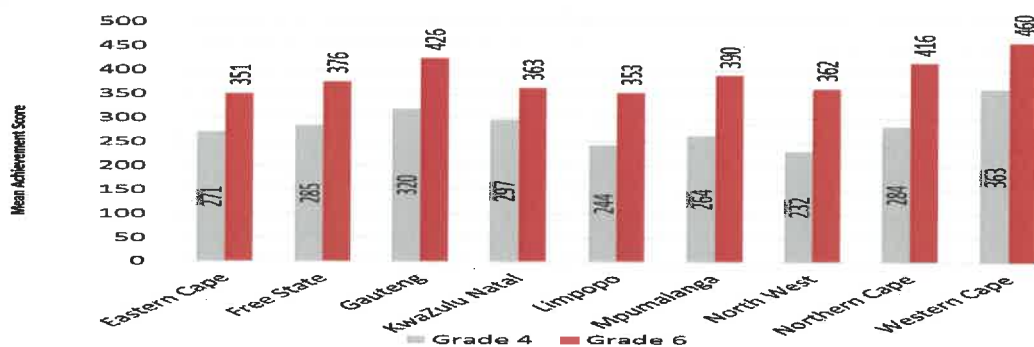
For Grade 6, the average score was slightly better at 384 points, but still below international standards. Afrikaans-speaking learners achieved an average of 456 points, while English speakers scored 377 points. However, a significant percentage—56%—of Grade 6 learners also struggle with reading comprehension.

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 is 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 1,533 quintile 1-3 schools, benefiting 999,685 learners over 209 school days. Additionally, the breakfast pilot will expand from 40 to 200 schools, reaching 126,432 learners. This initiative supports 5,619 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						TPW D	EMPL	%
	A	I	C	W	T	%	A	I	C	W	T	%	G- TOT AL		
Top management 15-16	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0%
SMS 13-14	0	0	0	0	0	0	0	0	0	0	0	0	0	30	0%
10-12 professionally qualified and mid management	5	0	0	0	5	41%	5	0	1	1	7	58%	12	2377	0.6%
6-9 Skilled	7	0	0	1	8	34%	15	0	0	2	17	57%	25	32911	0.08%
Semi- skilled	12	0	0	0	12	43%	16	0	0	0	16	57 %	28	3067	0.09%
Unskilled and discretionary	2	0	0	0	2	50%	2	0	0	0	2	50%	4	2675	0.15%
Temporary employees	4	0	0	0	4	40%	6	0	0	0	6	60%	10	769	1,3%
TOTAL	30	0	0	1	31	39%	44	0	1	3	47	61%	79	41831	0.18

Source: KIDnet 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	

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.

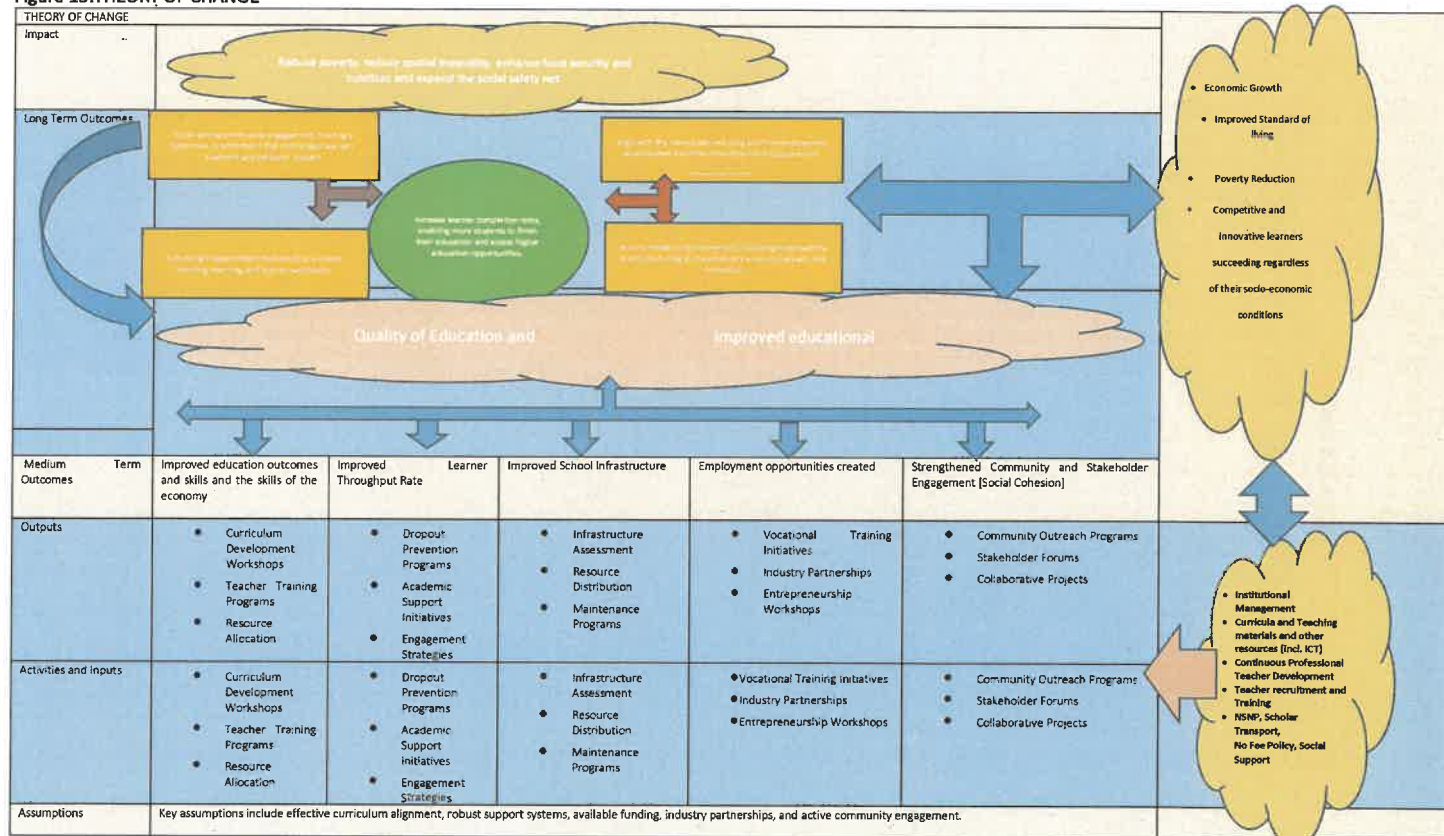
Partnerships: Partnerships require strategic oversight at the Head Office and require a coordinated approach for the implementation of programmes such as restoration of dignity to learners, sponsorships, infrastructure development, Care and Facilities function. Partnerships are also required to a lesser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

Figure 15: THEORY OF CHANGE



Mpumalanga Department of Education 5 Year Strategic Plan 2025-2030

GENERAL MANDATE (A)	SPECIFIC MANDATE (B)	STRATEGIC OBJECTIVES (C)	SERVICES (D)	SERVICE RECIPIENTS (E)	CURRENT MODE OF DELIVERY (F)	ANALYSIS (G)	PROPOSED APPROACH/ SDM (H)
The Constitution of the Republic of South Africa (1996) requires education to be transformed and democratized in accordance with the values of human dignity, equality, human rights and freedom, nonracist and non-sexism. It guarantees access to basic education for all, with the provision that everyone has the right to basic education, including adult basic education. The National Education Policy Act (NEPA) (1996). The South African Schools Act (SASA) (1996) promotes access, quality and democratic governance in the schooling system. Its purpose is to 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	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 national priority; • Universalise access to Grade R; • Strengthen school management and promote functional schools; • Strengthen the capacity of district offices; and	• Key services rendered by Mpumalanga Department of Education include the following: 1. Administration to manage the Department through the provision of strategic and administrative support. The programme contributes to quality in the basic education system through effective institutional service delivery processes, planning and provisioning. Specific services delivered here include: • Human Resource management; • Financial management; and • Internal Audit, Risk Management and anti-Fraud services. 2. Curriculum Policy, Support and Monitoring Develop curriculum and assessment policies and monitor and support their implementation. Specific services	The following entities benefit from the 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 • Education professionals • Teacher Unions • Partners in education.	The services are Centralised through the Head Office; • Decentralised in the District and Circuit Offices • Cash Payment offices • Education Management Centres • Schools • Early childhood Centres	ADVANTAGES • Proper management of complaints at all 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. 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	• Integration of Manuel and electronic reporting of complaints to improve service delivery; • Automate complaints management with SMS functionality to notify the complainant about the resolution progress and finalisation • Introduction of e-learning • e-leave system • e-reporting system • Virtual meeting and virtual platforms. As per the current mode

Mpumalanga Department of Education 5 Year Strategic Plan 2025-2030

independent schools and 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.		Establish a world-class system of standardized national assessment.	delivered here include: - All schools use approved curriculum (CAPS); - Development and distribution of workbooks for learners; - Improve ECD qualifications from level 4-6; - Policies for Inclusive Education and special school services; and - Mass Literacy programme; 3. Teachers, Education Human Resource and Institutional Development To promote quality teaching and Institutional performance through the			- Long delays in resolving the complaints which results in frustration and loss of confidence 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 - Usage of ICT	
--	--	---	--	--	--	--	--

Mpumalanga Department of Education 5 Year Strategic Plan 2025-2030

GENERAL MANDATE (A)	SPECIFIC MANDATE (B)	STRATEGIC OBJECTIVES (C)	SERVICES (D)	SERVICE RECIPIENTS (E)	CURRENT MODE OF DELIVERY (F)	ANALYSIS (G)	PROPOSED APPROACH/ SDM (H)
Public Service Act 1994 as amended Public Service Regulation, 2016 (as amended). PFMA	PSR 2016, Regulations 25, 36, 39, 40 and 41; An executive authority has all those powers and duties necessary for the internal organization of the department concerned, including its organizational structure, the transfer of functions within that department, the creation and abolition of posts and job evaluation processes, provision for the employment of persons additional to the fixed establishment and maintenance of operations management framework.	To provide corporate management support services for the department	Organizational Design and Job Evaluation Manage Organisational 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.



education

DEPARTMENT: EDUCATION
MPUMALANGA PROVINCE

PART C: MEASURING OUR PERFORMANCE

1. Institutional Programme Performance Information

The Mpumalanga Department of Education's Institutional Programme Performance Information for 2025–2030 aligns its budget programme structure with the nationally approved framework, ensuring synergy with the priorities of the Government of National Unity (GNU) and the Medium-Term Development Plan (MTDP). This alignment focuses on seven key areas to achieve its mandate and strategic objectives. The department's primary goal is to provide access to quality education that improves the quality of life by eliminating poverty, reducing inequality, enhancing employability, and fostering social cohesion.

To achieve these objectives, the department emphasizes evidence-based planning through improved information management and data analysis. This approach will identify areas for targeted interventions to support learners, educators, and parents while driving performance improvements across schools. The strategic framework integrates national, provincial, and departmental priorities, ensuring alignment with broader developmental goals such as the National Development Plan (NDP) Vision 2030.

The planning process involved senior management and stakeholders translating the operational roadmap into measurable outcomes tied to the department's impact statement. This includes interventions focused on access to quality education, employability, and poverty reduction. Strategic planning sessions ensured stakeholder input and alignment with multi-sectoral approaches under the District Development Model (DDM), addressing challenges like scholar transport, school violence, teenage pregnancies, and substance abuse.

A detailed budget review supports this five-year plan, resulting in a Resourcing Plan and Budget Proposals aimed at operationalizing planned outcomes. The department remains committed to pro-poor programs such as school nutrition schemes and infrastructure development while advancing national priorities like Early Childhood Development (ECD), foundational literacy and numeracy, inclusive education, and ICT integration. Through these efforts, the Mpumalanga Department of Education seeks to deliver equitable, quality education that contributes to economic growth and social transformation in line with GNU priorities and MTDP objectives.

1.1. Measuring the Impact

To measure the impact of its strategic initiatives, the Mpumalanga Department of Education will employ a multi-faceted approach. This includes conducting systemic evaluations, such as assessing Grade 3 learners' reading and numeracy skills, and utilizing methodologies like randomized experiments to evaluate program effectiveness. Whole school evaluations will identify specific challenges in underperforming schools, while enhanced data analysis will track key performance indicators like matric pass rates and ECD enrollment. Stakeholder engagement will provide feedback from communities and educators, complementing quantitative and qualitative research methods to assess intervention

impacts. By integrating these strategies, the department aims to comprehensively evaluate its programs and make evidence-based decisions to improve educational quality and equity, aligning with Government of National Unity (GNU) priorities and the Medium-Term Development Plan (MTDP).

1.2. Measuring our Outcomes

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

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 Strategic Plan. These outcomes and outcome 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 25: Outcomes and Outcomes Indicators - 2025 - 2030

MTDP Priorities and Targets					
	Outcomes	Outcome Indicator	Baseline Target	Mid-Term Target	5-year Target
1	Improved education outcomes and skills, Skills for the economy	Improved the ECD facilities registration system	SASAMS/ VaNgasale registration system Banapele Registration system Provincial Database registration System	Full implementation of the pilot of the E-Care Registration System to modernise management systems and reduce Red tape for the mass registration of ECD facilities	Full implementation of E-Care registration system across the province
	Improved education outcomes and skills, Skills for the economy	Improved access to ECD for 0-4yrs Cohort	79%	83%	86%
		Improved access to ECD for 5-6yrs Cohort (Grade R)	94%	97%	98%
		Increased percentage of practitioners on NQF L-4	80%	85%	87%

Mpumalanga Department of Education Draft Five-Year Strategic Plan 2025-2030

		2030 Strategy for the ECD programme implemented	79%	83%	86%
		Improved access to ECD subsidies for children	70 887	73 887	75 887
		Proportion of Grade 3 learners reaching the required competency levels in reading and numeracy skills as assessed through the new Systemic Evaluation by 2029	20% 34%	40% 54%	100% 100%
		Improved Grade 8-9 and Year 1-4 Curriculum largely developed and provisionally approved by Umalusi	14%	17%	19%
		Increased percentage of candidates achieving 60% in Grades 12 in Mathematics	14,7%	22%	26%
		Increased percentage of candidates achieving 60% in Grades 12 in Physical Sciences	15,5%	23%	27,6%
		Increased access to Higher Education and Training through development of skills needed in the workplace	1674	2000	2100
		Increased performance of learners in grade 5 achieving 50% and above in mathematics			
		Increased performance of learners in grade 9 achieving 50% and above in mathematics	14%	30%	40%
		Increased number of Technical Schools	44	54	71
		Increased Skilled Labour Force	500	1500	3000
2	Improved throughput rate to 85%	Increased throughput rate	65%	75%	85%
		Increased Matric pass rate	84.9%	90%	93%

Mpumalanga Department of Education Draft Five-Year Strategic Plan 2025-2030

3	Improved School Infrastructure	Improved schools meeting minimum norms and standards (adequate basic services, appropriate structures [SAFE])	93%	97%	100%
		Improved schools with EFMS condition rating of >4.5	45%	50%	70%
4	Employment opportunities created	Increased job opportunities	2700	13 200	24 700
5	Strengthened Community and Stakeholder Engagement [Social Cohesion]	Strengthened Community and Stakeholder Engagement [Social Cohesion]	0	12	20
		Increased schools that offer an African language offering a previously marginalized official South African language	82%	92%	100%
		Increased school community engagements	4	12	20

1.3. Explanation of planned performance over the five-year period

The Mpumalanga Department of Education's 2025–2030 strategic plan aligns with the priorities of the Government of National Unity (GNU) and the Medium-Term Development Plan (MTDP) to enhance educational outcomes and support national goals. The department focuses on universal access to Early Childhood Development (ECD), foundational learning, and skills development, guided by the National Development Plan (NDP) 2030. Key initiatives include expanding ECD services, improving practitioner qualifications, and implementing systemic evaluations to enhance early-grade literacy and numeracy.

The department's strategic plan is structured around five key outcomes that contribute to achieving MTDP objectives and addressing provincial priorities. These outcomes include creating employment opportunities, improving education outcomes and skills for the economy, enhancing school infrastructure, fostering social cohesion and nation-building, and increasing the throughput rate. By expanding technical schools and vocational training, the department supports economic participation and workforce development, aligning with GNU priorities and the Decadal Plan's focus on future

skills. Curriculum reforms and foundational interventions improve learner performance, while infrastructure development supports equitable access and science, technology, and innovation goals.

Pro-poor programs like school nutrition schemes and initiatives promoting inclusivity contribute to social cohesion by addressing barriers faced by marginalized groups, including women, children, youth, and persons with disabilities. These efforts align with GNU priorities of equity and redress while fostering nation-building through education. By leveraging multi-sectoral collaboration under the District Development Model (DDM), the department aims to deliver equitable quality education that drives economic growth, social cohesion, and sustainable development in Mpumalanga. Through these initiatives, the department supports poverty reduction, aligns with the Decadal Plan's emphasis on inclusive education, and promotes socio-economic transformation.

The rationale for Mpumalanga Department of Education selection of specific outcome indicators to align with national priorities, the Medium-Term Development Plan (MTDP), and the department's mandate. These indicators focus on creating employment opportunities through vocational training, improving education outcomes by enhancing foundational skills, upgrading school infrastructure to support equitable access, fostering social cohesion through inclusive programs, and increasing the throughput rate by reducing dropout rates. The indicators for Early Childhood Development (ECD) improvements, such as expanding access for children aged 0–6, enhancing practitioner qualifications, and implementing the 2030 ECD strategy, are crucial for foundational learning and long-term educational success. By addressing these areas, the department aims to support socio-economic development, reduce poverty, and promote inclusive education that aligns with national goals for women, children, youth, and persons with disabilities.

To achieve its five-year targets, the Mpumalanga Department of Education relies on several key enablers. These include strengthening institutional capacity through effective organizational structures, improving infrastructure to enhance learning environments, and enhancing teacher training and development to boost teaching quality. Technology integration, such as ICT resources and innovative curricula, prepares learners for future skills demands. Multi-sectoral collaboration under models like the District Development Model (DDM) leverages external resources and expertise. Data-driven decision-making ensures informed policy interventions, while pro-poor policies like school nutrition programs support marginalized learners. These enablers collectively support the department's goals of improving education outcomes, enhancing employability, and fostering social cohesion.

The five outcomes—employment opportunities created, improved education outcomes and skills for the economy, improved school infrastructure, social cohesion and nation-building, and improved throughput rate directly contribute to the impact statement of reducing poverty, reducing spatial inequality, enhancing food security and nutrition, and expanding the social safety net.

Mpumalanga Department of Education Draft Five-Year Strategic Plan 2025-2030

By creating employment opportunities through vocational training and technical education, the department addresses unemployment and equips individuals with skills to escape poverty. Improved education outcomes ensure that learners acquire foundational literacy and numeracy skills, aligning with economic demands and fostering long-term earning potential, particularly for marginalized groups such as women, youth, and persons with disabilities. Investments in school infrastructure improve access to quality education in underserved areas, reducing spatial inequality while supporting inclusive development. Social cohesion initiatives, such as pro-poor programs and inclusive education policies, foster equity and nation-building by addressing barriers faced by vulnerable groups. Finally, improving throughput rates ensures more learners complete their education successfully, enhancing employability and reducing intergenerational poverty. Collectively, these outcomes align with the Medium-Term Development Plan (MTDP) and national priorities by addressing systemic inequalities and promoting sustainable socio-economic development.

The Mpumalanga Department of Education's 2025–2030 strategic plan integrates the priorities of the Government of National Unity (GNU) and the Medium-Term Development Plan (MTDP) to improve educational outcomes and align with national goals. Guided by the National Development Plan (NDP) 2030, the department focuses on universal access to Early Childhood Development (ECD), foundational learning, and skills development. Key initiatives include expanding ECD services for children aged 0–5, improving practitioner qualifications, and implementing systemic evaluations to enhance early-grade literacy and numeracy.

In primary and secondary education, the department prioritizes curriculum reforms for Grades 8–9 and Years 1–4, increasing matric pass rates, and reducing dropout rates through targeted interventions. The plan also incorporates the District Development Model (DDM), fostering multi-sectoral collaboration to address social challenges like school violence, teenage pregnancies, and substance abuse. Additionally, it emphasizes infrastructure development, digital learning, and inclusivity through pro-poor programs such as school nutrition schemes. By aligning with GNU priorities and MTDP objectives, the department aims to provide equitable, quality education that supports economic growth, social cohesion, and poverty reduction in Mpumalanga.

Table 26: Contribution of the Department towards Attainment of 3 GNU Priorities

Priority	Priority Description	Department Contribution
Priority 1	Inclusive Economic Growth and Job Creation	Job creation through infrastructure delivery (building and maintenance of schools) Prioritising previously disadvantaged groups in business opportunities
Priority 2	Reduce Poverty and Tackle the high Cost of Living	Job creation through infrastructure maintenance of schools

Mpumalanga Department of Education Draft Five-Year Strategic Plan 2025-2030

		Prioritising previously disadvantaged groups in business opportunities
Priority 3	A Capable, Ethical and Developmental State	Good Governance, Efficient and effective management of department

Source: MDoE 2025

The Mpumalanga Department of Education is confident that all stakeholders have been thoroughly consulted and informed of the Strategic Planning process's outcome, fostering a collaborative approach to delivering high-quality education and world-class skills to all Mpumalanga residents. The department's commitment to excellence is evident in the table, which outlines its contributions to the seven national goals of the Medium-Term Development Plan (MTDP), ultimately advancing the government's Vision 2030. The department will allocate resources optimally and conduct rigorous monitoring and evaluation to ensure the successful execution of this plan, positively impacting the lives of ordinary South Africans who rely on its efforts by the conclusion of the MTDP.

2. Key Risk

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 27: Key Risks

Outcome	Key Risk	Mitigation
Improved Education Outcomes and Skills, skills for 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)	Provide ongoing teacher training Develop and implement comprehensive resource plans,

	• 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	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 Bullying and discrimination, Disability inclusion, Lack of accessibility for learners with disabilities	Prioritize infrastructure development and maintenance, Implement comprehensive security measures Promote anti-bullying and anti-discrimination policies Provide adequate support for students with disabilities Conduct accessibility audits

Mpumalanga Department of Education Draft Five-Year Strategic Plan 2025-2030

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]	Disengagement by stakeholders and lack of buy-in.	Apply Batho Pele principles

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 28: 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.	2120 Learners trained on full qualification. 1150 learners receiving accredited training through skills Programmes 2 new training courses introduced	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	Bonginhlanihla 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.
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.

Mpumalanga Department of Education Draft Five-Year Strategic Plan 2025-2030

4	US Peace Corps Volunteer Project	Marapyane, Mmamethlake, 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, Mmamethlake, 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.
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.

Mpumalanga Department of Education Draft Five-Year Strategic Plan 2025-2030

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	Ostweni LSEN School	Highveld ridge West	Govan Mbeki	Gert Sibande	-26.3744233	28.9190707	Construction of boarding facility at Ostweni 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.
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

5. Annexures to the Strategic Plan

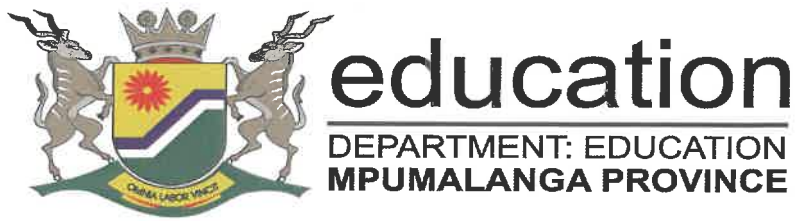
Annexure A: Theory Of Change

Annexure B: Mpumalanga Department of Education Organisational Structure

Annexure C: NSDF and The District Delivery Model (DDM): Education Infrastructure Grants Projects

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 C in line with DDM template.

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.



