

DEPARTMENT OF BASIC EDUCATION



ANNUAL REPORT
2024/25

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PART A: **GENERAL INFORMATION**

1. DEPARTMENT GENERAL INFORMATION

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2. LIST OF ABBREVIATIONS/ACRONYMS

AGSA	Auditor-General South Africa
ASIDI	Accelerated School Infrastructure Delivery Initiative
BELA	Basic Education Laws Amendment
CAPS	Curriculum and Assessment Policy Statement
DHET	Department of Higher Education and Training
DPME	Department of Planning, Monitoring and Evaluation
DPSA	Department of Public Service and Administration
DTDCs	District Teacher Development Centres
E4E	Education for Employability
EEA	Employment of Educators Act
ECD	Early Childhood Development
EFAL	English First Additional Language
EGRA	Early Grade Reading Assessment
EIG	Education Infrastructure Grant
ELNA	Early Learning National Assessment
EMIS	Education Management Information System
EMS: PMDS	Education Management Service: Performance Management and Development System
FET	Further Education and Training
FLBP	Funza Lushaka Bursary Programmes
GEC	General Education Certificate
GET	General Education and Training
GITO	Government Information Technology Office
HEDCOM	Heads of Education Departments Committee
HEIs	Higher Education Institutions
ICT	Information and Communication Technology
IIAL	Incremental Introduction to African Languages
LoLT	Language of Learning and Teaching
LTSM	Learning and Teaching Support Material
LURITS	Learner Unit Record Information and Tracking System
MST	Mathematics, Science and Technology
MTbBE	Mother Tongue-based Bilingual Education
MTDP	Medium-Term Development Plan
MTSF	Medium-Term Strategic Framework
NCF	National Curriculum Framework
NDP	National Development Plan
NECT	National Education Collaboration Trust
NQF	National Qualification Framework
NSFAS	National Student Financial Aid Scheme
NSNP	National School Nutrition Programme
NSSF	National School Safety Framework

PBL	Problem-Based Learning
PEDs	Provincial Education Departments
PFMA	Public Finance Management Act
PIRLS	Progress in International Reading Literacy Study
PTDIs	Provincial Teacher Development Institutes
QMS	Quality Management System
SACE	South African Council for Educators
SAFE	Sanitation Appropriate for Education
SASA	South African Schools Act
SA-SAMS	South African School Administration and Management System
SASCE	South African School Choral Eisteddfod
SCM	Supply Chain Management
SEACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SGBs	School Governing Bodies
SIAS	Screening, Identification, Assessment, and Support
SIBG	School Infrastructure Backlogs Grant
SILN	Systemic Improvement of Language and Numeracy
SITA	State Information Technology Agency
SLPs	Scripted Lesson Plans
SMT	School Management Team
SoNA	State of the Nation Address
TIMSS	Trends in International Mathematics and Science Study
TRC	Truth and Reconciliation Commission
TSM	Three Stream Model
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
WCED	Western Cape Education Department

3. FOREWORD BY THE MINISTER

The Department of Basic Education (DBE) 2024/25 Annual Report presents the progress made in building a quality, equitable and efficient education system. During the reporting period, the Department continued implementing the Action Plan to 2024: Towards the Realisation of Schooling 2030, which gives expression to the Constitution, the National Development Plan, and our continental and global commitments.

The year under review was shaped by the outcomes of South Africa's 2024 general elections, which established the Government of National Unity (GNU). Education remains a national apex priority of the GNU, central to building a just society, reducing inequality, and supporting inclusive economic growth.

In direct response to these national priorities, we set out five strategic priorities for the basic education sector for the 7th Administration. These represent the education system's contribution to the GNU's mandate, particularly the commitment to invest in people, strengthen the state, and reduce inequality through quality public services. The five priorities are:

1. Expanding access to quality Early Childhood Development (ECD);
2. Strengthening foundational literacy and numeracy;
3. Advancing inclusive education;
4. Supporting teacher training and professional management; and
5. Improving school infrastructure, learner safety, and well-being.

Against these priorities, the Department delivered measurable progress during the 2024/2025 financial year.

Foundational learning is central to the work we have undertaken in the past year, as a child who cannot read, write, and calculate with meaning and confidence will struggle in every other subject. Informed by international benchmarking studies and our own Systemic Evaluation, showing that 8 in 10 children in South Africa cannot read for meaning by Grade 4, we launched a strategic shift to improve foundational learning. This strategy endorsed by Cabinet places focus on expanding access to quality ECD and early-grade literacy and numeracy.

In the 2024/25 financial year, we hosted the Bana Pele Leadership Summit where stakeholders affirmed their commitment to the 2030 ECD Strategy. We intensified efforts to register more ECD programmes under the care and oversight of education departments, especially in under-resourced areas. We are committed to ensuring that every child in this country has access to quality education from an early age. When children are taught in their first 4 years of life, they are more likely to attend school in the years that follow.

We have made progress with the development of the Children's Amendment Bill, which is aimed at creating a more enabling ECD framework and enhance government oversight and support. We have also made progress developing curriculum-aligned learning materials and a national HR strategy to professionalise ECD.

The historic release of the Trends in International Mathematics and Science Study (TIMSS) 2023, SEACMEQ V and our own South African Systemic Evaluation 2022 provided a robust evidence base for reform in the Foundation Phase. As part of our reform agenda in this regard, we have:

- Continued rolling out Mother Tongue-based Bilingual Education training teachers in bilingual methods and providing quality support materials;
- Taken steps to augment the Funza Lushaka Bursary Scheme and teacher development efforts to prioritise Foundation Phase teaching, aligned to our focus on literacy and numeracy;
- Initiated a much-needed review of the Post Provisioning Norms (PPN) to improve teacher distribution, particularly in the Foundation Phase, and buffer provinces against budget pressures; and
- Taken steps to update the National Catalogue for Grades 1 to 3 to ensure learners receive high-quality, curriculum-aligned materials.

The link between early foundations and later success was underscored by the 2024 NSC results, which recorded the highest pass rate to date 87.3% with 337,158 Bachelor passes, two-thirds of which came from Quintile 1–3 schools. These results, however, also highlight the urgent need to improve learner participation and performance in gateway subjects, like Mathematics and Science. It is here that our strategy to get the foundations of learning right will drive both equity and excellence and ultimately see incremental improvements in the quality of the NSC results.

On inclusive education, we increased allocations for assistive devices and strengthened sector coordination. We also advanced the review of White Paper 6 on Inclusive Education – work that will shape how the sector continues to build an adaptive education system that accommodates diverse learning needs. There is still much work to do to ensure that special schools and ordinary public schools are fully inclusive spaces for all learners. We are still far from ensuring that all children with diverse learning needs have the opportunity to learn as is enshrined in our Constitution. That is why we want to accelerate this work.

As part of efforts to improve the quality of our schooling environments, we made progress on school infrastructure and safety, completing 96% of sanitation projects under the SAFE initiative (as of 31 March 2025), and supporting provinces to eradicate the remaining unsafe sanitation facilities. A new national maintenance programme is being developed to encourage provinces and schools to ring-fence maintenance budgets, embedding a culture of sustainability and accountability. We are also prioritising a review of the Public School Infrastructure Regulations to strengthen oversight and enforcement in the coming year.

We also initiated a review of the provincial school nutrition models to improve efficiency, financial management and the impact of the National School Nutrition Programme. Every day, 9.7 million learners depend on this programme for a meal, and we cannot afford to fail them.

The Department also strengthened its partnership with the South African Police Service (SAPS) to protect learners, address crime around schools and ensure safe learning environments.

During the 2024/25 financial year, the Basic Education Laws Amendment (BELA) Act, 2024 was signed into law and commenced on 24 December 2024. We have actively supported the sector in implementing the BELA Act, which included the training of provincial officials, the issuing of interim guidelines and the development of an extensive suite of draft regulations and other instruments to support implementation.

The achievements of 2024/25 reflect a decisive reorientation of the basic education system: evidence-led planning, strengthened foundations, inclusive access, sustainable infrastructure, and professional teaching. Together, they advance the GNU's vision of an equal, just, and prosperous society by investing in the most important national resource – our children.

I thank MECs, Heads of Department, senior management, educators, and officials at all levels for their contributions and commitment. Together, we are building an education system that realises the values of the Constitution and the aspirations of every child.



Ms S Gwarube, MP

Minister of the Department of Basic Education

September 2025

4. REPORT OF THE ACCOUNTING OFFICER

DBE Outcome 1: Improved system of policies, including the curriculum and assessment, governing the Basic Education Sector to advance a quality and inclusive, safe, and healthy basic education system.

The first critical priority is our new function of Early Childhood Development (ECD). Since the ECD function shifted from the Department of Social Development (DSD) to the DBE, we have been hard at work crafting and implementing innovative strategies to strengthen the foundations of learning, looking at the continuum from birth to early Grades in the Foundation and Intermediate Phases.

The introduction of Grade R into South Africa's education system began in 2001 without proper fiscal resource allocation, leading to a significant increase in the budget for public schools. The DBE has prioritised the registration and oversight of ECD centres through the Bana Pele (Children First) Mass Registration Drive, with registration activated in nine provinces. The target to register 10 000 ECD centres will improve quality and safety, map real demand, track coverage, and plan for universal access to Grade R. The Department of Basic Education is also playing a crucial role in guiding provinces through infrastructure planning for Grade R rollout. The national PPN guarantees equitable and needs-based teacher allocation across schools, factoring in enrolment, subject demand, and local context.

The second priority area is a cluster of critical topics from our quest to strengthen our curriculum, focusing on the implementation of a curriculum with skills and competencies for a changing world in all public schools. The strengthened curriculum also resonates well with the Education for Employability (E4E) programme through equipping learners with specific knowledge, skills, and attitudes to succeed in the world of work.

The Department is developing curriculum-aligned learning materials and a national HR strategy to professionalise ECD, while continuing to roll out Mother Tongue-based Bilingual Education, training teachers in bilingual methods and providing quality support materials.

The third priority is School Infrastructure Delivery (SID), delivered through the Education Infrastructure Grant (EIG). In some provinces, the EIG is augmented with the respective province's equitable share allocations. The DBE and PEDs have been replacing schools built entirely of inappropriate materials, providing water supply to schools with no water, delivering sanitation to schools with no toilets, and providing electricity supply to schools with no power. In 2018, the Sanitation Appropriate for Education (SAFE) Initiative was launched. SAFE focuses on providing appropriate sanitation to schools dependent on basic pit toilets.

Since 1994, the government has made significant progress in addressing the legacy of inherited inappropriate school infrastructure, prioritising the eradication of mud schools and replacing pit latrines. Out of 1,000 schools initially constructed with inappropriate materials, 510 were identified as inappropriate. With the expansion of the infrastructure programme in 2011, the number has reduced to 331 and counting. The sector continues to make progress towards creating safe, dignified, and conducive learning environments for all learners and educators. All 331 schools constructed of inappropriate material have been replaced with brick-and-mortar structures. The Department is enhancing the Education Facilities Management System (EFMS) to improve education infrastructure, identifying issues like sanitation backlogs, overcrowding, and temporary structures. The Department is also ensuring the effective use of the Education Infrastructure Grant (EIG) for improved delivery.

In 2015, the Cabinet approved the National Learner Transport Policy, aiming to provide access to educational facilities for the poor and those living with disabilities. This initiative, which has benefited over 710,000 learners, has been a significant step towards removing barriers to education and promoting social justice, demonstrating the government's commitment to achieving educational aspirations.

The National School Nutrition Programme (NSNP) has served 9 million learners daily with nutritious meals since 2009. Since 2009, it has improved children's learning abilities by combating malnutrition, reducing hunger, and improving school attendance. Some schools have started providing up to three meals a day to address the persistent triple challenges, demonstrating the sector's commitment to public discourse.

DBE Outcome 2: Improved information and other systems which enable transformation and an efficient and accountable sector.

This outcome deals with systemic reform programmes. The indicators contributing to this output include assessments to measure learning outcomes and monitoring learner achievement trends in international Mathematics, Science and Reading tests.

South Africa is implementing a strategic shift to improve foundational learning, focusing on expanding access to quality Early Childhood Development (ECD) and early-grade literacy and numeracy. This move is endorsed by the Cabinet and is aimed at addressing the issue of 8 in 10 children in the country not reading for meaning by Grade 4.

DBE Outcome 3: Improved knowledge, monitoring, and research functions to advance more evidence-driven planning, instruction, and delivery.

This outcome mainly pertains to areas directly involved with instruction and learning. The DBE has created a research repository on the DBE website, which contains sector-specific research commissioned and conducted within the DBE. Research topics are grouped into themes, and the research repository will be updated with emerging topics.

Quality teaching is crucial for achieving good learning outcomes. Therefore, the Department is reviewing all teacher training and professional development programs to enhance literacy and numeracy teaching, effective classroom management, and school professional management.

The Funza Lushaka Bursary Scheme (FLBS) and teacher development efforts are being enhanced to prioritise Foundation Phase teaching, aligned with literacy and numeracy. PPN are being reviewed to improve teacher distribution and buffer provinces against budget pressures, while updating the National Catalogue for Grades 1 to 3 ensures high-quality materials.

DBE Outcome 4: Advanced development of innovative and high-quality educational materials.

Quality reading material, if used effectively, can enhance the effectiveness of teachers in the classroom. The Department will continue to support learners and teachers to improve learning outcomes through the DBE workbooks for Grades R-9. The Department plans to print and deliver the required workbooks for learners in Grades R to 9 for the 2024 academic year.

Since 2011, the sector has distributed millions of workbooks in 11 official languages to address poor literacy and numeracy in Grades R to 9, addressing deep-rooted inequality and poor learning outcomes. These workbooks have proven critical during the COVID-19 crisis, supporting early learning in Maths, Life Skills, and Languages. The Department has also developed national catalogues for Grades R to 12, where provinces, districts, and schools source textbooks. Provinces continue to procure stationery for their schools, demonstrating the critical value of curriculum support.

DBE Outcome 5: Enhanced strategic interventions to assist and develop provincial education systems.

The DBE provides oversight, monitoring, and support to the PEDs. The sector has established monitoring systems to track priority areas in this regard.

The Department has provided support to the sector in implementing the BELA Act, including training provincial officials, providing interim guidelines, and developing draft regulations.

DBE Outcome 6: Improved communication of information and partnerships with stakeholders.

The DBE holds stakeholder engagements with different partners.

The Bana Pele Leadership Summit was held, where stakeholders reaffirmed their commitment to the 2030 ECD Strategy.

Overview of the financial results of the department:

Table 1: Departmental receipts

Departmental receipts	2024/25			2023/24		
	Estimate	Actual Amount Collected	(Over)/Under Collection	Estimate	Actual Amount Collected	(Over)/Under Collection
	R'000	R'000	R'000	R'000	R'000	R'000
Sale of goods and services other than capital assets	3 908	3 659	249	3 372	3 552	(180)
Interest, dividends and rent on land	4 500	1 859	2 641	15 000	2 171	12 829
Sale of capital assets	180	246	(66)	15	13	2
Financial transactions in assets and liabilities	2 500	6 155	(3 655)	3 000	6 265	(3 265)
Total	11 088	11 919	831	21 387	12 001	9 386

Table 2: Programme Expenditure

Programme Name	2024/2025			2023/2024		
	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Administration	656 634	652 481	4 153	577 874	576 283	1 591
Curriculum Policy, Support and Monitoring	3 943 602	3 938 462	5 140	3 344 465	3 320 739	23 726
Teachers, Education Human Resources, and Institutional Development	1 438 874	1 437 794	1 080	1 507 090	1 500 401	6 689
Planning, Information and Assessment	16 466 243	16 388 151	78 092	15 023	14 990 222	32 964
Educational Enrichment Services	10 130 070	10 127 609	2 461	9 575 980	9 573 598	2 382
Total	32 635 423	32 544 497	90 926	30 028 595	29 961 243	67 352

Table 3: Virements/roll overs

Shifted from	R'000	Shifted to	R'000
Programme 2: Curriculum Policy, Support and Monitoring	(41 300)	Programme 1: Administration	41 300
Programme 2: Curriculum Policy, Support and Monitoring	(5 700)	Programme 3: Teachers, Human Resources Education, and Institutional Development	5 700
Programme 2: Curriculum Policy, Support and Monitoring	(111 248)	Programme 4: Planning, Information and Assessment	111 248
Programme 2: Curriculum Policy, Support and Monitoring	(1 000)	Programme 5: Educational Enrichment Services	1 000

Reason for the virement:

As approved by the National Treasury (Treasury approval no 9/4/4/4/13) due to the foreign exchange rate on the transaction date. The funds were shifted within the programmes to cater for shortfalls encountered on various items. The Director-General prepared and approved the other virements for shortfall incurred within programmes on various items.

Public Private Partnerships:

The DBE head office has been operating under the PPP agreement for 14 years, during which the project deliverables have been consistently provided satisfactorily. However, no new PPP agreements have been entered into during this time.

Supply chain management

There were no unsolicited bids concluded for the year under review.

SCM processes and systems are in place to prevent irregular expenditure:

The internal control measures are in place and reflected in the SCM policy that is in line with relevant SCM prescripts including the latest regulations and National Treasury Instruction notes. Procedures, processes, and systems (e.g. procurement checklists, register to record activities/documents with the procurement sub-directorate, payment checklists; compliance/ irregular expenditure checklists, standard operation procedures, etc.) have been updated and are in place to mitigate against the occurrence of irregular, fruitless and wasteful expenditure through continuous monitoring and internal controls. The BAC uses a checklist to check the tender compliance during the adjudication of the tenders.

Challenges experienced in SCM and how they were resolved:

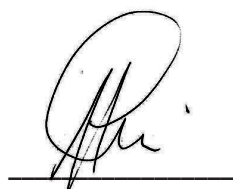
SCM Directorate structure is under-capacitated on managerial positions. Capacity is limited to lower positions for SCM practitioners. There are vacant positions that could not be filled due to National Treasury's cost containment measures. Job Specifications for all vacant posts have been sent to Human Resource Management for a request to be sent to National Treasury and DPSA. Procurement plan has not been fulfilled due to tenders being cancelled, withdrawn, TORs being sent back to Bid Specification Committee, Committees not forming a quorum.

Ad hoc BAC meetings are scheduled to speed up the reviewing of the Terms of Reference by BAC once the BSC has finalised correcting/ revising them.

Gifts and Donations received in kind from non-related parties

- National Teacher Awards
 - o Via Afrika
 - o Vodacom Foundation
 - o Woolworths
 - o MTN
 - o Allan & Gill Gray Philanthropies
 - o FirstRand Limited
 - o SANTAM
 - o Telkom Foundation

There were no events after reporting date identified in the current period under review.



Mr HM Mweli

Accounting Officer

Department of Basic Education

Date: September 2025

5. STATEMENT OF RESPONSIBILITY AND CONFIRMATION OF ACCURACY FOR THE ANNUAL REPORT

To the best of my knowledge and belief, I confirm the following:

All information and amounts disclosed throughout the annual report are consistent.

The annual report is complete, accurate and is free from any omissions.

The annual report has been prepared in accordance with the guidelines on the annual report as issued by National Treasury.

The Annual Financial Statements (Part F) have been prepared in accordance with the modified cash standard and the relevant frameworks and guidelines issued by the National Treasury.

The Accounting Officer is responsible for the preparation of the annual financial statements and for the judgements made in this information.

The Accounting Officer is responsible for establishing and implementing a system of internal control that has been designed to provide reasonable assurance as to the integrity and reliability of the performance information, human resources information and the annual financial statements.

The external auditors are engaged to express an independent opinion on the annual financial statements.

In my opinion, the annual report fairly reflects the operations, the performance information, the human resources information and the financial affairs of the department for the financial year ended 31 March 2025.

Yours faithfully



Mr HM Mweli

Accounting Officer

Date: September 2025

6. STRATEGIC OVERVIEW

6.1 Vision

To contribute to a South Africa in which all our people will have access to lifelong learning, education, and training opportunities, which will, in turn, contribute towards improving the quality of life and building a peaceful, prosperous, and democratic South Africa.

6.2 Mission

To provide leadership in the establishment of a South African schooling system for the 21st century.

6.3 Values

The Department of Basic Education adheres to the following values:

Children

Placing the interests of our children first.

People

Upholding the Constitution, being accountable to the Minister, the Government, and the people of South Africa.

Excellence

Maintaining high standards of performance and professionalism by aiming for excellence in everything we do, including being fair, ethical, and trustworthy in all that we do.

Teamwork

Co-operating with one another and with our partners in education in an open and supportive way to achieve shared goals.

Learning

Creating a learning organisation in which staff members seek and share knowledge and information while committing themselves to personal growth.

Innovation

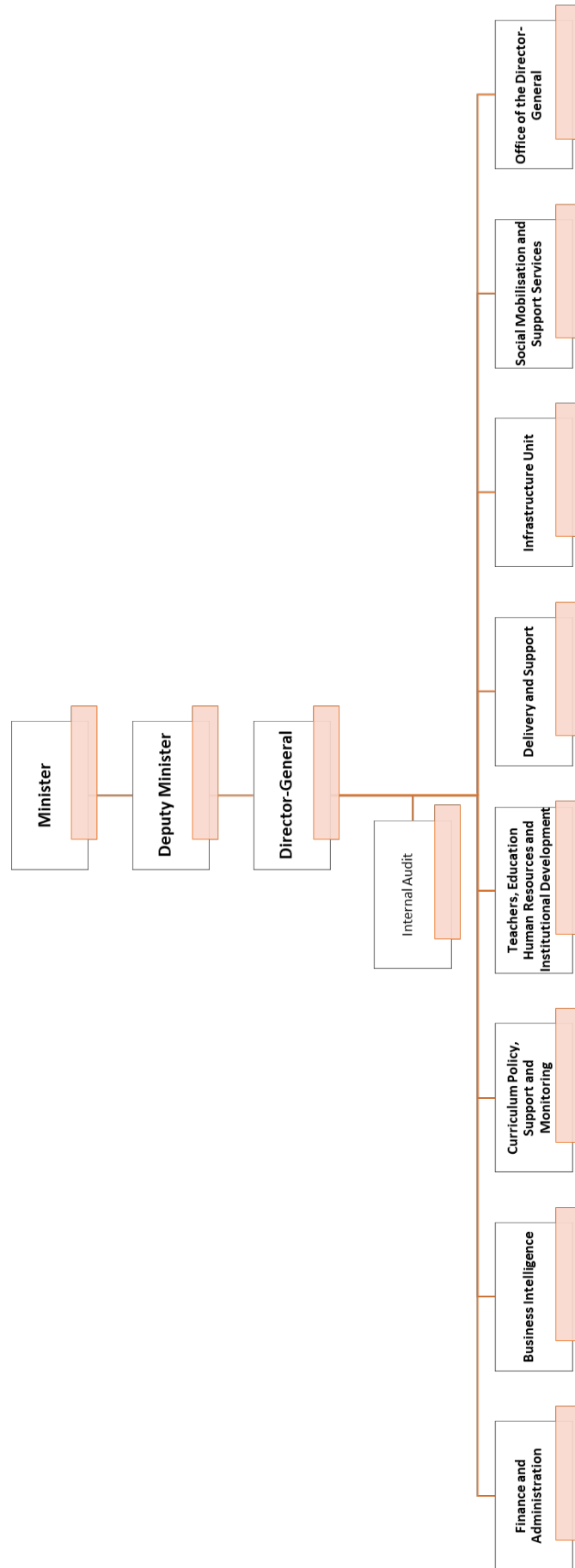
Striving to address the training needs for high-quality service and seeking ways to achieve our goals.

7. LEGISLATIVE AND OTHER MANDATES

The Department of Basic Education derives its mandate from the following legislation:

- The **Constitution of the Republic of South Africa** requires education to be transformed and democratised in accordance with the values of human dignity, equality, human rights, and freedom, non-racism, and non-sexism. It guarantees basic education for all, including adult basic education.
- The **National Qualification Framework Act, 2008 (Act No. 67 of 2008)** provides for the further development, organisation, and governance of the National Qualification Framework.
- The **National Education Policy Act, 1996 (Act No. 27 of 1996)**, which inscribed into law the policies, the legislative and monitoring responsibilities of the Minister of Basic Education, and the formal relations between national and provincial authorities. It laid the foundation for the establishment of the Council of Education Ministers (CEM), as well as the Heads of Education Departments Committee (HEDCOM), as intergovernmental forums that would collaborate in the development of a new education system.
- The **South African Schools Act, 1996 (Act No. 84 of 1996)**, which promotes access to education, and promotes quality and democratic governance in the schooling system. It further provides for uniform system for the governance, funding, and organisation of schools.
- The **Employment of Educators Act, 1998 (Act No. 76 of 1998)** regulates the appointments, conditions of service, discipline, retirement, and discharge of educators.
- The **South African Council for Educators, 2000 (Act No. 31 of 2000)** regulates professional development of educators and maintains a set of rules to protect ethical and professional standards for educators.
- The **General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)** provide for-
 - the establishment, composition and functioning of the General and Further Education and Training Quality Assurance Council
 - quality assurance in general and further education and training.
 - control over norms and standards of curriculum and assessment.
 - the issue of certificates at the exit points and the conduct of assessment.
- The **Children's Act, 2005 (Act No. 38 of 2005)** gives effect to certain rights of children, as contained in the Constitution. It sets out principles pertaining to childcare and protection and provides norms and standards for early childhood development.
- The **National Development Plan (NDP)** is the blueprint for tackling South Africa's challenges and serves as a long-term vision and plan for the country.

8. ORGANISATIONAL STRUCTURE



9. ENTITIES REPORTING TO THE MINISTER

Table 4: Entities reporting to the Minister

Name of Entity	Legislative Mandate	Financial Relationship	Nature of Operations
South African Council for Educators (SACE)	Registration, promotion, and professional development of educators, as well as setting, maintaining, and protecting the ethical and professional standards of educators	Subsidy for Continuous Professional Training and Development	Registration of educators; professional development of educators; policy, planning, and research; and professional ethics.
Umalusi	Development and maintenance of a framework of qualifications for General and Further Education and Training: NQF Level 1–4; and for the attendant quality assurance and certification of such qualifications.	Grant	Qualifications, curriculum, and certification; quality assurance of assessment, evaluation, and accreditation; and statistical information and research.



PART B: **PERFORMANCE INFORMATION**

1. AUDITOR-GENERAL'S REPORT: PREDETERMINED OBJECTIVES

The AGSA currently performs certain audit procedures on the performance information to provide reasonable assurance in the form of an audit conclusion. The audit conclusion on the performance against predetermined objectives is included in the report to management, with material findings being reported under the Predetermined Objectives heading in the Report on other legal and regulatory requirements section of the auditor's report.

Refer to page 124 of the Report of the Auditor-General, published as Part E: Financial Information.

2. OVERVIEW OF DEPARTMENTAL PERFORMANCE

2.1 Service Delivery Environment

Policy/Legislation

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 BELA Act is pivotal for ensuring that education is accessible and inclusive for all South Africans, advancing the transformation goals that have been elusive for the past 30 years. It strengthens the governance and accountability requirements of public schools, ensuring that School Governing Bodies consult with parents on financial matters and the code of conduct, while eliminating barriers to learner admission based on race, religion, or other characteristics. It also places a responsibility on Provincial Departments and holders of public office to act with restraint and to follow due process if they wish to contest a school's actions. This Act will help give every learner, regardless of background, an equal chance to succeed. In addition, the BELA Act makes the attendance of Grade R compulsory for all learners in line with our commitment to ensure universal access to Grade R for all learners.

Inclusivity

The Policy on SIAS is being monitored for its effectiveness in identifying and addressing barriers to learning. The review reveals that learners were screened and supported. The focus is on areas to strengthen the policy's implementation as an early identification and intervention mechanism. The goal is to ensure learners are effectively integrated into their current schools or referred to other schools. The DBE audited sampled special schools in Gauteng, KwaZulu-Natal, Mpumalanga, North West, Limpopo, and Western Cape to identify key issues of inclusive education for further intervention. Further monitoring included special school coordinators meetings to monitor and support special schools, focusing on learner transport, resource centre designation, curriculum implementation, assistive devices, technology, therapeutic support services, best practices sharing, outreach services, and monitoring school functionality.

Reading

The DBE and the National Reading Coalition are working to improve access to reading materials across provinces. This initiative, supported by Room to Read and the Charlotte Manyax-Maxeke Institute, aims to close the reading resource access gap. The Reading Partners Engagement Framework aims to enhance literacy across provinces through targeted initiatives and stakeholder participation. The finalisation of Memoranda of Understanding with organisations like SAPESI, Na'ibali, FunDza, A Better Africa, and Room to Read were finalised. Progress has been made in establishing provincial support models, laying the groundwork for 2024 plans, 2025 growth strategies, and long-term scaling. Additionally, joint NGO efforts and a literacy month campaign featured over 100 activations across provinces, supported by a digital public engagement campaign.

The DBE, NECT and PEDs have partnered to conduct workshops to develop provincial and district Reading Plans that align with national strategic objectives. The aim is to strengthen PED plans around reading, thereby enhancing the teaching and learning of languages. The DBE and NECT launched a Literacy Month initiative highlighting African languages' role in literacy development, involving provincial planning committees, a digital campaign, and a partnership with the South African Council of Churches to mobilise parents. In support of multilingual education, the translation of the Basic Education Competency Framework into 11 official languages made significant headway. The back translation phase was completed during this period and is currently undergoing expert quality control review before finalisation.

Second Chance Matric Programme

Over 155,468 learners registered for the National Senior Certificate (NSC) October/November examinations as part-time candidates. The programme provided access to digital platforms through an educational app, enabling online learning modules, virtual study sessions, and digital resources for exam preparation. This shift allowed the programme to continue and reach a wider audience of learners who may not have access to physical classrooms due to geographical or financial constraints.

The DBE has partnered with DHET and Correctional Services to enhance the Programme's accessibility for more learners. The private sector also sponsors study opportunities and offers educational learning apps, ensuring the programme is accessible to a broader range of learners. Distribution of (LTSM): The Department hired a service provider to print and deliver study materials to various provinces, including Eastern Cape, Gauteng, KwaZulu-Natal, Limpopo, and North West. Centre managers distributed the materials, each with their strategies for retrieving them for 2025/26 learners.

Early Childhood Development

The DBE collaborated with UNICEF to develop guidelines for the National Curriculum Framework (NCF) and LTSM. The LTSM was completed, and a peer review process was conducted in July 2024 to assess the materials' clarity, detail, and user-friendliness for ECD practitioners with a minimum NQF level 4 qualification. The DBE has developed a new Service Delivery Model for Early Childhood Development (ECD) to provide universal access to quality programmes for all children. The 2030 Strategy for ECD programmes outlines a roadmap to achieve this goal. The DBE has also developed an implementation plan, which was discussed in an ECD Workshop hosted by the Minister. After a review of the current framework, the ECD Registration Drive was rebranded as Bana Pele, meaning "Children First" in Setswana. A pilot in Johannesburg South was completed in July 2024, and updates were provided to provinces. The rollout began in Gauteng and a high-level implementation roadmap was developed, outlining timeframes for provinces to activate and officially kick off their Provincial Registration Drives.

2.2 Service Delivery Improvement Plan

The Department has completed a service delivery improvement plan. The tables below highlight the service delivery plan and the achievements to date.

Table 5: Main services and standards

Main services	Beneficiaries	Current/actual standard of service	Desired standard of service	Actual achievement
Issue replacement /duplicate matric certificates	Former Matriculants; Employment institutions; and institutions of higher learning	Current time taken to process the applications from the time it is received until it leaves the DBE	Reduce the time taken to process the application from 10 days to seven (7) days	On average, it takes two (2) weeks to issue a replacement /duplicate matric certificates
Statement of results	Former Matriculants	Issued within 2 hours to 95% of the applicants	Issue to all applicants within 2 hours of the application being received	1165 applications received, 1165 applications processed within two (2) hours.

Table 6: Batho Pele arrangements with beneficiaries (Consultation access, etc.)

Current/Actual arrangements	Desired arrangements	Actual achievements
Consultation	The Department communicates with clients via e-mail, post, walk-ins, and telephone	Clients are assisted and inputs are received through e-mail, post, walk-ins, and telephone.
Access	Clients access the service through walk-ins, call centres, and website	All walk-ins, call centres and website enquiries are resolved.
Courtesy	The "SMS" facility to update clients of the progress must be implemented	Clients receive notification on updates of the services
Openness and transparency	Clients are kept informed via letters and telephone. Changes in tariffs are updated on the website.	Changes in tariffs are updated and published on the website. Furthermore, the tariffs are posted at the service centres.
Information	Updated information is available on the website, e.g. Application forms, tariffs, and procedures	Application forms, tariffs, and procedures are updated on the website and copies are made available
Redress	Response to complaints via letters/e-mail. Complaints are monitored.	All enquiries are swiftly responded to
Value for money	Issuing and replacement of certificates enables service beneficiaries to gain admission to tertiary institutions and jobs.	The process for issuing and replacement of certificates is available to clients in need
Service Standards	Clients are informed about the services and its turnaround times for services	Services and its turnaround times are published through print and on websites

Table 7: Service delivery information tool

Applications-	Received	Processed	In progress	
Statement of Results/Certificates	1165	1165	0	
Certificates	Requested	Printed	Rejected	In progress
All candidates that wrote the 2024 May/June examination and the 2024 October/November examination received their results emanating from the examination. Learners received a Statement of Results confirming the results they received in these two examinations and they were subsequently certified by Umalusi. Candidates that misplaced their statement of results or their certificates were provided with replacements.	2348	1998	207	143

Table 8: Complaints mechanism

Current/actual complaints mechanism	Desired complaints mechanism	Actual achievements
Telephone: (012) 357 3000 Toll-free line: 0800 202 933 Presidential Hotline: 17737 Fax number: (012) 324 4484	100% resolution of all calls	99.2%
Email Callcentre@dbe.gov.za Info@dbe.gov.za Certification@dbe.gov.za	100% resolution of all website enquiries	81%

2.3 Organisational environment

The Department always creates a conducive work environment for all employees. The Department has an efficient and effective Employee Health and Wellness Programme to manage the safety, health, and wellness of employees. Officials with personal and work-related problems are supported through counselling within the Department and some are referred for external professional intervention. Those employees with work-related problems are supported through counselling, mentoring, coaching, and capacity-building programmes. A conducive environment is created for women, people with disabilities, the bereaved employees, women with small children, the youth, people with commodities and victims of gender-based violence.

During the year, the Department prioritised the filling of vacant posts. The following key Senior Management posts were prioritised in the recruitment process:

- Chief Director: Legal and Legislative Services.
- Chief Director: Strategic Planning, Research Evaluation and Monitoring.

These appointments will assist in ensuring adequate human resources for the attainment of the outcomes in the Action Plan to 2024: Towards the Realisation of Schooling 2030. In terms of addressing gender equity at Senior Management level, the DBE has a ratio of 44.3% female to 55.7% male staff. At Middle Management (MMS) level, the DBE has a ratio of 55.7% female and 44.3% male staff. The overall ratio within the Department totals 67.3% female to 32.7% male staff. In this regard, the Department has exceeded the 50:50 ratios. The Departmental Recruitment Policy has been approved/ revised to require equity statistics to be reported on at SMS post interviews as well as in submissions to the Minister and Director-General.

2.4 Key policy developments and legislative changes

The only change that was realised was the signing into law of the Basic Education Laws Amendment Act (BELA), 2024 (Act No. 32 of 2024), which was proclaimed on 24 December 2024. The BELA Act amends South African School Act (SASA) and the Employment of Educators Act (EEA), thus brings new provisions to the SASA and the EEA.

3. ACHIEVEMENT OF INSTITUTIONAL IMPACTS AND OUTCOMES

South Africa's Basic Education Sector is determined to keep its performance on an upward trajectory following the release of local and international studies to improve the performance of the Basic Education Sector. In 2022, the Department of Basic Education (DBE) also conducted the South African Systemic Evaluation (SASE), aimed at improving sector performance in the Foundation, Intermediate and Senior phases. The Department officially released the three sets of education research studies consisting of TIMSS 2023; SEACMEQ V; and SASE 2022 in December 2024.