PART D: TECHNICAL INDICATOR DESCRIPTION

Indicator title		Percentage of children registered for Gr. RR
Definition		The percentage of children aged between 0-4 years old in the province attending Grade RR at any public school or educational institution (<i>this refers to Public Ordinary Schools, Special Schools and Independent Schools</i>) or registered ECD centre.
Source of data		Statistics South Africa (STATSSA) for the number of learners of schools going age in the province and provincial learner records for the number of learners. The General Household Survey (GHS) information for the year in progress will be used as the denominator.
Method of Calculation/ Assessment		Numerator: total number of children between the ages of 4 and 6 who are attending Gr. RR in the province Denominator: total number of children between the ages of 4 and 6 who are in the province according to STATSSA - Multiply by 100
Assumptions		Children benefiting from ECD services have better chance of obtaining better educational outcomes and complete 12 years of schooling
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 3 district municipalities (beneficiaries comes from the 3 district municipalities)
Desired performance		All eligible children to attend Grade RR in a given year
Indicator responsibility		ECD sub-directorate and EMIS
Indicator title		Percentage of public ordinary schools that offers Gr. R
Definition		Total number of schools that offer Grade R both in public and special schools. This measure will give an indication as to whether there is growth with regard to the number of schools that offer Grade R in line with the available resources.
Source of data		Provincial EMIS database, SA SAMS database as per LURITS downloads, database of third party system (admin system)
Method of Calculation/ Assessment		Numerator: Record the total number of public schools (ordinary and special) that offer Grade RR Denominator: Total number public primary schools; multiply by 100
Assumptions		Children benefiting from ECD services have better chance of obtaining better educational outcomes and complete 12 years of schooling
Disaggregation of Beneficiaries (where applicable)		Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A

Mpumalanga Department of Education Draft Five-Year Strategic Plan 2025-2030

Spatial Transformation (where applicable)	All 3 district municipalities (schools are spread across all the 3 district municipalities)
Desired performance	All primary schools should implement the compulsory 2 year of ECD
Indicator responsibility	ECD sub-directorate and EMIS
Indicator title	Percentage of Grade R practitioners with NQF level 6 and above qualification.
Definition	Increase the number of Grade R 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	Numerator: total number of practitioners with NQF 6 qualifications and above Denominator: total number of Grade R practitioners in public schools. Multiply by 100
Assumptions	All learners exposed to Grade R education in public schools are taught by appropriately qualified educators
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 3 district municipalities (beneficiaries comes from the 3 district municipalities)
Desired performance	To increase the number of employed Grade R practitioners with NQF Level 6 and above.
Indicator responsibility	Early Childhood Development (ECD)/ Districts
Indicator title	Percentage of learners enrolled for Gr. R undertaking school readiness assessment
Definition	Number of Grade R learners who have attending formal Grade R in public ordinary schools or independent schools or registered community centres who are school ready by form of school readiness assessment
Source of data	School Readiness Assessment database or tools
Method of Calculation/Assessment	Numerator: Record the total number of Gr. R learners in public schools (ordinary and special) undertaking school readiness assessment Denominator: Total number Gr. R learners enrolled in public primary schools; multiply by 100
Assumptions	All learners who are school ready have the possibility of achieving better educational outcome and complete 12 years of schooling.
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A

Mpumalanga Department of Education Draft Five-Year Strategic Plan 2025-2030

Spatial Transformation (where applicable)	All 3 district municipalities (beneficiaries comes from the 3 district municipalities)
Desired performance	All learners who proceed to Gr. 1 should be school ready
Indicator responsibility	GET Directorate and Districts
Indicator title	Average score obtained by Grade 4 learners in PIRLS by 2029
Definition	It is an international comparative assessment that measures student learning in reading. The reading achievement results present each country with an opportunity to examine educational policies and practices against a globally-defined benchmark, while the report also contains rich information about children's early literacy experiences and reading instruction
Source of data	PIRLS data set or assessment tools
Method of Calculation	As per the PIRLS assessment guidelines
Assumptions	Learners in Gr. 4 must transit from learning how to read to reading for meaning and learning
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 3 district municipalities (beneficiaries comes from the 3 district municipalities depending on the sample base determine by PIRLS administrators)
Desired performance	All 10 year old learners enrolled in public primary schools must read for meaning
Indicator responsibility	GET directorate and Districts
Indicator title	% of foundation phase teachers trained on reading methodology
Definition	Teacher training and development is one of the top priorities in South African education guided and supported by the Strategic Planning Framework for Teacher Education and Development. Teachers are expected to complete courses aimed at improving their content knowledge and will be encouraged to work together in professional learning communities to achieve better quality education. Training of teachers to improving their content knowledge through skills programmes (e.g. in-service training, cluster training, etc.)
Source of data	GET, FET and Teacher Development Database and quarterly reports
Method of Calculation/ Assessment	Record the total number of teachers formally trained in content and methodology in reading skills Denominator: total number of teachers teaching languages (LOLT)
Assumptions	achieving the appropriate number of hours' teachers spend in professional development activities; reducing teacher absenteeism and ensuring the full coverage of the curriculum in

Mpumalanga Department of Education Draft Five-Year Strategic Plan 2025-2030

	the in the next five years. Skilled teachers will result in learners reading for comprehension (reading for meaning)
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 3 district municipalities (beneficiaries comes from the 3 district municipalities)
Desired performance	All teachers in all phases, notably Foundation and Intermediate to be trained in reading content and methodology. Target for year to be met or exceeded.
Indicator responsibility	GET Directorate
Indicator title	% of Grade 4 learners reading with understanding
Definition	Learners in Gr. 4 must transit from learning how to read to reading for meaning and learning. The reading achievement results present each country with an opportunity to examine educational policies and practices against a globally-defined benchmark, while the report also contains rich information about children's early literacy experiences and reading instruction
Source of data	GET database or assessment database/tools
Method of Calculation/Assessment	Numerator: total number of 10-year olds reading for a meaning after assessment Denominator: total number of 10-year olds undertaking reading for meaning assessment multiply by 100
Assumptions	Learners in Gr. 4 must transit from learning how to read to reading for meaning and learning in order to achieve better educational 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)	All 3 district municipalities (beneficiaries comes from the 3 district municipalities)
Desired performance	All 10 year old learners enrolled in public primary schools must read for meaning
Indicator responsibility	GET directorate and Districts
Indicator title	Number of schools with at least one teacher trained on inclusion
Definition	The total number of public ordinary schools with at least one educator with specialist training on inclusion expressed as a percentage of the total number of learners. Specialist training is defined as all teachers who have one of the following: A full Higher Education Institution (HEI) qualification in Inclusive Education, e.g. Postgraduate Diploma in Education, NQF Level 8 or Postgraduate Certificate in Education / Advanced Diploma, NQF Level 7 or Advanced Certificate of Education in Inclusive Education

Mpumalanga Department of Education Draft Five-Year Strategic Plan 2025-2030

	NQF level 6 or B.Ed. and B.Ed. Honours specialising in Inclusive Education; and/or Attainment of accredited Short Courses and/or SACE endorsed programmes of the following: SIAS Policy, Curriculum Differentiation, Guidelines for Special Schools as Resource Centres, Guidelines for Full-Service Schools, SASL, Braille, and Curriculum Adaptation for Learners with Visual Impairment.
Source of data	Attendance register of educators trained on inclusion (where applicable); or Training and development data base (where applicable); or PERSAL print out of qualifications; or List of all public ordinary schools with numbers of learners in those schools.
Method of Calculation/ Assessment	Numerator: total number of schools with teachers with at least one educator with specialist training on inclusion Denominator: total number of in public ordinary schools Multiply by 100
Assumptions	Increase access and performance for learners experiencing barriers to learning in the public ordinary schooling system.
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation	All 3 district municipalities (beneficiaries comes from the 3 district municipalities)
Desired performance	To ensure that all learners in public ordinary schools have access to specialised learning support.
Indicator responsibility	Directorate: Inclusive Education and Educational Support. Human Resources (HR)
Indicator title	% of Gr. 6 learners performing at 50% and above in languages (new Systemic Evaluation)
Definition	Number of Grade 6 learners who have mastered a set of nationally defined basic learning competencies in Languages as articulated in the National Assessments (NAs) expressed as a percentage of total number of Grade 6 learners who wrote NA Language test.
Source of data	National Assessments, NA database, Provincial database to Mirror National database and NA Technical Report; NA results as calculated by DBE in NA report
Method of Calculation/ Assessment	Divide number of Grade 6 learners who passed NA Language examinations at 50% and above by the total number of learners who wrote Grade 6 NA Language test and multiply by 100.
Assumptions	Efficiency in the schooling system with a focus on measuring competencies in the Intermediate phase to produce competitive and diverse learners
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 3 district municipalities (beneficiaries comes from the 3 district municipalities)

Mpumalanga Department of Education Draft Five-Year Strategic Plan 2025-2030

Desired performance	To increase the number of Grade 6 learners who are passing NA Language examinations.
Indicator responsibility	Public Examinations Directorate
Indicator title	% of Gr. 5 learners performing at 50% and above in mathematics (new Systemic Evaluation)
Definition	Number of Grade 5 learners who have mastered a set of nationally defined basic learning competencies in Mathematics as articulated in the National Assessments (NAs) expressed as a percentage of total number of Grade 6 learners who wrote NA Mathematics test.
Source of data	National Assessments, NA database, Provincial database to Mirror National database and NA Technical Report; NA results as calculated by DBE in NA report
Method of Calculation/Assessment	Divide number of Grade 6 learners who passed NA Mathematics examinations at 50% and above by the total number of learners who wrote Grade 5 NA Mathematics test and multiply by 100.
Assumptions	Efficiency in the schooling system with a focus on measuring competencies in the Intermediate phase to produce competitive and diverse learners
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 3 district municipalities (beneficiaries comes from the 3 district municipalities)
Indicator responsibility	Public Examinations Directorate
Indicator title	% of Gr. 9 learners performing at 50% and above in languages (new Systemic Evaluation)
Definition	Number of Grade 9 learners who have mastered a set of nationally defined basic learning competencies in Mathematics as articulated in the National Assessments (NAs) expressed as a percentage of total number of Grade 6 learners who wrote NA Mathematics test.
Source of data	National Assessments, NA database, Provincial database to Mirror National database and NA Technical Report; NA results as calculated by DBE in NA report
Method of Calculation/Assessment	Divide number of Grade 9 learners who passed NA Language examinations at 50% and above by the total number of learners who wrote Grade 9 NA Home Language test and multiply by 100.
Assumptions	Efficiency in the schooling system with a focus on measuring competencies in the Intermediate phase to produce competitive and diverse learners
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A

Mpumalanga Department of Education Draft Five-Year Strategic Plan 2025-2030

Spatial Transformation (where applicable)	All 3 district municipalities (beneficiaries comes from the 3 district municipalities)
Calculation type	Non-cumulative
Reporting cycle	Every third year
Desired performance	To increase the number of Grade 9 learners who are passing NA Language examinations.
Indicator responsibility	Public Examinations Directorate
Indicator title	% of Gr. 9 learners performing at 50% and above in mathematics (new Systemic Evaluation)
Definition	Number of Grade 9 learners who have mastered a set of nationally defined basic learning competencies in Mathematics as articulated in the National Assessments (NAs) expressed as a percentage of total number of Grade 6 learners who wrote NA Mathematics test.
Source of data	National Assessments, NA database, Provincial database to Mirror National database and NA Technical Report; NA results as calculated by DBE in NA report
Method of Calculation/Assessment	Divide number of Grade 9 learners who passed NA Mathematics examinations at 50% and above by the total number of learners who wrote Grade 9 NA Mathematics test and multiply by 100.
Assumptions	Efficiency in the schooling system with a focus on measuring competencies in the Intermediate phase to produce competitive and diverse learners
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 3 district municipalities (beneficiaries comes from the 3 district municipalities)
Desired performance	To increase the number of Grade 9 learners who are passing NA Mathematics examinations.
Indicator responsibility	Public Examinations Directorate
Indicator title	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	MSTA database
Method of Calculation/Assessment	Total number of schools implementing coding and robotics curriculum

Mpumalanga Department of Education Draft Five-Year Strategic Plan 2025-2030

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 People with Disabilities: N/A
Spatial Transformation (where applicable)	All 3 district municipalities (schools will be priorities to represent all the 3 district municipalities)
Desired performance	Increase number of schools and learners studying coding and curriculum
Indicator responsibility	MST Directorate and Districts
Indicator title	Number of Technical Schools established to nurture talent across different disciplines in line with industrial economic zones of the province (agriculture, sport, arts, engineering).
Definition	The establishment of technical schools is an integral part of department of basic education and MDoE human capacity development strategy. This seeks to provide our learners with relevant skills, knowledge, values and attitudes for future participation in the mainstream economy. Focus schools refers to schools that will be specialising in the following fields; school of agriculture, school of engineering, school of performing arts,
Source of data	Curriculum database
Method of Calculation/ Assessment	Simple count: total number of new technical schools established in a particular financial year
Assumptions	Established schools of specialisation will afford learners to identify career of choice in line with economic needs
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	Gert Sibande Ehlanzeni Nkangala
Desired performance	School to be school of specialisation in line with the economic zone of the province
Indicator responsibility	Branch Curriculum MST

Indicator Title	Number of schools monitored on the implementation of the Incremental Introduction to African Languages (IIAL).
Definition	IIAL is a priority programme aimed at promoting some aspects of social cohesion in our society. The IIAL intends to promote and develop the previously marginalised official African languages as espoused in the Constitution and the National Development Plan (NDP) provisions.
Source of data	Information obtained from in-school monitoring

Mpumalanga Department of Education Draft Five-Year Strategic Plan 2025-2030

Method of Calculation/Assessment	Count the number of schools monitored on the implementation of the IIAL.
Assumptions	All schools offer a previously marginalised official African Language.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Desired performance	To achieve the targets in the Action Plan 2024: Towards the Realisation of Schooling 2030.
Indicator responsibility	Branch Curriculum :GET

Indicator Title	Number of schools participating in the General Education Certificate (GEC)
Definition	The GEC is the qualification at level 1 on the National Qualifications Framework (NQF) that is intended to formally recognise learners' achievements at the end of Grade 9.
Source of data	Schools will upload the GEC scores onto SA-SAMS. A data extraction report will be generated from SA-SAMS indicating the number of participating schools per province.
Method of Calculation/Assessment	Count the number of schools participating in the General Education Certificate (GEC)
Assumptions	Participating schools successfully completed all the GEC assessment tasks.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable Target for Youth: not applicable Target for Persons with Disabilities: not applicable
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
Desired performance	Incremental scaling up of schools participating in the GEC across all 9 provinces
Indicator Responsibility	Branch Curriculum: GET
Indicator Title	Proportion of schools piloting Vocationally oriented subjects at Public Ordinary Schools (POS)
Definition	The Three Stream Model is characterised by three interlinked (portable) and equivalent streams, each with one or multiple diversified learning pathways such as academic, occupational and vocational. It seeks to cater to diverse learner needs and to offer increased learning options for learners in schooling to maximise their choices based on interests, aptitudes and abilities through the curriculum. It ensures that school leavers are sufficiently prepared to follow the learning-and work pathways of their choice in the Post-School Education and Training system and world of work. The vocational stream includes subjects that incorporate knowledge and skills to enter the economy through a general, broad orientation in vocational areas, as well as general learning in essential areas such as Language and Maths. It is broadly aligned to a vocation and is pre-existing in both Public Ordinary and Focus Schools such as Technical, Agricultural, and Art high schools. It prepares learners primarily for further vocational studies, e.g., Universities of Technology, Technical and Vocational Education and Training colleges, but can articulate to academic tertiary studies or the world of work.

Mpumalanga Department of Education Draft Five-Year Strategic Plan 2025-2030

Source of data	Refocusing and Strengthening Basic Education in South Africa: Towards a Three Stream Model,
Method of Calculation/ Assessment	Count the number of Public Ordinary Schools piloting Vocational Stream subjects at Grades 8 and 9 in the General Education and Training phase of schooling.
Assumptions	There is a set of Public Ordinary Schools in which piloting and implementation of the Vocational Stream at Grades 8 and 9 in the GET phase will occur.
Disaggregation of Beneficiaries (where applicable)	Target for Women: not applicable. Target for Youth: not applicable. Target for People with Disabilities: not applicable.
Spatial Transformation (where applicable)	Reflect on the contribution to spatial transformation priorities: not applicable. Reflect on the spatial impact area: not applicable.
Desired performance	Public Ordinary Schools piloting the Vocational Stream.
Indicator Responsibility	Branch Curriculum: FET

Indicator Title	Proportion 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
Assumptions	Schools will continue into full MTbBE implementation. Full support and participation by schools.
Disaggregation of Beneficiaries (where applicable)	All participants and stakeholders including Women, Youth, and Persons with disabilities will benefit from the MTbBE advocacy sessions.
Spatial Transformation (where applicable)	All Education districts
Indicator Responsibility	Branch Curriculum: GET

Indicator title	Number of learners with disabilities enrolled in special schools
------------------------	---

Mpumalanga Department of Education Draft Five-Year Strategic Plan 2025-2030

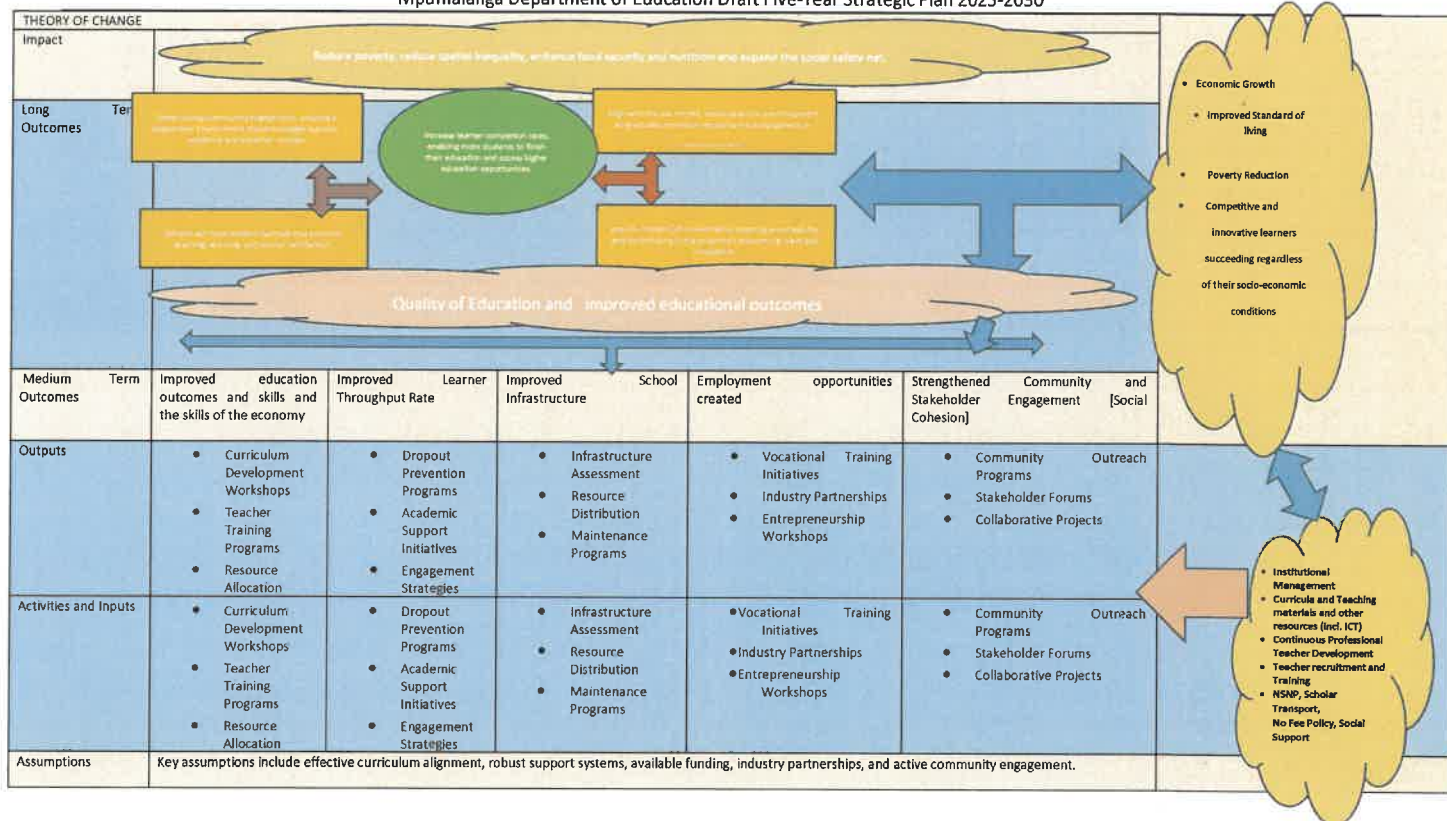
Short definition	The number of learners admitted to special schools is crucial in tracking whether learners with disabilities have access to basic education. This is to ensure that all learners with disabilities are not left behind. The number of learners is looking at the academic year
Source of data	Provincial Education Departments (PEDs)
Method of Calculation/ Assessment	Count the number of learners with disabilities enrolled in special schools
Assumptions	Learners with disabilities are accessing basic education in special schools
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not applicable Target for Youth: Not applicable Target for Persons with Disabilities: Not applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Desired performance	Learners with disabilities are accessing basic education in special schools
Indicator responsibility	Inclusive Education
Indicator title	Number of learners with disabilities enrolled in ordinary public schools
Short definition	The number of learners admitted to ordinary public schools is crucial in tracking whether learners with disabilities have access to basic education. This is to ensure that all learners with disabilities are not left behind. The number of learners is looking at the academic year (1 January - 31 December 2025).
Source of data	Provincial Education Departments (PEDs)
Method of Calculation/ Assessment	Count the number of learners with disabilities enrolled in ordinary public schools
Assumptions	Learners with disabilities are accessing basic education in ordinary public schools
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not applicable Target for Youth: Not applicable Target for Persons with Disabilities: Not applicable
Spatial Transformation (where applicable)	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
Desired performance	Learners with disabilities are accessing basic education in ordinary public schools
Indicator responsibility	Inclusive Education

Indicator Title	Number of stakeholders reached through social cohesion programmes
Definition	The Care and Support for Teaching and learning (CSTL) Framework encourages coordinated, comprehensive and multisectoral collaboration to ensure that the education outcomes of learner access and retention are ultimately achieved through the transformation of schools into socially inclusive and cohesive schooling environments which are welcoming of all children and provides them with quality teaching regardless of their differences in race, nationality, sex, gender, family income, nationality, physical or health status, sexual orientation, intellectual capacity, or language. To respond to the framework, social cohesion programmes include activities such as: · Engagements on the Rights and Responsibilities; · National Schools Moot Court; · iNkosi Albert Luthuli Oral Programme; · Youth Citizens Action Programme; · Heritage Education Schools Outreach Programme;

Mpumalanga Department of Education Draft Five-Year Strategic Plan 2025-2030

	· Commemorations of Historic Events and Significant Anniversaries; · Children's Parliament; · Future Choices Programme (Jamboree); · Girls and Boys Education Movement Programme (GBEM); - Gender Empowerment activities; · Multimedia engagements (radio, television, social media & webinars); · Truth and Reconciliation Commission (TRC); and · CSTL workshops/ trainings/ conference/ symposia.
Source of data	Attendance registers
Method of Calculation / Assessment	Count the number of participants in social cohesion programmes, both physically and virtually, including the statistical analysis of numbers reached through radio, television and social media, where applicable
Assumptions	Mass participation, arrange facilities and resources for virtual platforms and email or courier pieces of work such as essays and research projects
Disaggregation of Beneficiaries (where applicable)	Target for Women: In-school girl children Target for Youth: In-school Youth Target for People with Disabilities: Learners with Special Educational Needs (LSEN)
Spatial Transformation (where applicable)	Where applicable, if programme is delivered through radio or television, signed off media analysis of number of persons reached through the broadcast as provided by the broadcasting house/social media count
Desired performance	Stakeholder engagements held to promote social cohesion, democratic value driven and nation building
Indicator responsibility	Curriculum Enrichment Services

Mpumalanga Department of Education Draft Five-Year Strategic Plan 2025-2030



ANNEXURE C: NSDF and The District Delivery Model (DDM)

See attached List of Projects

ANNEXTURE C: Education Infrastructure Grants Projects

14.8 List of Projects

No	Project name	Type	Agent	Project description	District Munic	Circuit	Local Munic	Total estimated cost R'000	Current budget R'000	GIS Longitude	GIS Latitude
Grant Funded											
Bohlabela district / Ehlanzeni District Municipality											
1	Phulani Secondary School	Secondary School	DPWRT	Phase 2: Construction of 14 classroom, admin block. Computer room/ Library , laboratory, School Hall, Kitchen, Sport field	Bohlabela	Xhimungwe	Bushbuckridge	24,150,265	886,324	31.2047	24.82734
2	Longtom Secondary School in Mashishing	Secondary School	DPWRT	Provision of bulk services (fencing, water, sanitation and electrical installation, Construction of 14 Classrooms, administration block, library, computer centre, laboratory, kitchen, ramps & rails, school hall, 3 sports grounds and car park.	Bohlabela	Mashishing	Thaba Chweu	73,688,623	36,844,311		
3	Godide Secondary School	Secondary School	DPWRT	Phase 2: Demolition and construction of 15 classroom rooms, construction of Administration Block, Science Laboratory, Hall, kitchen, Ramps and rails, sports grounds and Car Park. Construction of media centre to accommodate the Computer Centre and Library.	Bohlabela	Thulamahashe	Bushbuckridge	57,824,995	23,129,998	30.41683	25.09483
4	Green Valley Lower & Higher Primary School	Primary School	MDOE	Demolish 18 unsafe classrooms, construction of 24 classrooms, 2 X Grade R Centres, admin block, kitchen, library-media centre, ramps and rails, car parks, sports fields.	Bohlabela	Manipe	Bushbuckridge	3,823,580	3,185,042	31.247	-24.7103
5	Magwagwaza Secondary School	Secondary School	DBSA	Renovate palisade fence, and 6classrooms, laboratory and soil poisoning of the whole site.	Bohlabela	Greenvally	Bushbuckridge	4,077,515	4,077,515	31.0358	-24.6172
										31.0755	-24.5932

6	Gezingqondo Secondary School	Secondary School	MDOE	16 classrooms . . . Replace doors, door handles, ceilings and window accessories	Bohlabela	Mkhuulu	Bushbuckridge	480,563	30.70447	27.06092
7	Hibemandla Primary School	Primary School	MDOE	Investigate and refurbishment of borehole which does not pump water due to motor issues.	Bohlabela	Ximhungwe	Bushbuckridge	86,888		
8	Ian Mackenzi Secondary School	Secondary School	MDOE	Demolishing of 16 existing pit toilets	Bohlabela	Ximhungwe	Bushbuckridge	51,300	31.3378	-24.8445
9	Dlumana Secondary School	Primary School	MDOE	Demolish 4 unsafe classes which are not needed.	Bohlabela	Manyeleti	Bushbuckridge	67,600		
10	Manyakatana Primary School	Primary School	MDOE	Demolition of redundant structures.	Bohlabela	Matsavana	Bushbuckridge	135,200	31.3053	-24.669
11	Matikinya Primary School	Primary School	MDOE	Demolition 3 unused, unsafe classrooms.	Bohlabela	Manyeleti	Bushbuckridge	169,000	31.2877	-24.8067
12	Mavimbela Primary School	Primary School	MDOE	Demolition of redundant structures.	Bohlabela	Mkhuulu	Bushbuckridge	169,000	31.341	-24.6362
13	Chueu Primary School	Primary School	MDOE	Upgrading of electricity and replacement of missing or damaged light fittings	Bohlabela	Cottondale	Bushbuckridge	60,660	31.2093	-24.9673
14	Lethipele Secondary School	Secondary School	MDOE	Treatment of termites in 4 classrooms	Bohlabela	Maripe	Bushbuckridge	75,898	31.0845	-24.6258
15	Farel Primary School	Primary School	MDOE	Treatment of termites and bats in 4 classrooms	Bohlabela	Shatale	Bushbuckridge	115,268	31.0034	-24.6426
16	Makata Secondary School	Secondary School	MDOE	Refurbishment of 4 Waterborne toilets, 8 enviro-loo toilets (replace seat covers, damaged doors, window handles, sanitary fittings, vent pipes, some of enviro-loo systems, honey sucking for the enviro-loos), and Refurbishment of 6 classrooms (Replace rusted roof coverings, ceilings, window and door handles) and treatment of termite infestation in the classrooms.	Bohlabela	Maboke	Bushbuckridge	119,666	31.0247 30.9913	-24.7713 -24.6712
17	Gavazana Primary School	Primary School	MDOE	Treatment of bats and provision of pest control for termite infestation in the 13 classrooms.	Bohlabela	Matsavana	Bushbuckridge	122,335	30.9913	-24.6712

					maintenance on flooring of 6 classrooms and admin block	Bohlabela	Ngwaritsana	Bushbuckridge	138,58 8	138,588	31,10723	-	25.93752
18	MP Mokoena Primary School	Primary School	MDOE		Repair ceiling in 6 classrooms and refurbishment of 0 classrooms	Bohlabela	Ngwaritsana	Bushbuckridge	138,58 8	138,588	31,10723	-	25.93752
19	Powerline Primary School	Primary School	MDOE		Renovation of 4 classrooms infested with termites, also soil poisoning of the whole yard	Bohlabela	Cottendale	Bushbuckridge	233,32 5	233,325	31,0555	-24,5922	
20	Cunningmore Primary School	Primary School	MDOE		Maintain 5 classrooms affected by termites, repair roof leakage in 1 classroom and soil poisoning of the whole yard.	Bohlabela	Lehukwe	Bushbuckridge	390,38 9	390,389	31,0555	-24,5922	
21	Plaatjie Primary School	Primary School	MDOE		Replace ceiling in 8 classrooms which are a hall affected by termites. Provision of termite control in classrooms,	Bohlabela	Lehukwe	Bushbuckridge	724,89 8	724,898	31,2102	-24,8952	
22	Mkhuhlulu Teacher Development Centre	Offices	MDOE		Repair and replace damaged door locks, doors & windows on breakaway rooms, admin block and hall, 50 toilets, 20 aircons, 50 fans and gutters	Bohlabela	Mkhuhlulu	Bushbuckridge	3,546,8 85	3,546,88 5	31,2415 31,24260	-24,9212 25,98688	
23	Sesete Primary School	Primary School	MDOE		Renovation and refurbishment of Nineteen (19) classrooms	Bohlabela	Cottendale	Bushbuckridge	416,88 5	416,885	31,2098	-24,6227	
24	Insikazi Circuit	Circuit	MDOE		Repairs and renovations(Plumbing works)	Bohlabela	Ximhungwe	Bushbuckridge	475,79 8	475,798	31,06809	-	24,83771
25	Casteel Primary School	Primary School	MDOE		Refurbishment of the existing Borehole and installation of 2 x JoJo tanks with 2 x steel tank stands and palisade fence around the tank stands, and Demolition of 22 existing pit toilets. Minor renovations to existing waterborne toilet by adding 10 Wash Troughs	Bohlabela	Maboke	Bushbuckridge	454,95 2	454,952	31,03017	-	24,72083
26	Hobo Secondary School	Secondary School	DPWRT		Renovation 16 classrooms and admin block. Replace the whole roof structure of the classrooms, broken window panels, broken doors and repair cracked walls and potholes in classrooms	Bohlabela	Lehukwe	Bushbuckridge	4,966,3 61	4,966,36 1	31,25460	-	24,90445
27	Beng ba Lona Primary School	Primary School	DPWRT		Repair ceiling in 4 classrooms, replace and repair roof coverings	Bohlabela	Ngwaritsana	Bushbuckridge	5,032,2 51	5,032,25 1	31,1121	-24,8097	