Assessment experts, scholars, officials at national and provincial level use South Africa's performance in the international assessments to detect learning deficits in the General Education and Training (GET) band. The TIMSS is an assessment of the mathematics and science knowledge of fourth and eighth grade learners around the world. TIMSS was developed by the International Association for the Evaluation of Educational Achievement (IEA) to allow participating nations to monitor their educational achievement, and how they change over time, as well as compare learners' educational achievement across borders in the key subjects of mathematics and science. In South Africa, due to different academic school calendars to countries in the northern hemisphere, TIMSS is conducted amongst Grades 5 and 9 learners in public and independent schools.

SEACMEQ V took place in 2021, and tested Grade 6 learners, selected from all nine provinces of South Africa, and their teachers in Reading Literacy, Mathematics, HIV/AIDs, and other health-related issues. The study was conducted in 298 schools where 1,036 teachers and 6,629 learners participated. SASE is a flagship national programme for monitoring learner achievement and examining learning outcomes in Grades 3, 6 and 9. The assessment focuses on Language and Mathematics with attention on tracking national and provincial progress. As part of the assessment, 56,650 learners from 1,688 schools were sampled from Grade 3; 58,005 learners from 1,614 schools were sampled in Grade 6; and 47,540 learners from 1,620 schools were sampled from Grade 9.

Local and international scholars pointed out that the DBE still has a lot of work to do to strengthen curriculum delivery in the early grades. The scholars recommend that the DBE should implement targeted research-based interventions to address the recurrent decline in Reading and Mathematics, focusing specifically on language instruction through the effective implementation of the Mother Tongue-based Bilingual Education (MTbBE) in the intermediate and senior phases. "Reduce provincial disparities by addressing provincial inequalities through resource allocation and targeted support. Allocate resources equitably, improving technology and infrastructure in under-resourced areas and leverage digital platforms or education equity," added the scholars.

The Department believes that the release of the first Systemic Evaluation baseline results served as both a diagnostic and a call to action for the DBE and stakeholders in education. The three studies provide robust data and actionable insights based on key indicators stipulated in the study findings. The focus on systemic issues underscores the importance of a holistic approach to educational development, aimed at achieving sustainable growth in South Africa's education sector.

The results revealed both areas of progress and persistent challenges. On the positive side, our Grade 9 learners have demonstrated incremental improvements in Mathematics and Science, with performance levels rising slightly compared to previous cycles. This reflects the dedication of educators and learners, as well as the impact of targeted interventions in certain provinces. However, the results also highlight significant disparities. The gap between learners receiving instruction in their mother tongue and those taught in a second language remains stark. The linguistic divide hampers comprehension and academic achievement, particularly in foundational subjects like Mathematics and Science.

Table 9: Achievement of institutional outcomes

Outcome	Outcome Indicator	2019/20 Baseline	2024/25 Target	Actual achievement as at 31 March 2025	Deviation	Corrective action to be taken in the next planning cycle
DBE Outcome 1: Improved system of policies, including the curriculum and assessment, governing the basic education sector to advance a quality and inclusive, safe, and healthy basic education system.	1.1 Improve the proportion of 6-year-olds (Grade R) enrolled in educational institutions by 2024	96% respectively (2017)	99%	97% (GHS 2023)	-2%	The Basic Education Laws Amendment (BELA) Act will extend the minimum compulsory attendance range by one year, to age six
	1.2 Improve the proportion of 5-year-olds (Grade RR) enrolled in educational institutions by 2024	88% (2017)	Enrolment rates of 5 and 6-year-olds at 95% by 2024	86% (GHS 2023)	-2%	In 2024, the Department started the implementation of the 2030 Strategy for ECD programmes and has taken a systems-thinking approach to improving access to quality ECD programmes. This has entailed various initiatives to remove system blockages that have been preventing the expansion of access: - Increasing the value and reach of the ECD subsidy to enable more children to access ECD programmes; - Implementing the Mass Registration Drive to get more ECD programmes into the regulatory net, and to understand where access gaps are; - Drafting the Children's Amendment Bill to remove regulatory barriers to expanding access; and - Establishment of the ECD Outcomes Fund to commission NGOs to expand access in underserved areas.
	1.3 Improve the proportion of Grade R learners that are school ready by 2024	New: System for monitoring quality will be implemented to determine the baseline by 2022	15% increase of the baseline that will be established in 2022	A composite ELNA report consisting of the 2022 baseline and 2023 annual main study report was issued in Dec 2024. Further, the 2024 annual report was completed to check increases against the baseline. During ELNA 2024 cycle, the average percentage scores attained for Literacy and Numeracy were 76% and 77% respectively.	None	Not Applicable
	1.4 Increase the number of youths obtaining Bachelor-level passes in the NSC by 2024	Bachelor-level passes in NSC: 172 043 (33.6%) in 2018	Bachelor-level passes: 190 000 by 2024		None	Not Applicable

Outcome	Outcome Indicator	2019/20 Baseline	2024/25 Target	Actual achievement as at 31 March 2025	Deviation	Corrective action to be taken in the next planning cycle
	1.5 Increase the number of youths obtaining 60% and above in Mathematics by 2024	Youths passing Mathematics at 60% and above: 28 151 (12%) in 2018	Youths passing Mathematics at 60% and above: 35 000	The number of Mathematics passes at 60% and above increased from 41 249 (15,7%) in 2023 to 44 635 in 2024 (17,7%). 2018 – 28 151 (12%) 2019 – 23 792 (10,7%) 2020 – 30 795 (13,2%) 2021 – 34 451 (13,3%) 2022 – 33 815 (12,5%) 2023 – 41 429 (15,7%) 2024 – 44 635 (17,7%)	None	Not Applicable
	1.6 Increase the number of youths obtaining 60% and above in Physical Science by 2024	Youths passing Physical Science at 60% and above: 30 368 (17,6%) in 2018	Youths passing Physical Science at 60% and above: 35 000	The number of learners passing Physical Sciences at 60% & above was 31456 (15,3%) which was 3544 below the MTSF target Physical Sciences did not reach the target of 17% by 1.7% Greatest Challenge: Papers not set according to CAPS Policy (Errors in the NSC 2024 Paper 1) 2018 – 30 368 (17,6%) 2019 – 32 564 (19, 8%) 2020 – 26 613 (15, 3%) 2021 – 30 398 (15, 4%) 2022 – 34 993 (16, 7%) 2023 – 35 757 (17,4%) 2024 – 31 436 (15, 3 %)	None	Not Applicable

Outcome	Outcome Indicator	2019/20 Baseline	2024/25 Target	Actual achievement as at 31 March 2025	Deviation	Corrective action to be taken in the next planning cycle
DBE Outcome 2: Improved information and other systems which enable transformation and an efficient and accountable sector.	2.1 Improve learning outcomes in Grade 6 in critical subjects reflected through the new Systemic Evaluation by 2024	New	Grade 6 performance in the new Systemic Evaluation: Mathematics Literacy (targets to be determined after first assessment)	Baseline score achieved: Mathematics: 536 points	None	Not Applicable
	2.2 Improve learning outcomes in Grade 9 in critical subjects reflected through the new Systemic Evaluation by 2024	New	Grade 9 performance in the new Systemic Evaluation: Mathematics (targets to be determined after first assessment)	Grade 9 performance in the new Systemic Evaluation: Mathematics Grade 9 (2022): 594	None	Not Applicable
	2.3 Improve learning outcomes in Grade 6 Mathematics according to the international SEACMEQ by 2020	Average score for Grade 6 in the SEACMEQ: Mathematics: 552 (2013)	Average score for Grade 6 in the SEACMEQ: Mathematics 600	Average score obtained: Mathematics: 525 points	-75	Strengthen Foundational Literacy and Numeracy: Invest in Continuous Teacher Professional Development Prioritise Equity and Address Provincial Disparities
	2.4 Improve learning outcomes in Grade 6 Reading according to the international SEACMEQ by 2020	Average score for Grade 6 in the SEACMEQ: Literacy: 538 (2013)	Average score for Grade 6 in the SEACMEQ: Literacy 600 by 2020.	Average score obtained: Reading Literacy: 505 points	-95	
	2.5 Improve learning outcomes in Grade 9 in Mathematics in the TIMSS programmes by 2023	Grade 9 performance in the TIMSS: Mathematics: 372 (2015)	Average score for Grade 9 in the TIMSS: Mathematics 420 by 2023	Average score for Grade 9 in the TIMSS: Mathematics (2023): 397	-23	Strengthening foundational skills, particularly in mathematics, science and language, and enhancing teacher quality through training and professional development
	2.6 Improve learning outcomes in Grade 9 Science in the TIMSS programmes by 2023	Grade 9 performance in the TIMSS: Science: 358 (2015)	Average score for Grade 9 in the TIMSS: Science 420 by 2023	Average score for Grade 9 in the TIMSS: Science (2023): 362	-58	

Outcome	Outcome Indicator	2019/20 Baseline	2024/25 Target	Actual achievement as at 31 March 2025	Deviation	Corrective action to be taken in the next planning cycle
DBE Outcome 3: Improved knowledge, monitoring and research functions to advance more evidence-driven planning, instruction and delivery.	3.1 Improve the proportion of Grade 3 learners reaching the required competency levels in reading and numeracy skills as assessed through the new Systemic Evaluation by 2024	New	Grade 3 performance in the new Systemic Evaluation: Reading (targets to be determined after first assessment)	Baseline score obtained: Reading: 438 points	None	Not Applicable
	3.2 Increase the average score obtained by Grade 4 learners in the PIRLS by 2021	320 average score in the PIRLS (2016)	355 average score in the PIRLS by 2021	Average score obtained in Grade 4 Reading literacy: 288 points	- 67	Upscale implementation of MTbBE Upscale the teaching of reading literacy in schools Equitable provision of reading resources in schools Targeted focus on indigenous language development
	3.3 Increase the average score obtained by Grade 5 learners in the TIMSS by 2023	376 average score in the TIMSS (2015)	426 average score in the TIMSS by 2023	Average Score for Grade 5 in the TIMSS: Mathematics (2023): 362 Science (2023): 308	-64	Strengthening foundational skills, particularly in mathematics, science and language, and enhancing teacher quality through training and professional development
DBE Outcome 4: Advanced development of innovative and high-quality educational materials.	4.1 Increase the percentage of schools with access to functional internet connectivity for teaching and learning connected through different options, working with the Department of Telecommunications and Postal Services (DTPS)	64% of schools have some connectivity (POA Q4: 2018/19)	90% to be connected for teaching and learning (DTPS and private sector)	Cumulatively, 81% of public schools have connectivity (3G – 4G or fibre – broadband) DBE submitted the names of the 16139 schools to the Project Management Office for implementation by the Department of Communications and Digital Technologies (DCDT).	-9%	Collaboration with other departments and partners. Implementation will be done by the Department of Communications and Digital Technologies (DCDT)
	4.2 Improve the availability of quality early reading materials for teaching Home Language Literacy in indigenous languages	New	100% of Grade 3 learners who learn through indigenous languages have graded reading books	These schools will be provided with connectivity for administration and not teaching and learning. Graded readers in 11 official languages for Grade 3 are available and accessible on the following website: www.education.gov.za .	None	Not Applicable

Outcome	Outcome Indicator	2019/20 Baseline	2024/25 Target	Actual achievement as at 31 March 2025	Deviation	Corrective action to be taken in the next planning cycle
DBE Outcome 5: Enhanced strategic interventions to assist and develop provincial education systems.	5.1 Increase the number of mediation sessions conducted to ensure accurate interpretation of assessment data	New	7 by 2024/25	9	2	Not Applicable
DBE Outcome 6: Improved communication of information and partnerships with stakeholders.	6.1 Increase the number of District Director forums held	3 per year	12 by 2024/25	15	3	Not Applicable

4. INSTITUTIONAL PROGRAMME PERFORMANCE INFORMATION

4.1 PROGRAMME 1: ADMINISTRATION

4.1.1 PURPOSE

The purpose of Programme 1 is to provide strategic leadership, management, and support services to the Department.

4.1.2 LIST OF SUB-PROGRAMMES

Ministry, Department Management, Corporate services, Office of the Chief Financial Officer, Internal Audit and Risk Management and Office Accommodation.

4.1.3 OUTCOMES

Outcome 2: Improved information and other systems which enable transformation and an efficient and accountable sector.

4.1.4 PROGRAMME PERFORMANCE INFORMATION

Outcomes, Outputs, Output Indicators, Targets and Actual Achievements

The Basic Education Laws Amendment (BELA)

The Basic Education Laws Amendment (BELA) Act has been enacted, and the Department is currently undertaking the process of developing regulations in accordance with the provisions of the BELA Act. The BELA Act which amends the SASA and EEA is pivotal for ensuring that education is accessible and inclusive for all South Africans, advancing the transformation goals that have been elusive for the past 30 years. It strengthens the governance and accountability requirements of public schools, ensuring that School Governing Bodies (SGB) consult with parents on financial matters and the code of conduct, while eliminating barriers to learner admission based on race, religion, or other characteristics. It also places a responsibility on Provincial Departments and holders of public office to act with restraint and to follow due process if they wish to contest a school's actions. This Act will help give every learner, regardless of background, an equal chance to succeed. In addition, the BELA Act makes the attendance of Grade R compulsory for all learners in line with our commitment to ensure universal access to Grade R for all learners.

The following progress has been made in improving the legislative and regulatory environment in the Department.

Table 10: Improving the legislative and regulatory environment

Regulation/Policies/Legislation	Progress work for 2024/25
Regulation on admission of learners to public schools	The task team is presently engaged in the development of the regulations.
Children's Second Amendment Bill	The Bill was published for public comments. Comments received were reviewed.
Examination Regulations	The Office of the Chief State Law Advisor has issued a pre-certificate with amendments that the line function needs to incorporate.
Draft directives in terms of the Domestic Violence Act, 2021 (ACT NO.14 OF 2021)	The Director-General has approved the Departmental directives as required by section 18B of the Domestic Violence Act, 2021 (Act no. 14 of 2021).
Regulations on determination of capacity at public schools	The consultation processes have been concluded. The draft has been sent to the Office of the Chief State Law Advisor.
Regulations on the prohibition of the payment of unauthorised remuneration or the giving of other financial benefits, or benefits in kind to certain employees	The task team is presently engaged in the development of the regulations.
Draft regulations pertaining to the provision and accommodation of hostels in public schools for learners with special education needs	The draft regulation was submitted to the task team to consider. The new task team has been established and will be finalising the Regulations as the existing task team is inadequate
Regulation on home schooling regulations	A task team has convened on multiple occasions to draft the Regulations on Home Education.

Regulation/Policies/Legislation	Progress work for 2024/25
Regulation on online schools	There are two (2) task teams one will be developing Interim guidelines to regulate Online School and another to develop Regulations on Online Schools. The task teams have conducted a series of meetings to explore the development of the regulations.
Regulation on the management of learner pregnancy	The policy on the Prevention and Management of Learner Pregnancy in School has been converted into Regulations. The consultation process has been concluded.
Regulations on the minimum norms and standards for provincial educator development institutes and districts education development centres	The task team is presently engaged in the development of the regulations.
Regulation on the organisation, roles, and responsibilities of Education Districts	The task team is presently engaged in the development of the regulations.
Regulation on a National Education Information system	The task team is presently engaged in the development of the regulations.

Financial Services

To ensure that the Department complies with the PFMA and other prescripts, the 2024/25 ENE database and chapter were signed off and submitted to the National Treasury for publication. The Department complied with the NT reporting requirements regarding the In-Year Monitoring reports. The Minister and Management's report on the expenditure and revenue (Cash flow statements) were compiled and distributed as required by section 40(4)(c) of the Public Finance Management Act, 1999. 2024/25 revised drawings as per adjusted estimate of national expenditure were submitted to the NT. Monthly Cash drawing projections for 2025/26 were submitted to the NT as required. The completed IYM reports have also been submitted to the NT for reporting as per Section 40(4)(c) of the Public Finance Management Act.

Institutional Planning and Reporting

The 2025/26 first and second drafts Annual Performance Plan (APP) and 2025-2030 Strategic Plan (SP) were submitted to the DPME; and approved by the Executive Authority on 31 October 2024 and 31 March 2025, respectively. Oversight support was provided to Umalusi and SACE to develop their APP and SP. All plans were tabled in Parliament on 3 April 2025. The 2024/25 Quarterly Performance Reports were submitted to the DPME and National Treasury, in compliance with reporting requirements and presented to the Portfolio Committee in Parliament. The DBE submitted the draft 2023/24 Annual Report to the DPME, National Treasury (NT) and Auditor-General South Africa (AGSA) with supporting evidence. Oversight support was provided to Umalusi and SACE in monitoring their quarterly performance reporting and ensuring the reports are submitted to statutory bodies in line with the reporting guidelines. The Annual Reports for the 2023/24 financial year as well as the 2024/25 quarterly reports were received and analysed in terms of Treasury Regulation 26.1 and 30.2.1. The reports on the analyses were submitted to the Executive Authority. The budgets of the public entities for the 2025/26 financial year were reviewed and recommended to the Executive Authority for approval in terms of section 53(1) of the PFMA, 1999, and Treasury Regulation 30.1.

The Department continued to report on Priority 2, 3, 4 and 6 as per the 2019-2024 Medium-Term Strategic Framework (MTSF) indicators. All statutory reports were submitted to the DPME and Cabinet. The recommendations received from the DPME and Cabinet are integrated into the MTSF's reporting system to track the Department's response to issues raised by oversight structures. Parallel to reporting on the MTSF, the Department supported the development of the MTDP. Reporting in the preliminary MTDP as adopted by Cabinet was undertaken by the Department during quarters 2 and 3 of the 2024/25 financial year. The MTDP was finalised and the Department will report as a lead institution on several indicators under Strategic Priority 2 while supporting other priorities and outcomes as per the approved MTDP.

Government Information Technology Office (GITO)

To provide information and communication technological support to the operations of the Department, GITO continues to revamp the information technology Infrastructure in the Department. The server infrastructure was replaced, to improve access to the DBE Systems, network uptime, and email availability. Post implementation of the DBE system's availability and accessibility improved. As part of Security Operations Centre (SOC), a new system has been implemented in the DBE ICT environment. The system continues to proactively identify and monitor potential threats within the ICT environment and is able to effectively monitor IT systems and discover vulnerabilities and threats. Network Connectivity was improved, and Wi-fi is now available in common areas of the building. Post-implementation switches are not losing connectivity and users can request Wi-fi access for a particular period for their guests which is an automated process set for the duration of the visit. Cyber and Information security awareness was implemented, and employees were trained in cyber and information security. The training was conducted through physical and virtual workshops. The awareness workshop was focused on assisting the users to safeguard their information and computer systems, and to act proactively when experiencing unauthorised and malicious activities.

Table 11: Report against the re-tabled Annual Performance Plan

Programme 1: Administration								
Outcome	Output	Output Indicator	Audited Actual Performance 2022/2023	Audited Actual Performance 2023/2024	Planned Annual Target 2024/2025	**Actual Achievement 2024/2025	Deviation from planned target to Actual Achievement 2024/2025	Reasons for deviations
Outcome 2: Improved information and other systems which enable transformation and an efficient and accountable sector.	Valid invoices paid	1.1.1. Percentage of valid invoices paid within 30 days upon receipt by the Department.	100% 34 688/34 688	98.55% 34 159/34 661	100%	96.22% 24 587/25 553	-3.78%	Cashflow challenges and late submission of invoices
	Resolved misconduct cases reported	1.1.2. Number of reports on misconduct cases resolved within 90 days	4	4	4	4	No deviation	Not applicable
	Skilled officials	1.1.3 Number of capacity-building programmes offered to the DBE officials	24	36	16	31	15	Additional training requests emanating from performance assessment outcomes were identified
	Conditional Grants Quarterly Reports submitted	1.1.4 Number of Schedule 4, 5 and 6 Conditional Grants' Quarterly Performance Reports submitted to National Treasury (NT) 45 days after the end of each quarter.	20	28	28	28	No deviation	Not applicable
	Annual Performance Plan approved	1.2.1 The Annual Performance Plan is approved by 31 March each financial year	2023/24 APP approved by March 2023	2024/25 APP approved by March 2024	2025/26 APP approved by March 2025	2025/26 APP approved by March 2025	No deviation	Not applicable
	Quarterly performance information submitted	1.2.2 Number of Quarterly Performance Reports submitted to National Treasury (NT) and the DPME 30 days after the end of each quarter	4	4	4	4	No deviation	Not applicable

Linking performance with budgets

Table 12: Sub-programme expenditure

Sub- Programme Name	2024/2025			2023/2024		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Ministry	47 391	48 322	(931)	53 236	53 197	39
Departmental Management	107 368	105 994	1 374	112 268	111 355	913
Corporate Services	104 249	102 274	1 975	79 921	80 462	(541)
Office of the Chief Financial Officer	102 061	101 335	726	92 146	91 739	407
Internal Audit	11 428	11 076	352	10 864	10 116	748
Office Accommodation	284 137	283 480	657	229 439	229 414	25
Total	656 634	652 481	4 183	577 576	576 283	1 591

The programme provides strategic leadership, management, and support services to the Department. During the reporting period, the programme spent 99.37% of its allocated budget. Five of the six planned indicators were achieved, with one overachievement on the capacity building programmes for officials to ensure that they have the required skill sets to deliver on the departmental objectives. The programme continued to ensure improved information and systems, which enables transformation, an efficient and accountable sector, and contributes to quality in the basic education system through effective institutional service delivery processes, planning, and provisioning.

Strategy to overcome areas of under performance

Programme 1: Administration has one indicator that has not been achieved which is indicator on percentage of valid invoices paid within 30 days upon receipt by the Department. The Department has managed to pay 24 587 of the 25 553 resulting in a difference of 966 invoices not paid, thus providing a deviation of -3.78%. As a result, the Department could not achieve 100% or pay all invoices within 30 days during Quarter 4. Therefore, to overcome the underperformance, the DBE will use the Q3 remedial action Finance paying immediately and doing virements to line function cost centres, engage Infrastructure Implementing Agents to expedite necessary supporting documents on invoices and implement consequence management for defaulting managers. This will assist the Department to ensure compliance with the payment of invoices within 30 days as required by National Treasury regulations.

4.2 PROGRAMME 2: CURRICULUM POLICY, SUPPORT AND MONITORING

4.2.1 PURPOSE

The purpose of Programme 2 is to develop curriculum and assessment policies and monitor and support their implementation.

4.2.2 LIST OF SUB-PROGRAMMES

Curriculum Implementation and Monitoring; Curriculum and Quality Enhancement

4.2.3 OUTCOMES

Outcome 1: Improved system of policies, including the curriculum and assessment, governing the Basic Education Sector to advance a quality and inclusive, safe, and healthy basic education system.

Outcome 3: Improved knowledge, monitoring, and research functions to advance more evidence-driven planning, instruction and delivery

Outcome 4: Advanced development of innovative and high-quality educational materials

Outcome 5: Enhanced strategic interventions to assist and develop provincial education systems

4.2.4 PROGRAMME PERFORMANCE INFORMATION

Outcomes, Outputs, Output Indicators, Targets and Actual Achievements

Curriculum, Implementation and Quality Improvement (FET)

Curriculum Implementation monitoring has been conducted in 15 districts to support curriculum implementation. 97 schools were supported through a programme that included subject-specific feedback workshops for teachers and district management teams. National Subject Committee Meetings monitored curriculum implementation. A special four-day support programme was offered at North West Secondary School and Efata School to improve SASL implementation. Monitoring of extra support of winter and spring classes was conducted in all provinces to ensure curriculum coverage, strengthen knowledge, develop higher cognitive thinking skills, support learners with barriers, and provide motivational support.

The History Ministerial Task Team has developed a new History Curriculum for Grades 4-12, involving consultations with stakeholders like History Subject Advisers, Lead Teachers, and members of the History Department from various tertiary institutions. Feedback from these consultations was incorporated into a revised draft, which was presented to the Portfolio Committee on Education and now available for public consultation through a government gazette.

Sixty NSC question papers have been evaluated as part of the 2024 standardisation process. These reports evaluate the standard of the question papers and identify if there were unfair questions that may negatively affect learner performance, prepare for participation in the marking standardisation meetings as part of improving and standardising the marking guidelines. Marking Centre visits were conducted to administer item and error analysis to include in the final standardisation reports. Nine provincial and one national pre-standardisation meetings were conducted to support the final Umalusi standardisation reports.

Curriculum, Implementation and Quality Improvement (GET)

Early Grade Reading Assessment (EGRA) monitoring and support was conducted in 36 schools for the implementation of the EGRA toolkit. In the Foundation Phase Home Language lesson plans, a total of 18 schools were monitored and supported on the implementation of Home Language lesson plans and 27 schools were monitored and supported on the implementation of the Reading Norms. 36 schools that practice multi-grade teaching were monitored and supported on the utilisation of the multi-grade toolkit. One of the best practices observed is that teachers should emulate the passage reading component and should be read by the teacher for learners who are struggling to read on their own. For the struggling learners, the passage reading was used as a listening comprehension assessment and these learners scored above 60% - 80% on the oral comprehension component. The Drop All and Read (DAaR) reading program in Grades R to 6 should be continued and encouraged, with a dedicated 30–40-minute weekly period outside the normal class timetable for library activities serving as an enabler for its implementation.

27 schools have been supported in implementing the International Language Initiative which aims to teach languages skills and components, such as handwriting, to Grades R-9. A workshop was held with Language subject specialists to develop training manuals for the study guides. The Curriculum Specialists from Districts are expected to roll out the study guides in the new financial year 2025/26. The Department, provinces and districts are providing professional support to IIAL teachers, especially those who are not native speakers of the language and lack necessary training. A Second Additional Language Toolkit will be developed for all implementing grades and distributed to participating schools. The IIAL programme continues to target schools that do not currently offer a previously marginalised official African language.

Entrepreneurship Education

Entrepreneurship Education has found that despite teachers increasing their knowledge of Problem-Based Learning (PBL), many still struggle with its effectiveness, familiarity, confidence, and implementation. To improve, it is crucial to sustain teachers' knowledge and support its transfer into practice. Over one-third of teachers implement PBL whenever possible, while less than half only implement it in Term 3. Teachers need to be encouraged and supported to use PBL across their teaching practice and all terms. The DBE-E3 Programme must continue to develop strategies to increase teacher engagement, support PBL implementation across the curriculum, and innovate to overcome classroom barriers and facilitate learning.

Inclusive Education

A total of 71 298 teachers were trained in areas of inclusion, 413 in braille, 523 in SASL, 2 728 in Autism, and 67 634 in inclusive programmes, such as support to learners with addressing common barriers, accommodations and concessions, Policy on SIAS, psycho-social support. The provinces also addressed pre-literacy, numeracy, and reading barriers and developed strategies to strengthen these areas. A session was held to mediate to 46 Foundation Phase Subject Advisors, focusing on reading strategies for learners experiencing learning barriers. A literacy training manual for the Foundation Phase was developed and mediated. A practitioners' screening tool was developed and training conducted on implementing the Parents Screening Tool for children aged 14 weeks to 5 years, focusing on pre-literacy and pre-numeracy skills. The training was conducted in six provinces: Free State, KwaZulu-Natal, Gauteng, Limpopo, Mpumalanga, and Northern Cape.

Oversight visits were conducted in Eastern Cape, Free State, Limpopo, and Northwest to monitor the implementation of Inclusive Education. Over 1 347,675 learners were screened, and 131,759 were identified as experiencing barriers to learning. Schools resolved 71,491 cases, and 27,835 were referred to DBSTs. DBSTs resolved 27,094 cases by retaining learners in their current schools and 10,747 cases by referring learners to other schools. 5,230 children and learners were taught using the Learning Programme in 2024/25.

Three Stream Model

The Department of Education (DBE) conducted capacity building sessions for 270 curriculum lead writers, supported by the EU's Education for Employability (E4E) programme. A Ministerial Workshop on the Three Stream Model (TSM) was held to assess progress and challenges in its implementation. The sessions focused on practical skills in Vocational and Occupationally oriented subjects, with 523 in KwaZulu-Natal and 150 in the Western Cape province. The TSM Implementation Plan aims to streamline the curriculum and provide clarity on its architecture and learning pathways within the FET Band on the National Qualification Framework.

Workbooks

The workbooks have served as practical tools to enhance learning by providing structured practice, reinforcing concepts, and tracking student progress in various subjects. They are designed to supplement textbooks, offering exercises and activities that allow students to actively engage with the material and develop their skills. The department continues to print and distribute Grades R to 9 workbooks for the 2025 academic year, with 61,860,465 volumes printed and 59,232,240 delivered to 22,555 public schools. Circular S2 of 2025 was sent to provinces for submission of reports on workbook usage in Grades 2, 5, and 8.

National Framework for Rural Education

The DBE has finalised the Draft Monitoring and Evaluation Framework for the National Framework for Rural Education, which was approved during the Inter-provincial Rural Education Committee meetings. The framework work provides for the development of context-specific, relevant and sustainable strategies to deal with the challenges in rural schools whilst drawing on strengths in rural communities; and improving the quality of education in rural schools that will allow the creation of appropriate strategies and practical intervention to improve the quality of education in rural schools.

Special Schools

Special schools continue to play a crucial role in an inclusive education system by providing tailored support for learners with diverse needs, acting as resource centres for mainstream schools, and advocating for the rights and well-being of all students. They continue to offer specialised programmes and environments designed to address specific learning disabilities, physical or intellectual impairments, and other challenges that may hinder a learner's progress in a mainstream setting. In the period under review, 42 Special Schools were provided with ICT devices, connectivity, and assertive technologies.

Focus Schools

Focus schools are designed to provide specialised education, catering to learners with unique talents and aptitudes in specific fields. These schools are a key component of the Three Stream Model which aims to diversify learning pathways and equip students with skills for 21st-century employability. The Department visited all PEDS during the 2024-25 financial year and launched the Aviation School at Port Alfred. The Expansion of the Focus School Programme is being coordinated to increase the number and types of Focus Schools. The Aviation and Aerospace Sciences draft curriculum is nearing completion. The Aquaponics draft curriculum framework is complete.

Second Chance Matric Programme

The SCMP, in collaboration with PEDs, supports second-chance learners at 110 face-to-face centres across the country. The programme is implemented annually in two phases: Phase 1 (February to June) and Phase 2 (July to November). The support package includes after-hours and weekend classes, broadcasting solutions, digital content, and hard copies of study materials.

Over 239,155 learners registered to rewrite the National Senior Certificate (NSC) and over 29,062 for the Senior Certificate (amended) SC(a) in the May/June 2024 examinations. Over 45,000 learners attended face-to-face classes at 110 centres. Out of 268,217 learners, 80,906 achieved subject passes. Over 155,948 registered for the October/November 2025 examinations, with 47,563 achieving national passes. The program achieved a total of 128,469 subject passes, exceeding its bi-annual target. The programme's success is a testament to the commitment of learners to rewrite their education.

Early Childhood Learning & Early Childhood Care (0 – 4)

The DBE continued its focus on expanding access to and improving the quality of Early Childhood Development (ECD) programmes in the 2024/25 financial year, adopting a systems-building approach aligned with the 2030 ECD Strategy, culminating in the Bana Pele 2030 Roadmap Leadership Summit, which fostered collaboration across government, business, and the social sector to achieve universal access to quality ECD.

The Department is working to improve the implementation of the National Curriculum Framework (NCF) for children aged birth to four. This includes finalising guidelines, daily activity plans, and integrated learning materials for practitioners. Medium-term efforts include training 2,670 practitioners on the NCF and enrolling 2,374 towards NQF Level 4 qualifications. Long-term planning includes developing a Human Resource Development Plan to professionalise the early learning workforce, developing a module on inclusive education, and preparing for the 2024 Thrive by Five Index.

The Department has developed systems to improve access to quality ECD programmes. The Bana Pele Mass Registration Drive digitised the ECD registration process, receiving 7,236 applications and 2,619 approvals. The Department secured R10 billion from the National Treasury to raise the ECD subsidy to R24 per child per day and expand coverage to 700,000 more children. The Department supported PEDs with the implementation of the ECD conditional grant. The 2023 Children's Amendment Bill was completed and is currently in internal processes ahead of submission to Parliament. A Quality Assurance and Support System, and an outcomes framework for holistic child development was also developed. Finally, the National Parenting Programme reached 15,875 parents and caregivers during the year.

Reading

Significant progress was made in advancing literacy promotion in support of the Literacy Reading Strategy through school library development, capacity building, and community engagement. Over 1,444 school libraries were functional, with KwaZulu-Natal and Limpopo exceeding expectations. Mobile libraries extended access to rural schools across three provinces. Over 5,070 teachers were trained, surpassing the target of 4,861. A three-year training partnership with Room to Read positively impacted 121,500 learners and 810 teachers. District strengthening efforts included over 480 school visits nationwide, and partnerships with over 90 literacy organisations supported targeted interventions. National campaigns, including World Read Aloud Day and September Literacy Month, reached over 7.4 million children, supported by 63 literacy events and 1,809 Reading Clubs. Resource distribution increased, with over 1.28 million storybooks delivered to underserved areas and 35,067 books sourced through university-led drives. 1,000 Literacy Facilitators were deployed across 450 schools and ECDs. The DBE and the University of Limpopo are collaborating on the Promoting Reading for Meaning Project, with a Memorandum of Understanding approved. The project involves 15 participating schools and districts, including representation of all major languages in Limpopo, and has appointed Community Reading Champions.

Table 13: Report against the re-tabled Annual Performance Plan

Programme 2: Curriculum Policy, Support and Monitoring								
Outcome	Output	Output Indicator	Audited Actual Performance 2022/2023	Audited Actual Performance 2023/2024	Planned Annual Target 2024/2025	**Actual Achievement 2024/2025	Deviation from planned target to Actual Achievement 2024/2025	Reasons for deviations
Outcome 1: Improved system of policies, including the curriculum and assessment, governing the Basic Education Sector to advance a quality and inclusive, safe, and healthy basic education system	Schools monitored on implementation of CAPS	2.1.1 Number of Technical Schools monitored for implementation of the Curriculum and Assessment Policy Statements (CAPS)	18	18	27	27	No deviation	Not applicable
	Learner subject passes in NSC/ SC through SCMP obtained	2.1.2 Number of learners obtaining subject passes towards a National Senior Certificate (NSC) or Senior Certificate (amended) SC(a) supported through the Second Chance Matric Programme per year	71 612	124 285	70 000	128 469	58 469	Awareness campaigns led to more individuals seeking a second chance at completing their matric. The flexibility of the programme allows learners to participate through the available platforms.
	Children/ Learners with Profound Intellectual Disability (C/ LPID) supported	2.1.3 Number of Children/ Learners with Profound Intellectual Disability (C/ LPID) using the Learning Programme for C/ LPID	4 381	4 321	4 218	5 230	1 012	The DBE developed an online monitoring tool that was to identify learners not benefiting from the programme. PEDs were guided to include such learners.
	Policy on Screening, Identification, Assessment and Support (SIAS) implemented	2.1.4 An Annual Sector Report is produced on monitoring of the implementation of the Policy on Screening, Identification, Assessment and Support (SIAS) as a mechanism for early identification and intervention	Draft Annual National Report on monitoring of the implementation of the Policy on Screening, Identification, Assessment and Support (SIAS) as a mechanism for early identification and intervention	Approved Annual Sector Report on monitoring of the implementation of the Policy on Screening, Identification, Assessment and Support (SIAS) as a mechanism for early identification and intervention	Approved Annual Sector Report on monitoring of the implementation of the Policy on Screening, Identification, Assessment and Support (SIAS) as a mechanism for early identification and intervention	Approved Annual Sector Report on monitoring of the implementation of the Policy on Screening, Identification, Assessment and Support (SIAS) as a mechanism for early identification and intervention	No deviation	Not applicable

Programme 2: Curriculum Policy, Support and Monitoring								
Outcome	Output	Output Indicator	Audited Actual Performance 2022/2023	Audited Actual Performance 2023/2024	Planned Annual Target 2024/2025	**Actual Achievement 2024/2025	Deviation from planned target to Actual Achievement 2024/2025	Reasons for deviations
	Early Childhood Development fully migrated	2.1.5 An Annual National Report is produced on piloting the new funding model for Early Childhood Development	Approved Annual National Report on the review of the subsidy payment mechanism	Approved Annual National Report on piloting of the new funding model for Early Childhood Development	Approved Annual National Report on piloting of the new funding model for Early Childhood Development	Approved Annual National Report on piloting of the new funding model for Early Childhood Development	No deviation	Not applicable
		2.1.6 An Annual Sector Report is produced on monitoring the registration of Early Childhood Development Programmes	-	Approved Annual Sector Report on monitoring the registration of Early Childhood Development Programmes	Approved Annual Sector Report on monitoring the registration of Early Childhood Development Programmes	Approved Annual Sector Report on monitoring the registration of Early Childhood Development Programmes	No deviation	Not applicable
		2.1.7 An Annual National Report is produced on the implementation of an Early Childhood Development Human Resource Development Plan	Approved Annual National Report on the piloting of the new ECD service delivery model and its workforce implications	Approved Annual National Report on the approved service delivery and HR model.	Approved Annual National Report on the implementation of the ECD HRD Plan	Approved Annual National Report on the implementation of the ECD HRD Plan	No deviation	Not applicable
	Implementation of National Curriculum Statement Monitored	2.1.8 Number of districts monitored on implementation of the National Curriculum Statement (NCS) for Grades 10–12	18	14	15	15	No deviation	Not applicable
		2.1.9 Number of provinces monitored for extra-support classes to increase the number of learners achieving Bachelor-level passes	9	9	9	9	No deviation	Not applicable
		2.1.10 Number of schools monitored for implementing compulsory Entrepreneurship Education	180 (20 per province)	225	225	225	No deviation	Not applicable
	Implementation of General Education Certificate (GEC) monitored	2.1.11 An Annual National Report is produced on piloting of the General Education Certificate (GEC)	Approved Annual National Report on the implementation of the General Education Certificate (GEC)	Approved Annual National Report on piloting of the General Education Certificate (GEC)	Approved Annual National Report on piloting of the General Education Certificate (GEC)	Approved Annual National Report on piloting of the General Education Certificate (GEC)	No deviation	Not applicable

Programme 2: Curriculum Policy, Support and Monitoring								
Outcome	Output	Output Indicator	Audited Actual Performance 2022/2023	Audited Actual Performance 2023/2024	Planned Annual Target 2024/2025	**Actual Achievement 2024/2025	Deviation from planned target to Actual Achievement 2024/2025	Reasons for deviations
	Technical, Vocational and Occupational Streams piloted	2.1.12 An Annual Sector Report is produced on schools that pilot and implement the Vocational Stream and Occupational Stream, respectively	Approved Annual Sector Report on schools that pilot and implement the Vocational Stream and Occupational Stream, respectively.	Approved Annual Sector Report on schools that pilot and implement the Vocational Stream and Occupational Stream, respectively	Approved Annual Sector Report on schools that pilot and implement Vocational and Occupational Streams, respectively	Approved Annual Sector Report on schools that pilot and implement Vocational and Occupational Streams, respectively	No deviation	Not applicable
	Pilot on Coding and Robotics curriculum monitored	2.1.13 Number of schools monitored for piloting the Coding and Robotics curriculum	18 schools (2 per piloting Province)	18 (2 per piloting Province)	18	18	No deviation	Not applicable
	Revised History Curriculum and Assessment Policy Statement	2.1.14 Second draft of the revised History Curriculum and Assessment Policy Statement for Grades 4-12 developed	-	-	Approved second draft of the revised History Curriculum and Assessment Policy Statement for Grades 4-12	Approved second draft of the revised History Curriculum and Assessment Policy Statement for Grades 4-12	No deviation	Not applicable

Programme 2: Curriculum Policy, Support and Monitoring								
Outcome	Output	Output Indicator	Audited Actual Performance 2022/2023	Audited Actual Performance 2023/2024	Planned Annual Target 2024/2025	**Actual Achievement 2024/2025	Deviation from planned target to Actual Achievement 2024/2025	Reasons for deviations
Outcome 3: Improved knowledge, monitoring, and research functions to advance more evidence-driven planning, instruction, and delivery	Implementation of reading norms monitored	2.2.1 Number of schools monitored on the implementation of the reading norms	18	18	27	27	No deviation	Not applicable
	Implementation of Incremental Introduction to African Languages monitored	2.2.2 Number of schools monitored on the implementation of the Incremental Introduction to African Languages (IIAL)	18	18	27	27	No deviation	Not applicable
	Implementation of Early Grade Reading Assessment monitored	2.2.3 Number of underperforming schools monitored on the implementation of the Early Grade Reading Assessment (EGRA)	18	36	36	36	No deviation	Not applicable
	Implementation of multi-grade toolkit monitored	2.2.4 Number of schools with multi-grade classes monitored for implementing the multi-grade toolkit	32	36	36	36	No deviation	Not applicable
	Implementation of National Reading Literacy Strategy monitored	2.2.5 An Annual Sector Report is produced on the implementation of the National Reading Literacy Strategy	Approved Annual Sector Report on the implementation of the National Reading Plan	Approved Annual Sector Report on the implementation of the National Reading Plan	Approved Annual Sector Report on the implementation of the National Reading Literacy Strategy	Approved Annual Sector Report on the implementation of the National Reading Literacy Strategy	No deviation	Not applicable
	Availability of readers monitored	2.2.6 An Annual Sector Report is produced on the number of public schools monitored on the availability of readers	Approved Annual Sector Report on the number of public schools monitored on the availability of readers	Approved Annual Sector Report on the number of public schools monitored on the availability of readers	Approved Annual Sector Report on the number of public schools monitored on the availability of readers	Approved Annual Sector Report on the number of public schools monitored on the availability of readers	No deviation	Not applicable

Programme 2: Curriculum Policy, Support and Monitoring								
Outcome	Output	Output Indicator	Audited Actual Performance 2022/2023	Audited Actual Performance 2023/2024	Planned Annual Target 2024/2025	**Actual Achievement 2024/2025	Deviation from planned target to Actual Achievement 2024/2025	Reasons for deviations
Outcome 4: Advanced development of innovative and high-quality educational materials	Utilisation of ICT resources monitored	2.3.1 Number of schools per province monitored for utilisation of Information and Communication Technology (ICT) resources	32	27 (3 per province)	27 (3 per province)	27 (3 per province)	No deviation	Not applicable
	Workbooks provided to schools	2.3.2 Percentage of public schools provided with Home Language workbooks for learners in Grades 1 to 6 per year, after having placed an order	100.21% 16 821/16 786	100% 16 691/16 691	100%	100% 16 523/16 523	No deviation	Not applicable
		2.3.3 Percentage of public schools provided with Mathematics workbooks for learners in Grades 1 to 9 per year, after having placed an order	99.73% 22 631/22 692	100% 22 582/22 582	100%	100% 22 461/22 461	No deviation	Not applicable
		2.3.4 Percentage of public schools provided with workbooks for learners in Grades R per year, after having placed an order	100.13% 16 110/16 089	100% 15 801/15 801	100%	100% 15 804/15 804	No deviation	Not applicable
	Learner textbooks on Mathematics and EFAL provided	2.3.5 An Annual Sector Report is produced on the percentage of learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6, 9 and 12	Approved Annual Sector Report on the percentage of learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6, 9 and 12	Approved Annual Sector report on the percentage of learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grade 3, 6, 9 and 12	Approved Annual Sector Report on the percentage of learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6, 9 and 12	Approved Annual Sector Report on the percentage of learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6, 9 and 12	No deviation	Not applicable

Programme 2: Curriculum Policy, Support and Monitoring								
Outcome	Output	Output Indicator	Audited Actual Performance 2022/2023	Audited Actual Performance 2023/2024	Planned Annual Target 2024/2025	**Actual Achievement 2024/2025	Deviation from planned target to Actual Achievement 2024/2025	Reasons for deviations
	Lesson plans developed	2.3.6 Number of schools monitored for Home Languages in which Literacy Grades 1-3 Lesson Plans have been developed for terms 1 to 4	10	11	18	18	No deviation	Not applicable
	Special schools' access to electronic devices monitored	2.3.7 Number of public special schools provided with electronic devices as part of the Universal Service Access Obligations (USAO) by Mobile Network Operators	49	18	30	34	4	MTN and Cell C provided additional electronic devices than originally planned
	Provision of ICT devices monitored	2.3.8 An Annual Sector Report is produced on the monitoring of procurement and distribution of Information and Communication Technology (ICT) devices	Approved Annual Sector Report on the monitoring of procurement and distribution of Information and Communication Technology (ICT) devices	Approved Annual Sector Report on the monitoring of procurement and distribution of Information and Communication Technology (ICT) devices	Approved Annual Sector Report on the monitoring of procurement and distribution of Information and Communication Technology (ICT) devices	Approved Annual Sector Report on the monitoring of procurement and distribution of Information and Communication Technology (ICT) devices	No deviation	Not applicable
	Outcome 5: Enhanced strategic interventions to assist and develop provincial education systems	Capacitated teachers in inclusion	2.4.1 An Annual Sector Report is produced on the number of teachers trained on inclusion	Approved Annual Sector Report on the number of teachers trained on inclusion	Approved Annual Sector Report on the number of teachers trained on inclusion	Approved Annual Sector Report on the number of teachers trained on inclusion	No deviation	Not applicable
	Learners admitted in public special schools	2.4.2 An Annual Sector Report is produced on the number of learners in public special schools	Approved Annual Sector Report on the number of learners in public special schools	Approved Annual Sector Report on the number of learners in public special schools	Approved Annual Sector Report on the number of learners in public special schools	Approved Annual Sector Report on the number of learners in public special schools	No deviation	Not applicable

Programme 2: Curriculum Policy, Support and Monitoring								
Outcome	Output	Output Indicator	Audited Actual Performance 2022/2023	Audited Actual Performance 2023/2024	Planned Annual Target 2024/2025	**Actual Achievement 2024/2025	Deviation from planned target to Actual Achievement 2024/2025	Reasons for deviations
Outcome 4: Advanced development of innovative and high-quality educational materials	Public special schools serving as resource centres monitored	2.4.3 An Annual Sector Report is produced on the percentage of public special schools serving as resource centres	Approved Annual Sector Report on the percentage of public special schools serving as resource centres	Approved Annual Sector Report on the percentage of public special schools serving as resource centres	Approved Annual Sector Report on the percentage of public special schools serving as resource centres	Approved Annual Sector Report on the percentage of public special schools serving as resource centres	No deviation	Not applicable
	Focus schools established	2.4.4 An Annual Sector Report is produced on the establishment of focus schools per Provincial Education Department	Approved Annual Sector Report on the establishment of focus schools per PED	Approved Annual Sector Report on the establishment of focus schools per Provincial Education Department	Approved Annual Sector Report on the establishment of Focus Schools per Provincial Education Department	Approved Annual Sector Report on the establishment of focus schools per Provincial Education Department	No deviation	Not applicable
	Digital textbooks provided	2.5.1 Quality assurance of Grade 1 to 3 Mathematics textbooks towards digitization	-	-	Grade 1 to 3 Mathematics textbooks quality assured towards digitization	Grade 1 to 3 Mathematics textbooks not quality assured towards digitization	Quality assurance of textbooks not done	The Department did not have a budget to quality assure the textbooks towards digitization as outlined in the MTSE.

Table 14: Sub-programme expenditure

Sub- Programme Name	2024/2025			2023/2024		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Programme Management: Curriculum Policy, Support and Monitoring	4 222	4 154	68	3 799	3 783	16
Curriculum Implementation and Monitoring	378 377	377 211	1 165	1 597 006	1 597 596	(590)
Curriculum and Quality Enhancement Programme	1 960 651	1 956 931	3 720	1 743 660	1 719 360	24 300
Total	3 943 602	3 938 462	5 140	3 344 464	3 320 739	23 726

The programme aims to develop curriculum and assessment policies and monitor and support their implementation. During the reporting period, the programme spent 99.87% of its allocated budget. This gives a shortfall of 0.13% on expenditure at the end of the reporting period. The budget spending in the programme has seen some significant overachievement in the number of learner subject passes in NSC/SC through SCMP obtained as well as the number of Children/Learners with Profound Intellectual Disability (C/LPID) being supported. Only one indicator was not achieved under the programme. The budget expenditure on the programme ensures enhanced strategic interventions to assist and develop provincial education systems; advanced development of innovative and high- quality educational materials and improved knowledge, monitoring, and research functions to advance more evidence-driven planning, instruction, and delivery.

Strategy to overcome areas of under performance

The Indicator on the Quality assurance of Grade 1 to 3 Mathematics textbooks towards digitisation was not achieved. Department did not have a budget to quality assure the textbooks towards digitisation as outlined in the MTSF. The Department will include indicators only where there is allocated funding and reduce the reliance on partners to achieve set targets and indicators.

4.3 PROGRAMME 3: TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT

4.3.1 PURPOSE

The purpose of Programme 3 is to promote quality teaching and institutional performance through the effective supply, development, and utilisation of human resources.

4.3.2 LIST OF SUB-PROGRAMMES

Programme Management: Teacher and Professional Development; Labour Relations and Human Resources Planning; Education Human Resources Development; and Curriculum and Professional Development Institute and Educator Performance Management and Development and Whole School Evaluation.

4.3.3 OUTCOMES

Outcome 2: Improved information and other systems which enable transformation and an efficient and accountable sector

Outcome 3: Improved knowledge, monitoring, and research functions to advance more evidence-driven planning, instruction and delivery

Outcome 5: Enhanced strategic interventions to assist and develop provincial education systems

4.3.4 PROGRAMME PERFORMANCE INFORMATION

Outcomes, Outputs, Output Indicators, Targets and Actual Achievements

Education Management and Governance Development

A total of 2 403 participants were trained on key topics such as the Legislative Framework, Time Management, Curriculum Planning, and Assessment. Additionally, 286 officials and principals received training on reporting and improvement processes, and 349 principals attended a virtual workshop on AAPR, SSE, SIP, and APIP. The training also reached 292 women leaders and managers, and 434 officials and SMTs received support to establish female leadership networks. Reflection sessions contributed to strategic planning for 2025, while the 2025/2026 Management Plan for Innovation and Creativity was developed, with a seminar attended by 17 principals and 17 SACE Queens.

Training was provided to 1 553 SMTs, 105 SGBs, and 184 newly appointed SMTs and 107 DHs were inducted. A pilot framework for Deputy Principals was introduced to 92 Deputy Principals. Support was provided to 1 111 principals through SAPA and DEPASA activities, including international participation. Monitoring of 76 independent schools led to improved compliance, and the 2024/25 SGB survey found 97.3% of schools meeting effectiveness criteria. The SGB survey showed strong governance, and the successful completion of elections and inductions strengthened school leadership.

Education Labour Relations and Conditions of Service

Two Collective Agreements were drafted for consultation with the Unions at the Education Labour Relations Council (ELRC), which deal with the improvement of the qualifications of Grade R Practitioners who do not have the required qualifications to be appointed as educators and the Promotional Requirements (school-based educators). The focus of the Collective Agreements is to ensure uniformity in the recruitment processes of Grade R educators across all provinces including appointing educators in promotional posts. The Public Service Bargaining Council (PSCBC) signed two Wage Resolutions: Resolution 1 of 2025 focuses on salary adjustments and improvements in conditions of service for public sector employees and Resolution 2 of 2025 outlines matters referred for further research, these include topics such as death grants, childcare facilities, and comprehensive danger insurance.

Initial Teacher Education

Funza Lushaka Bursary Programmes (FLBP) allocation committed to awarding of 9 700 bursaries to B.Ed. students in 2024/25. The preliminary 2024/25 FLBP recommended award list shows that 9 872 FLBP bursaries were awarded for initial teacher education by end of the financial year; this is 172 awards more than the sector target. The increase is due to the shifting of funds from Higher Education Institutions (HEIs) that have been unable to utilise all the funds allocated to them for the 2024/25 financial year, enabling the Department to channel funding to other HEIs that have deserving students.

The programme supplied 3 483 Funza Lushaka graduates to PEDs. A total of 1 912 (54.90%) were employed by February 2025. Limpopo (10.25%), Gauteng (10.08%), and Western Cape (8.18%) recorded the highest absorption rates, while Eastern Cape (6.80%), KwaZulu-Natal (5.31%), North West (4.97%), and Mpumalanga (4.79%) showed moderate uptake. The Free State (2.61%) and Northern Cape (1.89%) had the lowest employment rates.

Education Human Resource Planning, Provisioning and Monitoring

Post-provisioning plans for all nine (9) PEDs for the 2025 school academic year were received. The Department monitored all PEDs in the implementation of educator post-provisioning to ensure compliance with the policy of post-provisioning norms. The monitoring concluded that the educator workforce data confirms that meaningful strides are being made in rejuvenating the teaching profession by appointing young, qualified educators with 61 492 educators aged 30 and below, representing 16% of the total public education workforce, the system is gradually addressing the demographic imbalance caused by an ageing educator cohort. New appointments during the reporting period are 14 520 of which a majority were placed permanently, demonstrating improved absorption rates. However, the concentration of young educators in entry-level ranks, combined with a high rate of temporary or relief appointments, points to continued challenges in creating stable and upwardly mobile career pathways. Gender and racial analysis show gradual improvements in diversity, particularly in male participation in provinces like KwaZulu-Natal and Eastern Cape, but further interventions are needed to equalise representation across provinces and demographics. In promoting Gender Equity, the department will leverage targeted bursaries, expand initiatives to recruit and retain male educators, especially in provinces where their representation remains low and respond to equity planning through aligning recruitment strategies with local demographics while ensuring compliance with national transformation goals and monitoring racial equity at the provincial level to support balanced educator representation.

The Basic Education Laws Amendment Act 32 of 2024, signed into law in December 2024, made Grade R compulsory. The draft post provisioning norms and standards for Grade R have been developed to formalise the creation of Grade R posts in terms of the post-provisioning norms and are undergoing approval processes with the Department's internal structures.

Provincial Teacher Development Institutes (PTDIs) and District Teacher Development Centres (DTDCs) and the utilisation of ICT platforms

The Department has improved leadership of the platforms, by empowering the centre managers and e-learning specialists through several programmes in September 2024. This includes programmes run in collaboration with partners such as SchoolNet, Vodacom, Microsoft, UNICEF, and CISCO. This forms a base upon which all provinces will build in ensuring full utilisation and functionality of these platforms. It is not only teachers who will benefit from this initiative, but also out-of-school youth who gain access to IT certification programmes that are recognised worldwide. The functionality of PTDIs and District Teacher Development Centres (DTDCs) has been monitored in all provinces which includes 36 centres including institutes excluding the Western Cape that struggled to submit all reports due to closure of some DTDCs.

Despite the infrastructure challenges, many PTDIs and DTDCs managed to conduct training. Face-to-face training was more effective as reflected in high attendance compared with virtual programmes. Functional centres showed efforts in meeting the needs of teachers through different modes of CPTD delivery programmes. Many centres showed strength in the ICT programmes. This was evident during monitoring because most centres did deliver ICT-related programmes although the participation was low. Functionality of Teacher centres is at different levels depending on the Provincial Education Departments' support. PEDs will be encouraged to support these CPTD platforms. These platforms are solely dependent on the creativity of Centre Managers

and external support; hence, they operate under very strenuous conditions. The DBE will have to strengthen the modality of monitoring. The PEDs should strengthen the speed of connectivity and sustain it, more remote teaching and digital integration into teaching will be promoted and centres will be fully functional.

Teacher Development Programmes

Teacher Development provincial reports are submitted from provinces based on the monitoring tools that were developed, discussed and shared with the provinces. The tools have various fields pertaining to programmes implemented, districts covered, SACE endorsement information, and role by other stakeholders. Four themes were used to capture such; namely, the Program focus, subjects covered and their levels, as well as the mode of programme delivery. Programme implementation happened on a large scale, however, monitoring focused on the priority subjects, i.e. on Mathematics, Sciences (Physical Sciences and Natural Science), Accounting and EMS and well as Languages

During the reporting period, it was noted that for relevant, adequate, and effective Continuing Professional Development and support programmes (CPD), the following recommendations should be attended by the sector:

- a) Collaborative work of different sections of the provincial departments such as Curriculum, Teacher Development, PTDIs & DTDCs, e-Learning, etc., is crucial and should be encouraged; In this way, comprehensive reporting will reflect the efforts of the provinces in teacher capacity building;
- b) PEDs to be encouraged to strike a healthy balance of support between the lower levels and the higher levels of the system. In this regard, there were minimal teacher programmes in the Foundation and Intermediate Phases;
- c) The establishment of Professional Learning Communities (PLCs) at various levels, including at school level should be actively encouraged. To this end, the shared understanding of the PLC concept as well as the roles by different entities should be promoted;
- d) Teachers should be encouraged to explore and participate on the available Online platforms, such as Siyavula, Khan academy, other PED online platforms (Western Cape & Gauteng, in particular). The DBE Online TD Platform is functional while still in development;
- e) Various educator specialists (subject advisors, lead teachers, etc.) should be trained in online content creation and curation. This will increase the potential of teachers to access and utilise useful online resources;
- f) For online sessions, establish a technical team which will be able to provide technical support during the workshop sessions. This will help minimise time spent on technical issues and increase attention to conceptual matters; and
- g) Using a repertoire of tools that are available (frameworks, online platforms, online resources) effort should be made to ensure that teachers are not only supported professionally, but they are also encouraged to take professional development into their own hands. They should drive it through a range of means, e.g., school-based professional learning communities.

Upgrading of Grade R Practitioners' qualifications

On 13 September 2024, President Cyril Ramaphosa, signed the BELA Act introducing Grade R as a compulsory reception grade in the Basic Education Sector. The investment in early learning has demonstrated considerable socio-economic returns with evidence for improved cognitive development in young children which extend throughout their adult life. The relationship between appropriately qualified teachers and learner performance is significant. Research indicates that learners who have access to appropriately qualified teachers tend to achieve higher rates of success. Appropriately qualified teachers often have a deeper understanding of the subject matter, effective teaching strategies, and the ability to engage their learners, leading to better learner performance. Improving the qualifications of Grade R Practitioners is essential for enhancing early childhood education, which is a pivotal stage in a child's academic journey. Qualified teachers are better equipped to deliver high-quality education, foster a positive learning environment, and support the cognitive and emotional development of children.

The total budget allocated for upgrading of Grade R practitioners' qualification is not proportional to the number of Grade R Practitioners currently supported to complete appropriate qualifications. There is correlation between Grade R Practitioners' willingness to complete qualifications and the PED's decision to improve their conditions of service by converting their temporary contractual posts to permanent Post Level 1 (PL1) posts. In Mpumalanga, all Grade R Practitioners who are either un- or under qualified, are currently studying to complete appropriate qualifications. On the contrary, very few Grade R Practitioners are enrolled to complete appropriate qualifications in Northern Cape and Western Cape. Having verified 20% of the Grade R Practitioners with SAQA bulk verification, PEDs are advised to verify Grade R Practitioners' qualifications since some of them do not appear on the National Learner Register. The sector continues to ensure that Grade R Practitioners are enrolled in approved Higher Education Institutes to ensure that the qualification appears on the SAQA's National Learner Database.

Quality Management System (QMS)

The implementation of Collective Agreement 2 of 2020, concerning the performance management system for school-based educators was monitored in nine provinces, nine selected districts, 54 schools and 81 monitoring feedback reports were compiled. The QMS has a formative purpose, providing PL1-PL4 educators with input to help them identify ways to address gaps and improve their teaching skills and a summative purpose, as it can be used to reflect on previous performance outcomes to determine whether the required Performance Standards were met. The monitoring process of verification of implementation evidence showed that the system is showing gradual improvements in provincial, district and school planning. However, organisational structures and staff shortages at circuit and district level have the potential to undo the gains made by the QMS implementers.

EMS: PMDS FOR OFFICE-BASED EDUCATORS

The implementation of Collective Agreements (CA) No. 03 and 04 of 2017, was monitored in 10 selected districts and nine PEDs. The monitoring revealed that: Monitoring reports were completed with supporting documentary evidence from sampled 172 performance agreements for Circuit Managers and DCEs for monitoring purposes; there are districts and provincial head offices where EMS PMDS processes unfolded as expected in line with CA 03 & 04 of 2017, and that is commendable; and in some provinces, the moderation of annual assessments and performance planning and agreement were conducted as expected. However, there are inconsistencies regarding the implementation of EMS: PMDS processes in districts and in provincial head offices.

Table 15: Report against the re-tabled Annual Performance Plan

Programme 3: Teachers, Education Human Resources, and Institutional Development								
Outcome	Output	Output Indicator	Audited Actual Performance 2022/2023	Audited Actual Performance 2023/2024	Planned Annual Target 2024/2025	**Actual Achievement 2024/2025	Deviation from planned target to Actual Achievement 2024/2025	Reasons for deviations
Outcome 2: Improved information and other systems which enable transformation and an efficient and accountable sector	School Governing Bodies monitored	3.1.1 Percentage of School Governing Bodies (SGBs) that meet the minimum criteria in terms of effectiveness	94.3% 943/1 000	96.5% 965/1 000 sampled schools	50% of 1 000 sampled schools	97.3% 973/1 000	47.3%	SGBs were inducted and trained on their roles and responsibilities after elections
	Effective school management process	3.1.2 Percentage of schools producing the minimum set of management documents at a required standard	100% 1 000/1 000	100% 1 000/1 000 sampled schools	100% of 1 000 sampled schools	100% 1 000/1 000	No deviation	Not applicable
	Funza Lushaka bursaries awarded	3.1.3 Number of Funza Lushaka bursaries awarded to students enrolled for Initial Teacher Education per year	11 971	11 520	9 700	9 899	199	The DBE shifted bursary funds to universities in need of more funding from universities that did not utilise the full allocation
	Qualified teachers aged 30 and below appointed	3.1.4 An Annual National Report is produced on the number of qualified teachers aged 30 and below entering the public service as teachers	Draft Annual National Report on the number of qualified teachers aged 30 and below entering the public service as teachers	Approved Annual National Report on the number of qualified teachers aged 30 and below entering the public service as teachers	Approved Annual National Report on the number of qualified teachers aged 30 and below entering the public service as teachers	Approved Annual National Report on the number of qualified teachers aged 30 and below entering the public service as teachers	No deviation	Not applicable

Programme 3: Teachers, Education Human Resources, and Institutional Development								
Outcome	Output	Output Indicator	Audited Actual Performance 2022/2023	Audited Actual Performance 2023/2024	Planned Annual Target 2024/2025	**Actual Achievement 2024/2025	Deviation from planned target to Actual Achievement 2024/2025	Reasons for deviations
Outcome 3: Improved knowledge, monitoring, and research functions to advance more evidence-driven planning, instruction, and delivery	Teacher development monitored	3.2.1 An Annual Sector Report is produced on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres	Approved Annual Sector Report on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres	Approved Annual Sector Report on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres	Approved Annual Sector Report on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres	Approved Annual Sector Report on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres	No deviation	Not applicable
		3.2.2 An Annual Sector Report is produced on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on Language, Mathematics, Sciences and Accounting	Approved Annual Sector Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on Language, Mathematics, Physical Science and Accounting	Approved Annual Sector Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on Language, Mathematics, Physical Science and Accounting	Approved Annual Sector Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on Language, Mathematics, Sciences and Accounting	Approved Annual Sector Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on Language, Mathematics, Sciences and Accounting	No deviation	Not applicable
	Post-provisioning processes assessed	3.2.3 Number of PEDs that had their post-provisioning processes assessed for compliance with the post-provisioning norms and standards	9	9	9	9	No deviation	Not applicable
		Qualifications for Grade R practitioners assessed	3.2.4 An Annual Sector Report on the number of Grade-R practitioners with NQF level 6 and above qualifications produced	Approved Annual Sector Report on Grade-R practitioners with NQF level 6 and above qualifications	Approved Annual Sector Report on the number of Grade-R practitioners with NQF level 6 and above qualification	Approved Annual Sector Report on the number of Grade R practitioners with at least an NQF level 6 and above qualification	Approved Annual Sector Report on the number of Grade R practitioners with NQF level 6 and above qualification	No deviation

Programme 3: Teachers, Education Human Resources, and Institutional Development								
Outcome	Output	Output Indicator	Audited Actual Performance 2022/2023	Audited Actual Performance 2023/2024	Planned Annual Target 2024/2025	**Actual Achievement 2024/2025	Deviation from planned target to Actual Achievement 2024/2025	Reasons for deviations
Outcome 5: Enhanced strategic interventions to assist and develop provincial education systems	Performance management monitored	3.3.1 Number of PEDs monitored on the implementation of the Quality Management System (QMS) for school-based educators	9	9	9	9	No deviation	Not applicable
		3.3.2 Number of PEDs monitored on implementation of the Education Management Service: Performance Management and Development System (EMS: PMDS)	9	9	9	9	No deviation	Not applicable

Table 16: Sub-programme expenditure

Sub- Programme Name	2024/2025			2023/2024		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Programme Management: Teachers, Education Human Resources, and Institutional Development	2 204	1 884	320	1 994	1 910	84
Education Human Resources Management	69 873	69 744	129	68 905	68 308	597
Education Human Resources Development	1 349 525	1 349 150	375	1 416 153	1 415 398	755
Curriculum and Professional Development Unit	17 272	17 016	256	20 038	14 785	5 253
Total	1 438 874	1 437 784	1 080	1 507 090	1 500 401	6 689

The programme aims to promote quality teaching and institutional performance through the effective supply, development, and utilisation of human resources. During the reporting period, the programme spent 99.92% of the allocated budget. This has enabled the programme to progress in achieving predetermined objectives that relate to teacher and professional development; labour relations and human resources planning; education human resources development; curriculum and professional development institute; educator performance management and development and whole school evaluation. In this programme, there was overachievement on the percentage of School Governing Bodies (SGBs) that meet the minimum criteria in terms of effectiveness through induction and training of SGBs on their roles and responsibilities after they were elected. The strategies that were placed on the number of Funza Lushaka bursaries awarded to students enrolled for Initial Teacher Education per year have a performance that is beyond the target, which is an improvement from last financial year where the target was not met. The achievement is attributed to the department having shifted bursary funds to universities in need of more funding from universities that did not utilise the full allocation.

4.4 PROGRAMME 4: PLANNING, INFORMATION AND ASSESSMENT

4.4.1 PURPOSE

The purpose of Programme 4 is to promote quality and effective service delivery in the basic education system through monitoring and evaluation, planning, and assessment.

4.4.2 LIST OF SUB-PROGRAMMES

Programme Management: Planning, Information and Assessment; Financial Planning, Information and Management Systems; National Assessment and Public Examinations; School Infrastructure; National Education Evaluation and Development Unit; and the Planning and Delivery Oversight Unit.

4.4.3 OUTCOMES

Outcome 1: Improved system of policies, including the curriculum and assessment, governing the Basic Education Sector to advance a quality and inclusive, safe, and healthy basic system

Outcome 2: Improved information and other systems which enable transformation and an efficient and accountable sector

Outcome 5: Enhanced strategic interventions to assist and develop provincial education systems

Outcome 6: Improved communication of information and partnerships with stakeholders

4.4.4 PROGRAMME PERFORMANCE INFORMATION

Outcomes, outputs, output indicators, targets, and actual achievements

Infrastructure

The HEDCOM sub-committee on infrastructure meets regularly to report back and deliberate on infrastructure projects being implemented nationally. Besides providing an opportunity to discuss solutions to common and unique issues affecting progress on sites, the forum offers a platform for provinces to share best practices in delivering infrastructure. HEDCOM interprets the implications of new policies with subject matter experts leading the way, deciding on the best approach to progress at the frontline of infrastructure delivery while considering different provincial realities.

The DBE launched the Accelerated School Infrastructure Delivery Initiative (ASIDI) in 2011 and the Sanitation Appropriate or Education (SAFE) programme in 2018 to ensure adequate sanitation at schools reliant on basic pit toilets. Both programmes are funded through the School Infrastructure Backlog Grant (SIBG). All 331 ASIDI schools made entirely of unsuitable materials have been replaced. All 1,336 water supply projects under ASIDI are completed. All 373 electricity supply projects have been finalised. All 1,087 ASIDI sanitation projects have been replaced. To address overcrowding, the DBE planned to build classrooms and teaching spaces under the ASIDI programme during the reporting period. To date, 18 classrooms have been completed. Regarding SAFE, from 2018 to end of March 2025, of the 3,375 SAFE sanitation projects, 96% of identified sanitation projects have been completed by the DBE, PEDs, corporate and social partners.

Aspects of learner safety considered in all projects include walkways above ground level, lockable manholes, frosted windows, and screen walls. Grade R facilities are fenced off for protection, with dwarf walls and age-appropriate toilet seats. Learners with disabilities are also accommodated with ramps and hand grips. She Bins are installed for Menstrual Hygiene Management for girl learners. Old structures are demolished, and soil is rehabilitated for gardening.

Infrastructure security is vital for the sector to ensure all schools meet minimum standards and commit to gradually upgrading infrastructure to achieve optimal standards. The Regulations Relating to Minimum Uniform Norms and Standards for Public School Infrastructure require every school site to be secured by appropriate fencing, as outlined in the School Infrastructure Safety and Security Guidelines. School buildings must have at least one safety and security measure, such as burglar-proofing,

a security guard, or an alarm system linked to rapid armed response, where available. The Guidelines also provide advice on planning and designing education infrastructure to address safety and security concerns and clarify the minimum measures that must be in place at all public schools. Throughout the reporting period, the Department continued monitoring to ensure compliance with minimum infrastructure standards and to plan for improvements based on monitoring results.

National Assessment

South Africa's first participation in international assessments of learning was in the Trends in International Mathematics and Science Study (TIMSS) of 1995. The country's performance was alarmingly low, with significant inequalities across the school system. The subsequent two rounds of TIMSS, in 1999 and 2002, revealed little progress. However, since 2002, the country has made substantial improvements in national average performance and in the percentage of learners reaching a minimum acceptable level in both mathematics and science. The performance in Progress in International Reading Literacy Study (PIRLS) showed a similar trend, with low but improving results between 2006, 2011, and 2016. Unfortunately, there was a decline in performance in the 2021 PIRLS assessment, largely attributable to the negative impact of the COVID-19 pandemic's unprecedented disruptions to schooling.

In December 2024, three new assessment studies were released, offering a wealth of detailed and rigorous information on the quality of learning outcomes in South African schools. These included the 2023 Trends in International Mathematics and Science Study (TIMSS), the 2021 Southern and Eastern Africa Consortium for Monitoring Educational Quality (SEACMEQ) assessment, and the first South African Systemic Evaluation of 2022. Together, these assessments form a consistent narrative, reaffirming longstanding evidence that learning outcomes in South Africa remain low and unequal. They also provide valuable insights into the recovery of learning following the COVID-19 pandemic, which disrupted the upward trajectory observed in international assessments since the 2002 TIMSS study. The first signs of decline post-pandemic appeared in the PIRLS 2021 assessment, which indicated a decrease in the percentage of children reading at an adequate level. The SEACMEQ report, released in December 2024 based on data collected in 2021, around the same time as PIRLS, showed a similar decline in the country's average achievement in Grade 6 reading and mathematics. Many countries participating in SEACMEQ 2021 experienced declines or were unable to participate, beyond South Africa.

The TIMSS 2023 assessment, conducted two years later, allowed for a longer recovery period following the disruptions of 2020 and 2021. Its results suggest a relatively stable trend compared to TIMSS 2019. While there was some improvement in Mathematics and Science over the years, progress has stagnated in the latest round — with a slight increase in mathematics and a slight decrease in science — demonstrating the resilience of learners despite reduced teaching time and content. At the Grade 5 level, a small decline was observed in TIMSS 2023 compared to 2019.

Interestingly, South Africa is not at the bottom of the global rankings. While it often ranks near the bottom in assessments like TIMSS, it performed above average in the SEACMEQ assessment. Additionally, Ivory Coast participated in TIMSS Grade 9 for the first time and performed significantly worse than South Africa. This supports the Department's point that South Africa occupies a better tier of countries by virtue of its capacity and willingness to participate in these assessments. The common media narrative portraying South Africa as the worst in the world in education is therefore inaccurate. Another notable finding across these studies is the substantial gender disparity in early learning outcomes, with girls outperforming boys by about a full grade level. This trend strongly influences later achievements, including NSC results, where more girls reach Grade 12, sit for examinations, pass, and achieve higher performance levels. Special recognition must be given to girl learners for attaining scores above the international minimum benchmarks and significantly outperforming their boy counterparts.