[illegible]

						honey sucking for the enviro-loos), and Refurbishment of 8 classrooms (Replace rusted roof coverings, ceilings, window and door handles), refurbishment of 4 waterborne toilets in the admin, treatment of termite infestation in the classrooms. Refurbishment of existing borehole. Demolish 4 pit toilets	Bohlabela	Thulamahashe	Bushbuckridge	2,542,3 43	2,542,34 3	31,2098	-24,7192
35	Mphithi Primary School	Primary School	DPWRT			Renovate roof, ceilings and damaged floors on 16 classrooms	Bohlabela	Thulamahashe	Bushbuckridge	5,341,3 16	5,341,31 6	31,1822	-24,7219
36	Orthovelani Secondary School	Secondary School	DPWRT			Renovations & refurbishment of old classroom blocks and provision of fence	Bohlabela	Thulamahashe	Bushbuckridge	4,449,9 53	4,449,95 3	31,1387	-24,9863
37	Rindzani Secondary School	Secondary School	DPWRT			Renovate 16 classrooms and admin block, repair broken windows, doors, and roof coverings and demolition of 14 pits and constructionof enviro-loo toilets	Bohlabela	Marite	Bushbuckridge	4,512,4 83	4,512,48 3	31,1533	-24,6227
38	Thepanang Primary School	Primary School	IDT			Renovation of 24 waterborne toilets	Bohlabela	Cottondale	Bushbuckridge	33,881, 159	2,155,09 2	31,2407	-24,9577
39	Mapaleni Higher Primary School	Primary School	DPWRT			Phase 1: Demolition of 4 pit toilets and construction of 15 additional toilets. Refurbishment and renovation 14 Classrooms. Construction of 10 classrooms, 02 Grade R Centre & Demolition of 08 Classrooms, Provision of Guard House, Fence, Ramps and Rails. Future Phases: Alteration and enlargement of Library, Kitchen, Administration Block, Sports Facilities and Car Parks.	Bohlabela	Mkhuhlu	Bushbuckridge	14,502, 732	7,976,50 3	31,3585	-24,8577
40	Rhandzekile Primary School	Primary School	DPWRT			Demolish the existing 5 classroom block and construction of 5 classrooms, 2 x construction of Grade R centre, kitchen, ramp and rails.	Bohlabela	Ximhungwe	Bushbuckridge				

41	Mokgomana Primary School	Primary School	DPWRT	Phase 1: Provision of fence. Phase 2: Administration block, library, computer centre, Kitchen, ramps + rails, 3 Sports Grounds and Car Park.	Bohlabela	Maripe	Bushbuckridge	3,844,124	74,547	30.9846	-24.6623
42	Zigode Primary School	Primary School	DPWRT	Phase 2: Refurbishment of 9 classroom. Demolition of 10 unsafe classrooms, 1 office and construction of 4 classrooms and Grade R Centre. Construction of Admin Block, , Kitchen, Library - Media Centre, 3 Sports field, car park, ramps and rails.	Bohlabela	Matsavana	Bushbuckridge	9,672,582	172,000	31.2007	-24.7375
43	Sihlekisi Primary School	Primary School	DPWRT	Future Phases: Kitchen, Administration Block, Library, Computer Centre, Guard House, Car Parks and 03 Sports Fields.	Bohlabela	Cottondale	Bushbuckridge	20,525,770	184,003	31.1342	-24.5688
44	Lumukisa Combined School	Primary School	DPWRT	Phase 2: Construction of Grade R centre, Admin block, kitchen, media centre, computer centre, library, laboratory, ramps + rails, 3 sports ground, car park	Bohlabela	Greenvalley	Bushbuckridge	2,770,200	180,585	31.058035565	-24.577965469
45	Khayelihle Primary School	Primary School	DPWRT	Phase 2: Provision of fence, Construction 5 Classrooms and Grade centres. Future phase: Construction of Admin Block, library, media centre, computer centre, 3 sports field car park.	Bohlabela	Matsavana	Bushbuckridge	6,315,600	172,000	31.2567	-24.8202
46	Munyamana Primary School	Primary School	DPWRT	Phase 2: Provision of fence and construction of a Grade R centre Future Phases: Administration block, media centre, library, computer centre, Kitchen, ramps + rails, 3 Sports Grounds and Car Park.	Bohlabela	Manyeleti	Bushbuckridge	2,134,415	194,429	31.4083	-24.6595
47	Kufakwezwe Secondary School	Secondary School	DPWRT	Phase 2: Construction of 12 classroom , fence, guard house, comp lab/media centre, laboratory, admin block and kitchen.	Bohlabela	Matemana	Bushbuckridge	20,313,232	217,000	31.1055	-24.7867

48	Magabotse Secondary School	Secondary School	DPWRT	Replacement of damaged roof covering complete with timber trusses and ceiling, electrical wiring, lights fittings and Paintworks. (3 Classrooms had to be replaced as the walls collapsed during rehabilitation)	Bohlabela	Malvijan	Bushbuckridge	4,021,232	217,000	31,1002	-24.8527
49	Manukuse Secondary School	Secondary School	DPWRT	Demolition of 11 classrooms, and dilapidated structure Kitchen construction 11 classrooms, refurbishment of 3 classrooms, borehole construction, guard house and perimeter fence.	Bohlabela	Matsavana	Bushbuckridge	14,958,025	91,577	31,209	-24.7598
50	Paulos Ngobeni Primary School		DPWRT	demolition of 2 pit toilets, construction of 13 enviroloo	Bohlabela	Greenvalley	Bushbuckridge	2,776,833	1,110,733	31,1018	-24.6012
51	Tiyani Primary School		DPWRT	demolition of 24 pit toilets, construction of 17 enviroloo toilets, renovate existing 8 enviroloo toilets, upgrading of borehole	Bohlabela	Ximhungwe	Bushbuckridge	4,154,103	1,661,641	27,94111	26.24808
52	Mvuyazi Primary School		DPWRT	demolition of 12 pit toilets, construction of 13 additional enviroloo toilets	Bohlabela	Mkhulu	Bushbuckridge	2,776,833	1,110,733	31,3202	-24.9528
53	Kgwaditlaba Primary School		DPWRT	demolition of 20 pit toilets, construction of 17 additional enviroloo	Bohlabela	Greenvalley	Bushbuckridge	3,564,103	1,425,641	31,0365	-24.5878
54	Shayaza Primary School	Primary School	DPWRT	Demolition of existing Pit toilets and Construction of 17 waterborne toilets seats, Refurbishment of existing 12 waterborne toilets, 8 urinals, 2x drinking Fountains, Water Reticulation, Electricity, septic Tank and French drain	Bohlabela	Manyeleti	Bushbuckridge	5,224,464	261,000	31,79362	-25.8625
55	Sakhizwe Primary School	Primary School	DPWRT	Phase 1: Demolition of existing 09 pit toilets, Construction of 19 Waterborne toilets, Installation of Palisade fence around tank, 2 Drinking fountains, Refurbishment of septic tank and water reticulation.	Bohlabela	Shatale	Bushbuckridge	2,078,905	50,419	29,45233	-26.4795

[illegible]

						female learners (4 t, 3b). 1 x Type H1 modified by adding 2 urinals remove 1 basin for male learners (4t, 4u, 2b). 1 x Type C for female staff (2t, 1b, 1d). 1 x Type A1 for male staff (1t, 1b, 1u). 1 x Type G for grade R (4 t, 3b)]. Install steel palisade fence and steel gate around water tanks. 2 x drinking fountains. Demolish 14 pit toilets. Phase 2: Construction Grade R Centre. Future phase: Construction of Admin Library kitchen, hall, sports field and parking.						26.255333 0.62135	-
63	Mnyamana Primary School	Primary School	DPWRT			Phase 1: demolition of 12 existing pit toilets and construction of 25 enviro-loo toilets and Provision of water, provision of borehole and 2 x 10000L elevated water tank. Phase 2: Construction of Grade R Centre .Future Phase: Construction of administration block, Library, Computer Centre, kitchen, Car Park and 2 Sports grounds.	Bohlabela	Cottondale	Bushbuckridge	2,565,000	218,096	28.77573	- 25.38892
64	Buhlebesizwe Secondary School	Secondary School	DPWRT			Demolish 8 existing pit toilets, Refurbish 7 existing waterborne toilets . Construct 16 enviro-loo toilet seats with 4 urinals, 8 wash basins. Equipping of borehole and Installation of 4x (5000l) water tanks.	Bohlabela	Manyeleti	Bushbuckridge	2,495,987	90,291	28.84875	- 25.38827
65	Dayimani Secondary School	Secondary School	DPWRT			Construction of 05 Enviroloo Toilets, with 6 Urinals and 15 Wash hand basins. Construction of a French drain and Drinking	Bohlabela	Cottondale	Bushbuckridge	1,169,721	89,598	31.435	-24.6347

			fountains. Renovations of 12 Enviroloo toilets.	Cottendale	Bushbuckridge	2,429,184	97,677	31.849	- 25.84667
66	Etimbondweni Primary School	Primary School	DPWRT Phase 1: Demolition of 18 pit toilet, Construction new of 16 enviro-loo toilets, 5 Urinals, 13 Basins and Renovate 3 existing waterborne facilities and 2 basins. Phase 2: Construction of 1 Grade R Centre.	Bohlabela	Bushbuckridge	4,610,216	148,493	28.611834	- 26.651799, 31°01'12.0"E
67	Setsheng Secondary School	Secondary School	DPWRT Provision of Fence	Bohlabela	Bushbuckridge	1,666,530	148,120	25°32'03.1"S	31°01'12.0"E
68	Hlavathi Primary School	Primary School	DPWRT Demolition of 2 plain pit toilets and construction of 13 toilets	Bohlabela	Matsavana	7,241,831	149,613	24°59'24.0"S	31°08'57.5"E
69	Hlulani Primary School	Primary School	DPWRT Renovation too 8 existing toilets, Construction of 2 new enviro-loo toilets, Construction of a guardhouse and Refuse area, Refurbishment of fencing, Supply water reticulation, 3 x 5000L elevated Jojo tanks, fencing around new and existing tanks and 2 x drinking fountains	Bohlabela	Matsavana	2,892,005	148,493	24°50'22.9"S	31°02'48.1"E
70	Maviljan Primary School (low enrolment)	Primary School	DPWRT construction of new 15 Enviro-loo toilets, 05 urinals, 01 WHB, 2 x single wash troughs, 4 x double wash troughs, 1 x 5000L tank and stand, drinking fountain include 1 x french drain and water reticulation and Demolition of 4 existing pit toilets	Bohlabela	Nngwaritsana	9,672,582	149,613	31.2007	-24.7375
71	Zigode Primary School	Primary School	DPWRT Construction of 16 Enviroloos toilet, Refurbishment of 8 classrooms (replace ceiling), Refurbishment of 4 enviro-loo toilets, Rehabilitation of electrical works, demolition of 12 pit toilets and provision of honey sucking and Refurbishment of borehole	Bohlabela	Matsavana				

72	Xinyeketi Primary School	Primary School	DPWRT	Construction of 15 Enviro-loo toilets, with 09 Urinals and 10 Wash hand basins. Construction of french drain and 2 x drinking fountains. Demolition of 06 pit toilets	Bohlabela	Manyeleti	Bushbuckridge	2,304,8 86	151,852	31.4418	-24.6408
73	Nkulungwana Primary School	Primary School	DPWRT	Construction of Guardhouse and Provision of perimeter fence and other related services	Bohlabela	Matsavana	Bushbuckridge	3,931,0 75	148,493	31.1387	-24.8188
74	Timbavati Primary School	Primary School	DPWRT	Demolition of existing 18 pit toilets. Refurbishment of existing 12 enviro-loo toilets, Construction of 13 enviro-loo toilets.Elevation of existing 2 x 5000L jojo tank , Construction of 2 x drinking fountains. Drilling and equipping of borehole	Bohlabela	Greenvally	Bushbuckridge	2,520,7 28	149,613	31.0742	-24.593
75	Vandama Primary School	Primary School		Maintenance of 6 classrooms, construction of fence and guardhouse, electricity and mechanical work and storm management	Bohlabela	Lehukwe	Bushbuckridge	12,293, 083	149,986	31.1705	-24.9502
76	Hobo Secondary School	Secondary School	DPWRT	Refurbment of 16 classrooms, administration block. Construction of guard house & fence	Bohlabela	Lehukwe	Bushbuckridge	16,069, 632	150,359	31.251	-24.9007
77	Harmony Hill Primary School	Primary School	DPWRT	Refurbishment of 18 waterborne toilets, construction of 7, 4 urinals, basins, 2 x 5000l and stands and fencing around tanks, Construction 3 x drinking fountains, Refurbishment of 16 classrooms allow for water and sewer reticulation and fencing around school	Bohlabela	Sabie	Thaba Chweu	5,392,0 66	251,479	30.782	-25.1015
78	Vandama Primary School	Primary School	DPWRT	Demolition of existing Pit toilets, refurbishment of existing 6 waterborne toilets and Construction of 9 Enviroloo Toilets, 2 urinals, 2x drinking Fountains, French drain and Water Reticulation	Bohlabela	Lehukwe	Bushbuckridge	1,631,3 85	178,120	31.1705	-24.9502

79	Nyamazane Secondary School	Secondary School	DPWRT	Construction of 16 Enviro-loo toilets, with 06 Urinals and 18 Wash hand basins. Construction of french drain and drinking fountains. Renovation	Bohlabela	Manyeleti	Bushbuckridge	2,019,645	148,493	31,286	-24,6615
80	Malamule High School	Secondary School	DPWRT	Construction of 8 seats enviro-loo toilets (6 female learners & 2 male learners), 4 urinals, 3 double concrete wash hand basins, 2 drinking fountains with 4 taps each, demolishing of 6 existing pit toilets, renovation of existing 4 seats waterborne toilets, installation of 2 x 5000l jojo tanks hoisted on 5m steel stands and fenced with steel palisade.	Bohlabela	Thulamahashe	Bushbuckridge	1,428,327	150,359	31,2252	-24,6835
81	Mahuvo Secondary School	Secondary School	DPWRT	Construction of 4 seats enviro-loo toilets (for female learners), 1 double concrete wash hand basins, 2 drinking fountains with 4 taps each, demolishing of 11 existing pit toilets, renovation of existing 14 seats waterborne toilets, installation of 2 x 5000l jojo tanks hoisted on 5m steel stands and fenced with steel palisade.	Bohlabela	Thulamahashe	Bushbuckridge	857,391	150,732	31,2703	-24,7047
82	Godide Secondary School	Secondary School	DPWRT	Construction of 9 enviro-loo toilets, 4 x urinals, 7 WHB and Water supply (Provision of 5KL tanks and fencing)	Bohlabela	Thulamahashe	Bushbuckridge	5,005,791	199,376	31,247	-24,7103
83	Hlavathi Primary School	Primary School	DPWRT	Demolition of Pit toilets and Construction of 11 Enviro-loo toilets, 5 urinals, 9 wash hand basins, Refurbishment of 4 waterborne toilets, Fencing, water reticulation, french drain and 2 x drinking fountains.	Bohlabela	Matsavana	Bushbuckridge	1,666,530	175,001	31,1908	-24,7722
84	Alfredy Matshine Secondary school	Secondary School	DPWRT	Demolishing of 19 pit toilets, Borehole refurbishment, install 3 x 5000L Jojo tanks and 2 x steel tank stands with palisade around	Bohlabela	Maboke	Bushbuckridge	652,973	148,120	31,0215	-24,7177

[illegible]

					wash hand basin and 3 waterborne toilets, construction of septic tank and french drain, installation of 1 x new tank stand, 2 x drinking fountains.	Bohlabela	Manyeleti	Bushbuckridge	1,683,385	175,532	31,5153	- 25.67328
92	Mahlathi Primary School	primary School	DPWRT		Construction of 12 Enviro-loo toilets with 05 urinals and 12 wash hand basins. Construction of french drain & drinking fountains. Demolition pf 14 pit toilets	Bohlabela	Manyeleti	Bushbuckridge	2,044,306	37,104	31,341	-24,6362
93	Matikinya Primary School	primary School	DPWRT		Construction of 12 Enviro-loo Toilets, with 4 urinals, 08 wash hand basins. Construction of French drain and Drinking fountains. Demolition of 04 Pit Toilets.	Bohlabela	Shatale	Bushbuckridge	3,510,642	120,242	31,035	-24,8068
94	Mmasekobe Secondary School	Secondary School	DPWRT		Demolition of 12 pit toilets. Construction of 12 Enviro-loo WC, 4 urinals, 9 Whb. Construction of a french drain, add 2 water drinking fountains. Provision of ClearVu boundary fence.	Bohlabela	Coltondale	Bushbuckridge	742,076	43,287	31,1238	-24,6352
95	Morage Primary School	primary School	DPWRT		Demolition of 4 existing pit toilets, Construction of 5 waterborne toilets, 2 urinals, 5 basin. Installation of 1 x 5000L jojo tank on 5m elevated steel stand. Installation of a 5m steel stand for 10 000L exsting water tank and two drinking fountains.	Bohlabela	Manyeleti	Bushbuckridge	2,359,269	40,664	31,3567	-24,6427
96	Nwamacingele Primary School	primary School	DPWRT		Construction of 16 Enviro-loo toilets, with 06 Urinals and 18 Wash hand basins. Construction of french drain and drinking fountains. Renovation of 04 enviro-loo toilets, Demolition of 12 pit toilets	Bohlabela	Mkhuhlu	Bushbuckridge	872,704	137,346	31,2345	-24,9713
97	Bhejani Primary school	primary School	DPWRT		Refurbishment of existing 8 waterborne toilets, Provision of 2 x 500 jojo tanks on elevated steel stands and additional 2 x stands	Bohlabela						

[illegible]

[illegible]

[illegible]

				and stands and 2 x drinking water fountains							4920104 24
	Nkhothasi Primary School	primary School	DPWRT	Demolition of 8 pit toilets, 8 new enviro-loo, 10 new basins, 4 new urinals, 2 drinking fountains, Equipping of the new borehole, including 2no water storage tanks	Bohlabela	Mafemana	Bushbuckridge	1,832,905	153,205	26,704379 910414776	29.26548 2259199 29
115	Nyamazane Secondary School	Secondary School	DPWRT	Construction of 16 Enviro-loo toilets, with 06 Urinals and 18 Wash hand basins. Construction of french drain and drinking fountains. Renovation of 04 enviro-loo toilets, Demolition of 12 pit toilets	Bohlabela	Manyeleti	Bushbuckridge	1,798,134	148,907	31.286	-24.6615
116	Plaatjie Primary School	primary School	DPWRT	Construction of 20 Enviro-loo toilets, 5 urinals, 13 wash hand basins, 2 x 5000 storage tanks with stands, palisade fence, and clearvu perimeter school fencing, borehole deepening/equipping, 2x3 drinking fountains and demolition of 12 pit toilets	Bohlabela	Lehukwe	Bushbuckridge	2,978,131	103,656	31.2415	-24.9212
117											
118	Puledi Secondary School	Secondary School	DPWRT	Construction of 14 enviroloo toilets and provision of water	Bohlabela	Maripe	Bushbuckridge	1,839,675	68,746	31.0476	-24.665
119	Reti Secondary School	Secondary School	DPWRT	Demolition of existing 06 Pit toilets and Construction of 16 Enviroloo Toilets, 5 urinals, 11 WHB, 2x drinking Fountains, Water Reticulation, French Drain and Urinal Network and Electricity	Bohlabela	Maboke	Bushbuckridge	2,274,844	32,287	31.0062	-24.735
120	Sebosegolo sa Mapulana Primary School	primary School	DPWRT	Demolition of 6 existing pit toilets and Renovation of existing 8 Enviro-loo toilets, Construction of 8 Enviro-loo seats, 4 urinal and 6 basins.	Bohlabela	Cottondale	Bushbuckridge	1,470,719	214,007	31.1425	-24.669
121	Shiviti Primary School	primary School	DPWRT	Demolition of 11 pit toilets, Construction of 16 new enviro-loo toilets, 2 Urinals, 12 Basins and Equipping of the new borehole including water storage (1x	Bohlabela	Manyeleti	Bushbuckridge	2,436,551	105,293	31.4422	-24.7023

[illegible]

						budget to construct other 18 proper classes. Refurbishment & Renovation of Flushing toilets. Resuscitation of the project will resolve the challenges at the school.										
128	Matibidi	Primary			Bohlabela	Sabie	Thaba Chweu	13,288,000	13,288,000	24°35'39.7"S	30°45'58.8"E					
129	Shakwaneng	Primary			Bohlabela	Sabie	Thaba Chweu	15,796,000	15,796,000	24°38'13.7"S	30°44'38.2"E					
130	Maphutaditshaba	Secondary	DBSA		Bohlabela	Greenvalley	Bushbuckridge	5,335,000	5,335,000	24°35'21.9"S	31°00'58.0"E					
131	Saile	Primary	IDT		Bohlabela	Mafemana	Bushbuckridge	5,995,000	5,995,000	24°46'48.2"S	31°04'17.2"E					
132	Shalamuka	Primary	DBSA		Bohlabela	Mkhuhlu	Bushbuckridge	3,767,500	3,767,500	24°57'16.8"S	31°22'11.2"E					
133	New construction	ECD	MRTT		Bohlabela	Thaba tsweu	Thaba Chweu	4,000,000	4,000,000	31.234	-24 561					

134	Ximoyi Secondary School	Secondary School	IDT	Refurbishment of 8 classrooms (replace ceiling), repair and fix electricity in 12 classrooms.	Bohlabela	Matsavana	Bushbuckridge	2,396,659	2,396,659	31.243	-24.821
135	Mosipa Secondary School	Secondary School	MDOE	Needs connection to the municipal Line	Bohlabela	Maboke	Bushbuckridge	136,800	136,800	31.0203	-24.701
136	Gezingqondo Secondary School	Secondary School	IDT	Refurbishment of 24 waterborne toilets (Repair & replace leaking and damaged pipes, replace cisterns, sanitary fittings, and taps, door handles, window accessories. Investigated and service existing septic tank, refurbishment of existing borehole, refurbishment of 16 classrooms (replace doors, door handles, ceilings and window accessories	Bohlabela	Mkhuhlu	Bushbuckridge	4,670,461	4,670,461	31.1695	-25.017
137	Tamajane Secondary School	Secondary School		Provision of guardhouse and perimeter fence	Bohlabela	Lehukwe	Bushbuckridge	3,267,172	151,479	31.2002	-24.9502
138	Maviljan Primary School	primary School	DPWRT	construction of new 15 Enviro-loo toilets, 06 urinals, 09 WHB and Demolition of 4 existing pit toilets	Bohlabela	Ngwaritsana	Bushbuckridge	2,742,018	155,290	31.0946	-24.8405
139	Lebadishang Primary School	Primary School	MDOE	Renovation and refurbishment of ten (12) classrooms. Future phase: Construction of grade R centre, admin block, media centre, kitchen, computer centre, library, 3 sport ground, car park.	Bohlabela	Maboke	Bushbuckridge	3,763,236	3,763,236	30.9713	-24.7537
140	Xingala-Makamu Primary School	Primary School	DPWRT	Demolition of 2 VIP toilets, Renovation of 5 existing waterborne toilets, Construction of 10 WC, 4 urinals, 5 double WHB and 1 disabled enviro-loo toilet. Drilling and equipping of new borehole. Supply of 2 x 5000L water tank and stand.	Bohlabela	Mafemana	Bushbuckridge	2,027,213	151,479	31.1258	-24.7895
141	JB Khoza Primary School	primary School	DPWRT	Construction of 16 waterborne toilets	Bohlabela	Mafemana	Bushbuckridge	1,366,200	161,700	28.806090 47954751	- 25.34846 2498265 43

142	Khahlela Primary School	Primary School	DPWRT	Phase 2: Provision of fence	Bohlabela	Manyeleti	Bushbuckridge	2,418,057	261,000	31.347807	-24,643,994
143	Letsamaile Chiloane Primary School	Primary School	DPWRT	Phase 2: 2 Grade R Classrooms	Bohlabela	Cottendale	Bushbuckridge	3,173,998	79,240	31.1428	-24,6348
Ehlanzeni District											
144	Silulu Secondary School	Secondary School	DPWRT	Construction of 28 classrooms, school hall, science laboratories, admin block, library, computer centre, kitchen, toilets, fence, guardhouse, ramps and rails, media centre, sports fields.	Ehlanzeni	Nkomazi East	Nkomazi	74,223,533	14,600,573	31.87914	-25,68439
145	Mgobodi Primary School	Primary School	DPWRT	Demolition of 15 classrooms, Admin Block, Grade R Centre, Kitchen and Guard House. Refurbishment of 04 Classrooms. Construction of 19 new Classrooms, 2 Grade R Centres, Library, Admin Block, Media Centre, Kitchen, Guard House, Electricity, Water, Ramps & Rails, Car Park and 02 Sports Fields.	Ehlanzeni	Khulangwane	Nkomazi	47,748,363	11,232,418		
146	Ndindindi Primary School	Primary School	DPWRT	Provision of permanent brick and mortar structures (currently operating in mobiles) - 8 classroom, 1 x Grade R, computer/media centre, admin block, guardhouse, fencing, car parks.	Ehlanzeni	Lebombo	Nkomazi	36,169,609	14,467,834	31.70283	25,85567
147	Langa Secondary School	Secondary School	DPWRT	Phase 2: Provision of permanent brick and mortar structures (currently operating in mobiles)	Ehlanzeni	Khulangwane	Mbombela	35,562,193	17,781,097	31.91545	-25,92883
148	Sidlamafa Secondary School (Phase 2)	Secondary School	DPWRT	Substitution of unsafe structures, construction of 32 Classrooms, Admin Block, Library, Kitchen, Computer Centre, School Hall, Laboratory, fencing, ramps and rails, car parks and sport facilities.	Ehlanzeni	Malelane	Nkomazi	98,425,005	55,119,128	31.2197	-24,7427
149	Sibuyile Primary School	Primary School	IDT	Renovation of 16 classrooms	Ehlanzeni	Mgwenya	Mbombela	5,031,780	5,031,780	31.686	-25,66033
										31.19453	-25,4346