Early Learning National Assessment (ELNA)

The Early Learning National Assessment (ELNA) Literacy and Numeracy assessments were administered to a nationally representative sample of Grade 1 learners across all nine provinces. A nationally representative sample was drawn for ELNA using a stratified cluster design. Schools that participated in the study were sampled using a stratified procedure based on variables such as province, language of learning and teaching (LOLT) or the language of learning and teaching (LOLTA) at school, and the school SES quintile rank. Therefore, the 2024 Grade 1 learners' performance is reported through descriptive statistical

analysis, with average percentage scores calculated for overall performance as well as disaggregated performance by subject, gender, province, quintile, the LOLT or LOLTA, and curriculum content area. The Grade 1 learners who participated in the ELNA 2024 assessments achieved slightly higher average percentage scores in numeracy than literacy. The analysis indicates that female learners outperformed their male counterparts in both emergent literacy and numeracy skills.

Learner performance generally tends to be better in numeracy than in literacy. This pattern may be subject-specific, possibly reflecting inherent differences or variations between the two subjects. A similar trend was observed within provinces, where learners' scores were typically higher for numeracy than literacy, although some performance variation across provinces was noted. Performance by gender showed that girls generally performed better than boys in both literacy and numeracy. Factors related to childhood and cognitive development might explain these gender disparities. Performance by school quintile revealed that schools in lower quintiles often had their performance surpassed by schools in higher quintiles. Although no specific data on the learning context was collected, factors such as access to educational resources, and the presence of qualified and motivated teachers, could contribute to this pattern. The language or medium of testing or assessment did not appear to significantly influence learner performance, which is surprising given that the majority of learners in the sample had English as their LOLT or LOLTA.

National Senior Certificate (NSC) 2024

The National Senior Certificate (NSC) examination is in its 17th year of implementation in its current format and structure, and 2024 marks 28 years of successful administration of public examinations at a national level in the democratic era. During this planning period, we reflect on the achievements and challenges outlined in this plan. Education plays a vital role in shaping the future of our youth and, by extension, our country. The NSC remains more than just a certificate – it is a gateway to opportunities that empower our young people to pursue further education, enter the workforce, and contribute to South Africa's socio-economic development. The national pass rate for the Class of 2024 has reached 87.3%, an increase of 4.4% from 82.9% in 2023. A detailed analysis of the November 2024 NSC performance data shows significant improvement concerning the social justice principles of access, redress, equity, efficiency, quality, and inclusivity. The number of candidates enrolling and meeting the pass requirements of the NSC has increased markedly over the years. Performance data also indicates that the system remains efficient and that the quality of passes has improved, with more learners qualifying for admission to Bachelor studies compared to those qualifying for diploma and higher certificate studies combined. The participation of learners with special educational needs and female learners in the system has increased over time, suggesting that the system is becoming more inclusive. Trends in the attainment of the National Senior Certificate, including the subset with a Bachelor-level pass—both of which influence opportunities available to young South Africans—also show improvement. It is notable that most learners who obtain the NSC but not a Bachelor's-level pass typically achieve a diploma-level pass. In 2024, 84% of learners who obtained the NSC as full-time candidates qualified to study at a university, either for Bachelor studies or a three-year diploma programme. This percentage has increased; for instance, in 2019, just before the pandemic, it was 81%. In the last three years, the number of Bachelor-level passes has quadrupled compared to the first decade of democracy, and the number of passes obtained by full-time candidates now roughly doubles that level from the first decade. Clearly, the upward trend for Bachelor-level passes is steeper. The sector will continue to enhance these upward trends through increased emphasis in the foundation and intermediate phases. The Department produced the 2024 National Senior Certificate (NSC) School Performance Report, which provides data on the performance of all schools participating in the 2024 NSC Examination, including public schools, special schools, and independent schools. It also offers an overview of their performance over a three-year period, allowing schools to assess and track their progress. The Schools Subject Report presents performance data for eleven gateway subjects: Accounting, Agricultural Sciences, Business Studies, Economics, English First Additional Language (FAL), Geography, History, Life Sciences, Mathematical Literacy, Mathematics, and Physical Sciences; along with the examination report and Diagnostic reports that detail performance of the respective institutions.

Education Management Information Systems (EMIS)

The South African School Administration and Management System is overseen through system updates, alignment with policy changes and emerging user needs, as well as system support by the National Helpdesk for schools and districts. This includes the LSPID project, system advocacy, and training. Five SA-SAMS updates were issued, following change governance and testing

procedures; assisted with query resolution and database amendments; and conducted advocacy and training across eight provinces. To ensure efficient school administration and management, the updates are aligned with initiatives such as the School Calendar 2025 and Curriculum 2025, NSC Grade 12 registrations, the General Education Certificate (GEC), Early Learner National Assessment (ELNA), NSC POPIA disclaimer form, and disability arrangements per PAM. They also integrate various school management reports like the School Improvement Plan (SIP), Quality Management System (QMS), Annual Academic Performance Report (AAPR), School Self Evaluation (SSE), and other reports addressing recommendations from the Auditor General of South Africa (AGSA). Currently, 99.64% of schools (21,186 out of 21,262), excluding the Western Cape, use SA-SAMS for reporting. Evidence for this report is gathered from individual Provincial reports submitted according to an approved EMIS schedule. Data collection typically occurs three weeks after schools reopen, allowing for the quality assurance of curriculum data, signing off on promotion data at school, district, and provincial levels, and handling appeal processes in the subsequent year. The system's usage spans public ordinary and special schools, with some provinces gradually including ECD centres.

Learner Unit Record Information and Tracking System (LURITS) upload and verification requires PEDs to have an approved EMIS Business Plan covering the five EMIS priorities, including the implementation of SA-SAMS, LURITS, Geographical Information System (GIS), Business Intelligence (BI), and conducting a Data Quality Audit (DQA). These plans are approved by the CFO and HOD for the relevant fiscal year. During monitoring, five of nine PEDs were compliant, with business plans signed by the HODs and CFOs, but three provinces—Eastern Cape, Free State, Mpumalanga—and North West were non-compliant.

PEDs must perform batch uploads to LURITS via the Provincial Data Warehouse (PDW) system. This measures the capacity of PDW infrastructure and PED staff to execute data uploads, requiring at least 95% of learners to be uploaded timely, with completeness and quality. During monitoring, three provinces failed to meet this threshold, with less than 98% of learners uploaded on time. KwaZulu-Natal and Limpopo reported difficulties with server access and incomplete data at upload time. The challenges mainly stem from IT infrastructure issues such as servers and internet connectivity, along with loadshedding delays. Achievement of this criterion is indicated by provinces generating exception reports from the PDW and returning them for correction in SA-SAMS, reflected in the high upload success rate.

During the review period, 12 districts received visits for Fundamentals of Performance feedback and District Development Plan (DDP) planning sessions. Provincial authorities submitted District Improvement Plans (DIPs). Of the 1,080 satisfaction surveys sent to school principals regarding district support, 1,068 responses were received, representing a 98% response rate and 93% satisfaction level. Challenges noted include filling critical district posts; three (3) new district directors from Eastern Cape and Gauteng had competency assessment reports filed. The District Directors' Handbook was developed to support the implementation of the Policy on the Organisation, Roles, and Responsibilities of Education Districts. Eleven districts across Eastern Cape, Limpopo, Mpumalanga, and Northern Cape received mentorship from four mentors. These districts were introduced to the Data Driven Districts Dashboard for profiling learners and targeted support, and mentors assisted during strategic planning and multi-disciplinary team support visits to underperforming schools.

Support was provided to 820 underperforming secondary schools across 63 districts nationwide in this financial year, representing 78% of all underperforming schools. Of these, 714 showed performance improvements, with 68% surpassing 70% in achievement and exiting the underperforming category. Notably, support visits increased compared to 2023; however, there remains a need for more visits to rural schools, enhanced curriculum management, and addressing poor performance in gateway subjects. The DBE continues to support primary schools, with 833 supported during principals' workshops. School Improvement Support Coordinators (SISCOs) continued collaborating with 76 Circuit Managers (CMs) from underperforming circuits, empowering them to support approximately 2,800 schools.

Table 17: Report against the tabled Annual Performance Plan

Programme 4: Planning, Information and Assessment									
Outcome	Output	Output Indicator	Audited Actual Performance 2022/2023	Audited Actual Performance 2023/2024	Planned Annual Target 2024/2025	** Actual Achievement 2024/2025 until date of re-tableing	Deviation from planned target to Actual Achievement 2024/2025	Reasons for deviations	Reasons for revisions to the Outputs / Output indicators / Annual Targets
Outcome 1: Improved system of policies, including the curriculum and assessment, governing the Basic Education Sector to advance a quality and inclusive, safe, and healthy basic education system.	New schools completed	4.1.1 Number of new schools built and completed through ASIDI.	27	1	30	1	-29	Target revised in the re-tabled 2024/25 APP	Infrastructure MTEF targets were revised to align with the AENE
	School water facilities provided	4.1.3 Number of schools provided with water facilities through ASIDI.	50	4	100	8	-92	Target revised in the re-tabled 2024/25 APP	Infrastructure MTEF targets were revised to align with the AENE

Table 18: Report against the re-tabled Annual Performance Plan

Programme 4: Planning, Information and Assessment									
Outcome	Output	Output Indicator	Audited Actual Performance 2022/2023	Audited Actual Performance 2023/2024	Planned Annual Target 2024/2025	** Actual Achievement 2024/2025	Deviation from planned target to Actual Achievement 2024/2025	Reasons for deviations	Reasons for revisions to the Outputs / Output indicators / Annual Targets
Outcome 1: Improved system of policies, including the curriculum and assessment, governing the Basic Education Sector to advance a quality and inclusive, safe, and healthy basic system	New schools completed	4.1.1 Number of new schools built and completed through the Accelerated School Infrastructure Delivery Initiative per year	27	1	1	1	No deviation	Not applicable	
	School sanitation facilities provided	4.1.2 Number of schools provided with sanitation facilities per year.	457	346	100	146	46	With the sanitation programme coming to an end, the DBE intensified the delivery of sanitation facilities	
	School water facilities provided	4.1.3 Number of schools provided with water facilities per year.	50	4	7	8	1	The project was the last of the water projects and the Implementing Agent intensified site activities to complete it this financial year.	
	Classrooms built	4.1.4 Number of classrooms built through the Accelerated School Infrastructure Delivery Initiative per year	-	-	65	67	2	The DBSA provided additional resources to complete the classrooms during the fourth quarter.	

Programme 4: Planning, Information and Assessment								
Outcome	Output	Output Indicator	Audited Actual Performance 2022/2023	Audited Actual Performance 2023/2024	Planned Annual Target 2024/2025	** Actual Achievement 2024/2025	Deviation from planned target to Actual Achievement 2024/2025	Reasons for deviations
Outcome 2: Improved information and other systems which enable transformation and an efficient and accountable sector	Test items developed	4.2.1 Number of General Education and Training (GET) test items developed in Language and Mathematics for Grades 3, 6 and 9	500	500	500	500	No deviation	Not applicable
	School and learner performance on NSC produced	4.2.2 Number of NSC reports produced	4	4	4	4	No deviation	Not applicable
	Examination question papers set	4.2.3 Number of question papers set for June and November examinations	320	323	320	320	No deviation	Not applicable
	Effective school administration monitored	4.2.4 Percentage of public schools using the South African School Administration and Management System (SA-SAMS) for reporting	99.38% 21 363/21 497	99.27% 21 255/ 21 412	98%	99.64% 21 186/21 262	1.64%	Identified Provinces and Districts were workshopped for better understanding and usage of SA-SAMS.
		4.2.5 An Annual National Report is produced on the number of provinces monitored for implementation of the Learner Unit Record Information and Tracking System (LURITS) and EMIS priorities	Approved Annual National Report on the number of provinces monitored for implementation of the Learner Unit Record Information and Tracking System (LURITS) and EMIS priorities	Approved National Report on the number of provinces monitored for implementation of the Learner Unit Record Information and Tracking System (LURITS) and EMIS priorities	Approved Annual National Report on the number of provinces monitored for implementation of the Learner Unit Record Information and Tracking System (LURITS) and EMIS priorities	Approved National Report on the number of provinces monitored for implementation of the Learner Unit Record Information and Tracking System (LURITS) and EMIS priorities	No deviation	Not applicable
	Learning Outcomes assessed	4.2.6 An Annual National Report is produced on learning outcomes linked to an individual large-scale Assessment programme featuring in the National Assessment Framework	Approved Annual National Report on learning outcomes linked to the National Assessment Framework	Approved Annual National Report on learning outcomes linked to a systemic study featuring in the National Assessment Framework	Approved Annual National Report on learning outcomes linked to an individual large-scale assessment programme featuring in the National Assessment Framework	Approved Annual National Report on learning outcomes linked to an individual large-scale assessment programme featuring in the National Assessment Framework	No deviation	Not applicable

Programme 4: Planning, Information and Assessment								
Outcome	Output	Output Indicator	Audited Actual Performance 2022/2023	Audited Actual Performance 2023/2024	Planned Annual Target 2024/2025	**Actual Achievement 2024/2025	Deviation from planned target to Actual Achievement 2024/2025	Reasons for deviations
Outcome 5: Enhanced strategic interventions to assist and develop provincial education systems	Determination of school readiness reported	4.2.7 An Annual National Report is produced on the Early Learning National Assessment (ELNA) to determine school readiness	Approved Annual National Report on the Second Early Learning National Assessment	Approved Annual National Report on the Early Learning National Assessment to determine school readiness	Approved Annual National Report on the Early Learning National Assessment to determine school readiness	Approved Annual National Report on the Early Learning National Assessment to determine school readiness	No deviation	Not applicable
	Officials in districts below the national benchmark mentored	4.3.1 Number of officials from districts that achieved below the national benchmark in the NSC participating in a mentoring programme	60	93	60	191	131	More districts were involved in the mentorship programme, thus additional officials such as DCES and Subject Advisors were also involved in the mentoring programme.
	Support to school principals rated	4.3.2 Percentage of school principals rating the support services of districts as being satisfactory	87% 759/871	Not measured in 2023/24	75%	89.51% 956/1 068	14.51%	The satisfaction rate increased because of the intervention by the DBE in training districts on the areas of focus when supporting schools.
	District Directors capacitated	4.3.3 Percentage of District Directors that have undergone competency assessment prior to their appointment	75% 3/4	60% 3/5	100%	100% 3/3	No deviation	Not applicable
Outcome 6: Improved communication of information and partnerships with stakeholders	Underperforming Schools Supported	4.3.4 Number of underperforming secondary schools monitored at least twice a year by sector officials	1 101	1 007	750	768	18	The DBE appointed more School Improvement Coordinators to support the circuits and monitor additional schools.
	District Director forums conducted	4.3.5 Number of District Director forums held	3	4	3	2	-1	The District Director forums were predetermined before the 7 th Administration and the Minister could not hold the second quarterly meeting because of settling in.

Table 19: Sub-programme expenditure

Sub- Programme Name	2024/2025			2023/2024		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Programme Management: Planning, Information and Assessment	5 631	4 505	1 126	1 951	1 669	282
Financial Planning, Information and Management System	56 786	53 832	2 954	53 829	48 808	5 021
School Infrastructure	15 837 613	15 731 952	105 661	14 397 413	14 342 878	54 535
National Assessment and Public Examination	394 864	430 563	(35 699)	390 382	421 345	(30 963)
National Education Evaluation and Development	19 250	17 403	1 847	18 737	18 083	654
Planning Delivery Oversight Unit	152 099	149 896	2 203	160 874	157 439	3 435
Total	16 466 243	16 388 151	78 092	15 023 186	14 990 222	32 964

The programme Planning, Information and Assessment has spent 99.53% of its budget for the 2024/25 reporting cycle. The programmes that were achieved under the budget relate to planning, information, and assessment; financial planning, information and management systems; national assessment and public examinations; school infrastructure; national education evaluation and development unit; and the planning and delivery oversight unit. Through the allocated budget for the 2024/25 financial year, the programme was able to continue its purpose to promote quality and effective service delivery in the basic education system through monitoring and evaluation, planning, and assessment. The shortfall in expenditure is recorded at 0.47%. The programme did not achieve indicator on the Number of District Director forums held. There has been an improvement on the indicators achieved in the reporting period compared to the previous financial year. There has been an overperformance on infrastructure indicators, percentage of school principals rating the support services of districts as being satisfactory, percentage of school principals rating the support services of districts as being satisfactory and number of underperforming secondary schools monitored at least twice a year by sector officials.

Strategy to overcome areas of under performance

The indicator on the Number of District Director forums held was not achieved in the reporting period. However, it is important to note that though the annual target was not achieved, for the MTSF period, this indicator has been overachieved. To improve performance, there is a new schedule of dates determined by the 7th Administration that has been communicated with District Directors which will be implemented.

4.5 PROGRAMME 5: EDUCATIONAL ENRICHMENT SERVICES

4.5.1 PURPOSE

The purpose of Programme 5 is to develop policies and programmes to improve the quality of learning in schools.

4.5.2 LIST OF SUB-PROGRAMMES

Programme Management: Educational Enrichment Services; Partnerships in Education; Care and Support in Schools; and Grant Implementation Monitoring and Reporting.

4.5.3 OUTCOMES

Outcome 1: Improved system of policies, including the curriculum and assessment, governing the Basic Education Sector to advance a quality and inclusive, safe, and healthy basic education system

4.5.4 PROGRAMME PERFORMANCE INFORMATION

Outcomes, Outputs, Output Indicators, Targets and Actual Achievements

National School Nutrition Programme (NSNP)

The Department has a key responsibility for oversight and provides support to PEDs over compliance with the NSNP Conditional Grant Framework and other National Treasury regulations. Monitoring the NSNP is essential to ensure that the programme is effectively implemented, and benefits learners as intended. The process of monitoring involved tracking various aspects such as food quality, delivery, compliance, school food gardens, and financial management. A total of 116 schools were visited in all provinces. Breakfast has been introduced in all provinces and is fully implemented in Eastern Cape, Free State, Gauteng, and Western Cape. Other provinces i.e. Limpopo, KwaZulu-Natal, North West and Northern Cape provide breakfast to identified schools only, mostly primary schools.

School Safety

The National School Safety Framework (NSSF) was implemented in 25 districts across the Western Cape, Limpopo, Eastern Cape, Gauteng, North West, and Free State. Support Interventions were held in Gauteng and Limpopo, reaching 434 principals, SGB members, and School Safety Officers from 110 schools. The Department trained special schools in eight provinces on administering the Disaster Risk Management Assessment Tool and Risk Management Register to manage identified risks. The Risk Assessment Tool has been digitized, and data will be stored in the EMIS system.

A programme aimed at promoting online safety in schools and learning sessions was launched to combat cyberbullying, sexual grooming, and child pornography. A partnership with the South African Police Service allowed for the hosting of School Safety Imbizo. A research study on harmful traditional, cultural, and religious studies was launched at a stakeholder meeting on 14 November 2024.

Social Cohesion and Equity in Education

The DBE implemented comprehensive social inclusion initiatives across South Africa. Programmes included the National Schools Moot Court, iNkosi Albert Luthuli Oral History, Youth Citizens Action, Heritage Education Outreach, and Nation Building and Values Education. Working with the Social Inclusion in Education Working Group, led by the South African Human Rights Commission, the DBE conducted dialogues promoting human rights and safe learning environments. Gender equity efforts featured Girls and Boys Education Movement camps, training for ECD practitioners and foundation phase educators, and community engagements on managing sexual abuse reporting.

The Department contributed to implementing the Sexual Offences Amendment Act and began developing departmental Directives on Domestic Violence. The Truth and Reconciliation Commission (TRC) Educational Assistance Programme processed over 1,500 applications in 2024 against an allocation R30m that helped families identified through the TRC to access and thrive in basic education.

Sport and Enrichment Programmes

The DBE and the Department of Sports, Arts and Culture (DSAC) have finalised the Regular School Sport Participation Guidelines after consulting stakeholders. The National School Sport Championships saw 1 290 learners in Athletics, 584 in Swimming, 432 in Netball, 459 in Football, 498 in Cross-Country Championships, and 1,503 in Summer Games.

The 2024 ABC Motsepe SASCE National Championship attracted 6 682 learners and 573 teachers from nine provinces. The National Train the Trainer Workshop took place in Pretoria, and 1 654 professionals were trained. Provincial delegates facilitated workshops. The 2025 Participation Rules and Typesetting of the music syllabus have been finalized, and dates for Provincial and National Championships have been identified. A new category, “Champ of Champs,” has been added for secondary A choirs, allowing more schools and students to participate on a national scale.

Care and support in schools

The Department is developing a Mental Health Telehealth platform for learners and educators, set to launch nationally on 30 May 2025. The learner suicide prevention toolkit for schools has been finalized, and 1 158 learners, 53 educators, and two district officials have been reached through suicide awareness discussions. 31 learners have received one-on-one counselling sessions and referrals, while 15 learners have received counselling using the CETA model.

The Department conducted capacity building training for 580 educators on Social Emotional Learning, and 45 provincial and district officials received skills on psychosocial support. 253 LSAs and 10 educators were directly reached on providing psychosocial support and GBV support to learners. Ten mental health campaigns were conducted using social media platforms, webinars, radio and TV interviews, and a suicide prevention campaign was held in two Gauteng schools reaching 1 208 learners, 53 educators, and 2 district officials. A hybrid webinar on teacher mental health was hosted in collaboration with NECT, involving 180 participants. IEC materials on mental health promotion and alcohol and drug use prevention were distributed to provinces, RCLs, TLOs and school partners.

Twenty-three schools underwent monitoring and support for psychosocial support implementation and 24 for school readiness, aiming to raise awareness on strengthening the system for providing psychosocial support in basic education and promoting emotional and mental wellbeing among learners and educators.

Table 20: Report against the tabled Annual Performance Plan

Programme 5: Educational Enrichment Services									
Outcome	Output	Output Indicator	Audited Actual Performance 2022/2023	Audited Actual Performance 2023/2024	Planned Annual Target 2024/2025	** Actual Achievement 2024/2025 until date of re-tabling	Deviation from planned target to Actual Achievement 2024/2025	Reasons for deviations	Reasons for revisions to the Outputs / Output indicators / Annual Targets
Outcome 1: Improved system of policies, including the curriculum and assessment, governing the Basic Education Sector to advance a quality and inclusive, safe, and healthy basic education system.	Monitored provision of nutritious meals	5.1.1 An Annual Sector Report is produced on the provision of nutritious meals and compliance with feeding requirements.	Approved Annual Sector Report on the provision of nutritious meals and compliance with feeding requirements	Approved Annual Sector Report on the provision of nutritious meals and compliance with feeding requirements	Approved Annual Sector Report on the provision of nutritious meals and compliance with feeding requirements	Draft monitoring PED reports EC, KZN, NW and LP	Approved Annual Sector Report on the provision of nutritious meals and compliance with feeding requirement	Indicator revised in the re-tabled 2024/25 APP	The indicator was revised to focus on the actual monitoring of schools on the provision of nutritious meals.
	Leaner health and wellness improved	5.1.2 Number of PEDs with approved annual business plans for the HIV/AIDS Life Skills Education Programme	9	9 approved business plans	9 approved business plans	8 approved business plans	1 PED annual business plan not approved	The province had challenges in filling the vacancy of the HIV/AIDS Life Skills Coordinator, which has led to the delays in finalising the business plan.	
	Safe, active, and social friendly schools	5.1.3 Number of districts monitored on the implementation of the National School Safety Framework (NSSF)	75	25	25	25	No deviation	Not applicable	
	Informed stakeholders and partners	5.1.4 Number of stakeholders reached through social cohesion programmes	7 068	5 881	4 000	5 989	1 959	Collaboration with external stakeholders were beneficial in advocating for Social Cohesion and Equity in Education programmes and mobilising participation. The positive deviation was as a result of mobilisation activities led and/or requested by stakeholders, in addition to what was planned by the DBE	

Programme 5: Educational Enrichment Services									
Outcome	Output	Output Indicator	Audited Actual Performance 2022/2023	Audited Actual Performance 2023/2024	Planned Annual Target 2024/2025	** Actual Achievement 2024/2025	Deviation from planned target to Actual Achievement 2024/2025	Reasons for deviations	
Outcome 1: Improved system of policies, including the curriculum and assessment, governing the Basic Education Sector to advance a quality and inclusive, safe, and healthy basic education system	Monitored provision of nutritious meals	5.1.1 Number of schools monitored for the provision of nutritious meals	Approved Annual Sector Report on the provision of nutritious meals and compliance with feeding requirements	Approved Annual Sector Report on the provision of nutritious meals and compliance with feeding requirements	80	116	36	The target was exceeded due additional monitoring conducted during school readiness in January 2025.	
	Leaner health and wellness improved	5.1.2 Number of PEDs with approved annual business plans for the HIV/AIDS Life Skills Education Programme	9	9 approved business plans	9 approved business plans	8 approved business plans	1 PED annual business plan not approved	The province had challenges in filling the vacancy of the HIV/AIDS Life Skills Coordinator, which has led to the delays in finalising the business plan.	
	Safe, active, and social friendly schools	5.1.3 Number of districts monitored on the implementation of the National School Safety Framework (NSSF)	75	25	25	25	No deviation	Not applicable	
	Informed stakeholders and partners	5.1.4 Number of stakeholders reached through social cohesion programmes	7 068	5 881	4 000	5 989	1 959	Collaboration with external stakeholders were beneficial in advocating for Social Cohesion and Equity in Education programmes and mobilising participation. The positive deviation was as a result of mobilisation activities led and/or requested by stakeholders, in addition to what was planned by the DBE	

Programme 5: Educational Enrichment Services								
Outcome	Output	Output Indicator	Audited Actual Performance 2022/2023	Audited Actual Performance 2023/2024	Planned Annual Target 2024/2025	** Actual Achievement 2024/2025	Deviation from planned target to Actual Achievement 2024/2025	Reasons for deviations
	Gender-based violence (GBV) programmes implemented	5.1.5 Number of participants and stakeholders reached with dialogues, engagements, and Training workshops to end school- related gender-based violence	-	5 280	4 000	5 322	1 322	Collaboration with external stakeholders was beneficial in advocating for Social Cohesion and Equity in Education programmes and mobilising participation. The positive deviation was as a result of mobilisation activities led and/or requested by stakeholders, in addition to what was planned by the DBE
	Trained professionals on South African School Choral Eisteddfod (SASCE)	5.1.6 Number of professionals trained in SASCE programmes	1 001	1474	900	1 654	754	More professionals were reached through the National train-the-trainer workshop conducted in January 2025.
	Preamble of the Constitution recited	5.1.7 An annual communiqué distributed to all 9 Provincial Education Departments to inculcate the culture of recital of the Preamble of the Constitution at school assemblies and gatherings	-	-	An approved annual communiqué distributed to all PEDs	An approved annual communiqué distributed to all PEDs	No deviation	Not applicable

Table 21: Sub-programme expenditure

Sub- Programme Name	2024/2025			2023/2024		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Programme Management: Education Enrichment Services	4 477	4 495	(18)	4 133	4 083	50
Partnership in Education	40 806	40 441	365	44 614	43 082	1 532
Care and Support in Schools	10 084 787	10 082 673	2 114	9 527 233	9 526 433	800
Total	10 130 070	10 127 609	2 4610	9 575 980	9 573 598	2 382

The Educational Enrichment Services programme spent 99.98% of its budget in the current reporting period, and this has been consistent with the previous financial year expenditure. The budget spent enabled the programme to ensure educational enrichment services; partnerships in education; care and support in schools; and grant implementation monitoring and reporting. In all these predetermined objectives, the programme has not achieved one indicator on the number of PEDs with approved annual business plans for the HIV/AIDS Life Skills Education Programme. Most indicators within the programme have been overachieved, which demonstrates the monitoring conducted to improve the quality of learning in schools, which is a critical aspect of teaching and learning. There has also been collaboration with external stakeholders in advocating for school related gender-based violence, social cohesion and equity in education programmes and mobilising participation. The positive deviation was as a result of mobilisation activities led and/or requested by stakeholders, in addition to what was planned by the department.

Strategy to overcome areas of under performance

The indicator on the number of PEDs with approved annual business plans for the HIV/AIDS Life Skills Education Programme was not achieved. In mitigating the underperformance, the PED conducted interviews to fill the post of the Coordinator. The new coordinator will be inducted and supported to ensure the business plan is submitted on time for the coming financial year. Engagements with DBE and PEDs will be undertaken to have an official available to assist during vacant positions.

5. PERFORMANCE IN RELATION TO STANDARDISED OUTPUTS AND OUTPUT INDICATORS FOR SECTORS WITH CONCURRENT FUNCTIONS

The Department of Planning, Monitoring and Evaluation (DPME) requires National Departments to develop Standard Indicators for Sectors with concurrent functions. The DPME has thus developed guidelines that provide the process for the standardisation of output indicators for sectors with concurrent functions in accordance with the provisions of the Revised Framework for Strategic Plans and Annual Performance Plans (2019). As per the Framework for Managing Programme Performance Information (FMPPI), the department is responsible for concurrent function, leading and reporting the work of the sector, providing support to the PEDs to manage performance information and systems training. In addition, the department is also responsible for monitoring performance information produced by the provincial counterparts and utilise it to evaluate the overall performance in the sector.

The benefits of having standardised indicators for sectors with concurrent functions are as follows:

Alignment: Provincial plans will be aligned towards the achievement of the country's national development agenda as provided in the National Development Plan (NDP) 2030 and the 2019-24 Medium Term Strategic Framework/Medium Term Development Plan (MTDP).

Uniformity in planning and reporting: Provincial departments within a sector will plan and report against the same set of standardised indicators over a planning period.

Allocative efficiency: Planning for standardised indicators will mean that priorities of government can be adequately resourced.

Track progress against priorities of the sector: Standardised indicators allow oversight bodies and other stakeholders to track progress against set priorities of a particular sector. It also serves as an early warning system within the departments that allows corrective measures to be determined, if necessary, to improve service delivery.

Comparability: The performance of one province can be compared to that of another province. Value for money assessments and trend analysis can be conducted to inform decision making for improved service delivery and equity.

Accountability: Standardised indicators promote accountability of sectors towards the achievement of national development priorities.

The HEDCOM Sub-committee on Planning, Monitoring and Evaluation's (PME) Technical Working Group finalised and approved 28 SOIs. PEDs as per the SOI guidelines on standardisation are required to adopt the SOI's as it is beneficial for the education sector to have uniformity on which indicators will be included in the planning documents and also aligned to respond to the NDP 2030, MTSF 2019-2024 and the *Action Plan 2024: Towards the Realisation of Schooling 2030*. All PEDs excluding LP and WC accepted the adoption of the SOIs into their planning documents in the 2024/25 financial year. LP and WC PEDs raised comments and proposals on the approved SOIs that led to the non-standardisation of the SOIs. However, as due process was followed on the development of the SOIs, all PEDs were encouraged to provincialise the SOIs that were approved in the HEDCOM Sub-committee PM&E TWG and other provincial specific key indicators that contributed to the MTSF priorities, Action Plan and NDP 2030.

6. TRANSFER PAYMENTS

6.1 Transfer payments to public entities

Public entities receive sizeable transfer payments from government and are often the front-line providers of services on behalf of government. It is therefore important to understand the impact of these services on the community. Departments are requested to provide information on the services provided by these public entities, transfer payments to the public entities, the actual amount spent from the transfer received by the public entities, strategic achievements of the public entity. Departments must also comment on monthly monitoring systems or the lack thereof to monitor spending on such transfer payments. If such monitoring did take place, departments must provide details of difficulties experienced and what steps (if any) were taken to rectify such difficulties.

Table 22: Transfer payments to public entities

Name of Public Entity	Key Outputs of the public entity	Amount transferred to the public entity	Amount spent by the public entity	Achievements of the public entity
South African Council for Educators (SACE)	CPTD Management system	R16 434 000	R16 434 000	• Submission of the SACE report to the Executive Authority within 30 days of each quarter. • Registration of Educators. • Educators supported professional matters. • Endorsement of Professional Activities. • HEI's supported for the Code of professional Ethics. • Research Agenda continuously done that assist the Sector on Educational matters.
Umalusi	Quality assurance of the May/June 2024 and the October/November 2024 National Senior Certificate/Senior Certificate examinations.	R166 918 000	R166 918 000	• Both the May/June 2024 and the October/November 2024 examinations were declared as being credible and administered in terms of the prescripts of the Umalusi Policy on Quality Assurance.

6.2 Transfer payments to all organisations other than public entities

Table 23: transfer payments to all organisations other than public entities

Name of transferee	Type of organisation	Purpose for which the funds were used	Did the dept. comply with s 38 (1) (j) of the PFMA	Amount transferred (R'000)	Amount spent by the entity (R'000)	Reasons for the funds unspent by the entity
National Student Financial Aid Scheme (NSFAS)	Public Entity	Administration of the Funza Lushaka Bursary Programme where students who qualify to study teaching at public universities are funded through Funza Lushaka Bursary Programme of the Basic Education. The main objective being to increase the supply of teachers in priority subjects identified by the Department	Yes	R1 265 266 500	R 951 670 751 23	Awaiting some institutions to review the claims and resubmit, to avoid double-dipping and overclaims
University of Botswana (SACMEQ)	Non-profit	Monitoring and evaluation of learner achievement	Yes	R5 388 585, 16	R5 388 585, 16	None
United Nations Educational, Scientific and Cultural Organisation (UNESCO)	United Nations Agency	Assessed Membership Contribution fee paid to UNESCO by South Africa as a Member State.	Yes	R 16 337 848.87	N/A	The funds will be spent in the new financial year. This is due to the transfer of funds to UNESCO being processed in February every year.
Guidance, Counselling and Youth Development Centre for Africa: Malawi	United Nations Agency	Annual Membership fee paid to the Centre	Yes	R 189 000.00	N/A	N/A
Association for the Development of Education in Africa (ADEA)	Association for the Development of Education in Africa (ADEA)	Funds were used for the operations of the organisations to enable South Africa to access and participate in the platforms and opportunities created by the organisations (i.e. Research Studies and Conferences)	YES	934 790.00	N/A	N/A
Childline South Africa	NGO	Contribution towards the operational costs for the 24-hour national helpline for children in crisis.	Yes	R90,000	R90,000	N/A
National Education Collaboration Trust (NECT)	A Trust as established in terms of the Trust Property Control Act, 1988 (Act No. 57 of 1988).	The NECT was established as a response to the call by the National Development Plan (NDP) for increased collaboration among stakeholders to improve educational outcomes. The work of the NECT is informed by the six themes presented in the Education Collaboration Framework (ECF) which guide the NECT programme design and interventions.	Yes	114 275	114 275	N/A

7. CONDITIONAL GRANTS

7.1 Conditional grants and earmarked funds paid

Table 24: Conditional Grant: Children/Learners with Severe to Profound Intellectual Disability (C/LSPID)

Department	Department of Basic Education
Purpose of the grant	To provide the necessary support, resources and equipment to identified special care centres and schools for the provision of education to children with severe to profound intellectual disabilities
Expected outputs of the grant	Nine deputy chief education specialists as provincial grant managers and 255 transversal itinerant outreach team members appointed to provide support in special care centres and targeted schools. 483 special care centre data captured and managed using the South African School Administration and Management System. 255 transversal itinerant outreach team members, 2 490 caregivers trained on the learning programme for learners with profound intellectual disabilities and other programmes that support the facilitation of the learning programme Number of caregivers trained in accredited training. 9 672 children with severe to profound intellectual disabilities supported through a range of services. 279 children with profound intellectual disabilities of school-going-age in special care centres placed in schools
Actual outputs achieved	Eight (8) deputy chief education specialists as provincial grant managers and 227 transversal itinerant outreach team members appointed to provide support in special care centres and targeted schools. 454 special care centre captured and managed using the South African School Administration and Management System. 227 transversal itinerant outreach team members, 2 738 caregivers trained on the Learning Programme for learners with profound intellectual disabilities and other programmes that support the facilitation of the learning programme 596 caregivers trained in accredited training such as FETC-ECD NQF Level 4 RPL, ECD Caregiver NQF Level 1, FETC-ECD NQF level 5 and Basic Computer Skills. A range of support outlined below provided to 9 672 children. 2013 children assessed to determine education strengths and challenges and guide intervention programmes. 3546 children provided with a range of therapeutic interventions. 37 shipping storage containers bought for special care centres that do not have safe storage space to store LTSM. 5230 children benefitted from being taught using the Learning Programme for Learners with Profound Intellectual Disabilities. 492 children provided with assistive devices for individual use. LTSM bought for 417 special care centres to facilitate teaching and learning. 410 learners from special care centres enrolled in schools
Amount per amended DORA	R 278 947,000
Amount transferred (R'000)	R 278 947,000
Reasons if amount as per DORA not transferred	N/A
Amount spent by the department (R'000)	R 265 734,000
Reasons for the funds unspent by the entity	Inadequate management of Grant's procurement plans by some PEDs that results in delays in the procurement of equipment and services.
Monitoring mechanism by the transferring department	The following monitoring and support measures were used. Scheduled and unscheduled, need based, virtual and face to face support meeting. Scheduled onsite monitoring and support. Virtual and onsite support meetings with specific underperforming provinces. Sharing documents to guide Grant implementation. Planned centralised training.

Table 25: Conditional Grant: Mathematics, Science and Technology (MST)

Department/ Municipality to whom the grant has been transferred	Department of Basic Education
Purpose of the grant	To provide support and resources to schools, teachers, and learners in line with the Curriculum Assessment Policy Statements (CAPS) for the improvement of mathematics, science and technology teaching and learning at selected public schools.
Expected outputs of the grant	Information Communication and Technology: 747 MST Schools (31: Eastern Cape, 397: Free State; 71: Gauteng, 53: KwaZulu Natal, 0: Limpopo; 14: Mpumalanga; 17: Northern Cape, 104: North West: and 60: Western Cape) were supplied with information, communication and technology (ICT) resources such as laptops, tablets and software for Maths, Science and Technology curriculum to support curriculum and teaching methodology at FET level. Workshop equipment, machinery, and tools: 336 MST Schools (14: Eastern Cape; 57: Free State; 60: Gauteng 36: KwaZulu- Natal; 24: Limpopo; 63: Mpumalanga; 38: Northern Cape; 12: North-West; and 32: Western Cape) were supplied with equipment, tools and machinery for Technology to support curriculum and practical teaching methodology at FET level. Laboratory resources: 4 804 MST Schools (3 560: Eastern Cape; 248: Free State; 100: Gauteng; 98: KwaZulu-Natal; 83: Limpopo; 110: Mpumalanga 490: Northern Cape; 81: North-West; and 34: Western Cape) were supplied with consumables and subject related apparatus to support curriculum and practical teaching methodology at FET level. Learner support: 430 274 learners (22 484: Eastern Cape; 14 210: Free State; 51 789: Gauteng, 58 176: KwaZulu-Natal; 111 350: Limpopo; 37 856: Mpumalanga; 24 795 Northern Cape; 84 413 North-West and 47 153: Western Cape) were funded to participate in Maths and Science Olympiads including coaching and revision camps to improve learner preparedness for the NSC examinations. Teacher Support: 27 439 Teachers (2 058 Eastern Cape; 415: Free State; 796: Gauteng; 5 386: KwaZulu-Natal, 2 360: Limpopo; 10 509: Mpumalanga 1 652: Northern Cape; 4 153 North West; and 110: Western Cape) were trained during 2024/25 financial period.
Actual outputs achieved	The Department noted that seven provinces managed to utilise their budget allocation as planned and achieved all outputs as per target. Limpopo and North-West were the two provinces that could not achieve all its outputs due to procurement challenges.
Amount per amended DORA	R443,842,000 Budget allocation for the 2024/2025 financial period.
Amount transferred (R'000)	R443,842,000 was transferred fully to all provinces.
Reasons if amount as per DORA not transferred	Funds were not withheld during the 2024/2025 period.
Amount spent by the department/ municipality (R'000)	R415,388,000 (94%) was spent as at 31 March 2025.
Reasons for the funds unspent by the entity	Limpopo and North-West provinces are the provinces that underspend during the 2024/2025 financial period. The Department provided support to these provinces, concerns on underspending were identified and assistance was provided to both provinces. These provinces could not spend their budget fully due to SCM process that could not be finalised. R31 million committed at the end of the financial period. The MST Conditional Grant Team will be analysing monthly reports of provinces and monitor spending monthly.
Monitoring mechanism by the transferring department	Monitoring mechanism by the transferring department is through Monthly and Quarterly Reporting, Quarterly Budget Monitoring Meetings, School Visits and Annual Evaluation.

Table 26: Conditional Grant: National School Nutrition Programme (NSNP)

Department	Department of Basic Education
Purpose of the grant	To provide nutritious meals to targeted schools
Expected outputs of the grant	21 000 schools that prepare nutritious meals for learners
Actual outputs achieved	Expenditure stands at 92% as at 28 February 2025, which is acceptable. Gauteng, Limpopo, KwaZulu Natal and Mpumalanga are under-spending
Amount per amended DORA	None
Amount transferred (R'000)	R9.7 billion (R9 798 106)
Reasons if amount as per DORA not transferred	The allocation was transferred to provinces as per approved payment schedule
Amount spent by the department/ municipality (R'000)	R9 billion (R 9 032 700)
Reasons for the funds unspent by the entity	Unspent funds are due to Gauteng, Limpopo, KwaZulu-Natal and Mpumalanga underspending as at February 2025.
Monitoring mechanism by the transferring department	The Department conducts monitoring visits monthly and quarterly as well as holding inter-district and inter-provincial meetings to assess performance of all provinces.

Table 27: Conditional Grant: HIV/AIDS Life Skills Education

Department/ Municipality to whom the grant has been transferred	Provincial Departments of Education
Purpose of the grant	To support South Africa's HIV prevention strategy by: Providing comprehensive sexuality education and access to sexual and reproductive health services to learners; and Supporting the provision of employee health and wellness programmes for educators. To mitigate the impact of HIV and TB by providing a caring, supportive, and enabling environment for learners and educators. To reduce the vulnerability of children to HIV, TB and STIs, with a particular focus on orphaned children and girls.
Expected outputs of the grant	7 000 educators trained to implement comprehensive sexuality education and TB prevention programmes for learners to be able to protect themselves from HIV and TB and the associated key drivers. 5 500 school management teams and school governing bodies trained to develop policy implementation plans focusing on keeping mainly young girls in school, ensuring that comprehensive sexuality education and TB education is implemented for all learners. 52 000 learners reached through Co-curricular activities on provision of comprehensive sexuality education, access to sexual and reproductive health and TB services. Care and support programmes implemented to reach 65 000 learners and 3 200 educators; 3 400 Learner Support Agents appointment to support vulnerable learners prioritising primary schools. 127 000 copies of Curriculum and Assessment Policy Statement compliant material, including material for learners with barriers to learning, printed and distributed to schools. Host advocacy and social mobilisation events with 67 200 learners, educators, and school community members on the DBE National Policy on HIV, STIs and TB; and the DBE Learner Pregnancy Policy to review and change societal norms and values on the provision of comprehensive sexuality education and access to sexual and reproductive health and TB services. 4 900 schools will be reached through monitoring and support visits.
Actual outputs achieved	7 194 educators trained to implement comprehensive sexuality education and TB prevention programmes for learners to be able to protect themselves from HIV and TB and the associated key drivers. 4 773 school management teams and governing bodies trained to develop policy implementation plans focusing on keeping mainly young girls in school, ensuring that comprehensive sexuality education and TB education are implemented for all learners. 115 836 learners reached through co-curricular activities and jamborees on provision of comprehensive sexuality education, access to sexual and reproductive health and TB services. Care and support programmes and psychosocial support services implemented to reach 107 620 learners and 3 523 educators; Learner Support Agents appointed to support vulnerable learners prioritising primary schools. 52 999 copies of curriculum and assessment policy statement (CAPS) compliant comprehensive sexuality education material, including material for learners with barriers to learning, printed and distributed to 3 805 schools. Host advocacy and social mobilisation activities and events with 310 121 learners, educators and school community members lobbying for support of the DBE Policies and empower them to change social norms and values on the provision of CSE and SRH services. In addition, 1 669 schools were reached through TB awareness activities. 3 880 schools will be reached through monitoring and support visits.
Amount per amended DORA	249 742
Amount transferred (R'000)	249 742
Reasons if amount as per DORA not transferred	N/A
Amount spent by the department/ municipality (R'000)	241 871
Reasons for the funds unspent by the entity	Under-spending was due to the Free State province that reported the resignation of 22 Learner Support Agents to assume better job opportunities and non-filling of the Provincial Coordinator's post that was vacated in 2023.
Monitoring mechanism by the transferring department	Desktop analysis of provincial reports; Two virtual Inter-provincial meetings; Oversight management meetings held with individual provinces to review progress on implementation and assist with challenges experienced by the province; and School monitoring visits conducted by the DBE using a monitoring tool and a questionnaire (used during the Annual Performance Evaluation of conditional grants). Issues identified and reported by schools during the monitoring visit are communicated to the respective provinces to attend to.

Table 28: Conditional Grant: Early Childhood Development (ECD)

Department/ Municipality to whom the grant has been transferred	Department of Basic Education
Purpose of the grant	To increase the number of poor children accessing subsidised ECD programmes; To support ECD providers delivering an ECD programme to meet basic health and safety requirements for registration; and To pilot the construction of new low cost ECD centres.
Expected outputs of the grant	Number of eligible children subsidised, as agreed in the service level agreements (SLA) Number of all children attending ECD programmes in fully registered ECD centers Number of all children attending ECD programmes in conditionally registered ECD centers Number of children subsidised from the conditional grant in fully registered ECD centres Number of children subsidised from the conditional grant in conditionally registered ECD centers Number of days subsidised for centre-based programmes Number of children subsidised through provincial own revenue including equitable share that are benefiting from the top-up grant in fully registered ECD programmes Number of children subsidised through provincial own revenue including equitable share that are benefiting from the top-up grant in conditionally registered ECD programmes Number of children subsidised from the equitable share in fully registered ECD centers Number of children subsidised from the equitable share in conditionally registered ECD centres Number of all children attending in fully registered non-center-based programmes Number of all children attending in conditionally registered non-center-based programmes Number of children subsidised from the conditional grant in fully registered non-center-based programmes Number of children subsidised from the conditional grant in conditionally registered non-center-based programmes Number of ECD practitioners and other staff employed in fully and conditionally registered ECD programmes benefiting from the conditional grant Number of conditionally registered ECD centers maintained Number of unregistered ECD centers maintained Number of new low cost ECD centers constructed
Actual outputs achieved	348,146 children benefitted from the subsidy, 336 ECD centers were maintained and 2 new low-cost ECD centers were constructed.
Amount per amended DORA (R'000)	Total for the 2024/25 financial year: R1.6 bn, of which R1.4 bn was allocated to the subsidy component and R157 m to the maintenance component.
Amount transferred (R'000)	Total amount transferred: R1 596 188
Reasons if amount as per DORA not transferred	N/A
Amount spent by the department/ municipality (R'000)	Subsidy: R1,392,347 Admin: R37,748 Infrastructure: R117,431 Total spent: R1 547 526
Reasons for the funds unspent by the entity	Underspending on the infrastructure component of the conditional grant.
Monitoring mechanism by the transferring department	DBE conducts monitoring visits to support provinces to improve on the implementation of the conditional grant. The ECD HEDCOM sub-committee has been established and sits on a quarterly basis with provinces to ensure that reporting is provided and challenges are addressed during those meetings. Continuous bilateral meetings are held with individual under-performing provinces to ensure performance and compliance. Both subsidy and maintenance guidelines have been developed, and provinces trained on the guidelines to support more effective business processes.

Table 29: Conditional Grant: School Infrastructure Backlogs Grant (SIBG)

Department	Department of Basic Education
Purpose of the grant	To increase the number of poor children accessing subsidised ECD programmes; To support ECD providers delivering an ECD programme to meet basic health and safety requirements for registration; and To pilot the construction of new low cost ECD centers.
Expected outputs of the grant	Number of eligible children subsidised, as agreed in the service level agreements (SLA) Number of all children attending ECD programmes in fully registered ECD centers Number of all children attending ECD programmes in conditionally registered ECD centres Number of children subsidised from the conditional grant in fully registered ECD centres Number of children subsidised from the conditional grant in conditionally registered ECD centers Number of days subsidised for center-based programmes Number of children subsidised through provincial own revenue including equitable share that are benefiting from the top-up grant in fully registered ECD programmes Number of children subsidised through provincial own revenue including equitable share that are benefiting from the top-up grant in conditionally registered ECD programmes Number of children subsidised from the equitable share in fully registered ECD centres Number of children subsidised from the equitable share in conditionally registered ECD centres Number of all children attending in fully registered non-center-based programmes Number of all children attending in conditionally registered non-center-based programmes Number of children subsidised from the conditional grant in fully registered non-center-based programmes Number of children subsidised from the conditional grant in conditionally registered non-center-based programmes Number of ECD practitioners and other staff employed in fully and conditionally registered ECD programmes benefiting from the conditional grant Number of conditionally registered ECD centers maintained Number of unregistered ECD centers maintained Number of new low cost ECD centers constructed
Actual outputs achieved	348,146 children benefitted from the subsidy, 336 ECD centres were maintained and 2 new low-cost ECD centres were constructed.
Amount per amended DORA (R'000)	Total for the 2024/25 financial year: R1.6 bn, of which R1.4 bn was allocated to the subsidy component and R157 m to the maintenance component.
Amount transferred (R'000)	Total amount transferred: R1 596 188
Reasons if amount as per DORA not transferred	N/A
Amount spent by the department/ municipality (R'000)	Subsidy: R1,392,347 Admin: R37,748 Infrastructure: R117,431 Total spent: R1 547 526
Reasons for the funds unspent by the entity	Underspending on the infrastructure component of the conditional grant.
Monitoring mechanism by the transferring department	DBE conducts monitoring visits to support provinces to improve on the implementation of the conditional grant. The ECD HEDCOM sub-committee has been established and sits on a quarterly basis with provinces to ensure that reporting is provided and challenges are addressed during those meetings. Continuous bilateral meetings are held with individual under-performing provinces to ensure performance and compliance. Both subsidy and maintenance guidelines have been developed, and provinces trained on the guidelines to support more effective business processes.

8. DONOR FUNDS

8.1 Donor Funds Received

Table 30: Donor Fund: European Union (Programme: Education for Employability (E4E))

Name of donor	European Union
Full amount of the funding	R 85 254 552,00
Period of the commitment	Three Years (+ Two-Years no-cost extension) = 5 Years
Purpose of the funding	The purpose of the E4E funding is to support piloting and testing implementation of the Three Stream Model (TSM) in the basic education system through the creation of academic, vocational, and occupational learning pathways that will provide learners with greater choices based on their interests, abilities and knowledge.
Expected outputs	The overall project outputs include the following: Develop research design and methodology for the pilot studies. Systems requirements and systems development. Pilot Study 1 (Vocational Stream): Introduction of vocationally oriented subjects at Grades 8 and 9 in the GET Phase in Public Ordinary schools and Focus Schools Pilot Study 2 (GEC): Introduction of the General Education Certificate (GEC) at NQF Level 1 - GEC Examination and Assessment Strategy and documents. Pilot Study 3 (Occupational Stream): Introduction of occupationally oriented subjects at Grades 10, 11 and 12 in the FET Phase. Collaborations and partnerships. Advocacy and Communications campaigns and strategy report. Capacity-building of teachers in pilot schools. Policy procedures. Monitoring & Evaluation Report. Establish and maintain a Project Management Unit for project Implementation.
Actual outputs achieved	Introduction of Occupational Stream subjects in the Further Education and Training (FET) phase through 'curriculum writers' capacity building sessions for advance team involving 270 teachers over two five-days sessions. Ministerial workshop regarding an update on the state of readiness of the DBE for the implementation of the TSM programme. The workshop was attended by approximately 250 participants, including the Minister, the Deputy Minister, and the Director-General. Capacity building of teachers and subject advisors in the practical skills component of Vocational and Occupationally oriented subjects of the TSM 523 in Kwa-Zulu Natal (KZN) with a focus on: Civil Technology, Electrical Technology, Mechanical Technology, and Hairdressing. 150 in the Western Cape province in three focus areas: Civil Technology, Electrical Technology, and Mechanical Technology. 230 in the North West province for Civil Technology, Electrical Technology, and Mechanical Technology. Appointment of a technical assistant for the development of a revised Articulation Framework for the TSM. Development of a draft Human Resource Mobilisation Strategy through a workshop. Finalisation of learning and teaching support material (LTSM): 107 out of 128 occupationally oriented subject material completed and 14 out of 24 Vocational Oriented subject materials completed. Curriculum training and writing workshops as part of the curriculum strengthening process: 21 Occupational subjects offered at Schools of Skills (Years 1 to 4) and 13 Vocational subjects offered at public ordinary schools (Grades 8 & 9), to align with the Basic Education Competency Framework. Communication and Advocacy: The development of a video series titled: "What's Your Stream?" was conducted over the last days of March 2025.
Amount received (R'000)	R 43 169
Amount spent by the department (R'000)	R 35 415
Reasons for the funds unspent	Almost all activities in the eleven components of the DBE E4E Phase 1 Business Plan stalled for well over six (6) months due to a protracted delay in the transfer of donor funds from the NT. The primary cause of the delay was an NT technical requirement of the "surrendering of unspent funds" before a new drawdown could be affected. The original requisition – with required supporting documentation - for the drawdown had to be resubmitted to the NT to facilitate funds transfer. The actual transfer took place only late in December 2024 when the financial year plans had targeted 01 April 2024 as the commencement of the activities cycle. January being a busy month in terms of the reopening of schools, it meant that a year's budget needed to be used over a two-month period. This leads to funds not fully spent.
Monitoring mechanism by the donor	Donor monitoring of the E4E funding took place in the following manner: (1) Biannual E4E project steering committee reports. (2) Quarterly National Treasury (NT) expenditure reports.(3) Mid-term review evaluation.

Table 31: Donor fund: Systemic Improvement of Language and Numeracy (SILN) in the Foundation Phase

Name of donor	European Union
Full amount of the funding	R59 509m
Period of the commitment	2022-2025 (with an approved no- cost extension 2025 – 2026)
Purpose of the funding	To improve learning outcomes in the foundational skills of languages and mathematics in the early grades (Foundation Phase), in the two education districts, Ehlanzeni and Nkangala in the Mpumalanga Province.
Expected outputs	Procurement of resources which includes Group Guided Readers, Mathematics Manipulatives, Classroom Library Boxes. Capacity building of Teachers, Departmental Heads, School Management Teams, and Foundation Phase Subject Advisors. Appointment of 20 Early Grade Youth Assistants.
Actual outputs achieved	Procuring and Delivering of Group Guided Readers, Mathematics Manipulatives and Classroom Library Boxes to participating schools. Appointed 20 Early Grade Youth Assistants. Appointed a training service provider who has commenced the rollout of training – completed training include Senior Management Training Modules 1 and 2.
Amount received (R'000)	R36 347m
Amount spent by the department (R'000)	R19,537m
Reasons for the funds unspent	The appointed training service providers – SANOJ Project Solutions contract overlaps to the following financial years (2024 -2025 and 2025 – 2026).
Monitoring mechanism by the donor	National Treasury

Table 32: Donor fund: Development of the eCares System

Name of donor	LEGO Foundation
Full amount of the funding	R18 million
Period of the commitment	3 years (2024 – 2026)
Purpose of the funding	Development of the eCares system
Expected outputs	Fully functional eCares system
Actual outputs achieved	Service provider appointed in February 2024
Amount received (R'000)	Funding is being administered by Ilifa Labantwana on behalf of the DBE
Amount spent by the department (R'000)	Funding is being administered by Ilifa Labantwana on behalf of the DBE
Reasons for the funds unspent	NA
Monitoring mechanism by the donor	Form part of Steering Committee

Table 33: Donor fund: Technical support to the ECD Directorate (Ilifa Labantwana)

Name of donor	Ilifa Labantwana
Full amount of the funding	In-kind support
Period of the commitment	5 years (2024 – 2029)
Purpose of the funding	Technical support to the improvement of the ECD function
Expected outputs	Technical support to the improvement of the ECD function
Actual outputs achieved	3 technical assistants seconded to the DBE
Amount received (R'000)	In-kind support
Amount spent by the department (R'000)	In-kind support
Reasons for the funds unspent	NA
Monitoring mechanism by the donor	Monthly check-in meetings

Table 34: Donor fund: Technical support to the ECD Directorate (Smart Start)

Name of donor	Smart Start
Full amount of the funding	In-kind support
Period of the commitment	3 years 2025 - 2027
Purpose of the funding	Technical support to the improvement of the ECD function
Expected outputs	Technical support to the improvement of the ECD function
Actual outputs achieved	2 technical assistants seconded to the DBE
Amount received (R'000)	In-kind support
Amount spent by the department (R'000)	In-kind support
Reasons for the funds unspent	NA
Monitoring mechanism by the donor	Monthly check-in meetings

Table 35: Donor fund: Funding for the implementation of the rolling workplan with UNICEF

Name of donor	UNICEF
Full amount of the funding	R53 million
Period of the commitment	3 years
Purpose of the funding	Multiple projects as defined in the rolling workplan
Expected outputs	Multiple outputs as per the rolling workplan
Actual outputs achieved	PLAYSA online training developed and maintained ECD Mobi parent support developed and maintained Development of the ECD Info hub Versioning of daily activity plans and integrated LTSM Monitoring and support of the parenting support programme Review of the National Integrated ECD Policy Secondment to the Early Learning Directorate.
Amount received (R'000)	Funding is being administered directly by UNICEF
Amount spent by the department (R'000)	Funding is being administered directly by UNICEF
Reasons for the funds unspent	NA
Monitoring mechanism by the donor	Form part of the Steering Committee

Table 36: Donor fund: Funding for the Bana Pele Mass Registration Drive

Name of donor	Yellowwoods
Full amount of the funding	R20 million
Period of the commitment	3 years
Purpose of the funding	Support of the Bana Pele Mass Registration Drive
Expected outputs	Successfully registering unregistered ECD programmes
Actual outputs achieved	Funding the Bana Pele Project Management Unit Secondments to the Bana Pele Project Management Unit Communications campaign for the Bana Pele Mass Registration Drive Hosting the Bana Pele Leadership Summit
Amount received (R'000)	Funding is being administered directly by Yellowwoods
Amount spent by the department (R'000)	Funding is being administered directly by Yellowwoods
Reasons for the funds unspent	NA
Monitoring mechanism by the donor	Form part of the Steering Committee

9. CAPITAL INVESTMENT

9.1 Capital investment, maintenance, and asset management plan

The School Infrastructure Backlogs Grant (SIBG), with the main objective of eradicating inappropriate education infrastructure and the provision of basic services to schools that did not have them has made the following progress since its inception in 2011:

- a) 331 of the allocated 331 of schools built using inappropriate materials have been completed;
- b) 1336 of the allocated 1336 schools identified to be without potable water has been provided with safe drinking water;
- c) 342 schools in the rural provinces have been provided with electricity;
- d) 3226 schools have been provided with safe and age-appropriate sanitation facilities, while a further 83 schools are currently under construction to be completed in the new financial year. In the current financial year, 152 schools were provided with new sanitation facilities; and
- e) 67 new classrooms have been completed in six (6) schools in the current financial year, to curb the overcrowding challenges. The schools are in the Mpumalanga, Eastern Cape, Gauteng, KwaZulu-Natal and the North West Province.

All projects are expected to be completed by the second quarter of the next financial year.

Table 37: Capital investment, maintenance, and asset management plan

Infrastructure projects	2024/2025			2023/2024		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
New and replacement assets	1 421 155	1 380 474	40 681	1 720 837	1 683 938	36 899
Total	1 421 155	1 380 474	40 681	1 720 837	1 683 938	36 899



1. INTRODUCTION

The Department is committed to maintaining the highest standards of governance and upholding good practices as it is fundamental to the management of public finances and resources. The Department has governance structures in place to monitor utilization of state resources which is funded by the taxpayer. The corporate governance requirements of King IV report with regard to the Accounting Officer's responsibilities are espoused by Section 38 and 40 of the Public Finance Management Act (PFMA), 1999 (Act No.1 of 1999). King IV advocates an outcome-based approach and defines corporate governance as the exercise of ethical and effective leadership towards achievement of an ethical culture, good performance, effective control, and legitimacy. The openness, integrity, and accountability of individuals within the Department is the cornerstone of effective governance.

2. RISK MANAGEMENT

The Department has reviewed and approved the risk implementation plan 2024/25 which is aligned to the risk management policy and strategy. The Risk Committee held four (4) risk committee meetings during the financial year for the monitoring of risk activities and updating of risk registers. The quarterly risk management reports were presented to the Audit Committee to monitor, advise, and enhance effectiveness of risk management in the Department. Risk Registers were updated by Branches and emerging risks were identified with mitigation plans to improve risk management and achievement of objectives. The Strategic risks assessments were held with executive management to review and identify key strategic risks to the revised strategic outcomes as per the Medium-Term Strategic Framework (MTSF). Continuous risk awareness sessions and training sessions were conducted throughout the year. The risk maturity analysis report was shared with the Risk Committee, Audit Committee, and Senior Management and recommendations to improve risk management culture.

3. FRAUD AND CORRUPTION

The Department works in accordance with the approved Fraud Prevention Policy, Strategy and Whistle – Blowing Policy. The Fraud and Corruption Prevention Implementation Plan for 2024/25 was approved. There was regular reporting to the Director-General, Risk Committee and the Audit Committee on progress, trends and status on investigations and consequence management in collaboration with Labour Relations. Two (2) cases related to fraud and corruption were investigated and reported to SAPS during the year. The relevant internal disciplinary process was undertaken on completed cases. Other cases of irregular, fruitless and wasteful expenditure were investigated. Mechanisms are in place to report fraud through a dedicated National Anti-Corruption Hotline (NACH) or internally reported cases. Cases reported through the hotline or internally are recorded in the register and investigated. The department has established an investigation committee to investigate cases of irregular, fruitless and wasteful expenditure and make recommendations to eliminate the occurrence of irregular, fruitless and wasteful expenditure. Investigations were conducted and reports were issued for corrective action.

4. MINIMISING CONFLICT OF INTEREST

Public service employees conducting business with the government:

In terms of the Public Administration Management Act (PAMA) 11 of 2014 Section 8 (2) an employee may not (a) conduct business with the State; or (b) be a director of a public or private company conducting business with the State.

The Act further states that a contravention of subsection (2) (a) is an offence, and any person found guilty of the offence is liable to a fine or imprisonment for a period not exceeding 5 years or both such fine and imprisonment; and (b) constitute[s] serious misconduct which may result in the termination of employment by the employer.

In addition, Regulation 13 (c) of Chapter 2 of the Public Service Regulation, 2016 states, “an employee shall not conduct business with any organ of State or be a director of a private or public company conducting business with an of State, unless such an employee is in an official capacity a director of a company listed in schedule 2 and 3 of the Public Finance Management Act.”

In March 2017, National Treasury started to monitor all registrations of public service employees on the online Central Supplier Database System (CSD), by matching prospective suppliers against the PERSAL system. In 2020 the South African Police Service (SAPS) consolidated a list of all public service employees alleged to be conducting business with the State. This is an ongoing process. The Auditor-General also has the way of identifying all the officials who are alleged to be conducting business with the state, after identifying them they send the list to the Ethics Officers, and the Ethics Officers then refer the matter to the Investigation Unit for further investigation, if found guilty the matter is then referred to labour Relations Directorate for consequence management and criminal procedure.

Other remunerative work:

Section 30 of the Public Service Act provides as follows:

- Subsection (1): No employee shall perform or engage himself or herself to perform remunerative work outside his or her employment in the relevant department, except with the written permission of the executive authority of the department;
- Subsection (2): For the purposes of subsection (1) the executive authority shall at least consider whether or not the outside work could reasonably be expected to interfere with or impede the effective or efficient performance of the employee's functions in the department or constitute a contravention of the Code of Conduct, contemplated in section 41 (1) (b) (v) of the Act; and
- Subsection (3)(a): The executive authority shall decide whether or not to grant permission, contemplated in subsection (1), within 30 days after the receipt of the request from the employee in question.

The Ethics and Integrity Management Unit sent a Newsflash on a quarterly basis to remind the employees about the procedure of conducting Other Remunerative Work outside work and also keeps the register of all employees who got approval to do other remunerative work. The Ethics officers also refer the names of all officials who do not comply with Regulation 18 to the Labour Relations Unit for consequence management.

Disclosure of financial interests:

In accordance with Sub-regulation 18 (1) of the Public Service Regulations, 2016, SMS members except for a Head of Department (HOD) shall, not later than 30 April of each year, disclose to the relevant HoD, particulars of all his or her interests in respect of the period 1 April of the previous year until 31 March of the year in question.

Sub-regulation 18 (2) of the Public Service Regulations, a Hod, shall not later than 30 April of each year, disclose to the relevant executive authority, particulars of all his or her interests in respect of the 1 April of the previous year to 31 March of the year in question.

Subsection 18 (3) of the Public Service Regulations, any other designated employee not contemplated in sub-regulations (1) and (2) shall submit to the relevant HoD, on a date directed by the Minister, particulars of all his or her interests for the period as may be directed by the Minister.

Sub-section 18 (4) any person who assumes duty as a designated employee on or after 1 April in a year shall make such disclosure within 30 days after assumption of duty in respect of the period from 1 April to date of disclosure.

The Department uses eDisclosure system as prescribed by the Department of Public Service and Administration (DPSA) for disclosure of financial interests. A Newsflash and follow-up reminders are sent to all designated groups in time, to remind them to disclose their financial interests. The names of all the officials who do not comply are submitted to Labour Relations Directorate for consequence management. There after the Director-General applies for the concession to the DPSA for all non-compliant officials, when the concession is granted, all non-compliant officials are instructed to disclose their financial interests.

All the newly appointed officials who fall under the designated groups are advised to disclose their financial interests within 30 days after their assumption of duty. This condition is included in their appointment letters.

Gift receipt and acceptance:

Regulation 13(h) of the Public Service Regulations, 2016 (PSR, 2016) is meant to regulate the management of gifts in the public service. It states, "An employee shall not receive or accept any gift from any person in the course or scope of his employment, other than from a family member to the cumulative value of R500 per year, unless prior approval is obtained from the relevant executive authority."

There is a fine line between a gift and a gratification. The former is acceptable under regulation 13(h), while the latter is prohibited under regulation 13(a). Regulation 13(a) states, "An employee shall not receive, solicit, or accept any gratification, as defined in section 1 of the Prevention and Combating of Corrupt Activities Act, 2004 (Act 12 of 2004), from any employee or any person in return for performing or not performing his or her official duties.

All employees are advised to declare all the gifts of a cumulative value of R500 per year, then the Ethics Officers apply for gift acceptance approval from the Director-General, once the approval is granted then the respective official is allowed to accept the gift.

5. CODE OF CONDUCT

The DBE does not have a special policy regarding the Code of Conduct of Employees. The Department uses Resolution 1 of 2003 (Code of Conduct for Employees appointed under the Public Service Act), Chapter 2 of the Public Service Regulations (Code of Conduct), Chapter 7 of the SMS Handbook for SMS members, as well as the Code entailed in the Employment of Educators Act (Act 76 of 1998) for officials appointed under that Act. To ensure that all employees of the Department are au fait with the Code(s), training is conducted for newly appointed officials.

6. HEALTH SAFETY AND ENVIRONMENTAL ISSUES

The DBE's Health and Safety Committee manages and monitors risks within the Department. The Department has an approved Health and Safety Policy that outlines measures/guidelines to ensure that safety is always observed by all employees.

Issues of employee health and wellness are managed through its 4 PILLARS Operational Plans and Policies. These PILLARS are grouped in 4 management categories, namely:

- PILLAR 1: HIV, TB, and STI Management;
- PILLAR 2: Wellness Management;
- PILLAR 3: Health and Productivity; and
- PILLAR 4: Safety, Health, Environment, Risk and Quality Management (SHERQ).

7. PORTFOLIO COMMITTEES

Table 38: Portfolio Committee meetings on basic education

DBE Committee Meetings 2024/2025					How the Department addressed the matters raised
Date	Committee	Topic for Discussion	Matters Raised by the Committee		
15 May 2024	Portfolio Committee	Basic Education Laws Amendment (BELA) Bill: NCOP Amendments	To consider amendments to the Basic Education Laws Amendment (BELA) Bill as proposed by the National Council of Provinces (NCOP)		The Committee agreed to the amendments and adopted the amended Bill
09 July 2024	Portfolio Committee	Election of Chairperson	Election of Chairperson		The Committee elected Ms K Maimela (ANC) as Chairperson.
11 July 2024	Portfolio Committee	DBE, SACE & Umalusi Annual Performance Plans 2024/25; with Ministry	School infrastructure is a big problem Dwindling public funds Safety issues at schools Bridging the gap between higher education and basic education Funza Lushaka absorption Early Childhood Development: The function shift and migration		Agrees that it does require reprioritisation. Reprioritize the things that are most critical Work with other departments such as SAPS Minister will take up with the Minister of Higher Education Recruitment is based on provincial needs It is the responsibility of DBE to ensure that the BELA Bill is institutionalized and works.
12 July 2024	Portfolio Committee	Discuss and adopt the Draft Report on Budget Vote 16: Basic Education.	Adopt the Draft Report on Budget Vote 16: Basic Education.		The Chairperson confirmed the adoption of the report
16 July 2024	Portfolio Committee	6th Parliament Committee Legacy Report	Recommendations included conducting a round table workshop with educational stakeholders, monitoring infrastructure reports, requesting a curriculum update, forming a learning support task force, and improving ICT integration.		
26 July 2024	Portfolio Committee	Committee Programme with Deputy Minister	The Committee was taken through its second term programme for 2024		The programme was adopted
20 August 2024	Portfolio Committee	Induction workshop: Basic Education Sector; with Minister and Deputy Minister	Eradicate unsafe school infrastructure Safety in schools		To be prioritized Requested the presence of the Police Department
27 August 2024	Portfolio Committee	ECD Investment in respect of Funding Shift, Curriculum, Teacher/Care Giver Development, Resource Allocation and Registration, with Deputy Minister	Grassroots Educare Trust Increase the ECD subsidy amount NSNP		Skills training programmes provided by Grassroots included Care for Babies and Toddlers in an ECD setting; Enabling ECD Learning Resources; Grade R Workshops; Site Learning Programmes [SLP]; Playgroup Site Learning Programmes [PSLP]; Governance and Financial Training; Parent Involvement training workshops. Agreed subsidy should be increased A potential independent agent could be hired to manage the needs

DBE Committee Meetings 2024/2025				
Date	Committee	Topic for Discussion	Matters Raised by the Committee	How the Department addressed the matters raised
03 September 2024	Portfolio Committee	Support of Learners with Special Education Needs: DBE & DoH briefing; with Ministry	Transport for special needs learners Collaborative efforts by all stakeholders Umlazi school	Resolve the transport issue The growing demand for special needs education could be addressed only by National Treasury Umlazi school to be followed up
10 September 2024	Portfolio Committee	Gender Equality and GBV in Schools (monitoring and programmes)	Learner pregnancy Sanitary products LGBTQIA issues	Each year 125 000 learners fall pregnant and they are handled by the DWYPD or the DSD The curriculum covers topics such as LGBTQIA
17 September 2024	Portfolio Committee	NSC Examination 2024 readiness; DBE 2024 Q1 Performance; with Ministry	Undocumented learners Learner support programme mental health ICT Loadshedding DBE did not achieve 100% in Q1 increase in full-time learners Grade R teachers	Working closely with the Department of Home Affairs The rural and the historically dysfunctional schools are improving while the former Model C schools are underperforming Psychosocial measures include an online platform for both teachers and learners. Working with Siyavula online DBE has been working with Eskom during the exams overspent in the previous financial year and could not pay those invoices on time. increase in candidates from 600 000 to 720 000. can become qualified by progressing from NQF 4 and 5 until 6 or 7
16 October 2024	Portfolio Committee	DBE, Umalusi & SACE 2023/24 Annual Reports; with Minister and Deputy Minister	Department faced funding challenges Learners with special needs Substance abuse in schools SAFE The quintile classification Independent schools ASIDI NSNP SGB Funza Lushaka Bursary Scheme	National Treasury was sympathetic to the sector and ongoing engagements were taking place 76% of learners with special needs were connected to electronic resources The challenges were more prevalent in the Northern and Western Cape. Schools, provinces, and implementing agents incurred wasteful expenditure and there were running battles with line managers and National Treasury to recover monies. would be reviewed and was currently on hold because of financial constraints A report on schools with subsidies could be furnished to the Committee. ASIDI projects were completed and those left related to the 200 sanitation projects the Minister mentioned. The Department worked closely with schools to address issues and quarterly meetings with provinces to build an action plan and ensure learners had nutritious meals. SGB's were elected earlier in the year. Questions would be submitted to the Committee in writing within seven days

DBE Committee Meetings				
Date	Committee	Topic for Discussion	Matters Raised by the Committee	How the Department addressed the matters raised
22 October 2024	Portfolio Committee	2024 NSC Examination Readiness Update; Engagement with WCED on Budget Cuts and Post Declarations, with Ministry	Learners with special needs Law enforcement involvement NSNP Teacher shortages Exam preparations Exam security Load shedding	Appropriate measures have been implemented, including the provision of Braille exam papers. The Department was in touch with security services in each province and had activated all necessary channels to ensure security measures were in place. The DG participates in daily briefings to monitor potential protests and plan contingency accordingly. School nutrition programme continues uninterrupted and clarified that the figure of over 700 000 learners includes full-time candidates. Challenge often arises from the structure of language instruction. DBE would lead the process of standardisation to ensure consistency and fairness in marking. He highlighted that Umalusi, the Council for Quality Assurance in General and Further Education and Training, was in place to verify the credibility and integrity of these exams. DBE categorised exam centres into high-, medium-, and low-risk levels, depending on various factors, to help focus security resources appropriately. Umalusi, he noted, would assess each centre to ensure they were suitable for exams, with the DBE taking additional steps to ensure security throughout the exam period. The Department was working closely with Eskom and local municipalities to minimise disruptions.
29 October 2024	Portfolio Committee Meeting	Western & Northern Cape Education Departments: Budget Cuts and Posts	NCDoE Retrenching 663 teachers Early Childhood Development Racism at Duineveld High School Re-quintling due to financial strain ICT and Infrastructure National School Nutrition Programme Student attendance and dropout rates Absenteeism LTSM	It would have a severe impact, considering the province's 554 schools, 9,700 teachers, and over 313,000 learners. The Northern Cape's unique geographic and logistical challenges NCDoE has ensured Grade R classes in primary schools, with 774 Grade R practitioners currently employed. There are existing collaborative programs with various stakeholders, including the South African Human Rights Commission, Robben Island Museum, Department of Justice, Legal Aid South Africa, and provincial cultural department. NCDoE offers financial exemptions, covers municipal costs, and provides additional funding for schools like NababEEP and Matjieskloof NCDoE has 771 ECD practitioners, but only 51 of them are fully qualified. The district management teams and circuit managers to identify the most pressing infrastructure needs for the upcoming year. Repairs were underway at NababEEP, where a damaged wall had posed a risk to exam security NCDoE has shifted to a school-based procurement model NCDoE uses a data-driven approach through the "Triple D" program, which provides daily updates on school attendance The upcoming BELA Act, which will mandate class teachers and principals to track absenteeism more rigorously To monitor cost containment, NCDoE prepares monthly expenditure reports, analysing cost patterns and identifying possible savings.