150	Sicelosefu Secondary School	Secondary School	IDT	Renovation of 20 classrooms, affected by termites	Ehlanzeni	Sikhulile	Mbombela	4,754,846	4,754,86	31.207861716	-25.412887723
151	Tiga Primary School	Primary School	DBSA	Major renovation to the classrooms and Administration block	Ehlanzeni			3,752,384	3,752,384	31.1994	-25.42515
152	Umpololi Primary School	Primary School	DBSA	Major renovation to the classrooms, administration block and treatment of termites	Ehlanzeni	Insikazi	Mbombela	3,914,868	3,914,868		-
153	Mbombela Circuit	Circuit Office	MDOE	Phase 1: Replacement of leaking underground water pipes	Ehlanzeni	Mbombela	Mbombela	137,940	137,940	31.14837	25.33508
154	Mgwenya circuit	Circuit Office	MDOE	Refurbishment of Circuit Office	Ehlanzeni	Mgwenya	Mbombela	488,523	488,523	31.1695	-25.017
155	Mbombela Circuit	Circuit	MDOE	Repairs and renovations of plumbing works in the ablution facilities including underground pipes, blinds and land scaping (cutting of trees)	Ehlanzeni	Mbombela	Mbombela	584,407	584,407	30.97864	-25.46814
156	Masibekela Primary School	Primary School	MDOE	Demolition of redundant structures.	Ehlanzeni	Lubombo	Nkomazi	135,200	135,200	31.8079	-25.88146
157	EJ Singwane Secondary School	Secondary School	MDOE	Demolition of redundant structures.	Ehlanzeni	Sikhulile	Mbombela	180,000	180,000		
158	Khombindela Secondary School	Secondary School	MDOE	Renovation and refurbishment of 12 classrooms	Ehlanzeni	White Hazy 1	Mbombela	2,732,485	2,732,485	31.16933	-25.424
159	Laerskool Nelspruit	Primary School	MDOE	Renovation of the entire school	Ehlanzeni	Mbombela	Mbombela	4,634,581	4,634,581	31.12842	25.14392
160	Lihawu Secondary school	Secondary School	MDOE	Full renovation of 24 Classrooms, Admin, Computer Centre.	Ehlanzeni	Sikhulile	Mbombela	4,581,876	4,581,876	30.98678	25.47187
161	Sandzile Primary School	Primary School	MDOE	Renovation of 5 classrooms.	Ehlanzeni	Insikazi	Mbombela	441,274	441,274	31.14183	25.40283
162	Siyakhula Primary School	Primary School	MDOE	Renovation of existing 18 classroom and administration block, computer centre and kitchen.	Ehlanzeni	Mgwenya	Mbombela	8,488,690	13,474,270	31.21118	-25.434
163	Driekoppies Combined school	Combined School	DBSA	Renovation of 26 classrooms	Ehlanzeni	Khulangwane	Nkomazi	9,631,065	3,314,244	31.55505	-25.68940
164	Magubha Primary School	Primary School	DBSA	Renovation of 16 Classrooms	Ehlanzeni	Khulangwane	Nkomazi	8,297,533	2,904,878	31.55429	-25.69109

165	Mahlatsi High School	Secondary School	DBSA	Demolish 12 existing plain pit toilets to and clear the site to acceptable Health and Environmental standards	Ehlanzeni	Malelana	Nkomazi	333,393	138,767	31.51548	-	25.67306
166	Nhanyane Primary school	Primary School	DBSA	Repairs of storm damage to 1 classroom, the school hall roof and damaged walkway.	Ehlanzeni	Khulangwane	Nkomazi	1,185,361	259,407	31.71368	-	25.88937
167	Tsambokhulu Primary School	Primary School	DBSA	17 Pit toilets are used by the school as the existing waterborne toilets cannot be utilised due to water challenge	Ehlanzeni	Lubombo	Nkomazi	295,182	114,689	31.90151	-	25.94728
168	Zamokuhle Primary School	Primary School	DBSA	Replacement of damaged roof covering to 6 classrooms and ceilings, cracked administration block	Ehlanzeni	Nkomazi East	Nkomazi	7,408,512	2,520,413	31.85166	-	25.65811
169	Chief Charles secondary school	Secondary School	MDOE	Classrooms (4) , Repair leaking roof and reseal the roof, Replace damaged ceiling , Fix electricity , Replace doors and locks , Replace broken glasses , Painting of internal and external walls , Soil poisoning	Ehlanzeni	Mgwenya	Mbombela	2,769,018	2,769,018	31.24613	-25.4843	
170	Mntungwa Secondary school	Secondary School	DPWRT	Renovation of 20 classrooms library and laboratory.	Ehlanzeni	Whiteriver	Mbombela	8,935,924	8,935,924	31.168115	-	25.242069
171	Mpunzana Primary School	Primary School	DPWRT	Renovation and refurbishment of classrooms 13, admin block classrooms and fence.	Ehlanzeni	White Hazy 1	Mbombela	4,382,553	4,382,553	31.15817	-	25.05367
172	Mthunzi Secondary School	Secondary School	DBSA	Renovation of 19 classrooms	Ehlanzeni	Sikhulile	Mbombela	5,030,653	5,030,653	28.9376	-25.2919	
173	Ndindane Primary School	Secondary School	DBSA	Renovation of 16 classrooms.	Ehlanzeni	Nkomazi West	Nkomazi	3,426,026	3,426,026	31.80060	-	25.67337
174	Ndlaphu Primary School	Primary School	DPWRT	Renovation and refurbishment of 24 classrooms and admin space.	Ehlanzeni	Mgwenya	Mbombela	4,101,635	4,101,635	31.21279	-	25.43564
175	Ndlemane Primary School	Primary School	DPWRT	Renovation of 14 classrooms	Ehlanzeni	Khulangwane	Nkomazi	2,392,003	2,392,003	31.608	-25.7412	
176	Nelspruit Primary School	Primary School	MDOE	Renovation of the entire school	Ehlanzeni	Mbombela	Mbombela	6,834,581	6,834,581	30.96981	-	25.48311
177	Phakani Secondary school	Secondary School	IDT	Renovation of 24 classrooms and Admin block	Ehlanzeni	insikazi	Mbombela	5,201,635	5,201,635	31.19147	-25.3695	

178	Pholani Primary School	Primary School	DPWRT	Renovation of 20 classrooms	Ehlanzeni	Mgwenya	Mbombela	3,928,405	3,928,405	31.19092	- 25.45347
179	Sifundzekhaya Primary School	Primary School	IDT	Renovation of 21 Classrooms, Admin Block, Library and Computer Centre	Ehlanzeni	Khulangwane	Nkomazi	6,596,395	6,596,395	31.21118	- 25.70141
180	Siyakhula Primary School	Primary School	DPWRT	Renovation of 16 classrooms, comp centre and admin space	Ehlanzeni	Mgwenya	Mbombela	4,985,580	4,985,580	31.21118	-25.434
181	Sogasa Primary School	Primary School	DPWRT	Renovation of 12 Classrooms	Ehlanzeni	Khulangwane	Nkomazi	2,359,798	2,359,798	31.70762	- 25.87515
182	Thula Primary School	Primary School	MDOE	Renovation of 12 classrooms	Ehlanzeni	Nkomazi East	Nkomazi	2,208,515	2,208,515	31.90386	- 25.66165
183	Zamani Primary School	Primary School	IDT	Renovation of 16 classroom.	Ehlanzeni	White Hazy 2	Mbombela	3,536,026	3,536,026	28.81148	-25.3997
184	Zibokwane Primary School	Primary School	DPWRT	Renovation of 24 classrooms.	Ehlanzeni	Nkomazi West	Nkomazi	4,888,135	4,888,135	31.7986	-25.6874
185	Zwelisha Primary School	Primary School	DPWRT	Renovation of 20 classrooms.	Ehlanzeni	Insikazi	Mbombela	3,928,405	3,928,405	31.17160	- 25.37399
186	Ifalefu Primary School	Primary School	DBSA	Renovation of 16 classrooms	Ehlanzeni	White Hazy 1	Mbombela	4,476,280	4,476,280	31.18667	- 25.05167
187	Magudu Primary School	Primary School	DPWRT	Renovation of 16 classrooms and Administration block	Ehlanzeni	Khulangwane	Nkomazi	5,366,180	5,366,180	31.3402	-24.8482
188	Makhahlela Primary School	Primary School	MDOE	Renovation and Painting in 17 classrooms and Admin Block	Ehlanzeni	Insikazi	Mbombela	3,978,384	3,978,384	31.14537	- 25.30975
189	Mganduzweni Secondary School	Secondary School	MDOE	Renovation and refurbishment of 16 classrooms	Ehlanzeni	White Hazy 2	Mbombela	3,426,026	3,426,026	31.10448	-25.2271
190	Ngazindlovu Secondary School	Secondary School	DPWRT	Renovation of 16 classrooms and Administration block	Ehlanzeni	White River	Mbombela	4,904,180	4,904,180	31.20521	- 25.27635
191	Phatfwa Secondary school	Secondary School	DPWRT	Rmovation of 18 classrooms and 3 centres	Ehlanzeni	White River	Mbombela	5,156,747	5,156,747	31.10463	- 25.32847
192	Phiva Primary School	Primary School	MDOE	Renovation of 14 classrooms and fence.	Ehlanzeni	Nkomazi West	Nkomazi	3,288,053	3,288,053	31.76828	- 25.64365
193	Mdladla Primary School	Primary School	MDOE	Repair of seven storm damaged classrooms	Ehlanzeni	Nkomazi East	Nkomazi	40,246,560	1,163,477	31.72605	- 25.63898

194	Lihawu Secondary School	Secondary School	DPWRT	Demolition of 05 Classrooms. Construction of 12 new Classrooms, Guard house and provision of 5 x 5000l water tanks.	Ehlanzeni	Sikhuille	Mbombela	15,114,153	1,511,415	31.14183	- 25.40283
195	KaMhola Secondary School	Secondary School	DPWRT	Provision of fence.	Ehlanzeni	Umjindi	Mbombela	5,587,855	71,257	31.02217	- 25.76667
196	Intfufuko Primary School	Primary School	DPWRT	Phase 1: Provision of Fencing of the whole school. Phase 2 : Construction of of Grade R Centre and 4 Classrooms Future phase: Admin Block, Library, Computer Centre, Multi Purpose Centre and School Hall, Kitchen, Ramps & Rails, Sport Field (Small) and Car Park.	Ehlanzeni	Khulangwane	Nkomazi	5,036,106	149,428	31.62657	- 25.68828
197	Mdzabu Secondary School	Secondary School	DPWRT	Phase 1: Provision of fence Phase 2: Construction of 16 Classrooms Future phase: Construction of administration block, library, computer centre, , electricity, kitchen, 3 sports grounds and car park.	Ehlanzeni	Lubombo	Nkomazi	7,251,037	89,724	31.82233	- 25.85567
198	Tsembalefu Primary School	Primary School	DPWRT	Phase 1: Provision of fence, Construction of 04 classrooms and Grade R Classrooms inclusive of Grade R Toilets and Phase 1: Provision of fence and construction of Admin block.	Ehlanzeni	White River	Mbombela	3,550,415	97,047	31.17033	- 25.28808
199	NJ Mahlangu Secondary School	Secondary School	DPWRT	Phase 1: Provision of fence and construction of Admin block.	Ehlanzeni	Nkomazi West	Nkomazi	5,114,887	94,935	31.781633	- 25.774017
200	Zithulele Primary School	Secondary School	DPWRT	Phase 1: Provision of fence and construction of Admin block.	Ehlanzeni	Malelane	Nkomazi	5,114,889	38,507	31.51128	- 25.71342
201	Bambanani Primary School	Primary School	DPWRT	Phase 2: Construction of a Grade R Centre, Future phase: Construction of administration block	Ehlanzeni	White Hazy 2	Mbombela	2,565,000	142,249	31.1281	- 25.15592

	Makhahlela Primary School	Primary School	DPWRT	Planning and design for all phases and supervision fees attached to each phase during construction	Ehlanzeni	Insikazi	Mbombela	2,548,171	130,710	31.14537	- 25.30975
202				Phase 2: Construction of Grade R Centre.							
	Celani Primary School	Primary School	DPWRT	Phase 2: Provision of fence, construction of 4 classrooms and 1 Grade R Centre. Future Phase: Construction of administration block, library, computer centre, kitchen, 3 sports grounds and car park.	Ehlanzeni	White hazy 1	Mbombela	7,088,602	161,310	31.15027	- 25.13442
203				Phase2: Construction of 1 Grade R Classrooms inclusive of Grade R Toilets. Future phase: Construction of administration block.							
	Mganduzweni Primary School	Primary School	DPWRT	Phase2: Construction of 08 Classrooms and administration block	Ehlanzeni	White hazy 2	Mbombela	2,359,800	96,154	31.10448	-25.2271
204				Phase 2: Construction of 1 Grade R Centre, demolition of 05 unsafe classrooms and construction of 5 classrooms.							
	Lungisani Secondary School	Primary School	DPWRT	Phase 2: Construction of 2 Grade R Centre and 5 classrooms.	Ehlanzeni	Lubombo	Mbombela	2,730,793	160,000	31.12568	- 25.18827
205				Phase 2: Construction of Grade R Centre							
	Luthango Primary School	Primary School	DPWRT	Phase 2: Provision of water (borehole). Future Phase: Construction of 09 classrooms and 1 Grade R Centre, administration block.	Ehlanzeni	White Hazy 2	Mbombela	2,565,000	129,000	31.84433	- 25.95733
206				Rehabilitation of roof coverings, ceilings, replacement of floor coverings and repainting. Repair							
	Mbazima Primary School	Primary School	DPWRT	Phase 2: Construction of 09 classrooms and 1 Grade R Centre, administration block.	Ehlanzeni	Nkomazi East	Nkomazi	3,796,200	117,000	31.85372	- 25.67288
207				Phase 2: Provision of water (borehole). Future Phase: Construction of 09 classrooms and 1 Grade R Centre, administration block.							
	Mpunzana Primary School	Primary School	DPWRT	Rehabilitation of roof coverings, ceilings, replacement of floor coverings and repainting. Repair	Ehlanzeni	White Hazy 1	Mbombela	2,565,000	124,352	31.15817	- 25.05367
208				Phase 2: Provision of water (borehole). Future Phase: Construction of 09 classrooms and 1 Grade R Centre, administration block.							
	Masoyi Primary School	Primary School	DHS	Rehabilitation of roof coverings, ceilings, replacement of floor coverings and repainting. Repair	Ehlanzeni	White Hazy 2	Mbombela	171,000	217,841	31.11405	- 25.17928
209				Rehabilitation of roof coverings, ceilings, replacement of floor coverings and repainting. Repair							
	Mayibuye High School	Secondary School	DPWRT	Rehabilitation of roof coverings, ceilings, replacement of floor coverings and repainting. Repair	Ehlanzeni	Mgwenya	Mbombela	9,641,983	227,000	31.18928	- 25.42903
210				Rehabilitation of roof coverings, ceilings, replacement of floor coverings and repainting. Repair							

					fence and construction of 4 classrooms	Ehlanzeni	Khulangwane	Nkomazi	3,868,195	149,428	31.1425	-24.7708
211	Soshangane High School	Primary School	DPWRT		Demolition of existing 32 pit toilets and construction of 21 Enviro loo and provision of water.	Ehlanzeni	Khulangwane	Nkomazi	3,868,195	149,428	31.1425	-24.7708
212	Khanyisa Primary School	Primary School	DPWRT		Construction of 13 Enviro - loo toilets, 6 WHB, 2 urinals, with 2x 5000L tanks, steel tank stand. Maintaining septic tank and equipping a borehole. Demolition of 11 pit toilets.	Ehlanzeni	Nkomazi East	Mbombela	2,002,804	100,140	28.76878	- 25.38682
213	Sekemisa Primary School	Primary School	DPWRT		Demolition of 20 pit toilet, Construction of 16 enviro-loo toilets, 4 Urinals, 12 Basins and Equipping of the new borehole including water storage (2x 5000L JoJo tanks)	Ehlanzeni	Insikazi	Mbombela	2,129,316	114,633	28.9954	-25.5193
214	Sozilani Primary School	Primary School	DPWRT		Demolition of 6 pit toilet, Construction of 12 enviro-loo toilets, 1 Urinals, 9 Basins and Equipping of the new borehole including water storage (1x 5000L JoJo tanks)	Ehlanzeni	Nkomazi West	Mbombela	1,625,886	81,294	28.95117	- 25.31733
215	Ramoshidi Secondary School	Primary School	DPWRT		Demolition of 02 pit toilets and steel structure room. Construction of 6 Enviro loo W/C inclusive of 01 disable toilet, 04 urinals (replace basins with concrete trough X2) provide steel palisade around water tanks.	Ehlanzeni	Nkomazi East	Nkomazi	1,008,384	131,224	28.69772	- 25.02128
216	Dwiti Secondary School (low enrolment)	Secondary School	IDT		Demolition of 08 pit toilets and construction of 11 toilets	Ehlanzeni	Lubombo	Nkomazi	1,128,600	139,000	31.0547	-24.845
217	Bongani Primary School	Primary School	DPWRT		Construction of 22 Enviro-loo toilets, 8 urinals, 16 WHB, 2 drinking fountains, , 2 X 5000L tanks with steel tank stand and 2x drinking fountains ,fence around tank, plumbing and drainage and demolition of pit toilets	Ehlanzeni	Mgwenya	Mbombela	3,122,243	125,000	31.19232	- 25.41662

	Hloniphani Primary School	Primary School	DPWRT	Phase 2: Construction of additional 6 classrooms, administration block, library, Computer Centre and Car Park. Phase 1: Construction of 15 seats Enviro loo toilets, (1X unisex disable) (3X unisex Grade R, 6X Girls, 2X Boys, 2X Female staff, 1X Male staff and 1X unisex disable) 5 Urinals, 6 double concrete wash hands basin, 2 drinking fountain with 4 taps on each. Demolition of 31 existing pit toilets, installation of 2X5M steel stand for existing 5000L water storage tanks fenced with steel palisade.	Ehlanzeni	Nkomazi East	Nkomazi	2,444,086	83,000	30.8449	- 26.21613
218				Phase : 2 Provision of fence. Future phase: Construction of Admin ,Library ,kitchen,sports field and parking.	Ehlanzeni	Malelane	Nkomazi	2,025,551	120,000	29.101106	- 28.246612
219	Funduhubeka Primary School	Primary School	DPWRT	Demolition of existing 6 pit toilets, Construction of 12 Enviro-loo , Construction of 1 drinking fountains, Soak away, Fence around tank stand and water & sewer reticulation	Ehlanzeni	White River	Mbombela	2,520,000	145,070	30.58017	- 25.95845
220	Engabezweni Secondary School	Secondary School	IDT	Phase 1: Demolition of 10 pit toilets and Construction 11 toilets.	Ehlanzeni	Mgwenya	Mbombela	2,213,228	101,856	31.8935	-25.7725
221	Sambo Primary School	Primary School	DPWRT	Demolition of 16 pit toilets and construction of 15 Enviro loo toilets WC, 5 urinals, construction of water reticulation. Provision of water storage tank supporting structures and palisade fence enclosure.	Ehlanzeni	White hazy 1	Mbombela	2,850,348	101,000	31.51586	- 25.68251
222	Ekuphumuleni Primary School	Primary School	DPWRT	Demolition of 13 pit toilets and construction of 31 toilets	Ehlanzeni						

223	Khula-Mlambo Primary School	Combined School	DPWRT	Demolition of 14 pit toilet, Construction of 20 enviro-loo toilets, 5 Urinals, 14 Basins.	Ehlanzeni	Malelane	Nkomazi	2,695,398	89,899	31.92882	- 25.90982
224	Sidungeni Secondary School	Secondary School	DPWRT	Construction of 11 enviro loo toilets, 07 basins, 03 urinals, 1 drinking fountains and demolition of pit toilets	Ehlanzeni	Mgwenya	Mbombela	1,901,297	139,680	31.2645	- 25.40743
225	Vanstadon Dam Primary School (low enrolment)	Primary School	IDT	Demolition of 5 pit toilets and construction of 11 toilets	Ehlanzeni	Lubombo	Nkomazi	1,128,600	211,204		
226	Molapalama Primary School	Primary School	DPWRT	Phase 1: Demolition of the existing toilets and construction of 17 enviroloo toilets (4 X Grade R toilets, 8 x Girls toilets, 4 x Boys toilets 1 x Disabled toilet) 5 x urinals and 5 x Concrete WHB. Additional of 2x 5000L water tank and 2 x drinking fountain.. Future Phase: Construction of Admin , Library , laboratory , kitchen , Car Park and 2 Sports grounds.	Ehlanzeni	Lubombo	Nkomazi	2,297,563	93,031	28.94165	- 25.05457
227	Weeber Primary School	Primary School	DPWRT	Demolition of 3 pit toilets, construction of 8 enviroloo toilets, 3 urinals and basins as per toilet type, refurbishment (honeysuck) of 2 x existing septic tanks, fence around tanks, borehole, and water reticulation from the tanks	Ehlanzeni	White River	Nkomazi	1,173,952	216,766	-25.64365 -25.64365	- 27.06092
228	Phiva Primary School	Primary School	DPWRT	Phase 1: Demolishing of 12 x pit toilets, Construction of 25 toilets 7 Urinals and 19 Washhand Basins, provide 3 x drinking fountains, fencing around tanks, allow for plumbing for water reticulation and drainage, refurbishment of 4 number existing waterborne toilets and two number steel tank stands	Ehlanzeni	White River	Mbombela	3,597,826	41,887	31.76828	- 25.64365

					Phase 2: Construction of Grade R Centre.	Ehlanzeni	Nkomazi East	Mbombela	3,279,070	166,577	30,8235	-	26.25533
229	Phumulani Primary School	Primary School	DPWRT		Phase 1: Demolition of existing 20 Pit toilets and Construction of 20 Enviroloo toilet seats, 5 Urinals, 14 basins, 2x Drinking Fountains, Connect water and Connect sewer services and soakaway. Soil improvement with imported G5 material + reinforce concrete foundations. New water line reticulation and new sewer line from basins and urinal and drinking fountains to new soakaways Future phase: Provision of fence and Grade R Centre. Construction of Library, kitchen, sports field and parking.	Ehlanzeni	Nkomazi West	Nkomazi	2,755,704	252,288	31,0535	-24,7238	
230	Mzangedwa Secondary School	Secondary School	DPWRT		Construction of 17 toilets/ Renovation of 24 waterbourne toilets	Ehlanzeni	Nkomazi	Nkomazi	1,602,288	229,000	31,1217	-24,8008	
231	Nkothasi Primary School	Primary School	DPWRT		• Demolition of 8 pit toilet • Renovate of 1 of 7 existing enviro-loos • 6 new enviro-loo toilets • 2 Disabled toilet • 5 new basins • 5 new basins to existing bathroom • 4 new Urinals • 2 Drinking fountains • Equipping of the new borehole, including 2no water storage tanks	Ehlanzeni	Khulangwane	Nkomazi					
232	Masingitana High School	Primary School	DPWRT		Phase 1: Demolition of existing 8 Pit toilets and Construction of 18 enviro loo toilets seats with 7 Urinals, 2 x water storage tank, 2 x tank stand, 2 x drinking Fountain, Borehole equipping, Water Reticulation, French Drain and Urinal and Electricity	Ehlanzeni	White River	Mbombela	2,479,502	204,606	31,1098	-24,5737	

[illegible]

						waterborne toilets, 2 urinals, 5 basins, installation of 1 x 5000L Jojo water tank on a 5m elevated steel stand, installation of a 5m steel stand for 10 000L existing water tank and two drinking fountains,							
	Phendulani Senior Secondary School	Secondary School	DPWRT	Ehlanzeni	Nkomazi East	Nkomazi	1,953,536	387,041	31.135066	- 24.607339			
236													
237	Chakaza Primary School	Primary School	DPWRT	Ehlanzeni	Mgwenya	Mbombela	3,005,558	148,867	25°22'59.2"S	31°09'42.1"E			
	Emfonjeni Primary School	Primary School	DPWRT	Ehlanzeni	Insikazi	Mbombela	2,888,362	149,240	25°20'09.6"S	31°08'09.1"E			
238													
239	Emfuntini Primary School	Primary School	DPWRT	Ehlanzeni	Khulangwane	Nkomazi	3,591,000	149,613	25°40'50.6"S	31°38'41.7"E			

240	Pholani Primary School	Primary School	DPWRT	Demolition of 18 plain pit toilets and construction of 20 enviroloo toilets and 2 urinals.	Ehlanzeni	Mgwenya	Mbombela	2,922,445	148,493	25°27'10.3"S	31°11'26.3"E
241	Zithulele Primary School	Primary School	DPWRT	Demolition of pit toilets, renovation of existing 14 waterborne toilets, conversion of 2 toilets into 1 disable toilet, construction of Grade R Centre inclusive of toilets, fence, guard house, aprons, mechanical and electrical works.	Ehlanzeni	Malelane	Nkomazi	9,389,951	149,240	25°42'47.8"S	31°30'40.8"E
242	Nkotlane Primary School	Primary School	DPWRT	Demolition of 10 pit toilets and construction of 11 toilets	Ehlanzeni	Mmamethlake	Dr. JS Moroka	1,128,600	151,479	25°06'49.8"S	28°33'48.7"E
243	Phola Secondary school	Secondary School	DPWRT	Construction of A guard house and provision of security/perimeter fencing and other related services	Ehlanzeni	White-hazy 2	Mbombela	4,644,047	151,852	25°10'12.6"S	31°08'33.2"E
244	Khumbula Secondary School	Secondary School	DPWRT	Refurbishment of existing 23 classrooms, replacement of roof sheets, ceilings, roof structure, paintwork, replacement of chalkboards and pin boards, construction of aprons, electrical and mechanical work.	Ehlanzeni	Maripe	Dr Pixley Ka-Seme	4,011,396	148,867	25°16'57.0"S	31°10'22.7"E
245	Sabane Secondary School	Secondary School	DPWRT	Construction of 29 Enviro-loo toilets, 08 urinals, 21 whb, 03 steel tanks and fence around tanks, 4 drinking fountains and demolition of pit toilets	Ehlanzeni	Sikhulile	Mbombela	3,554,835	149,240	25°23'29.1"S	31°09'24.3"E
246	Kamagugu Special School	Primary School	DPWRT	Construction waterborne toilets with 8 seats, 02 urinals, 09 basins and construction of 1 wood work classroom	Ehlanzeni	Mgwenya	Mbombela	2,407,461	150,359	25°27'18.8"S	31°00'15.2"E
247	Klipspringer Primary School	Primary School	DPWRT	Demolition of existing buildings and relocation of temporary mobile structures, alterations, construction of 6 classrooms, 10 waterborne toilets and electricity	Ehlanzeni	Mbombela	Mbombela	11,889,720	972,465	25°28'47.8"S	30°57'31.0"E

248	KaMhola Secondary School	Secondary School	DPWRT	Construction of a guard house and provision of security/perimeter fencing and other related services	Ehlanzeni	Umjindi	Mbombela	5,783,921	148,120	31.02217	25.76667
249	NJ Mahlangu Secondary School	Secondary School	DPWRT	Construction of a guard house and provision of security/perimeter fencing and other related services, 1x 5000L jojo tank with steel tank stand ,septic tank and fence around tank stand	Ehlanzeni	Nkomazi West	Nkomazi	5,294,356	148,493	31.781633	25.774017
250	Thembeka Secondary School	Secondary School	DPWRT	Provision of perimeter fence and guard house	Ehlanzeni	Mgwenya	Mbombela	9,724,651	25°40'50.6"S 31°38'41.7"E 148,867	31.18132	25.47968
251	Bambanani Primary School	Primary School	DPWRT	Demolition of existing 14 pit latrines, construction of 15 new enviro-loo toilets, 3 urinal and 9 wash hand basins. Drilling and equipping of borehole providing electricity to sanitation facilities, 2x 5000L of Jojo tanks on elevated 4.5m high steel stands, 2x drinking fountains and palisade fence around storage tanks and behind enviro-loo units.	Ehlanzeni	White Hazy 2	Mbombela	2,963,845	149,240	31.1281	25.15592
252	Lungisani Secondary School	Primary School	DPWRT	Repairs and refurbishment to Administration block including 5 teachers toilet seats, 18 classrooms, 1 science lab, 1 consumer centre, electrical and mechanical work, construction of guard house and fence	Ehlanzeni	White Hazy 2	Mbombela	20,606,175	149,986	31.12568	25.18827
253	Siyafundza Primary School	Primary School	DPWRT	Construction of 25 enviro loo toilets, 6 urinals and 16 basins, french drain, 2 x 5000 litre storage tanks complete with stands, 2 x drinking fountains, fence around tanks and water reticulation from the tanks.	Ehlanzeni	White Hazy 2	Mbombela	3,149,996	150,359	31.1134	25.17135