DBE Committee Meetings 2024/2025			
Date	Committee	Topic for Discussion	Matters Raised by the Committee
			WCED Retrenchment of teachers Grade R compulsory Transport guidelines Belville High School JG Meiring High School Zwelithemba High School Leadership challenges at Vusisiwe Secondary School Walter Teka Primary School Teacher status at Zwelithemba High School School visits Large class sizes at Joe Slovo High School
			How the Department addressed the matters raised Only teachers with permanent status would remain, whereas those on temporary contracts would not be renewed upon their contract end date. Currently, no assessment has been done to determine the capacity for this in terms of resources, infrastructure, and teacher availability. The province's 5-kilometer rule, which typically limits transportation assistance to students further than 5 kilometers from their school. However, exceptions are made on a case-by-case basis if circumstances warrant it. Two students were disciplined, in line with the school disciplinary procedure, for setting off a teargas canister they had brought from home. Ongoing conflict between the principal and the school governing body, as well as with the previous governing body. An investigation is underway. The textbooks at the school, are insufficient for the current number of learners. As a result, students are not allowed to take textbooks home, and the books remain in the classroom. The school had not applied for additional textbooks, but WCED will now assist them in submitting a request to ensure adequate supplies for the next academic year. WCED will address the textbook shortage as a priority Many rural schools struggle to find highly qualified principals. People in rural areas often aspire to move to metropolitan areas, making it difficult to attract skilled leaders to these schools. WCED established the Cape Teaching and Leadership Institute (CTLI) in Kuils River to build a stronger pipeline of principals, particularly for rural schools. Furniture for the new Vuyiseka #2 school had been purchased and the school opened its doors on 1 July. He clarified a misunderstanding about the 170 learners, stating that these learners were not unplaced but had been attending other local schools, such as Walter Teka, while waiting for the new facility to be ready. The learners were placed at these schools in February, with an agreement in place for their transfer once the new school building was completed. There were 12 teachers undergoing conversions to permanent positions. Every school is visited at least once a year. The principal had not clarified that Grade 12 classes have fewer than 30 learners. Due to the school's uneven enrolment across grades, the larger classes are mostly at Grade 9, while Grades 10 to 12 have smaller classes.

DBE Committee Meetings 2024/2025				
Date	Committee	Topic for Discussion	Matters Raised by the Committee	How the Department addressed the matters raised
15 November 2024	Portfolio Committee Meeting	DBE Quarter 2 2024/25 Performance; DBE BRRR; with Minister	Printing costs and misreporting ECD funding challenges Financial distress in KwaZulu-Natal (KZN) DBE's expenditure Workbooks delivery and safety measures Readiness for the new academic year Challenges in curriculum delivery and rural education ECD subsidies and teacher pay progression School safety and violence reduction Sanitation and infrastructure challenges	An article published in City Press was misleading for conflating and misconstruing the costs associated with printing exam question papers. Minister clarified that government spends approximately R3 800 to R4 000 per candidate for seven subjects and exam administration. For 2024, there were about 727 000 full-time and over 150 000 part-time candidates, amounting to a total cost of R3.6 billion. However, this sum covered various aspects, including the R220 million spent on printing papers, rather than solely the printing costs. Additional funding from Treasury referred to slight adjustments to the Western Cape's infrastructure budget and minor adjustments to the school nutrition programme, as detailed in the medium-term budget policy statement. KZN had to meet its obligations, including administering exams and paying markers. She said the province's financial situation had worsened, exacerbated by strike actions, and that KZN required immediate intervention to avoid the situation escalating further. Large infrastructure projects often required funding later in the financial year, particularly in quarters three and four. Workbooks were delivered in stages to reduce the risk of school vandalism and theft. Ministry had a sector plan in place to monitor progress, with particular attention to issues such as inward migration, where student numbers in some provinces exceeded the projected surplus. Improvements in Grade 12 results had been seen in rural areas, where schools and learners had outperformed their urban counterparts in some cases. KZN provincial education department was working with provincial treasuries to resolve issues related to subsidies, teacher pay progression, and funding for school markers. There is a decline in violence in schools, though corporal punishment remains a significant concern. The reduction in the budget meant that the Ministry would not be able to complete all the planned projects, although the sanitation efforts were ahead of schedule.
19 November 2024	Portfolio Committee meeting	Progress Update on School Infrastructure; Implementation of History as a Compulsory Subject; with Ministry	SAFE initiative Education Infrastructure Grant (EIG) and School Infrastructure Backlog Grant (SIBG) infrastructure delivery History to be made compulsory	Completed 3 145 out of the 3 375 targeted sanitation projects. EIG and School Infrastructure Backlog Grant (SIBG) would be merged. Infrastructure delivery was a moving target The MMT investigated the possibility of making history a compulsory subject at the FET level because it was only compulsory from Grade 1 to Grade 9. The DBE wanted to make history compulsory in Grades 10, 11 and 12 because it believed that at that age, the students were mature.
26 November 2024	Portfolio Committee Meeting	STEM Subjects: Teacher Training and Development & Strategies to Promote Learner Achievement; Committee Report on DBE Quarterly Performance; with Deputy Minister	Foreign teachers in the public sector Digital skills for teachers Funza Lushaka bursary Post-matric funding applications Sexual and gender-based violence	Hiring teachers required giving first preference to Funza Lushaka graduates, then to NSFAS and self-funded students, and then to others. Poor connectivity and vandalism served as large setbacks to ensuring the integration of Information Communication Technology (ICT) in teaching and learning. Students were expected to receive a bachelors' pass in grade 12 and needed to pass subjects at level four. The only current support provided was the 'second chance' given to learners if they did not receive the minimum requirements for tertiary education to improve their admission chances. The Department had a code of professional ethics which outlined the expected standard of conduct from its employees.

DBE Committee Meetings 2024/2025				
Date	Committee	Topic for Discussion	Matters Raised by the Committee	How the Department addressed the matters raised
03 December 2024	Portfolio Committee Meeting	Irregularity allegations in WCED IT tender award; with Deputy Minister	Investigate accusations of irregularities within the tender process SITA suspensions	The findings of the CDH report became available to the WCED only a few months after the award was made to BNC. Some findings overlapped between the CDH and AGSA reports, and the WCED was still working on reviewing these findings and assessing what should be done about the contract. There were resolutions taken by the board that the suspended colleagues be brought back. No details were provided about whether the charges had been dropped or not. He also had not received a mandate to continue disciplinary action. The previously suspended individuals had gone back to their positions. One of them was a legal officer who had helped to provide the legal opinion in a report that had made findings against him, and Mr Dzingwa questioned whether this may be a conflict of interest. He said that the other person who came back was a procurement officer. Issues within the agency had had a paralysing effect on the organisation, limiting their movement forward.
04 February 2025	Portfolio Committee Meeting	2025 State-of-School Readiness (incl. ECD, LTSM, NSNP + Scholar Transport); with the Minister	BELA Act Financial constraints Matric examination results and selling them. NSNP Northern Cape Late payments in KZN Killings in schools, and how principals were often targeted at the gates of these schools Health and safety measures for the NSNP Post-provisioning baskets Stipend to be paid to grade R educators Overcrowding issue in the FS School admissions	It would be beneficial to have the Parliamentary Legal Services come and do a generic sort of presentation on the development of a piece of legislation. KZN had been the first province to show signs of financial distress. The DBE went there with the President and met with the provincial government last year. The engagement laid down what the province was struggling with. The DBE was going to try and assist the province with the help of the Provincial Treasury and National Treasury, to try and fill those gaps. However, the problems in KZN were immense and were largely finance-related The Hawks were at an advanced stage of the investigation The DBE was aware of the problem in the NC, and was working directly with the province to resolve the issue. The province had too many service providers - over 1 700. This issue was being addressed with the SAPS to understand what the trend might be. The Minister had convened a special meeting with the Minister of Police, as well as the National Commissioner. There was a support programme called monitoring, reporting, and response. Seven PEDs were able to keep the same post-provisioning basket. The DBE was in the process of looking for a more cost-effective model. The DBE had made recommendations to all PEDs for a uniform stipend to be paid to grade R educators. This should be an entry-level post -- a level one post. This did depend on the finances of the PEDs and whether they could afford to increase the stipend. New mobile classrooms were being procured to deal with the situation at schools. No longer a problem where schools refused to admit additional learners

DBE Committee Meetings 2024/2025				
Date	Committee	Topic for Discussion	Matters Raised by the Committee	How the Department addressed the matters raised
14 February 2025	Portfolio Committee Meeting	2024 NSC Examinations Outcomes and Second Chance Matric Programme: DBE & Umalusi briefing; with Ministry	Schools that do not achieve an adequate pass rate STEM subject uptake Second Chance Programme Transition from matric to post-school opportunities Leaked matric results Western Cape and the plan with the 2 400 teacher posts TVET colleges are insufficient Scholar transport	The Department identifies schools with very low or zero pass rates and implements a targeted intervention plan to address the underlying issues. The Department's Math, Science, and Technology (MST) team has been integrated into the curriculum division to focus on targeted interventions aimed at improving the uptake and performance in these critical subjects. Programme might need to be modernised and improved to better support learners. There is a need for greater synergy between the Department of Basic Education and the Department of Higher Education and Training. The matter is currently under investigation by the Hawks and State Security. The 2 400 teachers were not fired but were instead contract workers whose contracts were not renewed. Need for collaboration between the DBE and the DHET to ensure that the youth are adequately prepared to contribute to the economy The Department of Transport does not have the capacity to address all the transport needs, resulting in gaps in service
18 February 2025	Portfolio Committee Meeting	ECD Integration & Grade R Implementation: update	ECD Registration National Child Protection Register Remuneration of ECD practitioners Universal access and quality Payment of ECD centres Mother tongue instruction	Gauteng was prioritised was because it had the highest number of unregistered ECDs. DBE will be rolling out mass registrations in provinces in the coming weeks. All practitioners have been checked as required by legislation. 95% of practitioners earn below the minimum wage. Target the most vulnerable wards and working together with the private sector and NGOs DBE would be launching an online payment process in June 2025 to digitise and streamline the process and to support better implementation. DBE strongly advocates for mother tongue instruction in all compulsory subjects and the necessary resources are made available in all official languages including the DBE workbooks.

DBE Committee Meetings 2024/2025				How the Department addressed the matters raised
Date	Committee	Topic for Discussion	Matters Raised by the Committee	
11 March 2025	Portfolio Committee Meeting	SONA Impact on Basic Education; Western Cape & Gauteng learner placements (with Minister)	WCED response Rapid School Build (RSP) Special needs education Equitable application access with the online system Unplaced learners Grade R placements Infrastructure Migration of learners Special needs education GDE response Application systems Overcrowding ECD centers DBE response Bana Pele registration DBE budget and the SONA commitments ECD. BELA Act	WCED is building more schools faster than ever before and is expanding schools with brick-and-mortar classrooms WCED is expanding the education system to deal with learners with special needs and learners who are on the spectrum. WCED has more than 40 physical pop-up application campaigns in various areas Of the 53 949 late applications that WCED received in January 2025, there are very few grade Rs with 647 out of 73 899 total grade R applications that are unplaced. There are very few grade 1 and grade 8s that have not been placed in the system. WCED has been assisted by the independent education sector which helped to absorb the grade R application placements pressure. WCED has managed to build more classrooms every year. For 2025 admissions, the target was to build 293 and WCED managed to build 342 classrooms. WCED must accommodate all learners that present themselves. WCED currently has over 21 000 learners in special needs schools. Of that about 9000 are learners in schools of skills. On an annual basis WCED receives between 4 500 to 5 000 applications for schools of skills. Most of the learners must qualify to be able to enter schools of skills. The learner is assessed by the Screening, Identification, Assessment, and Support (SIAS) to ascertain their suitability within a schools of skills or within a special school. GDE has never experienced an application system crash since its implementation. The teacher-learner ratio is consistent across schools. However, language and subject choices can be an issue where classes for certain subjects like Zulu are oversubscribed and other subjects have fewer learners GDE is working with 2 445 ECD centers that have already compiled and registered. DBE said that it is on track to meet its Bana Pele registration drive timeline, and it has indicated that it will be covering the last two provinces in March. The challenge around the DBE budget and the SONA commitments comes about when DBE is subject to in-year budget cuts by Treasury. DBE then has to reconcile and re-budget for its programmes. Treasury budget cuts make it difficult for DBE to reach the original programme targets. The Committee needs to be provided with a detailed plan for the ECD models of provision. DBE clarified that the Bill is dealing with amendments to two pieces of legislation: the South African Schools Act and the Employment of Educators Act.

DBE Committee Meetings 2024/2025				
Date	Committee	Topic for Discussion	Matters Raised by the Committee	How the Department addressed the matters raised
18 March 2025	Portfolio Committee Meeting	DBE Q3 2024/25 Performance; Plans to address AGSA audit findings; with Minister	Workbook delivery and auditing Funza Lushaka graduate placements 30-day payment delays and invoice tracking Data leaks and investigations National School Nutrition Programme disparities Grade R teacher qualifications Presidential Youth Employment Initiative (PYEI) Minimum qualifications for permanent appointments Challenges in Gauteng's educator appointment process Reallocation of EIG funds Increased investment in ECD School governing body training and low reported numbers National School Nutrition Programme HIV conditional grant and prevalence rates GBV training	workbooks were the only Learning and Teaching Support Materials (LTSM) that undergo external auditing to verify delivery Placement of Funza Lushaka graduates was determined by the availability of financial resources within provinces. Implementing consequences for officials responsible for repeated delays The Hawks were actively investigating a data breach involving a DBE official, who has already appeared in court. Some provinces, particularly KwaZulu-Natal, had hired many service providers, making their nutrition programme more expensive and less cost-effective. As a result, some provinces struggled to provide both breakfast and lunch, despite receiving similar funding allocations. Those who did not meet the necessary standards, the Department was exploring options to fund training programmes, similar to previous teacher qualification upgrade initiatives. A detailed written response outlining whether the Department planned to advocate for its reinstatement in the upcoming financial year would be provided. A diploma in education (meeting national qualification standards). A Bachelor of Education (B.Ed) degree, which was preferred for permanent placements. Educators were still employed in substantive vacant posts on a contract basis, and after completing three months of service, they would be monitored for conversion to permanent status. Limpopo was significantly underspending on its EIG allocation, creating a risk that unspent funds would be lost from the education sector. To prevent this, the DBE had sought and received approval from National Treasury to reallocate Limpopo's unspent funds to KwaZulu-Natal (KZN) and the Free State, both of which had overspent on infrastructure projects. DBE has recently received an increased budget allocation for ECD SGB election cycle had recently concluded, with mass training already completed for newly elected members in 2024. DBE was working to improve the efficiency of the NSNP to ensure that all learners, regardless of their province, received the same quality of meals. DBE closely monitors provincial business plans to track the evolution of the pandemic and adjust interventions as needed. The Department was committed to working with stakeholders to scale up its response and ensure that schools became safer environments for learners and educators alike. The current document is around 50 000 words. A lot of the true African history was not an official history and while it was difficult to convert this knowledge in people's minds into official history, the task team was committed to this. This was already being introduced from grade 4 Grade 7 learners will be introduced to the Khoi-San as the first people who resisted colonisation for hundreds of years The next step would be putting the curriculum through a public policy process, leading to its gazetting for public comments Teacher training would be holistic and focus on the content
01 April 2025	Portfolio Committee Meeting	History new curriculum: Ministerial Task Team draft version	The depth of the content Teaching about the diversity of our nation The topic of heroes On the timeline Teacher training	

8. SCOPA RESOLUTIONS

There were no SCOPA Resolutions for the period under review.

9. PRIOR MODIFICATIONS TO AUDIT REPORTS

Table 39: Prior modifications to audit reports

Nature of qualification, disclaimer, adverse opinion and matters of non-compliance	Financial year in which it first arose	Progress made in clearing / resolving the matter
Programmes 2, 3 and 4 – Qualified	2023/24	Audit Action Plan developed and monitored quarterly

10. INTERNAL CONTROL UNIT

There is no Internal Control Unit in the Department. In the absence of the unit, every line function manager as delegated is responsible for implementing and monitoring controls in their areas of responsibility.

11. INTERNAL AUDIT AND AUDIT COMMITTEES

Internal Audit's role in the department is to provide independent and objective assurance and consulting service to management by evaluating the adequacy and effectiveness of the internal control system, risk management and governance process and provide value adding recommendations.

Internal Audit has contributed to an improvement of internal controls for the high-risk areas in performance information, operations, and financial management in the department.

Nineteen audits were conducted and completed relating to Reviewed Annual Report, Annual Financial Statements, Supply Chain Management – Quotation and Specific goals, SCM process, Contractors Payment, and Project management with projects site visits for ASIDI two Implementing Agents, and follow up audits on previous findings were conducted, Reviewed the Quarterly Performance Information, DoRA audit review on Maths , Science, and Technology (MST), IT audit Workstation and Server Vulnerability Assessment, Follow up on AGSA previous findings on management report for 2023/24, Data Analytics on expenditure, TRC control reviews, National Teachers Awards adjudication process and follow up on previous findings, Q3 Interim Financial Statement audit, Human Resource – Leave Management, Second Chance Matric Programme and. Eleven Consulting reviews on tender closing process, BEC and BAC and Technical Committees. Year-end workbooks and stores stock counts reviews.

Key activities and objectives of the Audit Committee

The Audit Committee is established in terms of Section 76 and 77 of the Public Finance Management Act, Act 1 of 1999 (as amended by Act 29 of 1999)

The Audit Committee serves as an independent governance structure whose function is to provide an oversight role on the system of internal control, risk management, and governance.

The Audit Committee assists the Accounting Officer in the effective execution of his/her responsibilities as an oversight structure in the achievement of the departmental objectives.

The Audit Committee comprises of five external members listed hereunder and should meet four times per annum as per its approved terms of reference. During the year under review seven meetings were held.

The table below discloses relevant information on the audit committee members for the period 1 April 2024 – 31 March 2025.

Table 40: Audit committee members

Name	Qualifications	Internal or external	If internal, position in the department	Date appointed	Date Resigned	No. of Meetings attended
Prof DP van der Nest	B Com B Com (Hons) M Com D Tech	Chairperson (External)	N/A	Re appointed 1 December 2023	N/A	7
Mr S Simelane	B Com B Com (Hons) Masters in Business Administration	External Member	N/A	Re appointed 1 December 2023	N/A	5
Ms S Makhathini	B.Com B.Com (Hons) Chartered Accountant (SA)	External Member	N/A	Re appointed 1 December 2023	N/A	6
Mr AN Mhlongo	B.Com B. Com (Hons) Chartered Accountant (SA), ATC, ACMA, CGMA	External Member	N/A	Re appointed 1 March 2023	N/A	6
Mr LM Mangquku	B.Com B.Com (Hons) Chartered Accountant (SA) Advance Company Law Masters in Business Leadership	External Member	N/A	Re appointed 1 March 2023	N/A	7

12. AUDIT COMMITTEE REPORT

We are pleased to present our report for the financial year ended 31 March 2025

Audit Committee Responsibility

The Audit Committee reports that it has complied with its responsibilities arising from Section 38 (1) (a) (ii) of the Public Finance Management Act and Treasury Regulation 3.1.10 and 3.1.13. The Audit Committee also reports that it has adopted appropriate formal terms of reference as its Audit Committee Charter, has regulated its affairs in compliance with this charter and has discharged all its responsibilities as contained therein, except that we have not reviewed changes in accounting policies and practices.

The Effectiveness of Internal Control

Our review of the findings of the Internal Audit work, which was based on the risk assessments conducted in the Department revealed certain weaknesses, which were then raised with the Department and monitored during the year.

- Through the reports from the different assurance providers, it was identified that the system of internal control was not entirely effective during the year under review; several instances of non-compliance with internal controls were reported by both Internal Audit and AGSA. Management during the year put measures to improve the control environment in Accelerated School Infrastructure Development Initiative (ASIDI) and SAFE projects and conducting various site monitoring on projects, although there were still some areas of weaknesses identified and projects monitoring still requires strengthening. The Audit Committee has continued to monitor progress against the corrective action plan implemented by management. Consequence management and progress on investigation status reports were presented by management. The Audit Committee will continue to monitor the effective implementation of consequence management in cases of non-compliance. There was an improvement on the monitoring of performance information by internal audit quarterly reviews in the year under review. The Department will be monitored to improved controls to prevent further irregular expenditure and fruitless and wasteful expenditure. The strategy to ensure strengthened measures and capacity on financial statement preparation is monitored continuously and there were improvements.

The following internal audit work was completed during the year under review:

Assurance and Consulting reviews were conducted and completed by Internal Audit on, reviewed Annual Report, Annual Financial Statements, Supply Chain Management – Quotation and Specific goals, SCM process, Contractors Payment, and Project management with projects site visits for ASIDI two (2) Implementing Agents, and follow up audits on previous findings were conducted, Reviewed the Quarterly Performance Information, DoRA audit review on Maths , Science, and Technology (MST), IT audit Workstation and Server Vulnerability Assessment, Follow up on AGSA previous findings on management report for 2023/24, Data Analytics on expenditure, TRC control reviews, National Teachers Awards adjudication process and follow up on previous findings, Q3 Interim Financial Statement audit, Human Resource – Leave Management, Second Chance Matric Programme and. Eleven (11) Consulting reviews on tender closing process, BEC and BAC and Technical Committees. Year-end workbooks and stores stock counts reviews.

The following were areas of concern:

During the year under review areas of concern were to improve the ASIDI project management, and prevention of non-compliance of irregular and fruitless and wasteful expenditure on infrastructure projects.

In-Year Management and Monthly/Quarterly Report

The Department has monthly and quarterly reporting systems to the National Treasury as is required by the Public Finance Management Act (PFMA). There has been an improvement in certain areas for performance information.

Risk Management

A risk management strategy and risk management committee are in place. Risk Management processes are maturing as result of engagement with management during the year under review and risk registers were reviewed, updated and action plans reports were monitored. There was an improvement in monitoring of risk and identification of emerging new risk within the Department.

Evaluation of Financial Statements

We have reviewed the annual financial statements prepared by the department.

- Reviewed and discussed the audited annual financial statements to be included in the annual report, with the Auditor-General South Africa and the Accounting Officer;
- Reviewed the Auditor-General South Africa's management report and management's response thereto;
- Noted that there were no changes in accounting policies and practice;
- Reviewed the department's compliance with legal and regulatory provisions;
- Reviewed the report on the pre-determined objectives to be included in the annual reports; and
- Reviewed significant adjustments resulting from the audit.

Auditor General's Report

We have reviewed the department's implementation plan for audit issues raised in the previous year and we are satisfied that the matters have been adequately resolved except for the following:

- Internal control weaknesses relating to ASIDI project management, and prevention of non – compliance for irregular expenditure and fruitless and wasteful expenditure.

The Audit Committee concurs and accepts the conclusions of the Auditor-General on the annual financial statements and is of the opinion that the audited annual financial statements be accepted and read together with the report of the Auditor-General.

The Audit Committee wishes to congratulate the Accounting Officer and Senior Management with the unqualified audit opinion and thank the Auditor-General staff for the assurance provided.



Prof. D P van der Nest
Chairperson of the Audit Committee
Department of Basic Education
31 August 2025

13. B-BBEE COMPLIANCE PERFORMANCE INFORMATION

The following table has been completed in accordance with the compliance to the BBBEE requirements of the BBBEE Act of 2013 and as determined by the Department of Trade, Industry and Competition.

Table 41: B-BBEE compliance performance information

Has the Department / Public Entity applied any relevant Code of Good Practice (B-BBEE Certificate Levels 1 – 8) with regards to the following:		
Criteria	Response Yes / No	Discussion (include a discussion on your response and indicate what measures have been taken to comply)
Determining qualification criteria for the issuing of licences, concessions, or other authorisations in respect of economic activity in terms of any law?		N/A
Developing and implementing a preferential procurement policy?	Yes	The preferential procurement policy has been developed and is part of the SCM policy that has been approved by the Accounting Officer
Determining qualification criteria for the sale of state-owned enterprises?		N/A
Developing criteria for entering into partnerships with the private sector?		N/A
Determining criteria for the awarding of incentives, grants, and investment schemes in support of Broad Based Black Economic Empowerment?		N/A



PART D: **HUMAN RESOURCE MANAGEMENT**

1. INTRODUCTION

The information contained in this part of the annual report has been prescribed by the Minister for Public Service and Administration for all departments in the public service.

2. OVERVIEW OF HUMAN RESOURCES

In terms of addressing gender equity at Senior Management level, the DBE has a ratio of 44.3% female to 55.7% male staff. At Middle Management (MMS) level, the DBE has a ratio of 55.7% female and 44.3% male staff. The overall ratio within the Department totals 67.3% female to 32.7% male staff. In this regard, the Department has exceeded the 50:50 ratios.

Capacity development is ongoing through Skills Development and Training, Internships, Bursary, PMDS and Employee Health and Wellness support

During the year, the Department prioritised the filling of vacant posts. The following key Senior Management posts were prioritised in the recruitment process:

- Chief Director: Legal and Legislative Services.
- Chief Director: Strategic Planning, Research Evaluation and Monitoring.

The achievement of the 50% female target at SMS level for Improved Leadership Development. Performance is monitored with the Director General instructing Branch Heads to report on poor performance. The DBE submits the report of poor performance to the DPSA.

Capacitate employees through Skills Development, Bursary, and Internship, Supporting Physical, Mental and Emotional Health of employees.

The policy of succession planning target capable female staff from the MMS echelon are given every opportunity to equip themselves with the skills and competencies required for SMS positions. The Department arranges courses to create proficiency in various identified areas.

Capacity is being developed through the Workplace Skills Plan(WSP) and the Personal Development Plans of officials in the Department. Training interventions for employees are informed by the Department's performance management outcomes. To this end 346 officials attended professional development courses. The Department has heeded Cabinet's mandate for internships to address the challenges of skills shortages, youth unemployment, and unemployed graduates. The Department recruits over 100 interns per year and will extend this figure over the MTEF.

The DBE is committed to providing financial aid, in the form of bursaries, to staff members who are interested in pursuing their studies. The main objective of the programme is to afford employees in the Department an opportunity to make use of formal study to equip themselves with knowledge and skills necessary to perform present and future duties. The DBE acknowledges that for the Department to deliver on its mandate, there are people who serve the Department through their different work responsibilities. As such, the Department has a prerogative to make their work environment a conducive one.

The DBE utilises the Performance Management and Development System (PMDS) Directives for the Performance Management of employees. The PMDS policy, which was approved in October 2018, is being implemented and reviewed by the Department. Assessments and moderation thereof take place twice every year. Performance is monitored with the Director General instructing Branch Heads to report on poor performance. The DBE submits the report of poor performance to the DPSA.

The DBE utilise the PMDS Directives for the Performance Management of the employees. has an approved PMDS policy. Assessments and moderation thereof take place annually. Poor performance is monitored continuously and reports on poor performance in relation to assessments are submitted to the Department of Public Service and Administration (DPSA).

The Department has an efficient and effective Employee Health and Wellness Programme to manage the safety, health, and wellness of employees. Officials with personal and work-related problems are supported through counselling within the Department and some are referred for external professional intervention. Those employees with work-related problems are supported through counselling, mentoring, coaching, and capacity-building programmes. A conducive environment is created for women, people with disabilities, the bereaved employees, women with small children, the youth, people with commodities and victims of gender-based violence.

As part of the employee wellness programme, there is an in-house doctor to render medical services to internal staff members. This allows for the convenience of staff to visit the doctor during the course of the day. The DBE continues to play a supporting role in terms of assisting employees and family members with HIV related problems. Officials are also visited whilst in hospital and receive counselling. Furthermore, officials and family members who have alcohol and drug problems, work related, and social problems are assisted through the Employee Assistance Programme.

The Department provides a comprehensive health and wellness programme which is well received by the staff. To ensure the wellness of employees, the DBE arranged the Employee Health and Wellness on quarterly basis for the following tests to be administered:

- HIV test;
- Blood pressure;
- Blood sugar level;
- Cholesterol; and
- Body mass index (mass, height, and waist circumference).

The Departmental Training interventions for employees are informed by the Department's performance management outcomes. To this end 346 officials attended professional development courses.

The DBE is committed to providing financial aid, in the form of bursaries, to staff members who are interested in pursuing their studies.

The Department always creates a conducive work environment for all employees.

3. HUMAN RESOURCES OVERSIGHT STATISTICS

3.1 Personnel related expenditure

The following tables summarise the final audited personnel-related expenditure by programme and by salary bands. In particular, they provide an indication of the following:

- amount spent on personnel
- amount spent on salaries, overtime, homeowner's allowances, and medical aid.

Table 42: Personnel expenditure by programme for the period 1 April 2024 and 31 March 2025

Programme	Total expenditure (R'000)	Personnel expenditure (R'000)	Training expenditure (R'000)	Professional and special services expenditure (R'000)	Personnel expenditure as a % of total expenditure	Average personnel cost per employee (R'000)
Programme 1: Administration	652 481	232 280	866 345	177	35.60	726
Programme 2: Curriculum Policy, Support & Monitoring	3 938 602	106 997	84 049	32 274	2.72	1 115
Programme 3: Teachers, Education Human Resources & Institutional Development	1 437 794	77 114	125 929	77	5.36	787
Programme 4: Planning, Information & Assessment	16 388 151	137 159	449 288	29 373	0.84	802
Programme 5: Educational Enrichment Services	10 127 609	55 170	284 478	19 906	0.54	849
Total	32 544 497	608 720	1 810 089	81 807	1.87	812

Table 43: Personnel costs by salary band for the period 1 April 2024 and 31 March 2025

Salary band	Personnel expenditure (R'000)	% of total personnel cost	No. of employees	Average personnel cost per employee (R'000)
Skilled (level 3-5)	43 013	6.68	102	422
Highly skilled production (levels 6-8)	113 793	19.01	243	477
Highly skilled supervision (levels 9-12)	318 883	52.95	325	981
Senior and Top management (levels 13-16)	131 032	21.35	82	1 598
Total	608 720	100.00	752	809

Table 44: Salaries, Overtime, Home Owners Allowance and Medical Aid by programme for the period 1 April 2024 and 31 March 2025

Programme	Salaries		Overtime		Home Owners Allowance		Medical Aid	
	Amount (R'000)	Salaries as a % of personnel costs	Amount (R'000)	Overtime as a % of personnel costs	Amount (R'000)	HOA as a % of personnel costs	Amount (R'000)	Medical aid as a % of personnel costs
Programme 1: Administration	185 405	92.39	14 633	7.29	4 190	2.09	8 809	4.39
Programme 2: Curriculum Policy, Support & Monitoring	94 337	88.00	1 271	1.19	804	0.75	2 392	2.23
Programme 3: Teachers, Education Human Resources & Institutional Development	67 661	149.11	367	0.81	837	1.84	1 667	3.67
Programme 4: Planning, Information & Assessment	116 092	77.92	4 083	2.74	1 873	1.26	3 672	2.46
Programme 5: Educational Enrichment Services	55 960	52.56	362	0.34	700	0.66	1 481	1.39
Total	519 455	85.34	20 716	3.40	8 404	1.38	18 021	2.96

Table 45: Salaries, Overtime, Home Owners Allowance and Medical Aid by salary band for the period 1 April 2024 and 31 March 2025

Salary band	Salaries		Overtime		Home Owners Allowance		Medical Aid	
	Amount (R'000)	Salaries as a % of personnel costs	Amount (R'000)	Overtime as a % of personnel costs	Amount (R'000)	HOA as a % of personnel costs	Amount (R'000)	Medical aid as a % of personnel costs
Skilled (level 3-5)	38 377	95.15	6 221	14.61	1 391	3.27	2 133	5.01
Highly skilled production (levels 6-8)	99 842	85.81	7 703	6.62	4 270	3.67	8 919	7.67
Highly skilled supervision (levels 9-12)	264 002	82.65	6 792	2.13	1 990	0.62	5 497	1.72
Senior management (level 13-16)	117 235	89.93	0	0.00	754	0.58	1 474	1.13
Total	519 455	85.34	20 716	3.40	8 404	1.38	18 021	2.96

3.2 Employment and Vacancies

The following tables summarise the number of posts on the establishment, the number of employees, the vacancy rate, and whether there are any staff that are additional to the establishment.

This information is presented in terms of three key variables:

- programme
- salary band
- critical occupations (see definition in notes below).

The Department have identified critical occupations that need to be monitored. In terms of current regulations, it is possible to create a post on the establishment that can be occupied by more than one employee. Therefore, the vacancy rate reflects the percentage of posts that are not filled.

Table 46: Employment and vacancies by programme as on 31 March 2025

Programme	Number of posts on approved establishment	Number of posts filled	Vacancy Rate	Number of employees additional to the establishment
Programme 1: Administration	341	322	5.57	9
Programme 2: Curriculum Policy, Support & Monitoring	97	96	1.03	11
Programme 3: Teachers, Education Human Resources & Institutional Development	120	98	18.33	6
Programme 4: Planning, Information & Assessment	185	171	7.57	10
Programme 5: Educational Enrichment Services	71	65	8.45	1
Total	814	752	7.62	37

Table 47: Employment and vacancies by salary band as on 31 March 2025

Salary band	Number of posts on approved establishment	Number of posts filled	Vacancy Rate	Number of employees additional to the establishment
Skilled (3-5)	103	102	0.97	5
Highly skilled production (6-8)	252	243	3.57	3
Highly skilled supervision (9-12)	358	325	9.22	28
Senior management (13-16)	99	82	17.17	1
Total	812	752	7.39	37

Table 48: Employment and vacancies by critical occupations as on 31 March 2025

Critical occupation	Number of posts on approved establishment	Number of posts filled	Vacancy Rate	Number of employees additional to the establishment
DCES	29	22	24.14	0
CES	66	55	16.67	0
Total	95	77	18.95	0

Notes

- The CORE classification, as prescribed by the DPSA, should be used for completion of this table.
- Critical occupations are defined as occupations or sub-categories within an occupation –
 - (a) in which there is a scarcity of qualified and experienced persons currently or anticipated in the future, either because such skilled persons are not available or they are available but do not meet the applicable employment criteria;
 - (b) for which persons require advanced knowledge in a specified subject area or science or learning field and such knowledge is acquired by a prolonged course or study and/or specialised instruction;
 - (c) where the inherent nature of the occupation requires consistent exercise of discretion and is predominantly intellectual in nature; and
 - (d) in respect of which a department experiences a high degree of difficulty to recruit or retain the services of employees.

3.3 Filling of SMS Posts

The tables in this section provide information on employment and vacancies as it relates to members of the Senior Management Service by salary level. It also provides information on advertising and filling of SMS posts, reasons for not complying with prescribed timeframes and disciplinary steps taken.

Table 49: SMS post information as on 31 March 2025

SMS Level	Total number of funded SMS posts	Total number of SMS posts filled	% of SMS posts filled	Total number of SMS posts vacant	% of SMS posts vacant
Director-General/ Head of Department	1	1	100.00	0	0.00
Salary Level 16	2	2	100.00	0	0.00
Salary Level 15	10	7	70.00	3	30.00
Salary Level 14	25	20	80.00	5	20.00
Salary Level 13	63	52	82.54	11	17.46
Total	101	82	81.19	19	18.81

Table 50: SMS post information as on 30 September 2024

SMS Level	Total number of funded SMS posts	Total number of SMS posts filled	% of SMS posts filled	Total number of SMS posts vacant	% of SMS posts vacant
Director-General/ Head of Department	1	1	100.00	0	0.00
Salary Level 16	2	2	100.00	0	0.00
Salary Level 15	10	6	60.00	4	40.00
Salary Level 14	25	20	80.00	5	20.00
Salary Level 13	63	52	82.54	11	17.46
Total	101	81	80.20	20	19.80

Table 51: Reasons for not having complied with the filling of funded vacant SMS - Advertised within 6 months and filled within 12 months after becoming vacant for the period 1 April 2024 and 31 March 2025

Reasons for vacancies not advertised within six months
Cost containment measures implemented by National Treasury and the Department of Public Service and Administration (DPSA)

Reasons for vacancies not filled within twelve months
Cost containment measures implemented by National Treasury and the Department of Public Service and Administration (DPSA)

Notes

- In terms of the Public Service Regulations Chapter 1, Part VII C.1A.3, departments must indicate good cause or reason for not having complied with the filling of SMS posts within the prescribed timeframes.

Table 52: Disciplinary steps taken for not complying with the prescribed timeframes for filling SMS posts within 12 months for the period 1 April 2024 and 31 March 2025

Reasons for vacancies not filled within six months
Cost containment measures implemented by National Treasury and the Department of Public Service and Administration (DPSA)

Notes

- In terms of the Public Service Regulations Chapter 1, Part VII C.1A.2, departments must indicate good cause or reason for not having complied with the filling of SMS posts within the prescribed timeframes. In the event of non-compliance with this regulation, the relevant executive authority or head of department must take appropriate disciplinary steps in terms of section 16A (1) or (2) of the Public Service Act.

3.4 Job Evaluation

Within a nationally determined framework, executing authorities may evaluate or re-evaluate any job in his or her organisation. In terms of the Regulations all vacancies on salary levels 9 and higher must be evaluated before they are filled. The following table summarises the number of jobs that were evaluated during the year under review. The table also provides statistics on the number of posts that were upgraded or downgraded.

Table 53: Job Evaluation by Salary band for the period 1 April 2024 and 31 March 2025

Salary band	Number of posts on approved establishment	Number of Jobs Evaluated	% of posts evaluated by salary bands	Posts Upgraded		Posts downgraded	
				Number	% of posts evaluated	Number	% of posts evaluated
Skilled (Levels 3-5)	103	0	0.00	0	0.00	0	0.00
Highly skilled production (Levels 6-8)	252	0	0.00	0	0.00	0	0.00
Highly skilled supervision (Levels 9-12)	358	0	0.00	0	0.00	0	0.00
Senior Management Service Band A	63	0	0.00	0	0.00	0	0.00
Senior Management Service Band B	25	0	0.00	0	0.00	0	0.00
Senior Management Service Band C	10	0	0.00	0	0.00	0	0.00
Senior Management Service Band D	3	0	0.00	0	0.00	0	0.00
Total	814	0	0.00	0	0.00	0	0.00

3.5 Employment Changes

This section provides information on changes in employment over the financial year. Turnover rates provide an indication of trends in the employment profile of the department. The following tables provide a summary of turnover rates by salary band and critical occupations (see definition in notes below).

Table 54: Annual turnover rates by salary band for the period 1 April 2024 and 31 March 2025

Salary band	Number of employees at beginning of period-1 April 2024	Appointments and transfers into the department	Terminations and transfers out of the department	Turnover rate
Lower skilled (Levels 1-2)	37	-	37	0.00
Skilled (Levels3-5)	103	22	9	8.74
Highly skilled production (Levels 6-8)	228	9	5	2.19
Highly skilled supervision (Levels 9-12)	317	26	21	6.62
Senior Management Service Bands A	53	3	4	7.55
Senior Management Service Bands B	19	4	2	10.53
Senior Management Service Bands C	7	1	2	28.57
Senior Management Service Bands D	4	1	2	0.00
Total	768	66	82	10.68

Table 55: Annual turnover rates by critical occupation for the period 1 April 2024 and 31 March 2025

Critical occupation	Number of employees at beginning of period-April 20YY	Appointments and transfers into the department	Terminations and transfers out of the department	Turnover rate
DCES	21	1	0	0.00
CES	59	1	5	8.47
Total	80	2	5	6.25

Notes

- The CORE classification, as prescribed by the DPSA, should be used for completion of this table.
- Critical occupations are defined as occupations or sub-categories within an occupation –
 - (a) in which there is a scarcity of qualified and experienced persons currently or anticipated in the future, either because such skilled persons are not available or they are available but do not meet the applicable employment criteria;
 - (b) for which persons require advanced knowledge in a specified subject area or science or learning field and such knowledge is acquired by a prolonged course or study and/or specialised instruction;
 - (c) where the inherent nature of the occupation requires consistent exercise of discretion and is predominantly intellectual in nature; and
 - (d) in respect of which a department experiences a high degree of difficulty to recruit or retain the services of employees.

The following below identifies the major reasons why staff left the department.

Table 56: Reasons why staff left the department for the period 1 April 2024 and 31 March 2025

Termination Type	Number	% of Total Resignations
Death	2	2.44
Resignation	9	10.98
Expiry of contract	58	70.73
Dismissal – misconduct	2	2.44
Retirement	6	7.32
Transfer to other Public Service Departments	5	6.10
Total	82	100.00
Total number of employees who left as a % of total employment	10.93	

Table 57: Promotions by critical occupation for the period 1 April 2024 and 31 March 2025

Occupation	Employees 1 April 2024	Promotions to another salary level	Salary level promotions as a % of employees by occupation	Progressions to another notch within a salary level	Notch progression as a % of employees by occupation
DCES	29	1	3.45	28	96.55
CES	66	1	1.52	44	66.67
Total	95	2	2.11	72	75.79

Table 58: Promotions by salary band for the period 1 April 2024 and 31 March 2025

Salary Band	Employees 1 April 2024	Promotions to another salary level	Salary bands promotions as a % of employees by salary level	Progressions to another notch within a salary level	Notch progression as a % of employees by salary bands
Lower skilled (Levels 1-2)	37	0	0.00	0	0.00
Skilled (Levels 3-5)	103	0	0.00	101	98.06
Highly skilled production (Levels 6-8)	228	1	0.44	167	73.25
Highly skilled supervision (Levels 9-12)	317	0	0.00	163	51.42
Senior Management (Level 13-16)	83	0	0.00	69	83.13
Total	768	1	0.13	500	65.10

3.6 Employment Equity

Table 59: Total number of employees (including employees with disabilities) in each of the following occupational categories as on 31 March 2025

Occupational category	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	35	5	3	3	29	2	1	4	82
Professionals	116	11	6	7	141	14	12	18	325
Technicians and associate professionals	52	0	0	1	174	3	3	10	243
Clerks	46	0	0	1	54	1	0	0	102
Total	249	16	9	12	0	0	0	0	0
Employees with disabilities	3	1	0	0	398	20	16	32	752

Table 60: Total number of employees (including employees with disabilities) in each of the following occupational bands as on 31 March 2025

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	3	1	1	1	3	1	0	0	10
Senior Management	32	4	2	2	26	1	1	4	72
Professionally qualified and experienced specialists and mid-management	116	11	6	7	141	14	12	18	325
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	52	0	0	1	174	3	3	10	243
Semi-skilled and discretionary decision making	46	0	0	1	54	1	0	0	102
Total	249	16	9	12	398	20	16	32	752

Table 61: Recruitment for the period 1 April 2024 to 31 March 2025

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Senior Management	0	0	0	0	2	0	0	0	2
Professionally qualified and experienced specialists and mid-management	7	1	0	0	12	0	2	2	24
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	0	0	0	0	4	0	0	0	4
Total	7	1	0	0	18	0	2	2	30

Table 62: Promotions for the period 1 April 2024 to 31 March 2025

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Professionally qualified and experienced specialists and mid-management	0	0	0	0	0	0	0	1	1
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	0	0	0	0	1	0	0	0	1
Total	0	0	0	0	1	0	0	1	2

Table 63: Terminations for the period 1 April 2024 to 31 March 2025

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Senior Management	5	2	0	0	3	0	0	2	12
Professionally qualified and experienced specialists and mid-management	8	1	0	1	9	0	0	1	20
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	2	0	0	0	2	0	0	0	4
Semi-skilled and discretionary decision making	3	0	0	0	6	0	0	0	9
Unskilled and defined decision making	12	0	0	0	25	0	0	0	37
Total	30	3	0	1	45	0	0	3	82

Table 64: Disciplinary action for the period 1 April 2024 to 31 March 2025

Disciplinary action	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Dismissal	2	0	0	0	0	0	0	0	2
Total	2	0	0	0	0	0	0	0	2

Table 65: Skills development for the period 1 April 2024 to 31 March 2025

Occupational category	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	7	1	0	0	13	0	1	1	23
Professionals	26	0	1	0	40	2	4	3	76
Technicians and associate professionals	8	0	0	0	24	1	1	0	34
Clerks	15	0	0	3	73	0	0	2	93
Service and sales workers	2	0	0	0	4	0	0	0	6
Elementary occupations	35	0	0	0	77	0	0	0	112
Total	93	1	1	3	231	3	6	6	344

3.7 Signing of Performance Agreements by SMS Members

All members of the SMS must conclude and sign performance agreements within specific timeframes. Information regarding the signing of performance agreements by SMS members, the reasons for not complying within the prescribed timeframes and disciplinary steps taken is presented here.

Table 66: Signing of Performance Agreements by SMS members as on 31 May 2024

SMS Level	Total number of funded SMS posts	Total number of SMS members	Total number of signed performance agreements	Signed performance agreements as % of total number of SMS members
Director-General/ Head of Department	1	1	1	100.00
Salary Level 16	2	2	2	100.00
Salary Level 15	10	7	7	100.00
Salary Level 14	25	20	20	100.00
Salary Level 13	63	52	52	100.00
Total	101	82	82	100.00

3.8 Performance Rewards

To encourage good performance, the department has granted the following performance rewards during the year under review. The information is presented in terms of race, gender, disability, salary bands and critical occupations (see definition in notes below).

Table 67: Performance Rewards by race, gender and disability for the period 1 April 2024 to 31 March 2025

Race and Gender	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of total within group	Cost (R'000)	Average cost per employee
African					
Male	0	249	0.00	0	0
Female	0	398	0.00	0	0
Asian					
Male	0	9	0.00	0	0
Female	0	16	0.00	0	0
Coloured					
Male	0	16	0.00	0	0
Female	0	20	0.00	0	0
White					
Male	0	12	0.00	0	0
Female	0	32	0.00	0	0
Total	0	752	0.00	0	0

Table 68: Performance Rewards by salary band for personnel below Senior Management Service for the period 1 April 2024 to 31 March 2025

Salary band	Beneficiary Profile			Cost		Total cost as a % of the total personnel expenditure
	Number of beneficiaries	Number of employees	% of total within salary bands	Total Cost (R'000)	Average cost per employee	
Skilled (level 3-5)	0	103	0.00	0	0	0.00
Highly skilled production (level 6-8)	0	252	0.00	0	0	0.00
Highly skilled supervision (level 9-12)	0	358	0.00	0	0	0.00
Total	0	713	0.00	0	0	0.00

Table 69: Performance Rewards by critical occupation for the period 1 April 2024 to 31 March 2025

Critical occupation	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of total within occupation	Total Cost (R'000)	Average cost per employee
DCES	0	29	0.00	0	0
CES	0	66	0.00	0	0
Total	0	95	0.00	0	0

Notes

- The CORE classification, as prescribed by the DPSA, should be used for completion of this table.
- Critical occupations are defined as occupations or sub-categories within an occupation –
 - in which there is a scarcity of qualified and experienced persons currently or anticipated in the future, either because such skilled persons are not available or they are available but do not meet the applicable employment criteria;
 - for which persons require advanced knowledge in a specified subject area or science or learning field and such knowledge is acquired by a prolonged course or study and/or specialised instruction;
 - where the inherent nature of the occupation requires consistent exercise of discretion and is predominantly intellectual in nature; and
 - in respect of which a department experiences a high degree of difficulty to recruit or retain the services of employees;

Table 70: Performance related rewards (cash bonus), by salary band for Senior Management Service for the period 1 April 2024 to 31 March 2025

Salary band	Beneficiary Profile			Cost		Total cost as a % of the total personnel expenditure
	Number of beneficiaries	Number of employees	% of total within salary bands	Total Cost (R'000)	Average cost per employee	
Band A	0	63	0.00	0	0	0.00
Band B	0	25	0.00	0	0	0.00
Band C	0	10	0.00	0	0	0.00
Band D	0	3	0.00	0	0	0.00
Total	0	101	0.00	0	0	0.00

3.9 Foreign Workers

The tables below summarise the employment of foreign nationals in the department in terms of salary band and major occupation.

Table 71: Foreign workers by salary band for the period 1 April 2024 and 31 March 2025

Salary band	01 April 2024		31 March 2025		Change	
	Number	% of total	Number	% of total	Number	% Change
Contract (level 9-12)	14	0.04	16	0.05	2	1.14
Total	14	0.04	16	0.05	2	1.14

Table 72: Foreign workers by major occupation for the period 1 April 2024 and 31 March 2025

Major occupation	01 April 2024		31 March 2025		Change	
	Number	% of total	Number	% of total	Number	% Change
DCES	1	50.00	1	50.00	0	0.00
CES	1	50.00	1	50.00	0	0.00
Total	2	100.00	2	100.00	0	0.00

3.10 Leave utilisation

The Public Service Commission identified the need for careful monitoring of sick leave within the public service. The following tables provide an indication of the use of sick leave and disability leave. In both cases, the estimated cost of the leave is also provided.

Table 73: Sick leave for the period 1 January 2024 to 31 December 2024

Salary band	Total days	% Days with Medical certification	Number of Employees using sick leave	% of total employees using sick leave	Average days per employee	Estimated Cost (R'000)
Skilled (levels 3-5)	754.00	55.00	126.00	20.80	6.00	684.00
Highly skilled production (levels 6-8)	1 747.00	65.00	203.00	33.40	9.00	3 042.00
Highly skilled supervision (levels 9 -12)	1 658.00	73.50	255.00	37.10	7.00	6 261.00
Top and Senior management (levels 13-16)	329.00	77.50	53.00	8.70	6.00	1 700.00
Total	4 488.00	67.40	607.00	100.00	7.00	11 689.00

Table 74: Disability leave (temporary and permanent) for the period 1 January 2024 to 31 December 2024

Salary band	Total days	% Days with Medical certification	Number of Employees using disability leave	% of total employees using disability leave	Average days per employee	Estimated Cost (R'000)
Skilled (Levels 3-5)	15.00	100.00	1.00	4.30	15.00	18.00
Highly skilled production (Levels 6-8)	166.00	100.00	11.00	47.80	15.00	289.00
Highly skilled supervision (Levels 9-12)	402.00	100.00	10.00	43.50	40.00	1 649.00
Senior management (Levels 13-16)	58.00	100.00	1.00	4.30	8.00	319.00
Total	641.00	100.00	23.00	100.00	28.00	2 275.00

The following table summarises the utilisation of annual leave. The wage agreement concluded with trade unions in the PSCBC in 2000 requires management of annual leave to prevent high levels of accrued leave being paid at the time of termination of service.

Table 75: Annual Leave for the period 1 January 2024 to 31 December 2024

Salary band	Total days taken	Number of Employees using annual leave	Average per employee
Skilled (Levels 3-5)	3 254.00	19.00	173.00
Highly skilled production (Levels 6-8)	6 702.10	28.00	243.00
Highly skilled supervision (Levels 9-12)	7 930.00	23.00	347.00
Senior management (Levels 13-16)	1 891.00	24.00	80.00
Total	19 777.10	23.00	843.00

Table 76: Capped leave for the period 1 January 2024 to 31 December 2024

Salary band	Total days of capped leave taken	Number of Employees using capped leave	Average number of days taken per employee	Average capped leave per employee as on 31 March 2025
Skilled (Levels 3-5)	0.00	0.00	9.00	0.00
Highly skilled production (Levels 6-8)	1.00	1.00	32.00	1.00
Highly skilled supervision (Levels 9-12)	5.00	3.00	46.00	2.00
Senior management (Levels 13-16)	0.00	0.00	54.00	0.00
Total	6.00	2.00	44.00	3.00

The following table summarises payments made to employees as a result of leave that was not taken.

Table 77: Leave payouts for the period 1 April 2024 and 31 March 2025

Reason	Total amount (R'000)	Number of employees	Average per employee (R'000)
Leave payout for 2024/25 due to non-utilisation of leave for the previous cycle	118.00	1	118 000.00
Capped leave payouts on termination of service for 2024/25	1 221.00	5	244 200.00
Current leave payout on termination of service for 2024/25	1 378.00	51	106 518.00
Total	2 716.00	57	468 718.00

3.11 HIV/AIDS & Health Promotion Programmes

Table 78: Steps taken to reduce the risk of occupational exposure

Units/categories of employees identified to be at high risk of contracting HIV & related diseases (if any)	Key steps taken to reduce the risk
N/A	Organising Employee Health and Wellness campaigns to encourage officials to participate in all forms of tests including volunteering to be tested for HIV virus.

Table 79: Details of Health Promotion and HIV/AIDS Programmes

Question	Yes	No	Details, if yes
1. Has the department designated a member of the SMS to implement the provisions contained in Part VI E of Chapter 1 of the Public Service Regulations, 2001? If so, provide her/his name and position.	Yes		Director: HRD and Social Responsibility. Ms Neo Thebe
2. Does the department have a dedicated unit, or has it designated specific staff members to promote the health and well-being of your employees? If so, indicate the number of employees who are involved in this task and the annual budget that is available for this purpose.	Yes		The Department has ten employees to promote Health and wellness. The budget for health and wellness is incorporated in the budget for the Directorate: HRD and Social Responsibility
3. Has the department introduced an Employee Assistance or Health Promotion Programme for your employees? If so, indicate the key elements/services of this Programme.	Yes		To assist employees with work related and personal problems. To support employees infected and affected by HIV and AIDS To support employees, have substance abuse related problems (drugs and alcohol) To assist employees who have incapacity problems due to ill health or poor performance. Offer counselling to employees in time of bereavement, financial difficulties, and traumatic events
4. Has the department established (a) committee(s) as contemplated in Part VI E.5 (e) of Chapter 1 of the Public Service Regulations, 2001? If so, please provide the names of the members of the committee and the stakeholder(s) that they represent.	No		
5. Has the department reviewed its employment policies and practices to ensure that these do not unfairly discriminate against employees on the basis of their HIV status? If so, list the employment policies/practices so reviewed.	Yes		Wellness Management Policy Health and Productivity Management Policy HIV and AIDS, STI and TB Management Policy SHERQ management Policy Leave Policy Recruitment Policy
6. Has the department introduced measures to protect HIV-positive employees or those perceived to be HIV-positive from discrimination? If so, list the key elements of these measures.	Yes		HIV and AIDS, STI and TB Management Policy HIV and AIDS Workplace Programme Condom distributions and Voluntary Counselling and Testing Campaign
7. Does the department encourage its employees to undergo Voluntary Counselling and Testing? If so, list the results that you have achieved.	Yes		World AIDS day Commemorated by displaying HIV and AIDS materials, candle lighting and distribution of condoms and HIV and AIDS, STI and TB pamphlets. Through information sharing, pre and post-test counselling, Voluntary Counselling, and testing Campaigns
8. Has the department developed measures/indicators to monitor & evaluate the impact of its health promotion programme? If so, list these measures/indicators.	Yes		On-site Doctor Employee Health and Wellness Campaigns. Statistics of employees who attended Voluntary counselling and testing Campaign. Number of people who attended Health Screening. Number of people who attended support groups. Number of people who attended Post Test Counselling sessions. Information session and Distribution of pamphlets on HIV and Aids.

3.12 Labour Relations

Table 80: Collective agreements for the period 1 April 2024 and 31 March 2025

Total number of Collective agreements	None
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The following table summarises the outcome of disciplinary hearings conducted within the department for the year under review.

Table 81: Misconduct and disciplinary hearings finalised for the period 1 April 2024 and 31 March 2025

Outcomes of disciplinary hearings	Number	% of total
Dismissal	2	100.00
Total	2	100.00

Notes

- If there were no agreements, keep the heading and replace the table with the following:

Total number of Disciplinary hearings finalised	None
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Table 82: Types of misconduct addressed at disciplinary hearings for the period 1 April 2024 and 31 March 2025

Type of misconduct	Number	% of total
Absenteeism	1	50.00
Theft	1	50.00
Total	2	100.00

Table 83: Grievances logged for the period 1 April 2024 and 31 March 2025

Grievances	Number	% of Total
Number of grievances resolved	2	40.00
Number of grievances not resolved	3	60.00
Total number of grievances lodged	5	100.00

Table 84: Disputes logged with Councils for the period 1 April 2024 and 31 March 2025

Disputes	Number	% of Total
Number of disputes upheld	3	75.00
Number of disputes dismissed	1	25.00
Total number of disputes lodged	4	100.00

3.13 Skills development

This section highlights the efforts of the department with regard to skills development.

Table 85: Training needs identified for the period 1 April 2024 and 31 March 2025

Occupational category	Gender	Number of employees as at 1 April 2024	Training needs identified at start of the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Legislators, senior officials, and managers	Female	45	N/A	Advanced Financial Management Contract Management JBCC/GCC/NEC Data Analysis with Python Finance for Non-Finance Managers MS PowerPoint Project Management for Built Environment		4
	Male	36		Advanced Financial Management Contract Management JBCC/GCC/NEC Data Analysis with Python Finance for Non-Finance Managers MS PowerPoint Project Management for Built Environment		3
Professionals	Female	151	N/A	Advanced Financial Management Assessor and Moderator Basic Counselling Skills Child Protection Act for Health Professionals Communication Skills Contract Management JBCC/GCC/NEC Data Analysis Data Analysis with Python Data Management Data Management for Certification Disability Management Dyslexia, Dyscalculia & Dysgraphia Finance for Non-Finance Managers Gender Mainstreaming Initiate Disciplinary Hearing Investigation Techniques Labour Relations Mentoring and coaching MS PowerPoint Policy Development Preside over Disciplinary Hearing Project Management Project Management for Built Environment Risk Analysis Robotics and Coding SQL Data Server Statistical Data Analysis (STATA) Supply Chain Management Training Needs Analysis and Training Evaluation Course		67

Occupational category	Gender	Number of employees as at 1 April 2024	Training needs identified at start of the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Professionals	Male	166	N/A	Data Analysis with Python Advanced Financial Management Assessor and Moderator Basic Counselling Skills Child Protection Act for Health Professionals Communication Skills Contract Management JBCC/GCC/NEC Data Management and Analysis Data Management for Certification Disability Management Disability Management Dyslexia, Dyscalculia & Dysgraphia Finance for Non-Finance Managers Gender Mainstreaming Initiate Disciplinary Hearing Investigation Techniques Labour Relations Mentoring and coaching MS PowerPoint Policy Development Preside over Disciplinary Hearing Project Management Project Management for Built Environment Risk Analysis Robotics and Coding SQL Data Server Statistical Data Analysis (STATA) Supply Chain Management Training Needs Analysis and Training Evaluation Course		68
Technicians and associate professionals	Female	65	N/A	Communication Skills Contract Management JBCC/GCC/NEC Data Management and Analysis Data Analysis with Python Data Management for Certification Finance for Non-Finance Managers Gender Mainstreaming Mentoring and coaching Policy Development Project Management Risk Analysis Robotics and Coding SQL Data Server Statistical Data Analysis (STATA)	N/A	27
	Male	163	N/A	Communication Skills Contract Management JBCC/GCC/NEC Data Analysis with Python Data Management and analysis Data Management for Certification Finance for Non-Finance Managers Gender Mainstreaming Mentoring and coaching Policy Development Project Management Risk Analysis Robotics and Coding SQL Data Server Statistical Data Analysis (STATA)		23

Occupational category	Gender	Number of employees as at 1 April 2024	Training needs identified at start of the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Clerks	Female	48	N/A	Communication Skills Creative Writing Data Analysis Disability Management Finance for Non-Finance Managers Gender Mainstreaming Labour Relations MS PowerPoint Office Management Supply Chain Management		50
	Male	55	N/A	Communication Skills Creative Writing Data Analysis Disability Management Finance for Non-Finance Managers Gender Mainstreaming Labour Relations MS PowerPoint Office Management Supply Chain Management		18
Elementary occupations	Female	11	N/A	Security Management MS Excel MS PowerPoint		6
	Male	26	N/A	Security Management MS Excel MS PowerPoint		4
Sub Total	Female	320	N/A			154
	Male	446	N/A			116
Total		766				270

Table 86: Training provided for the period 1 April 2024 and 31 March 2025

Occupational category	Gender	Number of employees as at 1 April 2024	Training provided within the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Legislators, senior officials, and managers	Female	45	N/A	CIP Level 13-14 Criticism & Discipline skills Ethics in the Public Service Executive Development Programme Gender Mainstreaming in the Public Service Mentoring for Public Services Managers Ms PowerPoint Advanced	N/A	15
	Male	36	N/A	CIP Level 13-14 Criticism & Discipline skills Executive Development Programme Nyukela Public Service SMS Pre-entry Programme	N/A	8
Professionals	Female	151	N/A	Championing Anti-Discrimination in the Public Sector Conflict Management Criticism & Discipline skills Executive Development Programme Gender Mainstreaming in the Public Service Internal Induction Introduction to Policy Formulation and Implementation Introduction to Project management Introduction To Samtrac Public Labour Relations Mentoring for Public Services Managers Ms Advanced Excel Training Ms PowerPoint Advanced Nyukela Public Service SMS Pre-entry Programme Project Management Report Writing and Minute Taking CIP Level 6-12	N/A	49
	Male	166	N/A	CIP Level 6-12 Conflict Management Criticism & Discipline skills Evac-Chair Executive Development Programme Finance for Non-Finance Magers Gender Mainstreaming in the Public Service Introduction to Project management Labour Relations Mentoring for Public Services Managers Ms Advanced Excel Training Ms PowerPoint Advanced Project Management	N/A	27
Technicians and associate professionals	Female	65	N/A	CIP Level 6-12 Conflict Management Finance for Non-Finance Magers Gender Responsive, Planning and Budgeting Gender Mainstreaming in the Public Service Internal Induction Mentoring for Public Services Managers Ms Advanced Excel Training Ms PowerPoint Advanced Project Management Report Writing and Minute Taking Supply Chain Management	N/A	26

Occupational category	Gender	Number of employees as at 1 April 2024	Training provided within the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Technicians and associate professionals	Male	163	N/A	CIP Level 6-12 Conflict Management Introduction to Samtrac Public Labour Relations Project Management Report Writing and Minute Taking Supply Chain Management	N/A	8
Clerks	Female	48	N/A	BAS Basic Writing Skills CIP Level 6-12 Conflict Management Finance for Non-Finance Managers Gender Responsive, Planning and Budgeting Gender Mainstreaming in the Public Service Internal Induction Introduction to Project Management Introduction To Samtrac Public Introduction to Strategic Human Resource Management Labour Relations Mentoring for Public Services Managers Ms Advanced Excel Training Ms PowerPoint Advanced Office Management Project Management Report Writing and Minute Taking Supply Chain Management	N/A	75
	Male	55	N/A	BAS Conflict Management Evac-Chair Finance for Non-Finance Managers Generally Recognised Accounting Practice (GRAP) Labour Relations Office Management Project Management Supply Chain Management	N/A	18
Elementary occupations	Female	11	N/A	BAS Breaking Barriers Finance for Non-Finance Managers Gender Responsive, Planning and Budgeting Gender Mainstreaming in the Public Service Internal Induction Ms Advanced Excel Training Office Management Popi act Report Writing and Minute Taking	N/A	77
Elementary occupations	Male	26	N/A	Basic Fire Fighting First Aid POPI ACT Protocol and Etiquette She Rep Training	N/A	35
Sub Total	Female	320	N/A			242
	Male	446	N/A			96
Total		766	N/A			338

3.14 Injury on duty

The following tables provide basic information on injury on duty.

Table 87: Injury on duty for the period 1 April 2024 and 31 March 2025

Nature of injury on duty	Number	% of total
Fatal	1	100.00
Total	1	100.00



PART E: **PFMA COMPLIANCE REPORT**

1. IRREGULAR, FRUITLESS AND WASTEFUL, UNAUTHORISED EXPENDITURE AND MATERIAL LOSSES

1.1. Irregular expenditure

a) Reconciliation of irregular expenditure

Description	2024/25	2023/24
	R'000	R'000
Opening balance	6 110 900	7 460 497
Adjustment to opening balance		538
Opening balance as restated	6 110 900	7 461 035
Add: Irregular expenditure confirmed	68 258	210 725
Less: Irregular expenditure not condoned and removed		(1 560 860)
Closing balance	6 179 158	6 110 900

Reconciling notes

Description	2024/25	2023/24
	R'000	R'000
Irregular expenditure that relates to the prior year and identified in the current year		22 371
Irregular expenditure for the current year	68 258	188 354
Total	68 258	210 725

b) Details of irregular expenditure condoned

Description	2024/25	2023/24
	R'000	R'000
Irregular expenditure condoned		1 560 860
Total		1 560 860

c) Details of disciplinary or criminal steps taken as a result of irregular expenditure

Disciplinary steps taken
Cases investigated by the department of irregular expenditure where consequence management was recommended was implemented through progressive discipline.

1.2. Fruitless and wasteful expenditure

a) Reconciliation of fruitless and wasteful expenditure

Description	2024/25	2023/24
	R'000	R'000
Opening balance	235 632	194 372
Add: Fruitless and wasteful expenditure confirmed	60 444	41 260
Closing balance	296 076	235 632

Reconciling notes

Description	2024/25	2023/24
	R'000	R'000
Fruitless and wasteful expenditure that relates to the prior year and identified in the current year	56 012	32 503
Fruitless and wasteful expenditure for the current year	4 432	8 757
Total	60 444	41 260

1.3. Unauthorised expenditure

a) Reconciliation of unauthorised expenditure

Description	2024/25	2023/24
	R'000	R'000
Opening balance	6 488	6 488
Closing balance	6 488	6 488

1.4. Additional disclosure relating to material losses in terms of PFMA Section 40(3)(b)(i) &(iii))¹

a) Details of material losses through criminal conduct

Material losses through criminal conduct	2024/25	2023/24
	R'000	R'000
Other material losses	926	
Total	926	

The amount of R926 thousand pertains to fraudulent transactions resulting from a breach of the financial system

2. LATE AND/OR NON-PAYMENT OF SUPPLIERS

Description	Number of invoices	Consolidated Value
		R'000
Valid invoices received	19 965	34 661
Invoices paid within 30 days or agreed period	18 99	34 159
Invoices paid after 30 days or agreed period	966	502

3. SUPPLY CHAIN MANAGEMENT

3.1. Procurement by other means

Project description	Name of supplier	Type of procurement by other means	Contract number	Value of contract R'000
Z8 Book	Government Printing Works	Sole Source	OR-014245	1
Gazette	Government Printing Works	Sole Source	OR-014296	73
Hardcat License	Taggit Asset Technologies	Sole Source	OR-014277	100
Gazette: Children Amendment Bill	Government Printing Works	Sole Source	OR-014244	64
Training: Finance for Non-finance Managers	National School of Government	Single Source	OR-014265	118
Training: Safety Management	Safety Cloud NOSA/ Samtrac	Sole Source	OR-014268	40
Gazette: Robotics	Government Printing Works	Sole Source	OR-014298	6
Gazette: Infrastructure	Government Printing Works	Sole Source	OR-014296	73
Gazette: Robotics	Government Printing Works	Sole Source	OR-014297	12
Long Service Certificate	Government Printing Works	Sole Source	OR-014311	843
Gazette	Government Printing Works	Sole Source	OR-014321	605
Z577 Papers	Government Printing Works	Sole Source	OR-014320	6
Splunk	Aizatron	Deviation	OR-014342	595
Training: Evac-Chair evacuation drill	Edwards and Buckley Systems	Sole Source	OR-014357	6
Stationery	Government Printing Works	Sole Source	OR-014379	77
Departmental Letterheads	Government Printing Works	Sole Source	OR-014378	81

¹ Information related to material losses must be disclosed in the annual financial statements.