						Renovation of 4 No. existing waterborne toilets in the admin block for educators & staff. Demolition of 18 existing pit toilets	Ehlanzeni	Khulangwane	Nkomazi	2,145,7 82	151,106	31.62542	- 25.74456
254	Zwide Primary School	Primary School				Refurbishment of 31 waterborne toilets,07 urinals,18 wash hand basins,construction of 3 drinking fountains and 2 new septic tanks and demolition of pit toilets	Ehlanzeni	Mbombela	Mbombela	57,576, 456	152,225	30.9523	- 25.42693
255	Boschrand Primary School (Msholoji)	Primary School	DPWRT			Phase 2: Construction of 24 classrooms, administration block, library, computer centre, 2 X Grade R, kitchen, 30 toilets, 15 urinals, guardhouse, electricity, water.	Ehlanzeni						
256	Lubombo Circuit Office	Offices	DPWRT			Construction of new circuit offices	Ehlanzeni	N/A	Mbombela	10,453, 811	152,598	31.88417	-25,872
257	Jerusalem Secondary school	Secondary School	DPWRT			Provision of perimeter fence and guardhouse	Ehlanzeni	White Hazy 2	Mbombela	5,627,6 38	148,867	31.11253	- 25.19738
	Khanyisani Secondary School	Secondary School	DPWRT			Phase 1:Construction of 13 waterborne toilets,06 urinals,06whb,02 drinking fountains,renovations of 13 toilets,02 urinals,11 whb,honey sucking of 2 septic tank and demolition of pit toilets Phase 2: Construction of 6 Classrooms, Future phase: administration block,	Ehlanzeni	White Hazy 2	Mbombela	1,709,5 28	149,240	31.11417	- 25.17522
258	Enzani Primary School	Primary School	DPWRT			Renovations of 16 classrooms with grade R classroom and water reticulation	Ehlanzeni	Nkululeko	mbombela	9,824,3 67	148,120	31.35868	- 25.51927
259	Mayibuye High School	Secondary School	DPWRT			Rehabilitation of roof coverings, ceilings, replacement of floor coverings and repainting. Repair fence and construction of 4 classrooms	Ehlanzeni	Mgwenya	Mbombela	8,244,3 41	149,613	31.18928	- 25.42903
260													
261	Lindani Primary school	Primary School	DPWRT			Demolition of 14 pit toilets, construction of 16 new enviro-loo	Ehlanzeni	White Hazy 2	Mbombela	4,440,6 77	149,986	31.09442	25.20665

[illegible]

[illegible]

273	Emtfofjjeni Primary School	Primary School	DPWRT	Phase 1: Demolish 12 delapidated waterbourne toilets Construction of additional waterbourne 23 toilets, 8 urinals, 18 basins, 1 tank with fence around, septic tank, 2 drinking fountains with 4 taps and water reticulation Phase 2: Construction of 1 Grade R Centre inclusive of Grade R Toilets. Phase 2: Construction of 4 Classrooms, administration block, library, computer centre, kitchen, 2 sports grounds and car park.	Ehlanzeni	Insikazi	Mbombela	2,888,3 62	152,971	31.13597	- 25.33627
274	Pholani Primary School	Primary School	DPWRT	Construction of 20 enviro loo toilets, 04 urinals, 10 hand wash bains, 1 drinking fountain and demolition of pit toilets	Ehlanzeni	Mgwenya	Mbombela	2,922,4 45	175,001	31.19102	-25.4528
275	Hillaria Mthethwa Secondary School	secondary School	DPWRT	Refurbishment of 24 existing waterborne toilets, 12 basins and 4 urinals, elevation of 2 x existing water tanks onto 4,5 high steel structures, construction of 3 x drinking fountains, construction of septic tank and sewer reticulation and demolition of pit toilets	Ehlanzeni	Sikhulile	Mbombela	1,048,8 94	149,986	31.14845	- 25.42517
276	Jacob Mdluli Secondary School	secondary School	DPWRT	Construction of 16 enviro-loo seats, 04 urinals, 13 wash hand basins and 03 drinking fountains	Ehlanzeni	White River	Mbombela	2,448,1 61	151,479	31.20844	- 25.22653
277	KhulaMlambo Primary School	Primary School	DPWRT	Construction of 20 wc and 5 urinals, 14 whb, 1 X 5000L Jojo tank on brick wall tank stand	Ehlanzeni	Lubombo	Nkomazi	2,809,8 05	151,852	31.92906	- 25.90981
278	Lepesi Primary School	Primary School	DPWRT	Demolition of 16 pit toilets, Construction of 25 new Enviro- loo toilets, including 2 disabled toilets, 6 urinals and 18 basins. 2 x 5000L water tanks with stands with palisade 1 x drinking fountain	Ehlanzeni	Mgwenya	Mbombela	4,121,3 65	152,225	31.28028	- 25.40478

279	Khula Secondary School	Secondary School	DPWRT	Phase1: Demolition of 12 pit toilet, Construction of 22 enviro-loo toilets, 8 Urinals, 16 Basins Renovation of the existing 4 Waterborne toilets and water storage (1x 5000L JoJo tanks) Phase 2: Provision of fence, relocation of 04 mobile classrooms and construction of 07 classrooms. Future phase: Construction of Laboratory, library, computer centre, school hall, kitchen, 3 sports grounds and car park.	Ehlanzeni	Nkomazi East	Nkomazi	3,219,821	152,971	31.85938	- 25.66666
280	Funindlela Primary School	primary School	DPWRT	Demolition of 8 existing pit toilets. Renovation of 30 waterborne toilets for students and Construction of 5 toilets, 2 x 5000L JoJo Tanks, Steel palisade fence around jojo tanks, 4 x drinking fountains including soak away, and water reticulation from tanks and re-routing of sewer line	Ehlanzeni	Nkululelo	Mbombela	1,743,287	67,745	31.34902	- 25.50322
281	Matsamo Primary School	primary School	DPWRT	Renovation of 08 toilets and construction of 21 enviro-loo toilets, 04 drinking fountains and fence around the tank stand	Ehlanzeni	Malelane	Nkomazi	3,250,484	161,300	31.49912	- 25.69853
282	Ngazindlovu Secondary school	Secondary School	DPWRT	Demolition of 8 pit toilets, construction of 18 enviro-loo toilets, 5 urinals, 15 whb, 3 x drinking fountains, allow for water plumbing and drainage (as per the appointment letter)	Ehlanzeni	White River	Mbombela	3,105,796	25,910	31.20521	- 25.27635
283	Mshengu Primary School	primary School	DPWRT		Ehlanzeni	Lubombo	Nkomazi	2,404,833	232,682	31.855	- 25.79417
284	Sikhwahlane Secondary School	Secondary School	DPWRT	Demolishing of 22 x pit toilets, and construction of 25x toilets, 9Urinals, 18WHB, provide 3 x drinking fountains, fencing	Ehlanzeni	Nkomazi West	Nkomazi	3,631,325	60,080	31.75093	-25.7034

						around tanks, allow for plumbing for water reticulation and drainage and refurbishment of 1 number existing waterborne toilets and two number steel tank stands	Ehlanzeni	White River	Mbombela	4,653,6 49	175,635	31,23605	- 25.27578
285	Impumetelo Primary School	primary School	DWRT			Demolishing of 15 existing pit toilets, renovation of 2 waterborne toilets and 1 urinal, construction of new 13 enviro loo toilets, 4 urinals as per toilet type, 1 x drinking fountain with 4 taps, palisade fence around tanks and water reticulation from the tanks	Ehlanzeni	Nkomazi East	Nkomazi	3,311,5 37	43,635	31,85372	- 25.67288
286	Magewu Primary School	primary School	DWRT			Demolition of 16 pit toilet, Construction of 21 enviro-loo toilets, 6 Urinals, 16 Basins and Renovation of Existing 8 Waterborne toilets and water storage (3 x 5000L JoJo tanks)	Ehlanzeni	White River	Mbombela	3,280,0 08	99,861	28,82583	- 25.39167
287	Edwaleni Primary School	primary School	DWRT			Demolition of 17 pit toilets, construction of 25 Enviro-loo toilets, refurbishment of 4 waterborne toilets, construction of new septic and french drain, supply water reticulation, provisioning of 1 x steel tank stand for Jojo tank, fencing around water tanks and 3 X drinking fountains	Ehlanzeni	White Hazy 1	Mbombela	2,693,9 22	112,354	31,14967	- 25.12618
288	Inkunzi Secondary School	Secondary School	DWRT			Construction of 20 enviroloo toilets, 8xurinals, 15 basin, french drain, 4 drinking fountains, fencing around tanks, boundary fencing and demolition of pit toilets	Ehlanzeni	White Hazy 2	Mbombela	1,648,9 00	66,517	30,95645	- 25.80282
289	Khanyisani Primary School	primary School	DWRT			Construction of 13 waterborne toilets, 06 urinals, 06whb, 02 drinking fountains, renovations of 13 toilets, 02 urinals, 11 whb, honey sucking of 2 septic tank and demolition of pit toilets	Ehlanzeni						

290	Khombindlela Primary School	primary School	DPWRT	Demolish pit toilets and construct 25 enviro-loo toilets, 6 urinals, 2x drinking fountains, 3x 5000L water storage tanks, 3 tank stands and refurbish 4 teachers toilet.	Ehlanzeni	White Hazy 1	Mbombela	2,001,882	115,124	31.12642	- 25.14392
291	Ligugulethu Primary School	primary School	DPWRT	Construction of 26 enviro-loo toilets, 08 urinals, 18 hadn wash basins, 1X5000L jojo tank , 03 steel tank stand and 2 drinking fountains and demolition of pit toilets	Ehlanzeni	Nkomazi central	Nkomazi	3,628,144	116,424	31.71183	- 25.63417
292	Livelethu Primary School	primary School	DPWRT	Construction of 15 enviro-loo seats, 05 urinals, 11 basins, 3 drinking fountains and demolition of pit toilets	Ehlanzeni	White River	Mbombela	2,311,411	45,328	31.22268	- 25.22417
293	Lovunywa Secondary School	Secondary School	DPWRT	Construction of 26 enviro-loo toilets, 08 urinals, 19 wash hand basins, 2 X 5000L jojo tanks with steel tank stand, 4 drinking fountains and demolition of existing pit toilets	Ehlanzeni	Khulangwane	Nkomazi	3,680,489	69,190	31.63608	- 25.68788
294	Makhahlela Primary School	primary School	DPWRT	Construction of 18 new enviro-loo toilets, 4 urinals, 12whb, 2X5000L jojo tanks with steel tank stands, 02 drinking fountains and demolition of pit toilets	Ehlanzeni	Insikazi	Mbombela	2,375,004	16,075	31.14537	- 25.30975
295	Maphakama Primary School	Primary School	DPWRT	Demolition of 14 pit toilets, construction of 16 new Enviro-loo toilets, 2 urinals, 10 basins with 4 x 5 000L tanks on steel tank stands, 3 x drinking fountains and equipping of a borehole	Ehlanzeni	Insikazi	Mbombela	2,135,100	405,229	31.15002	- 25.33112
296	Maqamela Primary School	primary School	DPWRT	Demolition of 14 pit toilets and construction of 16 new enviro-loo toilets, 2 urinals, 10 basins with 4 x 5 000L tanks on steel tank stand, 2 x drinking fountains and equipping of borehole	Ehlanzeni	Insikazi	Mbombela	2,144,361	125,669	31.16518	-25.3541
297	Mayibuye Secondary School	Secondary School	DPWRT	Refurbishment of 20 classrooms, Library, Science Laboratory, Administration Block, Construction of 4 Classrooms	Ehlanzeni	Mgwenya	Mbombela	8,104,577	93,109	31.18928	- 25.42903

298	Mshadza Secondary School	Secondary School	DPWRT	Construction of 05 waterborne toilets, 02 urinals, 05 whb, 4 drinking fountains, renovations of 19 toilets, 12 whb, upgrade water reticulation, septic tank and demolishing of pit toilets	Ehlanzeni	White Hazy 2	Mbombela	#VALU E!	91,645	31.1188	- 25.16015
299	Ncakini Secondary School	Secondary School	DPWRT	Construction of 14 enviro loo toilets, 08 urinals, 06 hand wash basins, 02 drinking fountains, renovations of 10 toilets and demolition of pit toilets	Ehlanzeni	Mgwenya	Mbombela	1,961,4 01	191,542	31.2286	- 25.43125
300	Ndlavela Primary school	primary School	DPWRT	Construction of 13 enviro-loo toilets, 04 urinals, 10 basins, provision of 03 drinking fountains and 1 x 5000L jojo tank with steel tank stand, fencing around tank stand and renovation of existing 04 toilets, 01 urinal and 3 wash hand basins and demolition of pit toilets	Ehlanzeni	Nkomazi West	Nkomazi	1,915,7 19	267,732	31.79198	- 25.82048
301	Nyalunga Primary School	primary School	DPWRT	Construction of new 27 enviro-loo toilets, 08 urinals, 21 whb, 3x5000L jojo tank with steel tank stand, 3 drinking fountains and demolition of pit toilets	Ehlanzeni	Insikazi	Mbombela	3,673,0 17	101,596	31.15218	- 25.36693
302	Phakani Primary school	primary School	DPWRT	Construction of 30 enviroloo toilets, 7 urinals, 21 HWB, provision of 4x 10000l including water reticulation and 1 support structure, construction of a septic tank, refurbish existing water reticulation and add new water supply, refurbish 6 existing waterborne toilets, 3 urinals and 6 HWB in the admin block and guardhouse and 5 drinking fountains	Ehlanzeni	Sikhulile	Mbombela	5,354,6 37	131,832	31.19147	- 25.36945
303	Schoemansdal Combined School	Combined School	DPWRT	Construction of 09 Enviro-loo toilets, 6 x urinals, 6 x WHB and Renovation of 14 x waterborne toilets, 14 1 x Stainless steel, 10 x Whb, 3 x Drinking fountains	Ehlanzeni	Malelane	Nkomazi	1,960,4 04	121,828	31.85133	- 25.65718

304	Siboshwa Primary school	primary School	DPWRT	Demolishing of 8 pit toilets, construction of 9 waterborne toilets, 5 urinals, refurbishment of 11 waterborne toilets and exing 1X septic tank, provision of 1X 10000L and 1X5000L water tanks, including water reticulation and support structure required, refurbish existing water reticulation system and existing 2X5000L water tanks, construction of French drain and add 3 water drinking fountains.	Ehlanzeni	Nkomazi East	Nkomazi	2,281,415	921,254	31.84267	-25.661
305	Sibuyile Primary School	primary School	DPWRT	Construction of 23 enviroloo toilets, 08 urinals, 10 hand wash basins and demolishing of pit toilets	Ehlanzeni	Mgwenya	Mbombela	2,956,902	177,547	31.19453	-25.4346
306	Sicelalwati C school		DPWRT	Completion of sewer connection and commissioning	Ehlanzeni	Sikhulile	Mbombela	#VALU E!	135,455	31.12667	- 25.43344
307	Sicelosethu Secondary School	Secondary School	DPWRT	Construction of 07 New Enviro-loo toilets, 04 urinals, 06 basins, Refurbishment of 14 waterborne toilets, Provision of 1 x 5000L Tank, Elevation of existing 2 jojo tanks, 2 Drinking fountains, Repair and Maintenance of existing septic tank including Sewer reticulation, fence around tank stand and demolition of pit toilets	Ehlanzeni	Sikhulile	Mbombela	2,105,854	287,811	31.207861716	- 25.412887723
308	Sikhwahlane Secondary School	Secondary School	DPWRT	Construction of 25 enviro loo toilets, 09 urinals, 18whb, 2X5000L jojo tanks with steel tank stand ,03 drinking fountains ,renovation of 01 toilet and demolishing of 22 pit toilets	Ehlanzeni	Nkomazi West	Nkomazi	3,550,938	157,325	31.75093	-25.7034
309	Sinqobile Primary School	primary School	DPWRT	Construction of 22 Enviro-loo Toilets with 2 X steel stand tanks, renovation of 2X waterborne toilets, demolition of 6 pit toilets	Ehlanzeni	Nkululeko	Mbombela	3,531,030	216,755	31.28283	- 25.70315

310	Siphumulele Secondary School	Secondary School	DPWRT	Construction of 18 enviro-loo toilets, 8 urinals, 14 wash hand basins, 2 drinking fountains, renovation of 5 toilets, 2 urinals, 04 basins, electrical connection and demolition of pit toilets	Ehlanzeni	White Hazy 1	Mbombela	2,241,549	62,706	31.12872	-25.1152
311	Sondlovu Primary school	primary School	DPWRT	Demolition of 14 pit toilets, construction of 16 new enviro-loo toilets, 10 new whb, 4 new urinals, 2 drinking fountains	Ehlanzeni	Malelane	Nkomazi	2,370,184	109,659	31.508917	25.669667
312	Tiga Primary School	primary School	DPWRT	Construction of 14 enviro loo toilets, 03 urinals, 07 whb, 1 tank stand and demolition of pit toilets	Ehlanzeni	Sikhulile	Mbombela	1,815,304	94,435	25°25'30.3"S	31°11'55.7"E
313	Zakheleni Primary School	primary School	DPWRT	Demolition of existing pit toilets and construction of 25 enviro loo toilets and 2x drinking fountains	Ehlanzeni	White Hazy 1	Mbombela	3,847,146	33,297	25°15'56.5"S	30°49'28.6"E
314		Secondary School	DPWRT	Construction of 25 enviro-loo toilets, 4 urinals, 14 wash hand basin and 3 drinking fountains	Ehlanzeni	Insikazi	Mbombela	3,204,388	172,442	25°17'45.5"S	31°08'34.5"E
Gert Sibande District											
	Volksrust Primary School	Primary School	DPWRT	Planning and design for provision of permanent brick and mortar structures (toilets, admin block, library, computer centre, kitchen, guardhouse, car carports, ramps and rails, sport fields)	Gert Sibande	Volksrust	Dr Pixley Ka Isaka Seme	17,729,475	886,474		
315										29.8855	27.35883
316	Siphokuhle Secondary School	Secondary School	IDT	Renovate 12 classrooms, Admin block, and 8 toilets	Gert Sibande	Wakkerstroom	Mkhondo	2,216,268	2,216,268	30.514109592	27.078612381
317	Soko Primary School	Primary School	DBSA	Renovate 12 classrooms	Gert Sibande	Mpuluzi	Chief Albert Luthuli	2,282,268	2,282,268	30.7834	26.44818
318	Thandeka Primary School	Primary School	DPWRT	Renovate 22 classrooms, office and 10 toilets	Gert Sibande	Lekwa West	Lekwa	4,537,002	4,537,002	29.20617	26.97233
319	Thobelani Secondary School	Secondary School	DPWRT	Renovate 24 classrooms and Admin block	Gert Sibande	Lekwa West	Lekwa	4,386,220	4,386,220		
										29.20583	26.96217
320	Weeber Primary School	Primary School	MDOE	Replacement of ceilings and repair damaged floors three (3) classrooms.	Gert sibande	Mkhondo	Mkhondo	128,426	128,426		
321	Masakhane Primary School	Primary School	MDOE	Demolish 20 x pit toilets, demolish 4 x waterborne toilets,	Gert Sibande	Mashishila	Chief Albert Luthuli	45,000	45,000	30.70447	27.06092
										30.85283	-26.1505

[illegible]

332	Mbalenhle Secondary School	Secondary School	MDOE	Renovate 36 classrooms, library, Admin block and 30 toilets	Gert Sibande District	Maboke	Bushbuckridge	3,217,474	3,217,474	30,833,398	-	26,234,47
333	Ekulindeni Primary School	Secondary School	IDT	Replace roof structure, floor tiles, chalk and pin boards, electricity, doors, window panes 20 classrooms, Admin block	Gert Sibande	Mashishila	Albert Luthuli	3,653,352	3,653,352	31,018,14	-	26,041,69
334	Eluyengweni Primary School	Primary School	DPWRT	Renovate 16 classrooms, Admin and 20 waterborne toilets.	Gert Sibande	Mpuluzi	Chief Albert Luthuli	5,623,698	5,623,698	30,794,95	-	26,457,38
335	Imbekezelo Primary School	Primary School	DPWRT	Renovate 24 classrooms and offices	Gert Sibande	Bethal	Govan mbeki	4,538,036	4,538,036	29,452,5	-	26,478,5
336	Jandrill Secondary School	Secondary School	MDOE	Renovate 30 classrooms and admin block	Gert Sibande	Sakhile		5,134,778	5,134,778	29,207	-	26,967,67
337	Khunjuliwe Secondary School	Offices	MDOE	Provision of water tanks and installation of a borehole	Gert Sibande	Ermelo	Msukaligwa	244,511	244,511	29,214,83	-	26,964,5
338	Maghawuzela Secondary School	Secondary School	IDT	Renovate 16 classrooms	Gert Sibande	Badplaas	Chief Albert Luthuli	4,753,951	4,753,951	30,814,57	-25,97742	
339	Mashishila Circuit Offices	Offices	MDOE	Investigate, analyse and design sewer and electricity reticulation including construction of the new septic tank and Frech drain and a new borehole. Refrinish Circuit Offices, Hall and EDC Centre including electricity and sewer.	Gert Sibande	Embhuleni	Mashishila	760,523	760,523	31,018,14	-	26,041,69
340	Nthoroane Secondary School	Secondary School	DPWRT	Renovate 16 classrooms, offices and 16 toilets	Gert Sibande	Dipaliseng	Dipaliseng	2,302,653	2,302,653	28,772,5	-	26,755,5
341	Peter Mabuza Primary School	Primary School	DPWRT	Renovate 20 classrooms, offices and 15 toilets	Gert Sibande	Msukaligwa 1	Msukaligwa	5,264,024	5,264,024	29,969,650	-	26,504,219
342	Sakhizwe Primary School	Primary School	MDOE	Renovate 20 classrooms, Admin block and 10 toilets	Gert Sibande	Bethal	Govan mbeki	5,743,597	5,743,597	29,452,33	-	26,479,5
343	Schools provided with waterborne toilet but not working	Secondary School	MDOE	Schools provided with waterborne toilet but not working due to unavailability of water	Gert Sibande	De Kullen Farm	Lekwa 2	6,494,400	6,494,400	31,018,14	-	26,041,69

	due to water availability											
344	Sebenta Primary School	Primary School	DPWRT	Renovate 20 classrooms	Gert Sibande	Mpuluzi	Chief Albert Luthuli	5,736,215	5,736,215	30,77698	-	26,30165
345	Simtfolle Primary School	Primary School	DPWRT	Renovate 20 classrooms and Admin .	Gert Sibande	Mpuluzi	Chief Albert Luthuli	5,854,703	5,854,703	30,79475	-	26,46225
346	Magotshwa Secondary	Secondary School	MDOE	Renovate 13 classrooms, Admin block, and 20 toilets laboratory, cottage and carport damaged/ blown off	Gert Sibande	Dundonald	Albert Luthuli	8,133,103	4,172,501	30,87583	-	26,24033
347	Tholukwazi Primary School	Primary School	DPWRT	Demolition of admin block, 2 X asbestos classrooms, 3 x asbestos Grade R classrooms and Construction of administration block, 2 X Classrooms, 3 X Grade R Centre.	Gert Sibande	Highveld Ridge East	Govan Mbeki	18,210,228	8,210,228	29,06641	-	26,54279
348	Vaalrivier Special School	Special School	DPWRT	Planning and design for all facilities Phase 1: Demolition of 9 asbestos classrooms, construction of 4 standard classroom and 5 workshops. Phase 2: Alteration of boys boarding facilities to accommodate 40 girls.	Gert Sibande	Lekwa East	Lekwa	27,976,567	4,000,000	29,22604	-	26,93136
349	The Gem Combined School	Combined School	DPWRT	Replacement of 10 dilapidated classrooms and fence, Construction of Admin, Grade R Centre, library, laboratory and kitchen, sports field and parking.	Gert Sibande	Breyten	Msukaligwa	15,097,843	1,509,784	30,64507	-	26,32205
350	Zamokuhle Primary School	Primary School	DPWRT	Demolition and Construction of 12 classrooms and Grade R Centre, library kitchen, sports field and parking.	Gert Sibande	Highveld Ridge East	Govan Mbeki	10,812,736	1,081,274	31,85166	-	25,65811
351	Torbenite Primary School	Primary School	DPWRT	Phase 1 : Provision of fence. Future phase: Construction of	Gert Sibande	Msukaligwa 2	Msukaligwa	3,844,124	98,182	30,01442	-	26,42463

				Library and kitchen,sports field and parking.							
	Hloniphani Primary School	Primary School	DPWRT	Phase : 2 Provision of fence. Future phase: Construction of Admin ,library ,kitchen,sports field and parking.	Gert Sibande	Dundonald	Chief Albert Luthuli	7 18,20 0	60,080	30.8449	- 26.21613
352	Camden Combined School	Combined School	DPWRT	Phase: Construction of 06 classrooms and Grade R Centre. Construction of Library, school hall, sports field and parking.	Gert Sibande	Msakaligwa 2	Mkhondo	1,846,8 00	162,669	30.1045	- 26.61817
353	Siyeta Primary School			ase 2: Provision of fence and construction Grade R Centre. Renovations 16 classrooms,admin bolck including septic tanks ,provision of security fence and guard house	Gert Sibande	Badplaas	Albert Luthuli	13,957, 313	122,000	30.7644	- 26.05092
354	Msinyane Secondary School		DPWRT	demolition of 4 pit toilets, construction of 9 additional enviroloo toilets	Gert Sibande	Kwathandeka	Mkhondo	1,930,3 97	772,159	30.52167	- 26.85967
355	Umpilusi Primary School		DPWRT	demolition of 4 pit toilets ,construction of 9 additional enviroloo	Gert Sibande	Breyten	Bushbuckridge	1,930,3 97	772,159	30.42433	- 26.37133
356	Hibemandla Primary School	Primary School	DPWRT	Demolition of 12 pit toilet; Construction of 16 enviro-loo toilets, 4 Urinals, 15 Basins and Equipping of the new borehole including water storage (1x 5000L JoJo tanks) and 1 drinking fountain	Gert Sibande	Kwathandeka	Mkhondo	2,484,4 59	156,430	31.3587	-24.8717
357											
358	Umbhejeka Primary School	Primary School	DPWRT	Construction of 9 enviro loo units, 5 urinals, provision of Jojo Tanks with steel elevated stand	Gert Sibande	Badplaas	Chief Albert Luthuli	1,487,2 61	134,000	30.8725	-25.9774
359	Tonga View Primary School	Primary School	DPWRT	Demolition of 5 existing pit toilets and Construction of 5 Enviro loo toilets, refurbishment of 24 water borne toilets, 3X drinking fountains, fencing around tanks stand with 3X steel stands allow water plumbing for water reticulations and drainage.	Gert Sibande	Wakkerstroom	Mkhondo	1,416,5 66	1,110,83 4	31.78399	- 25.69483
360	Sokapho Primary School	Primary School	DPWRT	Phase 1: Demolishing of 10 existing pit toilets, construction of	Gert Sibande	Dundonald	Chief Albert Luthuli	1,321,8 21	84,430	28.9569	- 25.29748

[illegible]

					existing tanks to fountains and toilets, connect new sewer lines from toilets to new soak away, build platforms and soil improvement by importing G5 material including reinforced foundation. Phase 2 : Provision of fence and construction Grade R Centre. Future phase: Construction of Library kitchen,hall,sports field and parking.	Gert Sibande	Badplaas	Chief Albert Luthuli	1,473,387	124,145	28.73548	- 25.36903
366	Siphumule Primary School	Primary School	DPWRT		Demolish 4 Pit toilets, Construction of 3 Enviro-loo Toilet (2 Seats, Including 1 disabled toilet) Install 1x 5 000L water tank with stand & fencing barrier, Water Reticulation, Upgrading and Equipping of Borehole	Gert Sibande	Kwathandeka	Mkhondo	2,101,229	137,000	28.79083	- 25.37633
367	Hoyi Primary School	Primary School	DPWRT		Refurbishments of 8 x waterborne toilets, Refurbishment of 8 x Enviroloo toilets inclusive of honey sucking Construction of 8 x Enviroloo toilets, 4 x Urinal, 6 x Basins, Demolition of 8 x existing pit toilets, 2 x 5000l Jojo tank and 5 x tank stand with pressure pump and provision of 2 x drinking fountain, provision of new fully equipped borehole and a French drain	Gert Sibande	Dundonald	Chief Albert Luthuli	1,860,623	163,954	31.8534	- 25.81493
368	Mehlobovu Secondary School	Secondary School	DPWRT		Construction of 17 enviro-loo toilets, 08 urinals, 09 hand wash basins,2 steel tank stand,4	Gert Sibande	Volksrust	pixley Ka Seme	2,776,281	131,265	31.89895	- 25.66013
369												

[illegible]

[illegible]

[illegible]

[illegible]

392	Groebam Primary School	primary School	DPWRT	Construction of the septic tank and french drain/soak-away	Gert Sibande	Carolina	Albert Luthuli	8,343,287	162,524	31,006	-	26,07283
393	Inkosinatsi Primary School	primary School	DPWRT	Demolish 17 seat pit toilets, Erect 09 seats enviro-loo toilets, 02 urinals, 6 WHBs, 2 x water fountains, soak away and fence around tank stands.	Gert Sibande	Dundonald	Albert Luthuli	3,320,920	84,169	30,868	-	26,22167
394	Bergplaas Primary School	primary School	DPWRT	Demolish one toilet block, Construct 5 Enviro loo toilets and renovate existing toilets and upgrade water and sewer services.	Gert Sibande	Mkhondo East	Mkhondo	3,311,537	110,327	31,25903	-	27,25355
395	Bethamoya Primary School	primary School	DPWRT	Demolish 5 no. existing pit toilets. Construction of 11 new enviroloo toilets. Construction of 2 new drinking fountains. Construction of fence around elevated tanks, equip school with new borehole and high level water tanks.	Gert Sibande	Wakkerstroom	Mkhondo	1,889,466	85,377	30,04233	-	27,11983
396	Bhekimfundvo Primary School	primary School	DPWRT	Demolition of existing 14 pit latrines and construction of 10 Enviroloo toilets, provision of electricity, drilling of borehole, 1 No. Of drinking fountains and 2 x 5000 liters of jojo tanks and palisade fence around storage tanks	Gert Sibande	Dundonald	Chief Albert Luthuli	2,524,147	177,093	28,87083		28,87083
397	Blesbokspuit Primary School	primary School	DPWRT	Demolishing of 4 x existing pit toilets, renovation of 2x existing enviro-loo toilets, 03 WHB for educators and staff, construction of 13 enviro-loo toilets, 6 urinals and 10 basins as per toilet type, 1x drinking fountains and soak-aways. Fenced around tanks (tanks by others) and water reticulation from the tanks.	Gert Sibande	Mkhondo West	Mkhondo	2,206,532	151,517	30,86475	-26,9558	
398	Bongumkhwana zi Primary School	primary School	DPWRT	Demolishing of 2 pit toilets, provision of 1x 5000L water tank, including reticulation and support structure required,	Gert Sibande	Mashishila		1,707,530	109,869	30,89662	-	26,05477

[illegible]

[illegible]

					enviroloo seats and 6 urinals, 11 WHB 2x5000L water tank and electricity.	Gert Sibande	Msukaligwa 1	Msukaligwa	4,512,505	142,230	29.95027	-26.6731
410	Evulingqondo Primary School	primary School	DPWRT		Construction of 15 enviroloos, 5 urinals, 15 WHBs. Drilling of borehole 2xwater tanks and stands and 2 drinking fountains	Gert Sibande	Mashishila	Albert Luthuli	1,727,126	81,848	31.00033	-
411	Hambanatsi Primary School	primary School	DPWRT		Construction of new 09 enviroloo units, 05 urinals, provision of 01x 5000L jojo tank with steel elevated tank stand. Demolition of 15 pit toilets.	Gert Sibande	Volksrust	Pixley Ka Seme	1,636,962	112,035	29.850023 96798104	26.99737 5358815 67
412	Hlelimfundo Secondary School	Secondary School	DPWRT		Renovation of 17 existing waterborne toilets, construction of 9x enviro-loo toilets, 8 urinals and basins as per type 4x drinking fountains and soak-aways. Fence around tanks (tanks by others) and refurbishment of septic tank and water reticulation from the tanks	Gert Sibande	Kwathandeka	Mkhondo	2,709,104	111,917	30.7383	-26.8549
413	Holdesheim Primary School	primary School	DPWRT		Construction of 15 enviro loo toilets, 5 urinals and 11 wash hand basins, install steel palisade fence and steel gate around existing water tanks, 1x drinking fountains with 4 taps. Demolish 11 pit toilets.	Gert Sibande	Bethal	Dipaliseng	3,234,000	134,696	29.4749	-
414	Ikhwezi Primary School	primary School	DPWRT		Construct 5 new toilets, renovate existing and upgrade of water and sewer services.	Gert Sibande	Mkhondo East	Mkhondo	2,291,591	216,120	30.78747	-
415	Imizamoyethu Primary	Primary School	DPWRT		Renovate existing ablutions, Construct 10 toilets and upgrade water and sewer services	Gert Sibande	Wakkerstroom	Mkhondo	4,416,957	68,310	30.40295	27.02363
416	Injabulo Combined School		DPWRT		Construction of a sewerage treatment package	Gert Sibande	Mashishila	Albert Luthuli	2,240,700	142,789	30.89995	-
417	Inkaba Primary School	Primary School	DPWRT		Demolition of existing pit toilets construction of 9 Enviroloo Toilets seats, 4 Urinals, 1x5000l water storage Tank, 1xTank stand.	Gert Sibande						26.09047

				2xDrinking fountains Borehole equipping water reticulation and electricity.									
418	Inkosinatsi Primary School	primary School	DPWRT	Demolish 17 seat pit toilets.Erect 09 seats enviro-loo toilets,02 urinals, 6WHBs,2 x water fountaints,soak away and fence around tank stands.	Gert Sibande	Albert Luthuli	Albert Luthuli	2,238,349	112,354	30.868	- 26.22167		
419	Jouberts/vlei Primary School	primary School	DPWRT	Demolishing of 13 existing pit toilets,construction of 15 enviroloo seats and 5 urinals,09 WHBs 2x5000l water tank.and 1 drinking fountains	Gert Sibande	Bethal	Lekwa	2,855,784	82,445	29.3125	- 26.65692		
420	Kempsiding Primary school	primary School	DPWRT	Construction of 15 seats 4urinals,13 WHBs,1x5000l tanks and stands,2x drinking fountains.Renovations of 4x Grade R toilets, 06 toilets,6WHBs and demolition of 20 pit toilets	Gert Sibande	Mkhondo West	Mkhondo	3,234,000	103,671	30.76563	- 26.95338		
421	Khuzulwandle Secondary School	Secondary School	DPWRT	Demolition of of existing 12 pit toilets& construction of 16 seats (enviro-foo) 12 wash hand basins,05 urinals, 2x drinking fountains plus fence drain.	Gert Sibande	Manzana	Chief Albert Luthuli	2,073,411	101,616	30.80578	- 26.00913		
422	Klein Vrystaat Primary	primary School	DPWRT	Demolish existing and Construct 13 toilets and renovate existing toilets	Gert Sibande	Mkhondo West	Mkhondo	3,488,993	184,592	30.9115	- 26.91192		
423	Kwamatshamhlophe Primary School	primary School	DPWRT	Construction of 14 waterborne toilets,septic tank, water tank	Gert Sibande	Mkhondo East	Mkhondo	2,302,487	79,644	30.96967	- 27.27433		
424	Kwashuku Secondary School	Secondary School	DPWRT	Construction of 15 enviroloo seats, 6 urinals, 16 WHBs, 4x water tanks and stands,2x drinking fountains.Renovations of 8 waterborne toilets,3 urinals,8 WHBs, upgrade water reticulation , refurbish borehole and demolition of 17 pit toilets	Gert Sibande	Mkhondo East	Mkhondo	1,293,600	171,960	30.93367	- 27.24283		
425	Kwasikhova Primary school	primary School	DPWRT	Demolition of existing 8 pit latrines and construction of 10 Enviroloo toilets, providing electricity, 2x drinking fountains	Gert Sibande	Msukaliqwa 1	Pixley Ka Seme	2,032,326	124,702	30.03324	- 26.92937		

[illegible]

				away and fence around existing tank stand	Gert Sibande	Dundonald	Chief Albert Luthuli	3,328,316	37,104	30.83173	-26.3392
432	Mhlangezane Primary school	primary School	DPWRT	Phase 1: Provision of water. Phase 2: Demolition of 14 pit latrines and construction of 14 Enviroloo toilets, , providing electricity and 2No. Of 5000 liters jojo tanks	Gert Sibande						
433	Mhola Primary School	primary School	DPWRT	Demolishing of 16 existing pit toilets, Construction of 15 enviroloo toilets, 5 urinals and basins, 1 x drinking fountains and soak aways, Fence around tanks (Tanks by other) and Water reticulation from tanks.	Gert Sibande	Manzana	Chief Alibert Luthuli	1,868,553	74,892	30.80801	- 25.96476
434	Mkolisi High School	Secondary School	DPWRT	Renovation of 12 waterborne toilets, 2 urinals, 9 WHBs, construction of 07 seats, 4x urinals, 4x WHBs and demolition of 19 pit toilets.	Gert Sibande	Manzana	Chief Alibert Luthuli	1,477,626	135,325	30.80873	- 25.97623
435	Mlilo Combined School		DPWRT	Construction of 18 Water borne Toilets, refurbishment of 4 existing toilets, 1x 10 000 litre water tank, refurbishment of existing septic tank	Gert Sibande	Kwathandeka	Mkhondo	1,882,494	91,978	30.76793	- 26.90402
436	Mpuluzi Secondary School	primary School	DPWRT	Demolishing of existing toilets and construction of 4 new toilets and renovation of existing toilets.	Gert Sibande	Mpuluzi	Albert Luthuli	1,497,848	95,786	30.76287	-26.293
437	Qalani Primary School	Primary School	DPWRT	Construction of 24 toilet seats, 8 urinals and 18 WHBs	Gert Sibande	Wakkerstroom	Mkhondo	2,636,631	184,951	30.45367	- 26.98883
438	Redhill Secondary School	Secondary School	DPWRT	Construction of 20 toilets seats, 8 urinals, 14 WHBs, 1x 5000L tanks on stand and drilling of borehole.	Gert Sibande	Dundonald	Chief Albert Luthuli	3,699,026	73,536	30.80967	- 26.25133
439	Rondavel Combined School	Combined School	DPWRT	Construction of 15 enviroloo seats, demolition of existing 6 pits toilets. Equip a borehole complete with a 2x storage tanks.	Gert Sibande	Lekwa		2,310,000	222,423	29.03683	- 26.98667
440	Roodebank Combined School	Combined School	DPWRT	Construct 12 enviroloo toilets, 8 hand wash basins and 5 urinals. Demolition of 6 pit toilets.	Gert Sibande	Highveld Ridge East	Govan mbeki	2,096,774	104,914	29.041	-26.6205

[illegible]

447	Skooniutisig Primary School	primary School	DPWRT	Construction of 20 enviroloo toilets 5 urinals and 14 wash hand basin. Install steel palisade fence and steel gate around water tanks. Construction of 2 x water drinking fountains with 4 taps each and French drains. Demolish 6 pit toilets. Equipping borehole	Gert Sibande	Lekwa East	Lekwa	2,850.7 37	78,442	29.41917	-27.1115
448	Tegwan's nest Primary School	primary School	DPWRT	Renovations of 12 Waterborne Toilets, construction of 3 Enviro- Loo's, urinal, 3 basins, equipping of the borehole, 5000L Tank and drinking fountain	Gert Sibande	Lekwa East	Lekwa	2,291.5 91	149,318	28.80167	- 26.76717
449	The Gem Combined School		DPWRT	Demolishing existing toilets and Constructing 18 enviro loo toilets and drilling of borehole	Gert Sibande	Breyten	Msukaligwa	4,416.9 57	177,228	28.91883	- 25.10983
450	Thokozani Primary School	primary School	DPWRT	Construction 8 seats enviroloo- toilets, 4 urinals, 7 basins, 2x water fountains, soak away and fence. Demolish 10 seats pit toilets	Gert Sibande	Carolina	Thembisile Hani	2,692.5 57	108,470	25°53'42.1 "S	30°10'42. 6"E
451	Tjakastad Secondary School	Secondary School	DPWRT	Demolition of pit toilets and construction of 11 toilets	Gert Sibande	Manzana	Chief Albert Luthuli	2,169.3 98	91,930	26°15'01.7 "S	30°45'57. 2"E
452	Tokoloho Primary School	primary School	DPWRT	Renovate existing ablutions, construction of 7 toilets and upgrade water and sewer services.	Gert Sibande	Dipaliseng	Dipaliseng	2,238.3 49	99,319	26°47'40.7 "S	28°30'25. 1"E
453	Tsatselani Primary School	primary School	DPWRT	Demolition of 4 pit toilets. Construction of 6 Enviroloo toilets seats, 1 urinal : Provision of 2 x 5000L water storage, including water reticulation and support structure. Construction of a french drain. Construction of a borehole. Refurbish existing water reticulation system. Refurbish 15 x existing waterborne toilets, 3 x urinals and 6 x basins. Refurbish	Gert Sibande	Dundonald	Chief Albert Luthuli	3,716.0 40	161,700	26°15'01.7 "S	30°45'57. 2"E

							existing septic tank reticulation. Add 1 water drinking fountain.		Gert Sibande	Manzana	Chief Albert Luthuli	0	148,629	26°04'12.2 "S	30°45'57. 2"E
454	Tsatsimfundo Primary School	primary School	DPWRT				Renovation of 27 existing waterborne toilets ,03 urinals, 18 WHB. Demolition of 20 pit toilets and erection of 2 x 5000L tanks on an elevated stand. Equipping a borehole		Gert Sibande	Lekwa East	Lekwa	1,888,700	83,737	26°22'18.1 "S	27°31'40. 9"E
455	Vaalrivier Special School		DPWRT				Construction of 10 waterborne toilets,3 urinals,5 WHBs		Gert Sibande	Lekwa East	Lekwa	1,888,700	83,737	26°22'18.1 "S	27°31'40. 9"E
456	Violet Jiyane Secondary	Secondary School	DPWRT				Refurbishment of 10 waterborn toilets and Construction of 7 waterborne toilets, providing electricity, 2 drinking fountains, 2 x 5000l Jojo tanks and Pallsade around the tanks.		Gert Sibande	Carolina	Albert Luthuli	1,986,381	144,112	26°04'57.8 "S	30°06'35. 5"E
457	Vukeuseni Primary School	primary School	DPWRT				Construction of 14 Enviroloo seats, 4 urinals,10 WHBs demolition of existing 6 pit toilets and 2x storage tanks,1xdinking fountain.		Gert Sibande	Lekwa East	Lekwa	3,234,000	192,357	26°52'31.1 "S	29°01'59. 0"E
458	Vulingcondvo Primary School	primary School	DPWRT				Demolishing of 16 x existing pit toilets,construction 20 enviro-loo toilets, 5 urinals, and basins per toilets type ,1x drinking fountains and soak-aways.Fence around tanks(Tanks by other)water reticulation from the tanks		Gert Sibande	Dundonald	Chief Albert Luthuli	2,972,580	39,233	25°07'55.7 "S	28°59'56. 8"E
459	Zamokuhle Primary School	primary School	DPWRT				Renovation and alterations to existing 5 toilets, construct 4 toilets,2 WHBs and upgrade water and sewer services.		Gert Sibande	Highveld Ridge East	Govan mbeki	1,948,673	62,442	26°32'47.5 "S	29°04'04. 1"E
460	Zendingpost Combined School		DPWRT				Construction of 4 x 5000L elevated tanks,2 drinking fountains and fence around tanks, pump house ,water purification and soakaway,construction of 29 seats,8 urinals 22 WHBs and drilling of borehole		Gert Sibande	Mkhondo West	Mkhondo	5,546,690	143,693	27°16'46.1 "S	30°40'43. 7"E

461	Waverly Secondary School	Secondary School	DPWRT	Phase 1: provision of water Phase2:Demolition of 10 pit toilets and construction of 5 Enviroloo toilets, providing electricity and 2 x 5000l of jojo tanks	Gert Sibande	Dundonald	Chief Albert Luthuli	1,644,433	277,335	26°19'54.2"S	30°52'35.9"E
462	Cebolethu Day Care Centre	ECD	MRTT	install ceiling, paint walls,replace doors, install burglar doors and windows,remove carpet,water proofing,install basins, plumbing,remove and replace kiddies toilet seats, replace window glaze, connect jojo tank and stand, replace the sign board.	Gert Sibande	Mkhodo	Mkhondo	659,666	659,666	25°26'08.6"S	31°09'56.1"E
	Mkolisi High School	Secondary School	DPWRT	Renovation of 6 waterborne toilets for female learners and 6 waterborne toilets in the admin for male and female staff, Construction of 7 enviroloo toilets,4 urinals and 4 basins: 1 x type H for male learners(4t,4u,2b). 1 x type C for females learners and disabled(2t,1b,1d). Install steelpalisade fenceand steel gate around water tanks, 3 x drinking fountains with 4 taps each. Demolish 19 pit toilets and 6 substructure pit toilets	Gert Sibande	Manzana	Chief Albert Luthuli	2,725,998	117,963	30.80873	- 25.97623
463	Ekuphakameni Combined School		DPWRT	Construction of 20 seats enviroloo toilets, 5 urinals ,7 wash hands basins, Installation of 1x 5m steel tank stand,steel palisade fence around water storage tanks and construction of 2x drinking fountains. Demolishing of 20 existing pit toilets.	Gert Sibande	Dundonald	Chief Albert Luthuli	2,650,091	158,781	28.85067	-25.151
464											
Nkangala District											
465	School for the Deaf	Special School	DPWRT	Phase 1: Planning & Design (2018/19 - 2019/20)	Nkangala	Emalahleni 1	Emalahleni	487,955,340	100,000,000	29.16182	- 25.52552

[illegible]

472	Siphiwe Primary School	Primary School	IDT	Renovation of 16 classrooms , administration block	Nkangala	Tweefontein North	Thembisile Hani	4,449,2 51	4,449,25 1	28.82255	25.34868
473											
474	Siphumule Primary School	Primary School	DBSA	Renovation of classrooms of 12 existing classrooms.	Nkangala	KwaMhlanga North East	Thembisile Hani	2,732,4 85	2,732,48 5	28.73548	25.36903
475	Sithembiso Primary School	Primary School	IDT	Refurbishment and renovation of 14 classrooms.	Nkangala	Weltevrede	Dr JS Moroka	2,391,5 53	2,391,55 3	28.9735	25.15083
476	Siyathokoza Primary School	Primary School	DBSA	Renovation and refurbishment of 20 existing classrooms , administration block , library , 24 existing ablution facilities and fencing.	Nkangala	Emalahleni 2	Emalahleni	5,951,1 23	5,951,12 3		
477	Siyathokoza Secondary School	Secondary School	DBSA	Renovation and Refurbishment of existing 16 classrooms and administration block.	Nkangala	Siyabuswa	Dr JS Moroka	4,791,4 66	4,791,46 6	29.03962	26.00185
478	Sizamakwethu Primary School	Primary School	MDOE	Renovation and refurbishment of 16 existing classrooms .	Nkangala	Siyabuswa	Dr JS Moroka	2,990,8 75	2,990,87 5	29.06133	25.07083
479	Sobantu Secondary School	Secondary School	IDT	Refurbishment and renovation of 16 classrooms and administration block .	Nkangala	SIYABUSWA	Dr JS Moroka	3,837,8 64	3,837,86 4	29.05367	25.13717
480	Somlingo Primary School	Primary School	IDT	Renovation and refurbishment of 16 existing classrooms, 1 Grade R Centre and 1 administration block.	Nkangala	Kwaggafontein East	Thembisile Hani	3,536,0 36	3,536,03 6	29.05083	25.13417
481	Steelcrest Secondary School	Secondary School	DPWRT	Refurbishment and renovation of 29 classrooms, 1 adminisration block, fence, 33 existing ablution facilities.	Nkangala	Steve Tshwete 3	Steve Tshwete	8,678,8 61	8,678,86 1	25°29'07.8 "S	29°00'40. 5"E
482	Tasbetpark Primary School	Primary School	IDT	Refurbishment of 34 classrooms	Nkangala	Emalahleni 3	Emalahleni	5,046,5 68	5,046,56 8	29.2275	-25.92
483	Thufane Secondary School	Secondary School	DPWRT	Refurbishment and renovation of existing 12 classrooms, administration block. Refurbishment of 12 waterborne ablution facilities.	Nkangala	Nokaneng	Dr JS Moroka	2,211,1 23	2,211,12 3		
484	Thulasizwe Primary School	Primary School	IDT	Refurbishment of existing 16 classrooms and administration block .Refurbishment of existing 12 waterborne ablution facilities.	Nkangala	Siyabuswa	Dr JS Moroka	3,570,0 71	3,570,07 1	28.63325	25.06867
485										29.00302	-25.2037
486	Ukhwezi Primary School	Primary School	DPWRT	Refurbishment and renovation of 18 classrooms , 1 administration	Nkangala	Emakhazeni	Emakhazeni	4,621,6 37	4,621,63 7	29.99002	- 25.67379

[illegible]

				classrooms, administration block, School Hall, Library, fence	Nkangala	Victor Khanye					
499	Hoerskool Delmas	Secondary School	DPWRT	Refurbishment of existing 33 classrooms, 1 administration block , 1 library , 1 kitchen , 2 computer centres , 4 laboratories , 1 school hall and existing 45 waterborne ablutions.	Nkangala	Victor Khanye	20,989,240	19,446,083	28.66904	-	26.14734
500	J Mdaka Primary School	Primary School	DBSA	Basic Services: Renovation of 29 waterborne toilets Other Facilities: Refurbishment and renovation of 22 classrooms and refurbishment of 18 waterborne ablutions.	Nkangala	eMalahleni 2	7,271,917	6,390,058	29.13163	-	25.87203
501	Kroonmdraai Primary School	Primary School	DBSA	Refurbishment of existing 24 classrooms,administration block and fencing .	Nkangala	Mashishila	7,704,852	4,917,012	29.13163	-	25.87203
502	Manyazela Primary School	Primary School	DBSA	Remedial works to foundations on 15 enviro loo toilets	Nkangala	Victor Khanye	312,546	279,105	29.10962	-	25.83717
503	Middleburg Combined School	Combined School	DBSA	Demolition of redundant structures.	Nkangala	steve Tshwete 2	1,185,361	334,110	28.6745	-25.991	
504	Siphendulwe Primary School	Primary School	DBSA	Refurbishment of and renovation of 24 classrooms and administration block. Rehabilitation of 29 waterborne toilets	Nkangala	eMalahleni 2	8,214,187	3,598,729	29.50971	-	25.80345
505	Sizofunda Primary School	Primary School	DBSA	Refurbishment of 7 classrooms	Nkangala	Victor Khanye	1,555,787	698,492	28.54993	-	26.18874
506	Hoerskool Delmas	Secondary School	DPWRT	Refurbishment of existing 33 classrooms, 1 administration block , 1 library , 1 kitchen , 2 computer centres , 4 laboratories , 1 school hall and existing 45 waterborne ablutions.	Nkangala	Victor Khanye	20,989,240	19,446,083	28.66904	-	26.14734
507	J Mdaka Primary School	Primary School	DBSA	Basic Services: Renovation of 29 waterborne toilets Other Facilities: Refurbishment and renovation of 22 classrooms and refurbishment of 18 waterborne ablutions.	Nkangala	eMalahleni 2	7,271,917	6,390,058	29.13163	-	25.87203

508	Kroomdraai Primary School	Primary School	DBSA	Refurbishment of existing 24 classrooms, administration block and fencing .	Nkangala	Mashishila	eMalahleni	7,704,852	4,917,012	29.10962	-	25.83717
509	Manyazela Primary School	Primary School	DBSA	Remedial works to foundations on 15 enviro loo toilets	Nkangala	Victor Khanye	Victor Khanye	312,546	279,105	28.6745	-25.991	
510	Middleburg Combined School	Combined School	DBSA	Demolition of redundant structures.	Nkangala	steve Tshwete 2	Steve Thswete	1,185,361	334,110	29.50971	-	25.80345
511	Siphendulwe Primary School	Primary School	DBSA	Refurbishment of and renovation of 24 classrooms and administration block. Rehabilitation of 29 waterborne toilets	Nkangala	eMalahleni 2	eMalahleni	8,214,187	3,598,729	29.10974	-	25.86252
512	Sizofunda Primary School	Primary School	DBSA	Refurbishment of 7 classrooms	Nkangala	Victor Khanye	Victor Khanye	1,555,787	698,492	28.54993	-	26.18874
513	Nwankupana Primary School	Primary School	IDT	Renovate ceiling on 3 classrooms	Nkangala	Steve Tshwete	Steve Tshwete	658,778	658,778	31.3063	-24.8885	
514	Zakheni Primary School	Primary School	DPWRT	Refurbishment and Renovation of existing 16 classrooms	Nkangala	Weltevrede	Dr JS Moroka	3,312,225	3,312,225	27.91507	-	26.24519
515	Alex Benjamin Secondary School	Secondary School	MDOE	Refurbishment of existing 12 classrooms , administration block , School Hall , Library , fence , kitchen	Nkangala	Steve Tshwete 2	Steve Tshwete	2,359,268	2,359,268	29.72782	-	26.13103
516	Batlagae Primary School	Primary School	DPWRT	Refurbishment and renovation of 22 classrooms , 1 administration block , fence . Refurbishment of existing 18 waterborne ablution facilities.	Nkangala	Steve Tshwete 3	Steve Tshwete	7,085,418	7,085,418	29.43541	-25.6174	
517	Belfast Academy School	Combined School	DPWRT	Refurbishment of existing 36 classroom , administration block , Library , lab .Refurbishment of fence and existing 25 ablution facilities.	Nkangala	Emakhazeni	Emakhazeni	7,576,220	7,576,220	30.04020	-	25.69699
518	Belfast Primary School	Primary School	MDOE	Refurbishment of existing 18 classrooms , administration block , , Library , Kitchen and fence. Refurbishment of existing 22 waterborne ablution facilities.	Nkangala	Emakhazeni	Emakhazeni	5,160,635	5,160,635	29.99109	-	25.67473
519	Bingweni Primary School	Primary School	DPWRT	Refurbishment of existing 16 classrooms.	Nkangala	Libangeni	Dr JS Moroka	2,983,156	2,983,156	28.905	-25.1698	

520	Blackhill Schoongezicht Primary School	Primary School	IDT	Renovation and refurbishment of 18 existing classrooms, administration block , fencing . Refurbishment of 23 existing ablutions.	Nkangala	Emalahleni 2	Emalahleni	5,487,618	5,487,618	29.10893	- 25.84912
521	Bongumusa Secondary School	Secondary School	DPWRT	Refurbishment and Renovation of 16 existing classrooms . Renovation and refurbishment of 12 existing waterborne ablutions.	Nkangala	Tweefontein North	Thembisile Hani	2,983,156	2,983,156	28.82550	- 25.35861
522	Buhlebuzile Combined School	Primary School	MDOE	Refurbishment of existing 16 classrooms.	Nkangala	Siyabuswa	Dr JS Moroka	2,983,156	2,983,156	29.07035	- 25.11313
523	Dikotelo Primary School	Primary School	DBSA	Refurbishment and Renovation of 15 classroom, 1 administration block.	Nkangala	Nokaneng	Dr JS Moroka	4,166,415	4,166,415	28.67625	- 25.00588
524	Ditholo Combined School	Combined School	IDT	Refurbishment and renovation of 12 classrooms.	Nkangala	Nokaneng	Dr JS Moroka	3,398,876	3,398,876	28.63325	-25.0687
525	Dunbar Primary School	Primary School	MDOE	Renovations to 14 existing classrooms and administration block	Nkangala	Emalahleni 2	Emalahleni	4,141,982	4,141,982	29.08303	-25.8624
526	Ekukhanyeni Primary School	Primary School	DPWRT	Refurbishment and Renovations of 14 existing classrooms.	Nkangala	Weltevrede	Dr JS M oroka	2,293,653	2,293,653	28.30667	- 26.22709
527	Elukhanyisweni Secondary School	Secondary School	DPWRT	Refurbishment of existing 14 classrooms	Nkangala	KwaMhlanga North East	Thembisile Hani	2,293,653	2,293,653	29.18773	- 25.87699
528	Emakhazeni Combined Boarding School	Combined School	DPWRT	Administration block, 28 classrooms, grade R facility, library, laboratory, computer center, 2 x guard house, 8 dormitories and 40 toilets	Nkangala	Emakhazeni	Emakhazeni	9,766,761	9,766,761	30.262646	- 25.666914
529	Ext. K Secondary School	Secondary School	MDOE	Refurbishment of 12 classrooms, Comput Laboratory. Refurbishment of 12 waterborne ablution facilities.	Nkangala	Tweefontein North	Thembisile Hani	2,343,288	2,343,288	28.85117	- 25.34683
530	Funindlela Primary School	Primary School(Not listed)	DPWRT	Renovation and refurbishment of existing 14 classrooms .	Nkangala	Tweefontein South	Thembisile Hani	2,391,553	2,391,553	31.34902	- 25.50322

531	Gugulethu Primary School	Primary School	DPWRT	Renovation of 16 classrooms , administration block . Refurbishment of existing 12 ablution facilities.	Nkangala	Tweefontein South	Thembisile Hani	3,157,176	3,157,176	28.8555	- 25.38538
532	Hlalakahle Secondary School	Secondary School	DBSA	Refurbishment and renovation of 16 classrooms and computer centre	Nkangala	Libangeni	Dr JS Moroka	3,157,018	3,157,018	28.85267	- 25.15183
533	Hlalisani Primary School	Primary School	DBSA	Refurbishment of existing 18 classrooms , Grade R Centre , administration block , Library , Computer Centre , fence , kitchen. Refurbishment of existing 18 waterborne ablution facilities.	Nkangala	Tweefontein South	Thembisile Hani	5,164,310	5,164,310	28.79522	- 25.40212
534	Hlangu Phala Primary School	Primary School	DPWRT	Refurbishment and Renovations to 25 classrooms administration block , library and fence. Refurbishment of 35 existing waterborne ablution facilities .	Nkangala	Emalahleni 2	Emalahleni	4,621,608	4,621,608	29.0329	-26.0064
535	Ilanga Secondary School	Secondary School	DPWRT	Renovations of 18 classrooms , administration block library , laboratory , computer centre , School Hall , Kitchen and 24 existing ablutions .	Nkangala	Emalahleni 3	Emalahleni	4,621,746	4,621,746	29.32717	- 25.95533
536	Jabulani Primary School	Primary School	MDOE	Refurbishment of existing 19 classrooms, 1 administration block . Refurbishment of existing 18 waterborne ablution facilities.	Nkangala	Tweefontein North	Thembisile Hani	3,540,697	3,540,697	31.26828	- 25.35372
537	Katjibane Primary School	Primary School	DPWRT	Renovation and refurbishment of 12 existing classrooms . Refurbishment of 12 waterborne ablution facilities.	Nkangala	Nokaneng	Dr JS Moroka	2,732,485	2,732,485	28.62837	- 25.01722
538	Khulunolwazi Primary School	Primary School	DPWRT	Refurbishment and renovation of 22 classrooms, 1 administration block, fence. Refurbishment of existing 18 ablution facilities	Nkangala	Steve Tshwete 2	Steve Tshwete	5,358,632	5,358,632	-29.515807	- 25.810864
539	Khutsong Primary School	Primary School	IDT	Refurbishment of existing 16 classrooms	Nkangala	Marapyane	Dr JS Moroka	3,876,926	3,876,926	28.78017	-25.0065
540	King Makhosonke Secondary School	Secondary School	DPWRT	Refurbishment of existing 16 classrooms and administration block. Refurbishment of existing 18 waterborne ablution facilities.	Nkangala	KwaMhlanga South West	Thembisile Hani	4,775,632	4,775,632	28.6366	- 25.447417

541	LD Moetanalo Secondary School	Secondary School	DBSA	Refurbishment and renovation of 18 classrooms and administration block. Refurbishment of existing fence and 33 ablution facilities.	Nkangala	Steve Tshwete 1	Steve Tshwete	5,047,886	29,44918	- 25.74472
542	Lehlable Secondary School	Secondary School	DPWRT	Refurbishment and renovations of 16 classrooms, administration block and library.	Nkangala	Marapyane	Dr JS Moroka	4,155,935	28,87117	- 24.97267
543	Lehlaka Combined School	Combined School	MDOE	Renovations of 16 classrooms, library, laboratory and computer centre.	Nkangala	Emalahleni 3	Emalahleni	2,983,156	29.2	- 26.16217
544	Lethabong Secondary School	Secondary School	DBSA	Refurbishment of existing 16 classrooms, admin, library, laboratory. Refurbishment of existing 18 waterborne ablution facilities.	Nkangala	KwaMhlanga North East	Thembisile Hani	5,021,284	28,72993	- 25.36543
545	Mabusabesala Secondary School	Secondary School	IDT	Refurbishment of existing 16 classrooms, administration block, School Hall, Library, fence and kitchen.	Nkangala	Weltevrede	Dr JS Moroka	7,383,156	28,9925	-25.1063
546	Mafa Max Motloung Primary School	Primary School	DPWRT	Refurbishment and Renovation of existing 18 classrooms, administration block and 10 ablutions.	Nkangala	Victor Khanye	Victor Khanye	4,020,251	28,699767	- 26.102983
547	Makerana Primary School	Primary School	DPWRT	Refurbishment and renovation of 19 classrooms.	Nkangala	KwaMhlanga North East	Thembisile Hani	3,205,730	28,7706	- 25.39117
548	Makhathini Primary School	Primary School	MDOE	Refurbishment and renovation of 18 classrooms, 1 administration block, fence, 18 ablution facilities	Nkangala	Steve Tshwete 3	Steve Tshwete	5,116,636	29,449	- 25.74917
549	Mantwani Primary School	Primary School	DPWRT	Renovation of existing 16 classrooms and refurbishment of existing 18 waterborne ablutions.	Nkangala	Weltevrede	Dr JS Moroka	2,983,156	29,00067	- 25.16417
550	Mapala Combined School	Combined School	MDOE	Refurbishment and Renovations of 14 existing classrooms.	Nkangala	Mmamethlake	Dr JS Moroka	2,391,553	28,491	-25.146
551	Mapule Sindane Primary School	Primary School	DBSA	Renovation and refurbishment of 23 existing classrooms, administration block, 18 existing ablution facilities and fencing.	Nkangala	Emalahleni 2	Emalahleni	6,025,682	29,11473	- 25.86823

552	Masana Primary School	Primary School	DPWRT	Refurbishment of existing 16 classrooms	Nkangala	Libangeni	Dr JS Moroka	2,983,156	31,0872	-24,7917
553	Mkhanyo Primary School	Primary School	DBSA	Refurbishment and Renovation of 16 existing classrooms and administration block.	Nkangala	KwaMhlanga South West	Thembisile Hani	4,416,268	28,71581	- 25,40442
554	Mkhulu Combined School	Combined School	IDT	Refurbishment and renovation of 16 classrooms. Renovation and refurbishment of 12 existing waterborne ablutions.	Nkangala	Steve Tshwete 3	Steve Tshwete	4,083,156	29,45533	- 25,58177
555	Mmutle Primary School	Primary School	MDOE	Renovation of 10 classrooms and administration block	Nkangala	Nokaneng	Dr JS Moroka	2,983,156	28,694	- 25,02542
556	Mnyamane Primary School	Primary School	DPWRT	Refurbishment of existing 16 classrooms.	Nkangala	KwaMhlanga North East	Thembisile Hani	2,983,156	28,77573	- 25,38892
557	Motlatseng Primary School	Primary School	DPWRT	Refurbishment and Renovation of 16 classrooms	Nkangala	Weltevrede	Dr JS Moroka	2,983,156	28,850117	- 25,013930
558	Motswedi Secondary School	Secondary School	MDOE	Refurbishment and Renovations of existing 12 classrooms, administration block and kitchen .	Nkangala	Nokaneng	Dr JS Moroka	1,604,890	28,65678	- 25,02583
560	Mphalali Secondary School	Secondary School	IDT	Refurbishment of existing 15 classrooms , administration block and Laboratory.	Nkangala	Kwaggafontein East	Thembisile Hani	5,486,199	28,938	-25,356
561	Nansindlela Secondary School	Secondary School	DBSA	Refurbishment of existing 16 classrooms ,administration block ,Laboratory .	Nkangala	Kwaggafontein West	Thembisile Hani	5,002,661	29,01492	-25,2968
562	Ndedema Primary School	Primary School	DPWRT	Refurbishment of existing 12 classrooms and fence.	Nkangala	Weltevrede	Dr JS Moroka	2,359,268	29,01317	-25,168
563	Njomane Primary School	Primary School	IDT	Renovation of 16 classrooms	Nkangala	Kwaggafontein West	Thembisile Hani	3,536,026	28,98407	- 25,28432
564	Mbongo Primary School	Primary School	DPWRT	Phase 1: A) Demolition of 10 existing pit toilets B) Demolition of 5 blocked waterborne block C) Renovations to 14 waterborne toilets (including unblocking)	Nkangala	Tweefontein South	Thembisile Hani	1,419,300	28,8585	- 25,13767

567	Moloto Primary School	Primary School	DPWRT	D) Construction of 6 new environmental toilets E) Demolition of 1 existing septic tank F) Construction of 1 new french drain G) Refurbishment of existing borehole with pump including 2 x 5 000L Jojo tanks and 2 x steel tank stands fenced H) Repair and reticulation of waterline to service the facilities. I) Refurbishment of 2 septic tanks J) Construction of 4 new drinking fountains K) Installation of clearview fence around school perimeter Phase 2: Construction of Grade R centres. Future Phase: Construction of new administration block ,library, computer centre and kitchen. Phase 1 :A) Refurbishment of existing 18 waterborne toilets B) Constuction of 11 new waterborne toilets C) Refurbishment of existing borehole and installation of 2 x 5 000L Jojo tanks and 2 x steel tank stands and fencing around D) Fencing to the existing tank stand E) Refurbishment of existing septic tank F) Construction of a new septic tank G) Construction of 4 new drinking fountains H) Rehabilitation and upgrades of eletrical installations I) Repair and reticulation of waterline to service the facilities.	Nkangala	Libangeni	Dr JS Moroka	3,452,925	116,766	28.63833	- 25.45917
-----	-----------------------	----------------	-------	--	----------	-----------	--------------	-----------	---------	----------	---------------

				J) Installation of clearview fence around school perimeter		Nkangala	Steve Tshwete 3	Steve Tshwete	3,526,0 32	137,000	31.2032	-24.9552
				Phase 2: Construction of library, Computer Centre, Car Park and 2 Sports Ground. Phase 1: Demolish existing 12 waterborne and 6 pit toilets. Construction of 17 enviroloo toilets consisting of 12wc, 5 urinal, 9 wash hand basin. Refurbishment of borehole, installation of water purification system with 2x5000L Jojo tanks with steel stands and fence around, Construction of 2 x drinking fountains including a soakaway.	DPWRT	Primary School	Sele Secondary School					
568				Phase 2: Construction of 14 classroom and demolition of existing single brick classrooms		Nkangala	Kwaggafontein West	Thembisile Hani	4,398,6 66	4,398,66 6	29.07305	- 25.30722
569				Renovations of 16 classrooms ,Administration Block and refurbishment of 12 waterborne ablutions.	IDT	Primary School	Nyabela Primary School					
570				Renovation and refurbishment of existing 24 classrooms , administration block , library , laboratory and 24 ablution facilities.	MDOE	Secondary School	P Ndimande Secondary School	Emalahleni 2	4,681,0 26	4,681,02 6	29.12895	- 25.85572
571				Refurbishment of existing 12 classrooms ,administration block and Grade R Centre. Refurbishment of existing 18 ablution facilities.	IDT	Primary School	Peter Mokaba Primary School	KwaMhlanga South West	3,832,4 85	3,832,48 5	28.641618	- 25.44910 7
572				Refurbishment and renovation of 16 existing classrooms.	DPWRT	Secondary School	Phumzile Secondary School	Tweefontein North	3,396,7 86	3,396,78 6	28.88783	- 25.33383
573				Renovation and Refurbishment of existing 16 classrooms, 1 administration block.	MDOE	Primary School	Qhubekani Primary School	Tweefontein North	4,696,8 61	4,696,86 1	30.78268	- 27.02333

574	Seruane Secondary School	Secondary School	MDOE	Renovations of 09 classrooms and administration block . Refurbishment of existing 16 waterborne ablutions.	Nkangala	Marapyane	Dr JS Moroka	3,408,622	3,408,622	28.85982	-24,9596
575	Sibisi Primary School	Primary School	IDT	Renovation and refurbishment of existing 14 classrooms .	Nkangala	Marapyane	Dr JS Moroka	3,569,992	3,569,992	28.79683	- 25.01317
576	Sibonelo Primary School	Primary School	DPWRT	Refurbishment and renovations of 15 classrooms.Renovation and refurbishment of 12 existing waterborne ablutions.	Nkangala	Siyabuswa	Dr JS Moroka	3,759,415	3,759,415	29.05151	- 25.10697
577	Sibukosethu Primary School	Primary School	DPWRT	Refurbishment of existing 28 classrooms , administration block , Library , 1 School Hall , 35 ablution facilities.	Nkangala	Emalahleni 1	Emalahleni	6,738,103	6,738,103	29.17183	- 25.87017
578	Sidlasoke Secondary School	Secondary School	DPWRT	Renovation and Refurbishment of existing 16 classrooms , Library and Laboratory ,	Nkangala	Weltevrede	Dr JS Moroka	3,536,026	3,536,026	28.9565	-25.2025
579	Siyathokoza Secondary School	Secondary School	DPWRT	Renovation and Refurbishment of existing 16 classrooms and administration block.	Nkangala	Siyabuswa	Dr JS Moroka	4,791,466	4,791,466	29.06133	- 25.07083
580	Sothembani Primary School	Primary School	DPWRT	Refurbishment and Renovation of 12 classrooms.	Nkangala	Siyabuswa	Dr JS Moroka	2,732,485	2,732,485	29.02183	- 25.21192
581	Springvalley Primary School	Primary School	DPWRT	Renovations of 12 classrooms.	Nkangala	Emalahleni 3	Emalahleni	2,470,071	2,470,071	29.26343	- 25.91785
582	Steve Tshwete Boarding School	Combined School	DPWRT	Administration block, 24 classrooms, grade R facility, library, laboratory, computer center, 2 x guard house, 8 dormitories and 165 toilets (including grade R and dormitories)	Nkangala	Steve Tshwete 3	Steve Tshwete	7,699,861	7,699,861	29.459086	- 25.723410
583	Sundra Secondary School	Secondary School	MDOE	Refurbishment of existing 22 classrooms ,Administration block	Nkangala	Victor Khanye	Victor Khanye	6,834,581	6,834,581	28.53386	- 26.18144

584	Tholuwazi Secondary School	Secondary School	IDT	Renovation of existing 16 classrooms.	Nkangala	Weitevrede	Dr JS Moroka	4,387,651	29,00377	-	25.12262
585	Thushanang Primary School	Primary School	DPWRT	Refurbishment of existing 16 classrooms , administration block , Library , Kitchen and fence. Refurbishment of existing 22 waterborne ablation facilities.	Nkangala	Steve Tshwete 3	Steve Tshwete	7,687,243	29,44883	-	25.74483
586	Mkhutshwa Secondary School	Primary School	DPWRT	Phase 2: Provision of fencing. Future Phase : Construction of admin , Library , laboratory , Construction of kitchen , fence , Car Park and 2 Sports grounds.	Nkangala	Kwamhlanga North East	Thembisile Hani	3,259,042	28,7624	-	25.32502
587	Masana Primary School	Secondary School	DPWRT	Phase 1: Provision of fence and construction of Admin block.	Nkangala	Libangeni	Dr JS Moroka	5,035,431	31,0872	-	24.7917
588	Emthonjeni Primary School	Primary School	DPWRT	Phase 1 Provision of fencing.	Nkangala	Emalahleni 1	Emalahleni	4,106,147	28,93477	-	25.29442
589	Bongani Primary School	Primary School	DPWRT	Phase 2: Construction of library , kitchen , Computer Centre . Demolition of 21 pit toilets and construction of 8 enviroloo toilets	Nkangala	Tweefontein North	Thembisile Hani	1,911,064	31,19232	-	25.41662
590	Makhosoke primary	Primary School	DPWRT	demolition of 12 pit toilets,construction of 20 enviroloo toilets,2x 5000 jojo tank,drilling of borehole and provision of drinking fountain	Nkangala	Libangeni	Dr JS Moroka	4,465,142	28,76867	-	25.10117
591	Bongumusa Secondary School	Secondary School	DPWRT	Demolition of 8 pit toilets,construction of 9 enviroloo. Upgrading of borehole	Nkangala	Tweefontein K	Thembisile Hani	2,019,132	28,82535	-	25.35908
592	Cibiliza Secondary School	Secondary School	DPWRT	Demolition of 8 pit toilets,construction of 10 enviroloo. Upgrading of borehole	Nkangala	Kwaggafontein West	Thembisile Hani	2,215,948	28,9357	-	25.28488
593	Clewer Primary School	Primary School	DPWRT	construction of 13 additional waterborne toilets	Nkangala	Emalahleni 2	Emalahleni	2,105,465	29,13607	-	25.90642
594	Fundawazi Primary school	Primary School	DPWRT	construction of 6 additional waterborne toilets	Nkangala	Tweefontein South	Thembisile Hani	1,057,390	28,85733	-	25.34717

595	Goodwin Maloka Primary School	Primary School	DPWRT	demolition 7 pit toilets,provision of 6 enviroloo toilets.	Nkangala	Mmamethlake	Dr JS Moroka	1,339,945	535,978	28.40967	- 25.17233
596	Makopanong Primary School	Primary School	DPWRT	demolition of 14 pit toilets,provision of 12 additional enviroloo	Nkangala	Siyabuswa	Libangeni	2,520,851	1,008,340	29.08155	- 25.11407
597	Mapala Combined School	Combined School	DPWRT	demolition of 17 pit toilets,construction of 9 additional enviroloo	Nkangala	Mmamethlake	Dr JS Moroka	1,930,397	772,159	28.491	-25.146
598	Mareleng Primary School	Primary School	DPWRT	demolition 4 pit toilets,construction of 18 enviroloo	Nkangala	Siyabuswa	Dr. Js Moroka	3,701,754	1,480,702	29.07793	- 25.13335
599	Phuthumani Primary School	Primary School	DPWRT	demolition of 4 pit toilets,construction of 17 additional enviroloo	Nkangala	Kwamhlanga NE	Thembisile Hani	3,504,937	1,401,975	28.7737	- 25.40963
600	Sifundakhona Primary School	Primary School	DPWRT	demolition of 2 pit toilets,construction of 7 additional enviroloo toilets,equip non functional borehole	Nkangala	Tweefontein North	Thembisile Hani	1,399,111	559,644	28.82287	- 25.34152
601	Muchuchi Primary School	Primary School	DPWRT	• Demolition of 4 pit toilet, refurbishment of 8 working existing enviro-loos and construction of 7 new enviro-loo toilets, 1 Disabled toilet, 4 new basins, 6 new basins to existing bathroom, 4 new Urinals, install 2 Drinking fountains • Equipping of the new borehole, including 2no water storage tanks	Nkangala	Tweefontein S	Thembisile Hani	1,596,659	91,577	31.3708	-24.6187
602	Zamani Primary School	Primary School	DPWRT	Construction of 13 Enviro-loo toilets, 6 WHB, 4 urinals. Refurbishment of existing waterborne toilets, install 2x 5000L tank, steel tank stand . Demolition of 13 pit toilets.	Nkangala	Kwaggafontein East	Thembisile Hani	1,988,979	99,449	31.12797	- 25.15558
603	Nyamazane Secondary School	Secondary School	DPWRT	Construction of 16 Enviro-loo toilets, with 06 Urinals and 18 Wash hand basins. Construction of french drain and drinking fountains. Renovation of 04	Nkangala	Kwaggafontein East	Thembisile Hani	2,051,255	102,563	31.286	-24.6615

					enviro-loo toilets, Demolition of 12 pit toilets	Nkangala	Kwaggafontein East	Thembisile Hani	1,026,000	257,036	31.10743	- 25.21372
604	Endlunkulu Primary School	Primary School	IDT		Demolition of plain pit toilets, construction of 10 toilets and provision of water. Construction of Grade R Centre.	Nkangala	Nokaneng	Dr JS Moroka	1,231,200	177,000	31.17073	- 25.03823
605	Tfolinhlanya Primary School	Primary School	IDT		Phase 1: Demolition of plain pit toilets, Construction of 12 toilets. Demolishing of 16 existing pit toilets, construction of 23 enviro loo toilets, 8 urinals and basins as per toilet type, 2 x drinking fountains and soakaways, and water reticulation from the tanks	Nkangala	Marapyane	Dr JS Moroka	2,788,883	148,000	28.95167	- 25.50317
606	Sinetjhuadu Primary School	Primary School	DPWRT		Planning and design of all phase Phase 1: Construction of 15 new Enviro loo toilets, construction of 2 drinking fountains. Installation of the high level elevated water tank with palisade fencing, repair and renovation of 5 seats of waterborne toilets.	Nkangala	KwaMhlanga SW	Thembisile Hani	2,037,127	89,941	-25.69617 -25.69617	- 26.33545
607	Mzinti Primary School	Primary School	DPWRT		Phase 2: Construction Grade R Centre Future phase: Construction of Admin, library, kitchen, sports field and parking.	Nkangala	Kwamhlanga NE	Thembisile	3,301,529	123,726	31.7475	- 25.69617
608					Construction of 26 seats Enviro-loos that comprises of the following: 10 Enviroloos seats for girls with 6 basins , 4 seats for boys with 6 urinals and 3 bains , 5 unisex enviro-loos with 3 basins for grade R ; 2 unisex Paraplegic and 2 basins ; 3 seats Enviro-loos							

[illegible]

[illegible]

620	Sihlangene Primary School	Primary School	DPWRT	Upgrading of basic services:14 waterborne toilets, renovation of existing 8 toilets and demolishing of pit toilets	Nkangala	Siyabuswa 2	Dr. Js Moroka	2,592,575	148,120	25°09'49.2"S	29°01'28.0"E
621	Masuku Primary School	Primary School	DPWRT	'Construction of waterborne toilet seats, 5 urinals, 11 wash hand basins. Demolishing of 12 existing unsafe toilets. 1x 5000L water tank and 1 drinking fountain.	Nkangala	Siyabuswa 1	Dr. Js Moroka	1,817,160	148,867	25°06'21.0"S	29°03'33.6"E
622	Khayelitsha Primary School	Primary School	DPWRT	'Construct 26 enviro-loo toilet seats, 6 urinals, 16 wash hand basins. Refurbish 4 waterborne toilets and demolish existing 34 pit toilets.Ramps and rails and refurbishment of existing borehole	Nkangala	Kwamhlanga North East	Thembisile Hani	2,835,203	149,240	25°23'54.0"S	28°44'40.1"E
623	Langalibalele Primary School		DPWRT	Drilling of borehole,eqipping of borehole, 7 water storage tanks and Demolition of existing toilets and dilapidated water borne toilet block and construction of 22 new waterborne toilets	Nkangala	Kwamhlanga North East	Thembisile Hani	1,592,880	148,120	25°24'18.0"S	28°43'38.6"E
624	Mgwezani Primary School	Primary School	DPWRT	'Construction of 21 enviro-loo toilet seats, 4 urinals, 16 wash hand basins, installation and equipping of new borehole. 4x5000L water tanks , two drinking fountains, refurbishment of 2 existing toilets and 2 wash hand basins	Nkangala	Kwaggafontein East	Thembisile Hani	3,745,121	148,493	25°18'24.4"S	28°57'27.2"E
625	Siyathokoza Secondary School	Secondary School	DPWRT	Construction 12 Enviro-loo toilet seats, 6 urinals , 10 whb. Provision of fencing, intall 2 Tank Stands, 1 x 5000 Jojo tank. Provision of water pump. Demolition of pit toilets	Nkangala	Siyabuswa 1	Dr JS Moroka	3,441,825	149,613	25°04'11.1"S	29°03'40.9"E
626	Somlingo Primary School	Primary School	DPWRT	Demolition of existing 16 pit toilets, construction of 25 enviro-loo, 06 urinals, install 1x 5000L water tank with stand & fencing barrier, water reticulation,	Nkangala	Kwaggafontein East	Thembisile Hani	3,536,036	149,986	25°29'07.8"S	29°00'40.5"E

[illegible]

			R Centre and Guard House, 03 sports facilities.	Nkangala	KwaMhlanga South West	Thembisile Hani	4,484,174	150,359	28.63833	- 25.45917
633	Moloto Primary School	Primary School	DPWRT Refurbishment of existing 19 waterborne toilets,6 Urinals & 14 WHB. Construction of 11 new waterborne toilets,4 Urinals & 13 borehole and installation of 2 x 5 000L Jojo tanks and 2 x steel tank stands and fencing around. Fencing to the existing tank stands. Refurbishment of existing septic tank. Construction of a new septic tank. Construction of 4 new drinking fountains. Rehabilitation and upgrades of electrical installation and water reticulation. Installation of Clearview fence around school perimeter.	Nkangala	KwaMhlanga South West	Thembisile Hani	3,987,523	148,867	28.722133	- 25.378883
634	Chief Luthuli Primary School	Primary School	DPWRT 'Construction of 24 enviro-loo toilet seats, 6 urinals, 14 was hand basins. Refurbish 10 existing waterborne toilets, demolish existing 20 pit toilets. Refurbish the exiting borehole.	Nkangala	Ximhungwe	Bushbuckridge	2,209,014	150,359	31.3563	-24.8668
635	Hlomani Secondary School	secondary School	DPWRT Construction of 16 enviro-loo seats, 4 urinals, 1 wash hand basin, 1 wash troughs. Installation of 2x 5000L eco tanks with stands including fencing barrier 2 drinking fountains. Upgrade water reticulatio	Nkangala	Buhlebesizwe		1,801,895	33,324	28.88257	- 25.40502
636	Ekujabuleni Primary School	primary School	DPWRT Demolish existing pit toilets and construction of 11 waterborne toilets.	Nkangala	Steve Tshwete 1	Steve Tshwete	794,696	88,693	29.43567	- 25.75783
637	Elusindisweni Primary School	primary School	DPWRT Demolition of 8 existing pit latrines and 9 unsafe waterborne toilets, refurbishment of 12 waterborne toilets and construction of 8 new waterborne toilets. In addition to provide	Nkangala						

							electricity to sanitation facilities, 2 x drinking fountains, 2 x 5 000l JoJo tanks on an elevated 4,5m high steel stands. Also to provide 2 x drinking fountains and palisade fencing around the storage tanks and behind the enviroloo toilets.	Nkangala	kwaggafontein West	Thembisile Hani	2,508,021	79,294	28,9376	-25,2919	
638	Emthunzini Primary School	primary School	DPWRT				Construction of 9 enviro- loo toilet seats, 8 urinals, 12 wash hand basins. Refurbish the existing 16 waterborne toilets. Demolition of 7 pit toilets. Refurbish the existing borehole.	Nkangala	kwaggafontein West	Thembisile Hani	666,489	142,973	31,2258	-24,92	
639	Ziphakamiseni Secondary School	Secondary School	DPWRT				Drilling of borehole, equipping of borehole, 8 Water storage tanks, demolishing of existing Pit Toilet blocks, renovate staff toilets and construction of 18 new toilets	Nkangala	Kwamhlanga NE	Thembisile Hani	1,773,870	152,936	28,96213	-	25,29268
640	Zithatheleni Primary School	primary School	DPWRT				Demolishing existing Pit Toilets, Refurbishment of the existing water borne toilets, build 4 additional water borne toilets and provide 5 water storage tanks	Nkangala	Kwaggafontein West	Thembisile Hani	1,585,879	293,919	28,8004 31,1281	-	25,41648 -
641	Bambanani Primary School	primary School	DPWRT				Demolition of existing 14 pit latrines, construction of 15 new enviro-loo toilets, drilling and equipping of borehole, providing electricity to sanitation facilities, 2x 5000L of Jojo tanks on elevated 4.5m high steel stands, 2x drinking fountains and palisade fence around storage tanks and behind enviro-loo units.	Nkangala	White Hazy 2	Mbombela					25,15592
642	Bawokuhle Primary School	primary School	DPWRT				Construction of 10 enviro-loo toilet seats, 5 urinal, 7 wash hand basins. Refurbishment and alterations to the existing 10 waterborne toilets. Upgrading of existing borehole	Nkangala	Tweefontein South	Thembisile Hani	2,959,465	152,936	28,87817	-	25,40518

643	Dumelani Primary School	primary School	DPWRT	Construction of 20 new enviro-loo toilets, 5 urinals, 17 Hand Wash Basins, Refurbishment of 10 waterborne toilets, demolish the existing 20 pit toilets. Refurbish existing borehole	Nkangala	Kwamhlanga	Thembisile Hani	3,058,723	36,370	28.63833	- 25.45917
644	Emthonjeni Primary School	primary School	DPWRT	Construction of 24 Enviro loo with 3 urinals, 17 Wash hand basins, refurbishment of 7 seats, 1 urinal and 4 wahs hand basins. Connection to existing municipal line, Installation of 4 x 5 000L water tanks, demolish 6 exiting pit toilets.	Nkangala	Kwaggafontein West	Thembisile Hani	5,878,384	147,845	28.93477	- 25.29442
645	Lelengaye Primary School	primary School	DPWRT	Construction of 22 enviroloo toilets with 2 x steel tanks. Renovations of 2 waterborne toilets. Demolition of 6 pit toilets	Nkangala	Kwaggafontein West	Thembisile Hani	2,494,032	152,868	28.96115	- 25.31275
646	Mangadisa Primary school	primary School	DPWRT	Removal of a 2 waterborne toilets, damaged roof coverings, trusses, ceilings and electricity an replacement.	Nkangala	Kwaggafontein East	Thembisile Hani	727,406	80,135	29.095	- 25.51867
647	Mohlatseng Primary School	primary School	DPWRT	Construction of enviro-loo toilets 20 seats, 5 urinals, 15 wash hand basin. Demolition of existing 18 pit toilets, supply and installation of 2 x 5 000l and water storage tank & stand and installation of borehole.	Nkangala	Weltevrede	Dr JS MOROKA	2,956,901	123,593	28.92168	- 25.05303
648	Mohlatseng Primary School	primary School	DPWRT	Construction of enviro loo toilets 20 seats, Demolition of existing 18 pit toilets. Installation of 2X5000l water storage tank & stand and installation of borehole	Nkangala	Weltevrede	Dr JS Moroka	2,956,901	90,702	28.92168	- 25.05303
649	Moniwa Primary School	primary School	DPWRT	Construction of 9 enviro-loo toilet seats, refurbish 6 waterborne toilets, demolish the existing 19 pit toilets. Refurbish the existing borehole. Installation of 1x10 000L with 5m high stand.	Nkangala	Kwaggafontein	Thembisile Hani	1,974,388	171,812	29.01037	- 25.29323
650	Nkosiphile Primary School	primary School	DPWRT	Phase 1: Demolishing of existing pit toilets and construction of 17	Nkangala	Siyabuswa	Dr JS Moroka	3,057,368	162,635	29.0197	- 25.21943

[illegible]

658	Sizamile Secondary School	Secondary School	DPWRT	Demolish 10 pit toilets, construction of 20 enviro-loo toilets, 08 urinals, install 1x 5000L water tank with fencing barrier , water reticulation. Install Borehole	Nkangala	Kwamhlanga NE	Thembisile Hani	3,586,755	235,602	28.638	- 25.45326
659	Sobantu Secondary School	Secondary School	DPWRT	Upgrading of basic services: 8 waterborne toilets and renovation of 13 existing toilets and demolition of pit toilets	Nkangala	Siyabuswa	Dr JS Moroka	1,824,656	89,745	29.05083	- 25.13417
660	Thokozani Primary school	primary School	DPWRT	Construction of 19 Enviro-loo toilets and demolition of existing pit toilets.	Nkangala	Buhlebesizwe		3,139,900	166,046	28.80228	- 25.39738
661	Thushanang Primary School	primary School	DPWRT	Construction of 19 enviro-loo toilets and demolition and demolition of existing pit toilets.	Nkangala	Kwaggafontein West	Steve Tshwete	3,055,384	108,742	31,2258 -24.92	- 25.28967 - 25.74483
662	Ukuphumlakwes izwe Primary School	primary School	DPWRT	Construction of 20 new enviro-loo toilets and demolition of 16 existing pit toilets.	Nkangala	Libangeni	Dr JS Moroka	3,735,176	62,532	28.91078	- 25.11718
663	Moniwa Primary School	primary School	DPWRT	Construction of 9 enviro loo toilets, 3 urinals, 8 wash hand basins, refurbish 5 waterborne toilets and 5 wash hand basins.Drilling and equipping of borehole,2 x 5000l water tanks and 2 x drinking fountains.	Nkangala	Kwaggafontein West	Thembisile Hani	1,794,898	64,335	29.01037	- 25.29323
664	Refithille Primary School	primary School	DPWRT	Construction of 20 new enviro-loo toilets 3 urinals, 12 wash hand basins, 2x 5000L water tanks and 3x drinking fountains. Demolishing of 14 existing pit toilets and equipping of borehole	Nkangala	Mmamethlake	Dr JS Moroka	3,320,920	161,046	28.472	- 25.16012
665	Sehoko Primary School	primary School	DPWRT	Demolish10 pit toilets, construction of 15 enviro loo toilets, 5 urinals,7 wash hand basins. Install 1x 5000l water tank, water reticulation, water fountain, install borehole.	Nkangala	Libangeni	Dr JS Moroka	2,174,848	87,164	28.096289 896488727	- 25.47914 1542514 4
666	Silamba Primary School	primary School	DPWRT	Construction of 19 enviro-loo toilets , 6 urinals, 14 xwash hand basins and 1x drinking fountain.	Nkangala	Kwamhlanga NE	Thembisile Hani	1,250,648	417,164	28.72642	- 25.38953

					Install 2 x 5000L water tank with stand and fencing barrier, water reticulation, equpping and upgrading of borehole.	Nkangala	Kwamhlanga NE	Thembisile Hani	1,253,948	166,046	28.73548	- 25.36903
667	Siphumule Primary School	primary School	DPWRT		Construction of 3 enviro loo toilets,renovation of 13 waterborne toilets, 1x 5000l jojo including fencing barrier, equiping of the borhole, drlking fountain	Nkangala	Kwamhlanga NE	Thembisile Hani	2,265,053	102,215	28.76878	- 25.38682
668	Khanyisa Primary School	primary School	DPWRT		Construction of 13 Enviro-loo toilets , 8 WHB, 2 urinals with 2x 5000L tanks, steel stand.Maintaining sceptic tank and equiping a borehole . Demolition of 11 pit toilets. Construction of 2 drinking fountains	Nkangala	Kwamhlanga NE	Thembisile Hani	2,603,859	162,524	28.6366	- 25.447417
669	King Makhosonke II Secondary School	Secondary School	DPWRT		Demolish existing 15 pit toilets, build new 12 toilets as per norms and standards. Install new 8 urinals and 4 basins. Refurbish 15 educators sanitation facilities and equiping of the new borehole including elevated water storage (2x 5000L jojo tanks) and 3 drinking fountains.	Nkangala	Kwamhlanga SW	Thembisile Hani	1,354,895	137,101	30.9588	- 25.47912
670	Klipspruit Combined School		DPWRT		Renovations of 27 no. existing waterborne toilets, construction of a septic tank and construction of a new borehole.	Nkangala	Emakhazeni	Emakhazeni	3,225,998	181,566	28.427	- 25.16183
671	Mpoko Maloka Combined School		DPWRT		Construction of 12 Enviro-loo toilets, 9 basins, 5 urinals 2 drinking fountains, drilling and equiping of new boreohole including 2 x 5000l jojo tanks with tank stands and fencing barrier. Provision of palisade around ablution blocks, installationof purification syste and demollition of 16 pit toilets.	Nkangala	Mmamethlake	Dr JS Moroka				

672	Senzangakhona Secondary School	Secondary School	DPWRT	Demolition of 04 pit toilets and refurbishment of existing (twenty) 20X waterborne toilets. Refurbishment of existing septic tank and renovating water connection supply. Installation of drinking fountains (4 in no.)	Nkangala	KwaMhlanga South West	Thembisile Hani	865,73 6	203,732	28.715515 337221742	- 25.39475 0140347 55
673	Mbuduma Junior Secondary School	Secondary School	DPWRT	Demolition of 1X pit toilets slab, refurbishment of 19 waterborne toilets, replacement of 8 drinking fountains taps, install of 3X drinking fountains and refurbishment of existing septic tanks.	Nkangala	Libangeni	Dr JS Moroka	518,20 4	165,577	28.851	- 25.15067
674	Duduzile Secondary School	Secondary School	DPWRT	Refurbishment and renovations of existing 16 classrooms .	Nkangala	Siyabuswa 1	Dr JS Moroka	813,27 8	94,473	29.01537	- 25.07267
675	Masinakane Special School	Special School	DPWRT	Renovation to existing classroom blocks 01 into a dormitory. Provision for a temporary guardhouse, including external, electrical, mechanical and firework.	Nkangala	Libangeni	Dr JS Moroka	4,074,6 47	165,577	31.23605	- 25.27578
676	Siyabuswa Primary	Primary School	DPWRT	Renovation and Refurbishment of existing 14 Classrooms.	Nkangala	Siyabuswa 1	Dr JS Moroka	1,201,6 01	94,473	29.06757	- 25.11557
677	Bonginsimbi Secondary School	Secondary School	DPWRT	Renovations of 35X toilets, 39X classrooms, admin block and sewer reticulation system repairs, fencing, 2X drinking fountain, water tanks and elevated steel stand.	Nkangala	Emalahleni1	Emalahleni	1,889,4 66	158,125	29.17517	-25.8725
678	Masuku Primary School	primary School	DPWRT	Demolition of classrooms roofed with asbestos material and construction of 3 X 3 classroom block and 1 x Grade R Centre	Nkangala	Siyabuswa 1	Dr JS Moroka	3,512,7 04	126,207	28.7702	- 25.42923
679	Bhekimfundo Primary School	primary School	DPWRT	Construction of 13 new waterborne toilets, refurbishment of old water borne toilets and demolishing of existing of old pit toilets.	Nkangala	Phumula		3,162,5 00	168,077	30.885	- 26.21207

680	Buhlebemfundo Primary School	Secondary School	DPWRT	20 Enviro-loo toilet seats, 5 urinals, 14 wash hand basins and 1 drinking fountain. Demolition of 16 pit toilets. Installation of a borehole and 1x(10 000L)	Nkangala	Kwaggafontein West	Thembisile Hani	2,746,911	130,043	29.07365	-25.3067
681	Emthonjeni Primary School	primary School	DPWRT	Construction of 24 Enviro loo with 3 urinals, 17 Wash hand basins, refurbishment of 7 seats, 1 urinal and 4 wash hand basins. Connection to existing municipal line, installation of 4 x 5 000L water tanks, demolish 6 exiting pit toilets.	Nkangala	Kwaggafontein West	Thembisile Hani	4,981,681	80,685	28.93477	-25.29442
682	Gijamphezeni Primary School	primary School	DPWRT	Refurbishment of storm damaged 4 classroom block and repairing of storm damaged gutters to administration block and 4 classroom block	Nkangala	Weltevrede	Dr JS Moroka	1,613,700	112,745	28.96167	-25.13183
683	Gobolibi Secondary School	Secondary School	DPWRT	Demolish 13 pit toilets and 04 pit latrines, construction of 12 waterborne toilets, 5 urinals, 8 basins, 1 x drinking fountain, fence around the tanks (tanks by others) and water reticulation from the tanks	Nkangala	Marapyane	Dr JS Moroka	1,760,000	136,767	28.8025	-25.066
684	Itsoseng Primary School	Primary School	DPWRT	Replacement of damaged roof covering complete with timber trusses and ceiling, electrical wiring, lights fitting and fascia boards	Nkangala	Marapyane	Dr JS Moroka	4,322,404	58,168	28.79933	-25.0535
685	Kabenziwa Primary School	primary School	DPWRT	Construction of 17 waterborne toilets, 8 urinals, 20 wash hand basins and electricity upgrade. Refurbishment of 10 waterborne toilets, 4 urinals and 6 wash hand basins. 10000l water tank and 2 drinking fountains	Nkangala	Siyabuswa 1	Dr JS Moroka	2,247,082	143,662	29.06933	-25.119
686	Khayelitsha Primary School	primary School	DPWRT	Construct 26 enviro-loo toilet seats, 6 urinals, 16 wash hand basins. Refurbish 4 waterborne toilets and demolish existing 34 pit toilets. Ramps and rails and	Nkangala	Kwamhlanga NE	Thembisile Hani	2,873,247	174,450	28.73983	-25.392

				refurbishment of existing borehole	Nkangala	Marapyane	Dr JS Moroka	3,133,400	64,680	28.78017	-25.0065
687	Khutsong Primary School	primary School	DPWRT	Demolishing of 15 existing pit toilets, construction of 4 enviro loo toilets, urinals =3, 3 wash hand basins, provision of steel pallisade fencing around JOJO tanks, construction of 1 drinking fountain, provision of clear-vu fencing around the school. Provision of septic tank including french drain	Nkangala	Marapyane	Dr JS Moroka	3,133,400	64,680	28.78017	-25.0065
688	King makhosonke Secondary School	Secondary School	DPWRT	Refurbishment of storm damaged 1 classroom block and storm affected 3 classrooms	Nkangala	KwaMhlanga South West	Thembisile Hani	1,330,340	64,636	28.6366	-25.447417
689	Laerskool Delmas Skool		DPWRT	Replacement of damaged roof covering, complete with timber trusses, wiring lights fittings at the Tuck-shop and Prefab Storeroom.	Nkangala	Victor Khanye	Victor Khanye	1,292,718	102,383	28.680368	-26.147832
690	Langalibalele Primary School	primary School	DPWRT	Drilling of borehole, equipping of borehole, 7 water storage tanks and Demolition of existing toilets and dilapidated water borne toilet block and construction of 22 new waterborne toilets	Nkangala	Kwamhlanga NE	Thembisile Hani	1,592,880	181,407	28.727683	-25.4055
691	Lelengaye Primary School	primary School	DPWRT	Demolishing 8 Existing Pit Toilets. Refurbishment of 11 existing. Construction of 11 Enviro-loo toilet seats with 1 Urinal, 9 Wash Basins, Equipping of Borehole and Installation of 4 x 5000L Water Tanks.	Nkangala	Kwaggafontein West	Thembisile Hani	2,494,032	184,024	28.96115	-25.31275
692	Mafu Secondary School	Secondary School	DPWRT	Demolish 6 existing pit toilets, refurbish 4 existing waterborne toilets. Construct 13 Enviro-loo toilet seats with 4 urinals. 10 wash hand basins, equipping of borehole and installation of 2 x 5000L water tanks	Nkangala	Kwaggafontein West	Thembisile Hani	2,328,476	127,509	28.93708	-25.30242

693	Makerana Primary School	Primary School	DPWRT	Construction of 4 waterborne toilets, 6 urinals. 1 concrete basins, provide fencing for the tanks, 3xdrinking fountains 1xborehole and 1x5000L JoJo tank.	Nkangala	Kwamhlanga NE	Thembisile Hani	906,555	88,876	28,7706	- 25.39117
694	Mangadisa Primary School	primary School	DPWRT	The actual work done on site comprises of : Removal of a 18x waterborne toilet seats, damaged roof coverings, trusses, ceilings and electricity an replacement.	Nkangala	Kwaggafontein	Thembisile Hani	727,406	41,886	29,095	- 25.51867
695	Manyano Primary School	primary School	DPWRT	Refurbishment of 29 Toilets, 2 urinals, sewer reticulation, water reticulation, provision of 2x 5000L Jojo tanks with stand and fencing, pump and all accessories	Nkangala	Steve Tshwete 3	Steve Tshwete	321,505	137,101	29,439169 266073005	- 25.74548 2230703 91
696	Nansindlela Primary School	primary School	DPWRT	Demolition of 10 pit toilets, construction of 13 enviroloo toilets, 4 urinals, 1 HWB, upgrade of water reticulation, 1 drinking fountain, 1x5000L jojo tank with stand and fencing barrier and 8 wash troughs.	Nkangala	kwaggafontein West	Thembisile Hani	1,839,552	89,907	29,01492	-25.2968
697	Peter Mokaba Primary School	primary School	DPWRT	Drilling of borehole, equipping, 6 water storage tanks, demolishing of existing pit toilet block and construction of 29 new toilets.	Nkangala	KwaMhlanga South West	Thembisile Hani	3,830,847	91,984	28,641575 052568708	- 25.44912 6148611 78
698	Phanagela Primary School	primary School	DPWRT	The scope of works was done according to the appointment letter, however Refurbishment of 5 toilet seats with 1 urinal and 2 wash hand basins. Provision of 1 drinking fountain.	Nkangala	Buhlebesizwe	Thembisile hani	3,064,095	74,401	28,79137	- 25.40502
699	Phopolo Primary School	Primary School	DPWRT	Demolition of old pit toilet and construction of 13 waterborne toilet with septic tank	Nkangala	Mmamethake	Dr JS Moroka	2,031,923	153,190	28,41683	- 25.16817
700	Qhubekani Primary School	primary School	DPWRT	Demolition of existing pit and refurbishment existing toilets. Construction of 13 new ablution units (Enviroloo)	Nkangala	Phumula	Thembisile Hani	1,488,028	113,742	28,88133	-25.332

701	Ramachaane Primary School	Primary School	DPWRT	construction of 20 enviro loo toilets, 4 urinals, 13 wash hand basins, 2x 5000L water tanks, 1x drinking fountain, equipping of borehole and electrical works. Demolition of 20 existing pit toilets	Nkangala	Nokaneng	Dr JS Moroka	3,063,7 96	115,500	28.69662	- 25.02495
702	Ramanitsho Primary School	primary School	DPWRT	Construction of 15 enviro loo toilets, 03 Urinals, 07 hand wash basins, 01x 5000L water tanks and 1 x drinking fountains were added on the scope. Demolition of 5 pit toilets	Nkangala	Marapyane	Dr JS Moroka	2,073,1 23	104,839	28.769	- 25.05383
703	Ratlhahana Secondary School	Secondary School	DPWRT	Provision of clear-vu perimeter fencing around the school and palisade fencing around existing jojo tanks	Nkangala	Mmamethlake	Dr JS Moroka	1,374,9 11	98,020	28.40333	- 25.17217
704	Senzangakhona Secondary School	Secondary School	DPWRT	Demolish 4 pit toilets, refurbishment of 10 water borne toilet. Renovating water connection supply, Installation of 4 drinking fountains.	Nkangala	KwaMhlanga South West	Thembisile Hani	645,73 6	114,071	28.715515 337221742	- 25.39475 0140347 55
705	Siboniwe Primary School	primary School	DPWRT	Construction of 27 enviro-loo toilets seats were, 6 urinals, 19 wash hand basins and drinking fountains. Install 2x5000L with stand and fencing barrier, water reticulation, and install borehole.	Nkangala	Kwamhlanga NE	Thembisile Hani	4,280,1 47	125,080	28.74745	- 25.40412
706	Sihlangene Primary School	primary School	DPWRT	Upgrading of basic services: 14 waterborne toilets, renovation of existing 8 toilets and demolishing of pit toilets	Nkangala	Siyabuswa 2	Dr JS Moroka	2,501,6 07	209,617	29.02375	- 25.16387
707	Siphumelele Combined School		DPWRT	Demolish 6 pit toilets, construction of 16 Enviro loo toilets, 5 urinals, install 1x5000L water tank with stand and fencing barrier, water reticulation, install borehole	Nkangala	Buhlebesizwe	Thembisile Hani	3,146,4 94	90,702	28.83387	- 25.39278
708	Sithenisiwe Secondary School	Secondary School	DPWRT	Demolition of old pit toilet and construction of 13 waterborne toilet with septic tank and borehole	Nkangala	Marapyane	Dr JS Moroka	1,737,5 08	65,267	28.85633	- 25.04367

709	Siyaphambili Primary school	Primary School	DPWRT	3 Water storage tanks, demolishing of existing Pit Toilet blocks and construction of 14 new water borne toilets	Nkangala	Kwamhlanga NE	Thembisile Hani	1,814,043	81,546	28.77028	- 25.42858
710	Sizabantwana Primary School	primary School	DPWRT	Drilling of borehole, equipping of borehole, 2 Water storage tanks, demolishing of existing Pit Toilet blocks and Construction of 7 New Toilets	Nkangala	Kwamhlanga NE	Thembisile Hani	1,347,341	147,426	28.76648	- 25.31988
711	Sizani Primary School	primary School	DPWRT	Phase 1: Demolish existing pit toilets and build 9 waterborne toilets with septic tank. Provide 3 X 10000L water tank.	Nkangala	eMthambothini	Dr JS Moroka	1,254,114	118,509	29.70467	-25.338
712	Sizuzile Primary School	primary School	DPWRT	Drilling of borehole, equipping of borehole and refurbishment of the existing waterborne toilets	Nkangala	Victor Khanye	Victor Khanye	1,305,331	63,863	28.6885	- 26.12567
713	Somabedlana Primary	primary School	DPWRT	Demolition of old pit toilet and construction of 12 waterborne toilet with septic tank and borehole	Nkangala	Nokaneng	Dr JS Moroka	1,630,927	114,580	28.6234	- 24.99685
714	Somarobogo Primary School	Primary School	DPWRT	Construction of 19 enviro loo toilets. 4 urinals, 15 wash hand basins, 2 drinking fountain, refurbishment of 5 existing waterborne toilet seats, 1 urinal and 4 wash hand basin. Install 1x5000L water tank with stand and fencing barrier, water reticulation, install borehole/ upgrading and equipping of borehole.	Nkangala	Buhlebesizwe	Thembisile Hani	2,948,518	107,739	28.84885	- 25.38812
715	Sovhetijhza Primary School	primary School	DPWRT	Upgrading of basic services: Construction of 6 enviro-loo toilets, renovation of existing 7 waterborne toilets and demolishing of existing pit toilets.	Nkangala	Siyabuswa	Dr JS Moroka	1,277,268	169,788	29.02547	- 25.21192
716	Sozilani Secondary School	Secondary School	DPWRT	Demolition of 6 pit toilets, construction of 12 enviro loo toilets, 4 urinals, 10 basins, 2 drinking fountains and equipping of the new borehole including	Nkangala	Kwaggafontein East	Thembisile Hani	1,568,838	220,848	28.95117	- 25.31733

[illegible]

				tanks,. Demolition of existing pit toilets		Nkangala	Wakkerstroom	Mkhondo	784,66 3	88,693	26°21'44.8 "S	28°24'19. 0"E
725	Zakheni Primary School	primary School	DPWRT	Demolish existing pit toilets, build 10 waterborne toilets. Provide 2x 5000 L Elevated Tanks.		Nkangala	Emalahleni C2	Emalahleni	495,63 8	495,638	25°26'08.6 "S	31°09'56. 1"E
726	Entokozweni Early Learning Centre	ECD	MRTT	install ceiling, paint walls,replace doors, install burglar doors and windows,remove carpet,water proofing,install basins, plumbing,remove and replace kiddies toilet seats, replace window glaze, connect jojo tank and stand, replace the sign board.		Nkangala	Emalahleni C2	Emalahleni	377,03 0	377,030	26°10'26.1 "S	29°11'18. 2"E
727	Lehlaka Early Learning Centre	ECD	MRTT	install ceiling, paint walls,replace doors, install burglar doors and windows,remove carpet,water proofing,install basins, plumbing,remove and replace kiddies toilet seats, replace window glaze, connect jojo tank and stand, replace the sign board.		Nkangala	Emalahleni C2	Emalahleni	532,66 6	532,666	28.922956 76605352	- 25.28962 8273011 51
728	Bokamoso Daycare	ECD	MRTT	install ceiling, paint walls,replace doors, install burglar doors and windows,remove carpet,water proofing,install basins, plumbing,remove and replace kiddies toilet seats, replace window glaze, connect jojo tank and stand, replace the sign board.		Nkangala	Emalahleni C2	Emalahleni				