Project description	Name of supplier	Type of procurement by other means	Contract number	Value of contract R'000
Repairs of printer	Mustek Limited	Deviation	OR-014422	2
Training: Induction level 6-12	National School of Government	Sole Source	OR-014459	15
Training: Induction level 13-14	National School of Government	Sole Source	OR-014460	13
Training	National School of Government	Sole Source	OR-014496	17
Training: Induction level 4-5	National School of Government	Sole Source	OR-014461	7
Training: Gender responsive planning	National School of Government	Sole Source	OR-014458	86
Training: Breaking Barriers	National School of Government	Sole Source	OR-014475	125
Training: Induction Programme and Customised Course for Parliamentary Liaison	National School of Government	Sole Source	OR-014474	12
Publication on Draft Proposal 2027 school	Government Printing Works	Sole Source	OR-014490	6
Gazetting of School Calendar	Government Printing Works	Sole Source	OR-014489	6
Gazette South African Schools Act, Amended National Norms and Standards for School funding	Government Printing Works	Sole Source	OR-014495	605
Publication on draft proposal 2026 School calendar	Government Printing Works	Sole Source	OR-014504	6
Publication on draft proposal 2026 School calendar	Government Printing Works	Sole Source	OR-014505	6
Gazette invitation to nomination to serve on the National Education and Training council	Government Printing Works	Sole Source	OR-014526	6
Ministerial task team	Government Printing Works	Sole Source	OR-014506	6
Renewal of Postal Franking Machine	Early Worx (Pty) Ltd	Sole Source	OR-014533	6
Printing: Braille and Audio Examinations	Pioneer Printers	Deviation	OR-014537	283
Training Parliamentary Liaison Officer Induction	National School of Government	Sole Source	OR-014546	17
Training Parliamentary Liaison Officer Induction	National School of Government	Sole Source	OR-014545	12
Gazette invitation to nomination to serve on the National Education and Training council	Government Printing Works	Sole Source	OR-014568	3
Receipt books Z1512	Government Printing Works	Sole Source	OR-014582	8
Publication on Norms and standards for funding (South African school act 1996)	Government Printing Works	Sole Source	OR-014625	6
Repairs of notebook	Dell Technologies	Deviation	OR-0144626	5
Jet Ink Cartridge for franking Machine	Early Worx (Pty) Ltd	Sole Source	OR-014640	5
Repairs of notebook	Dell Technologies	Deviation	OR-014637	3
School Calendar 2027	Government Printing Works	Sole Source	OR-014650	6
School Calendar 2026	Government Printing Works	Sole Source	OR-014653	6
Hardcat License	Taggit Asset Technologies	Sole Source	OR-014649	100
Gazette Amendment of the Personnel Administrative	Government Printing Works	Sole Source	OR-014661	16
Service provider to conduct an investigation	Motse Business and Risk Advisory	Deviation	OR-014685	442
Gazette: Ministerial Task Team Review of Education	Government Printing Works	Sole Source	OR-014689	9
Receipt books Z1512	Government Printing Works	Sole Source	OR-014723	8
Receipt books Z142289	Government Printing Works	Sole Source	OR-014721	14
Braille, enlarge and audio- version of question papers	Pioneer Printers	Deviation	N/A	3 309
Total				7 876

3.2. Contract variations and expansions

Project description	Name of supplier	Contract modification type (Expansion or Variation)	Contract number	Original contract value	Value of previous contract expansion/s or variation/s (if applicable)	Value of current contract expansion or variation
				R'000	R'000	R'000
Supply of Mimecast services to the DBE	ICT Choice (Pty) Ltd	Contract extension	RFB2055-2019	1 305	6952	36
To conduct Progress in International Reading Literacy Study (PIRLS) ending Mathematics Manipulatives	Centre for Education and Assessment (CEA)	Contract extension	None	46	0	0 (time extension with no additional costs)
	Calculus Solutions (Pty) Ltd	Contract extension	DBE188	2 869	0	0 (time extension with no additional costs)
CISCO IPT	State Information Technology Agency (SITA)	Contract extension	Annexure X to SITA SLA1068_002	8 137	2 964	2 229
Printing, packaging, storage, and delivery of Workbooks for 3 years	Lebone Litho Consortium	Contract Price Adjustment	DBE176	1 299 630 (R19.88-unit price)	184 220 (R22.90-unit cost)	90 000 (R24.53-unit price)
Printing, packaging, storage, and delivery of Workbooks for 3 years	Lebone Litho Consortium	Contract extension	DBE176	1 299 630 (R19.88-unit price for year 1 of the contract)	(2025/26) 1 266 851 (R26.2471-unit cost) (2026/27) 1 323 090 (R28.0844-unit cost)	0
Professional Conference Organiser for 3 years	Nexus Travel	Contract Extension	DBE170	Payment Model: · 5.5% percentage charged to manage and organize events; · R92,00 Management fee for air ticket - domestic flights; and · R80,00 management fee for air tickets - international flights	1 961	234
Travel and accommodation arrangements for the DBE for 3 years	Atlantis Corporate Travel (Pty) Ltd	Contract extension	DBE159	4 743 (Management fee based on the estimated Transaction Volume)	1 505	211
Total				2 616 360	2 787 543	92 710



PART F: **FINANCIAL INFORMATION**

1. REPORT OF THE AUDITOR-GENERAL

Report of the auditor-general to Parliament on vote no. 16: Department of Basic Education

Report on the audit of the financial statements

Opinion

1. I have audited the financial statements of the Department of Basic Education (DBE) set out on pages 132 to 184, which comprise the appropriation statement, statement of financial position as at 31 March 2025, statement of financial performance, statement of changes in net assets and the cash flow statement for the year then ended, as well as notes to the financial statements, including a summary of significant accounting policies.
2. In my opinion, the financial statements present fairly, in all material respects, the financial position of the DBE as at 31 March 2025 and financial performance and cash flows for the year then ended in accordance with Modified Cash Standards (MCS) and the requirements of the Public Finance Management Act of 1999 (PFMA) and Division of Revenue Act 24 of 2024 (Dora).

Basis for opinion

3. I conducted my audit in accordance with the International Standards on Auditing (ISAs). My responsibilities under those standards are further described in the responsibilities of the auditor-general for the audit of the financial statements section of my report.
4. I am independent of the department in accordance with the International Ethics Standards Board for Accountants' *International Code of ethics for Professional Accountants (including International Independence Standards)* (IESBA code) as well as other ethical requirements that are relevant to my audit in South Africa. I have fulfilled my other ethical responsibilities in accordance with these requirements and the IESBA code.
5. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Emphasis of matter

6. I draw attention to the matter below. My opinion is not modified in respect of this matter.

Restatement of corresponding figures

7. As disclosed in note 34 to the financial statements, the corresponding figures for 31 March 2024 were restated as a result of an error in the financial statements of the department at, and for the year ended 31 March 2025.

Other matter

8. I draw attention to the matter below. My opinion is not modified in respect of this matter.

Unaudited supplementary schedules

9. The supplementary information set out on pages 185 to 195 does not form part of the financial statements and is presented as additional information. I have not audited these schedules and, accordingly, I do not express an opinion on them.

Responsibilities of the accounting officer for the financial statements

10. The accounting officer is responsible for the preparation and fair presentation of the financial statements in accordance with the MCS and the requirements of the PFMA and Dora; and for such internal control as the accounting officer determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.
11. In preparing the financial statements, the accounting officer is responsible for assessing the department's ability to continue as a going concern; disclosing, as applicable, matters relating to going concern; and using the going concern basis of accounting unless the appropriate governance structure either intends to liquidate the department or to cease operations, or has no realistic alternative but to do so.

Responsibilities of the auditor-general for the audit of the financial statements

12. My objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error; and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with the ISAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.
13. A further description of my responsibilities for the audit of the financial statements is included in the annexure to this auditor's report. This description, which is located at page 130, forms part of my auditor's report.

Report on the audit of the annual performance report

14. In accordance with the Public Audit Act 25 of 2004 (PAA) and the general notice issued in terms thereof, I must audit and report on the usefulness and reliability of the reported performance against predetermined objectives for the selected programmes presented in the annual performance report. The accounting officer is responsible for the preparation of the annual performance report.
15. I selected the following programmes presented in the annual performance report for the year ended 31 March 2025 for auditing. I selected programmes that measure the department's performance on its primary mandated functions and that are of significant national, community or public interest.

Programme	Page numbers	Purpose
Programme 2: Curriculum policy, support and monitoring	36-42	Develop curriculum and assessment policies and monitor and support their implementation.
Programme 3: Teachers, education human resources and institutional development	48-50	Promote quality teaching and institutional performance through the effective supply, development and utilisation of human resources.
Programme 4: Planning, information and assessment	56-58	To promote quality teaching and effective service delivery in the basic education system through planning, implementation and assessment.

16. I evaluated the reported performance information for the selected programmes against the criteria developed from the performance management and reporting framework, as defined in the general notice. When an annual performance report is prepared using these criteria, it provides useful and reliable information and insights to users on the department's planning and delivery on its mandate and objectives.
17. I performed procedures to test whether:
 - the indicators used for planning and reporting on performance can be linked directly to the department's mandate and the achievement of its planned objectives
 - all the indicators relevant for measuring the department's performance against its primary mandated and prioritised functions and planned objectives are included

- the indicators are well defined to ensure that they are easy to understand and can be applied consistently, as well as verifiable so that I can confirm the methods and processes to be used for measuring achievements
- the targets can be linked directly to the achievement of the indicators and are specific, time bound and measurable to ensure that it is easy to understand what should be delivered and by when, the required level of performance as well as how performance will be evaluated
- the indicators and targets reported on in the annual performance report are the same as those committed to in the approved initial or revised planning documents
- the reported performance information is presented in the annual performance report in the prescribed manner and is comparable and understandable.
- there is adequate supporting evidence for the achievements reported and for the reasons provided for any over- or underachievement of targets.

18. I performed the procedures for the purpose of reporting material findings only; and not to express an assurance opinion or conclusion.

19. I did not identify any material findings on the reported performance information for the selected programmes.

Other matters

20. I draw attention to the matters below.

Achievement of planned targets

21. The annual performance report includes information on reported achievements against planned targets and provides explanations for over- or under achievements.
22. The tables that follow provide information on the achievement of planned targets and lists the key service delivery indicators that were not achieved as reported in the annual performance report. The reasons for any underachievement of targets are included in the annual performance report on pages 42 and 58.

Programme 2: Curriculum policy, support and monitoring

<i>Targets achieved: 96,97%</i>		
<i>Budget spent: 99,87%</i>		
Key indicator not achieved	Planned target	Reported achievement
Quality assurance of Grade 1 to 3 mathematics textbooks towards digitisation	Grade 1 to 3 mathematics textbooks quality assured towards digitisation	Grade 1 to 3 mathematics textbooks not quality assured towards digitisation

Programme 4: Planning, information and assessment

<i>Targets achieved: 93,75%</i>		
<i>Budget spent: 99,53%</i>		
Key indicator not achieved	Planned target	Reported achievement
Number of district director forums held	3	2

Report on compliance with legislation

23. In accordance with the PAA and the general notice issued in terms thereof, I must audit and report on compliance with applicable legislation relating to financial matters, financial management and other related matters. The accounting officer is responsible for the department's compliance with legislation.

24. I performed procedures to test compliance with selected requirements in key legislation in accordance with the findings engagement methodology of the Auditor-General of South Africa (AGSA). This engagement is not an assurance engagement. Accordingly, I do not express an assurance opinion or conclusion.
25. Through an established AGSA process, I selected requirements in key legislation for compliance testing that are relevant to the financial and performance management of the department, clear to allow consistent measurement and evaluation, while also sufficiently detailed and readily available to report in an understandable manner. The selected legislative requirements are included in the annexure to this auditor's report.
26. The material findings on compliance with the selected legislative requirements, presented per compliance theme, are as follows:

Annual financial statement, performance and annual report

27. The financial statements submitted for auditing were not fully prepared in accordance with the prescribed financial reporting framework and supported by full and proper records, as required by section 40(1)(b) of the PFMA.
28. Material misstatements of disclosure items identified by the auditors in the submitted financial statement were corrected and the supporting records were provided subsequently, resulting in the financial statements receiving an unqualified opinion.

Expenditure management

29. Effective and appropriate steps were not taken to prevent irregular expenditure, as disclosed in note 24 to the annual financial statements, as required by section 38(1)(c)(ii) of the PFMA and treasury regulation 9.1.1. The majority of the irregular expenditure was caused by non-compliance with Preferential Procurement Policy Framework Act 5 of 2000 (PPPFA).
30. Effective steps were not taken to prevent fruitless and wasteful expenditure, as disclosed in note 24 to the annual financial statements, as required by section 38(1)(c)(ii) of the PFMA and treasury regulation 9.1.1. The majority of the fruitless and wasteful expenditure was caused by projects that were cancelled due to duplicate allocation to the implementing agents and/or change of scope.

Consequence management

31. I was unable to obtain sufficient appropriate audit evidence that disciplinary steps were taken against officials who had incurred fruitless and wasteful expenditure as required by section 38(1)(h)(iii) of the PFMA. This was because investigations into fruitless and wasteful expenditure were not performed.

Procurement and contract management

32. Some of the contracts were awarded to bidders based on evaluation/adjudication criteria that were not stipulated and differed from those stipulated in the original invitation for bidding as required by Treasury Regulation 16A6.3(a) and (b).
33. Some of the contracts were awarded to bidders that did not score the highest points in the evaluation process, as required by section 2(1)(f) of PPPFA and Preferential Procurement Regulation 2022. Similar non-compliance was also reported in the prior year.

Utilisation of conditional grants

34. I was unable to obtain sufficient appropriate audit evidence that the school infrastructure backlog grant was spent for the purposes stipulated in the schedule concerned, as required by section 16(1) of the Dora.

Other information in the annual report

35. The accounting officer is responsible for the other information included in the annual report which includes the audit committee's report. The other information does not include the financial statements, the auditor's report and those selected programmes presented in the annual performance report that have been specifically reported on in this auditor's report.
36. My opinion on the financial statements, and my reports on the audit of the annual performance report and compliance with legislation do not cover the other information included in the annual report and I do not express an audit opinion or any form of assurance conclusion on it.
37. My responsibility is to read this other information and, in doing so, consider whether it is materially inconsistent with the financial statements and the selected programmes presented in the annual performance report or my knowledge obtained in the audit, or otherwise appears to be materially misstated.
38. If, based on the work I have performed, I conclude that there is a material misstatement in this other information, I am required to report that fact.

Internal control deficiencies

39. I considered internal control relevant to my audit of the financial statements, annual performance report and compliance with applicable legislation; however, my objective was not to express any form of assurance on it.
40. The matters reported below are limited to the significant internal control deficiencies that resulted in the basis for the opinion, and the material findings on compliance with legislation included in this report.
41. Management did not have adequate measures in place to monitor compliance with applicable laws and regulations which resulted in material non-compliances.
42. Management did not have adequate review processes and controls in place to ensure financial statements are supported by reliable evidence.

Material irregularities

43. In accordance with the PAA and the Material Irregularity Regulations, I have a responsibility to report on material irregularities (MIs) identified during the audit and on the status of material irregularities as previously reported in the auditor's report.

Status of previously reported material irregularities

Payments not made within 30 days resulting in the withdrawal of the contractor from site and cancellation of the contractual arrangement

44. The department did not settle the interim payment certificates of a contractor within 30 days, as required by treasury regulation 8.2.3. The contractor was appointed for the demolition and construction of new schools in the Eastern Cape as part of the Accelerated Schools Infrastructure Delivery Initiative (Asidi). The department eventually made payment; however, this was after the contractor had cancelled the contract based on the material breach due to non-payment. The cancellation was confirmed by an order of the court on 17 March 2019. The department paid for the materials currently on site that were never used due to the late payment of invoices.
45. The non-compliance is likely to result in material financial losses in the form of damages claimed by the contractor and the losses on materials currently on site that have been exposed to the elements and damaged by bad weather. It further resulted in a material financial loss for the DBE of R233 000 due to the payment of interest.

46. The accounting officer was notified of the material irregularity on 31 August 2021 and invited to make a written submission on the actions taken or to be taken to address the matter.
47. An investigation into the matter by the department's investigation committee was concluded on 31 March 2022. The investigation concluded that an official had contravened the provisions of treasury regulation 8.2.3 and recommended that consequence management be instituted in line with treasury regulations. The accounting officer commenced with a disciplinary process against the implicated official from 12 August 2022 and finalised the process on 26 July 2023. The financial loss could not be recovered from the responsible official, as the matter had prescribed as per the Prescription Act, according to the legal opinion obtained from the Office of State Attorney.
48. The department issued summons to the supplier through the state attorney on 31 January 2023, and the legal process is still ongoing. The accounting officer has taken actions on the findings and recommendations of the report. Disciplinary steps have been taken by the department against the responsible officials that have been identified. Internal controls were designed and implemented to address the MI and prevent recurrence by appointing implementing agents for the implementation of the infrastructure projects. The material irregularity has been resolved.

Auditor-General

Pretoria

31 July 2025



AUDITOR - GENERAL
SOUTH AFRICA

Auditing to build public confidence

Annexure to the auditor's report

The annexure includes the following:

- The auditor-general's responsibility for the audit
- The selected legislative requirements for compliance testing

Auditor general's responsibility for the audit

Professional judgement and professional scepticism

As part of an audit in accordance with the ISAs, I exercise professional judgement and maintain professional scepticism throughout my audit of the financial statements and the procedures performed on reported performance information for selected programmes and on the department's compliance with selected requirements in key legislation.

financial statements

In addition to my responsibility for the audit of the financial statements as described in this auditor's report, I also:

- identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error; design and perform audit procedures responsive to those risks; and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations or the override of internal control
- obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the department's internal control
- evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made
- conclude on the appropriateness of the use of the going concern basis of accounting in the preparation of the financial statements. I also conclude, based on the audit evidence obtained, whether a material uncertainty exists relating to events or conditions that may cast significant doubt on the ability of the department to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial statements about the material uncertainty or, if such disclosures are inadequate, to modify my opinion on the financial statements. My conclusions are based on the information available to me at the date of this auditor's report. However, future events or conditions may cause a department to cease operating as a going concern.
- evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

Communication with those charged with governance

I communicate with the accounting officer regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

I also provide the accounting officer with a statement that I have complied with relevant ethical requirements regarding independence and communicate with them all relationships and other matters that may reasonably be thought to bear on my independence and, where applicable, actions taken to eliminate threats or safeguards applied.

Compliance with legislation – selected legislative requirements

The selected legislative requirements are as follows:

Legislation	Sections or regulations
Public Finance Management Act No. 1 of 1999 (PFMA)	Section 1; 38(1)(b); 38(1)(c)(i); 38(1)(c)(ii); 38(1)(d) Section 38(1)(h)(iii); 38(1)(j); 39(1)(a); 39(2)(a) Section 40(1)(a); 40(1)(b); 40(1)(c)(i); 43(1); 43(4) Section 44(1); 44(2); 45(b)
Treasury Regulations, 2005	Regulation 4.1.1; 4.1.3; 5.1.1; 5.2.1; 5.2.3(a) Regulation 5.2.3(d); 5.3.1; 6.3.1(a); 6.3.1(b) Regulation 6.3.1(c); 6.3.1(d); 6.4.1(b); 7.2.1 Regulation 8.1.1; 8.2.1; 8.2.2; 8.2.3; 8.4.1; 9.1.1 Regulation 9.1.4; 10.1.1(a); 10.1.2; 11.4.1; 11.4.2 Regulation 11.5.1; 12.5.1; 15.10.1.2(c); 16A3.2 Regulation 16A3.2(a); 16A6.1; 16A6.2(a) Regulation 16A6.2(b); 16A6.3(a); 16A6.3(b) Regulation 16A6.3(c); 16A6.3(e); 16A6.4; 16A6.5 Regulation 16A6.6; 16A7.1; 16A7.3; 16A7.6 Regulation 16A7.7; 16A8.3; 16A8.4; 16A9.1(b)(ii) Regulation 16A9.1(d); 16A9.1(e); 16A9.1(f); 16A9.2 Regulation 16A9.2(a)(ii); 16A9.2(a)(iii); 17.1.1; 18.2 Regulation 19.8.4
Construction Industry Development Board Act 38 of 2000	Section 18(1)
Construction Industry Development Board Regulations, 2004	Regulation 17; 25(7A)
Division of Revenue Act 5 of 2023	Section 16(1)
Second amendment National Treasury Instruction No. 5 of 202/21	Paragraph 1
Erratum National Treasury Instruction No. 5 of 2020/21	Paragraph 2
National Health Act 61 of 2003	Section 13
National Treasury instruction No 5 of 2020/21	Paragraph 4.8; 4.9; 5.3
National Treasury Instruction No. 1 of 2021/22	Paragraph 4.1
National Treasury Instruction No. 4 of 2015/16	Paragraph 3.4
National Treasury SCM Instruction No. 4A of 2016/17	Paragraph 6
National Treasury Instruction No 7 of 2017/18	Paragraph 4.3
PFMA National Treasury SCM Instruction No. 03 of 2021/22	Paragraph 4.1; 4.2 (b); 4.3; 4.4; 4.4(a); 4.17; 7.2; Paragraph 7.6
National Treasury SCM Instruction No. 11 of 2020/21	Paragraph 3.4(a); 3.4(b); 3.9
National Treasury SCM Instruction No. 2 of 2021/22	Paragraph 3.2.1; 3.2.4; 3.2.4(a); 3.3.1
Practice Note 11 of 2008/9	Paragraph 2.1; 3.1(b)
Practice Note 5 of 2009/10	Paragraph 3.3
Practice Note 7 of 2009/10	Paragraph 4.1.2
Preferential Procurement Policy Framework Act 5 of 2000	Section 1; 2.1(a); 2.1(f)
Preferential Procurement Regulations, 2022	Regulation 4.1; 4.2; 4.3; 4.4; 5.1; 5.2; 5.3; 5.4
Preferential Procurement Regulations, 2017	Regulation 4.1; 4.2; 5.1; 5.3; 5.6; 5.7; 6.1; 6.2; 6.3; Regulation 6.5; 6.6; 6.8; 7.1; 7.2; 7.3; 7.5; 7.6; 7.8; Regulation 8.2; 8.5; 9.1; 10.1; 10.2; 11.1; 11.2;
Prevention and Combating of Corrupt Activities Act 12 of 2004	Section 34(1)
State Information Technology Agency Act 88 of 1998	Section 7(3)

APPROPRIATION STATEMENT
for the year ended 31 March 2025

Appropriation per programme

	2024/25					2023/24			
	Approved Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of final budget	Final Budget	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Programme									
1.Administration	616 134	-	40 500	656 634	652 481	4 153	99,4%	577 874	576 283
2.Curriculum Policy, Support and Monitoring	4 106 083	-	(162 481)	3 943 602	3 938 462	5 140	99,9%	3 344 465	3 320 739
3.Teachers, Education Human Resource	1 438 697	-	177	1 438 874	1 437 794	1 080	99,9%	1 507 090	1 500 401
4.Planning, Information and Assessment	16 345 412	-	120 831	16 466 243	16 388 151	78 092	99,5%	15 023 186	14 990 222
5.Educational Enrichment Services	10 129 097	-	973	10 130 070	10 127 609	2 461	100,0%	9 575 980	9 573 598
TOTAL	32 635 423	-	-	32 635 423	32 544 497	90 926	99,7%	30 028 595	29 961 243

	2024/25		2023/24	
	Final Budget R'000	Actual Expenditure R'000	Final Budget R'000	Actual Expenditure R'000
TOTAL (brought forward)				
Reconciliation with statement of financial performance				
ADD:				
Departmental receipts	11 919		12 001	
Aid assistance	134 757		76 147	
Actual amounts per statement of financial performance (Total revenue)	32 782 099		30 116 743	
ADD:				
Aid assistance		94 723		48 508
Prior year unauthorised expenditure approved without funding				
Actual amounts per statement of financial performance (Total expenditure)		32 639 220		30 009 751

APPROPRIATION STATEMENT
for the year ended 31 March 2025

Appropriation per economic classification

	2024/25						2023/24		
	Approved Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of final budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	3 380 168	(6 690)	(159 535)	3 213 943	3 156 616	57 327	98.2%	3 013 838	2 954 776
Compensation of employees	626 530	-	-	626 530	608 720	17 810	97.2%	589 727	583 738
Goods and services	2 717 768	(6 690)	(163 235)	2 547 843	2 508 379	39 464	98.5%	2 388 965	2 335 767
Interest and rent on land	35 870	-	3 700	39 570	39 517	53	99.9%	35 146	35 271
Transfers and subsidies	27 954 180	1 826	359	27 956 365	27 956 265	100	100.0%	25 269 395	25 268 994
Provinces and municipalities	26 362 152	-	-	26 362 152	26 362 152	-	100.0%	23 598 456	23 598 456
Departmental agencies and accounts	183 847	-	-	183 847	183 847	-	100.0%	179 018	179 018
Foreign governments and international organisations	23 947	(117)	(1 894)	21 936	21 837	99	99.5%	22 969	22 893
Non-profit institutions	118 602	1 063	-	119 665	119 665	-	100.0%	130 656	130 656
Households	1 265 632	880	2 253	1 268 765	1 268 764	1	100.0%	1 338 296	1 337 971
Payments for capital assets	1 301 075	265	158 951	1 460 291	1 426 783	33 508	97.7%	1 744 425	1 736 530
Buildings and other fixed structures	1 288 292	-	151 300	1 439 592	1 410 340	29 252	98.0%	1 734 602	1 727 234
Machinery and equipment	12 392	265	7 786	20 443	16 443	4 000	80.4%	9 823	9 296
Payments for financial assets	-	4 599	225	4 824	4 833	(9)	100.2%	937	943
Total	32 635 423	-	-	32 635 423	32 544 497	90 926	99.7%	30 028 595	29 961 243

APPROPRIATION STATEMENT
for the year ended 31 March 2025

Programme 1: ADMINISTRATION

	2024/25						2023/24		
	Approved Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Sub programme									
1. MINISTRY	44 860	2 120	411	47 391	48 322	(931)	102.0%	53 236	53 197
2. DEPARTMENT MANAGEMENT	110 596	(3 287)	59	107 368	105 994	1 374	98.7%	112 268	111 355
3. CORPORATE SERVICES	104 135	(12 931)	13 045	104 249	102 274	1 975	98.1%	79 921	80 462
4. OFFICE OF THE CHIEF FINANCIAL OFFICER	101 714	413	(66)	102 061	101 335	726	99.3%	92 146	91 739
5. INTERNAL AUDIT	11 341	184	(97)	11 428	11 076	352	96.9%	10 864	10 116
6. OFFICE ACCOMODATION	243 488	13 501	27 148	284 137	283 480	657	99.8%	229 439	229 414
Total for sub programmes	616 134	-	40 500	656 634	652 481	4 153	99.4%	577 874	576 283
Economic classification									
Current payments	592 436	-	31 177	623 613	620 288	3 325	99.5%	556 971	554 575
Compensation of employees	229 373	-	4 600	233 973	232 280	1 693	99.3%	220 992	219 670
Goods and services	327 193	-	22 877	350 070	348 491	1 579	99.5%	300 948	299 863
Interest and rent on land	35 870	-	3 700	39 570	39 517	53	99.9%	35 031	35 042
Transfers and subsidies	495	-	408	903	902	1	99.9%	1 738	1 668
Departmental agencies and accounts	495	-	-	495	495	-	100.0%	474	474
Households	-	-	408	408	407	1	99.8%	1 264	1 194
Payments for capital assets	23 203	-	8 723	31 926	31 100	826	97.4%	18 756	19 640
Buildings and other fixed structures	17 137	-	1 300	18 437	18 482	(45)	100.2%	14 080	14 034
Machinery and equipment	5 675	-	7 558	13 233	12 618	615	95.4%	4 676	5 606
Payments for financial assets	-	-	192	192	191	1	99.5%	409	400
Total	616 134	-	40 500	656 634	652 481	4 153	99.4%	577 874	576 283

Programme 2: CURRICULUM POLICY, SUPPORT AND MONITORING

	2024/25						2023/24	
	Approved Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of final Budget	Final Budget
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000
Sub programme								
1. Programme Management, Curriculum Policy, Support and Monitoring	3 802	420	-	4 222	4 154	68	98.4%	3 799
2. Curriculum Implementation and Monitoring	382 648	(1 621)	(2 650)	378 377	377 212	1 165	99.7%	1 597 006
3. Curriculum And Quality Enhancement Programmes	1 755 864	205 057	(270)	1 960 651	1 956 931	3 720	99.8%	1 743 660
4. Early Childhood Development	1 963 769	(203 856)	(159 561)	1 600 352	1 600 165	187	100.0%	
Total for sub programmes	4 106 083	-	162 481	3 943 602	3 938 602	5 140	99.9%	3 344 465
Economic classification								
Current payments	1 787 609	(728)	(162 481)	1 624 400	1 620 469	3 931	99.8%	1 508 508
Compensation of employees	106 046	500	800	107 346	106 997	349	99.7%	99 727
Goods and services	1 681 536	(1 228)	(163 281)	1 517 054	1 513 472	3 582	99.8%	1 408 781
Interest and rent on land								1 386 929
Transfers and subsidies	2 316 315	(3 483)	-	2 312 832	2 312 832	-	100.0%	1 833 775
Provinces and municipalities	2 311 864	-	-	2 311 864	2 311 864	-	100.0%	1 828 133
Departmental agencies and accounts								
Higher education institutions	214	(32)	-	182	182	-	100.0%	205
Foreign governments and international organisations								
Public corporations and private enterprises								
Non-profit institutions	4 237	(4 237)	-	-	-	-	--	4 055
Households	-	786	-	786	786	-	100.0%	1 636
Payments for capital assets	2 159	(113)	-	2 046	835	1 211	40.8%	1 822
Buildings and other fixed structures								
Machinery and equipment	2 159	(113)	-	2 046	835	1 211	40.8%	1 822
Payments for financial assets	-	4 324	-	4 324	4 326	(2)	100.0%	106
Total	4 106 083	-	(162 481)	3 943 602	3 938 462	5 140	99.9%	3 344 465
								3 320 739

Programme 3: TEACHERS, EDUCATION HUMAN RESOURCE AND INSTITUTIONAL

	2024/25					2023/24			
	Approved Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Sub programme									
1. 1. PROGRAMME MANAGEMENT, TEACHERS, EDUCATION	1 790	407	7	2 204	1 884	320	85.5%	1 994	1 910
2. 12. EDUCATION RESOURCE HUMAN MANAGEMENT	72 649	(68)	(2 708)	69 873	69 744	129	99.8%	68 905	68 308
3. 3. EDUCATION HUMAN RESOURCE DEVELOPMENT	1 345 636	(287)	4 176	1 349 525	1 349 150	375	100.0%	1 416 153	1 415 398
4. 4. CURRICULUM AND PROFESSIONAL DEVELOPMENT UNIT	18 622	(52)	(1 298)	17 272	17 016	256	98.5%	20 038	14 785
Total for sub programmes	1 438 697	-	177	1 437 874	1 437 794	1 080	99.9%	1 507 090	1 500 401
Economic classification									
Current payments	136 345	(12)	2 608	138 941	137 992	949	99.3%	139 033	132 399
Compensation of employees	71 661	-	5 700	77 361	77 114	247	99.7%	76 721	75 529
Goods and services	64 684	(12)	(3 092)	61 580	60 878	702	98.9%	62 312	56 870
Interest and rent on land									
Transfers and subsidies	1 301 796	2	(2 457)	1 299 341	1 299 242	99	100.0%	1 367 254	1 367 250
Provinces and municipalities									
Departmental agencies and accounts	16 434	-	-	16 434	16 434	-	100.0%	15 599	15 599
Higher education institutions									
Foreign governments and international organisations	19 730	(85)	(3 208)	16 437	16 338	99	99.4%	16 933	16 929
Non-profit institutions									
Households	1 265 632	87	751	1 266 470	1 266 470	-	100.0%	1 334 722	1 334 722
Payments for capital assets	556	-	-	556	525	31	94.4%	691	641
Buildings and other fixed structures									
Machinery and equipment	556	-	-	556	525	31	94.4%	691	641
Payments for financial assets	-	10	26	36	35	1	97.2%	112	111
Total	1 438 697	-	177	1 438 874	1 437 794	1 080	99.9%	1 507 090	1 500 401

APPROPRIATION STATEMENT
for the year ended 31 March 2025

Programme 4: PLANNING, INFORMATION AND ASSESSMENT

	2024/25						2023/24		
	Approved Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Sub programme									
1. Programme Management: Planning, Information and Assessment	9 646	10	(4 025)	5 631	4 505	1 126	80.0%	1 951	1 669
2. Financial Planning: Information and Management System	58 487	7 284	(8 985)	56 786	53 832	2 954	94.8%	53 829	48 808
3. School Infrastructure	15 696 948	(9 439)	150 104	15 837 613	15 731 952	105 661	99.3%	14 397 413	14 342 878
4. National Assessment and Public Examination	414 460	(3 206)	(16 390)	394 864	430 563	(35 699)	109.0%	390 382	421 345
5. National Education Evaluation and Development Unit	19 872	(749)	127	19 250	17 403	1 847	90.4%	18 737	18 083
6. Planning and Oversight Unit	145 999	6 100	-	152 099	149 896	2 203	98.6%	160 874	157 439
Total for sub programmes	16 345 412	-	120 831	16 466 243	16 388 151	78 092	99.5%	15 023 186	14 990 222
Economic classification									
Current payments	783 114	(5 457)	(31 577)	746 080	699 421	46 659	93.7%	726 969	701 824
Compensation of employees	164 997	(500)	(11 837)	152 660	137 159	15 501	89.8%	139 981	137 453
Goods and services	618 117	(4 957)	(19 740)	593 420	562 262	31 158	94.7%	586 873	564 385
Interest and rent on land	-	-	-	-	-	-	-	115	229
Transfers and subsidies	14 287 636	5 300	2 408	14 295 344	14 295 344	-	100.0%	12 573 409	12 573 351
Provinces and municipalities	14 002 440	-	-	14 002 440	14 002 440	-	100.0%	12 277 518	12 277 518
Departmental agencies and accounts	166 918	-	-	166 918	166 918	-	100.0%	162 945	162 945
Higher education institutions	4 003	-	1 314	5 317	5 317	-	100.0%	5 831	5 773
Foreign governments and international organisations									
Public corporations and private enterprises									
Non-profit institutions	114 275	5 300	-	119 575	119 575	-	100.0%	126 515	126 515
Households	-	-	1 094	1 094	1 094	-	100.0%	600	600
Payments for capital assets	1 274 662	15	150 000	1 424 677	1 393 237	31 440	97.8%	1 722 506	1 714 747
Buildings and other fixed structures	1271 155	-	150 000	1 421 155	1 391 858	29 297	97.9%	1 720 522	1 713 200
Machinery and equipment	3 507	15	-	3 522	1 379	2 143	39.2%	1 984	1 547
Payments for financial assets	-	142	-	142	419	(7)	104.9%	302	300
Total	16 345 412	-	120 831	16 466 243	16 388 151	78 092	99.5%	15 023 186	14 990 222

	2024/25					2023/24			
	Approved Budget R'000	Shifting of Funds R'000	Virement R'000	Final Budget R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final Budget %	Final Budget R'000	Actual expenditure R'000
Sub programme									
1. PROGRAMME MANAGEMENT: EDUCATIONAL ENRICHMENT SERVICES	4 224	-	253	4 477	4 495	(18)	100.4%	4 133	4 083
2. PARTNERSHIP IN EDUCATION	40 806	-	-	40 806	40 441	365	99.1%	44 614	43 082
3. CARE AND SUPPORT IN SCHOOL	10 084 067	-	720	10 084 787	10 082 673	2 114	100%	9 527 233	9 526 433
Total for sub programmes	10 129 097	-	973	10 130 070	10 127 609	2 461	100%	9 575 980	9 573 598
Economic classification									
Current payments	80 664	(493)	738	80 909	78 446	2 463	97%	82 357	80 177
Compensation of employees	54 453	-	737	55 190	55 170	20	100.0%	52 306	52 214
Goods and services	26 211	(493)	1	25 719	23 276	2 443	90.5%	30 051	27 963
Interest and rent on land									
Transfers and subsidies	10 047 938	7	-	10 047 945	10 047 945	-	100.0%	9 492 965	9 492 950
Provinces and municipalities	10 047 848	-	-	10 047 848	10 047 848	-	100.0%	9 492 805	9 492 805
Non-profit institutions	90	-	-	90	90	-	100.0%	86	86
Households	-	7	-	7	7	-	100.0%	74	59
Payments for capital assets	495	363	228	1 086	1 086	-	100.0%	650	456
Buildings and other fixed structures									
Machinery and equipment	495	363	228	1 086	1 086	-	100.0%	650	456
Payments for financial assets	-	123	7	130	132	(2)	101.5%	8	15
Total	10 129 097	-	973	10 130 070	10 127 609	2 461	100.0%	9 575 980	9 573 598

1. Detail of transfers and subsidies as per Appropriation Act (after Virement)

Detail of these transactions can be viewed in the note on Transfers and Subsidies, and Annexure 1A-H of the Annual Financial Statements.

2. Detail of specifically and exclusively appropriated amounts voted (after Virement)

Detail of these transactions can be viewed in the note on Annual Appropriation to the Annual Financial Statements.

3. Detail on payments for financial assets

Detail of these transactions can be viewed in the note on Payments for financial assets to the Annual Financial Statements.

4. Explanations of material variances from Amounts Voted (after Virement):

4.1 Per programme

	Final Budget	Actual Expenditure	Variance	Variance as a % of Final Budget
	R'000	R'000	R'000	%
Programme				
ADMINISTRATION	656 634	652 481	4 153	1%
CURRICULUM POLICY, SUPPORT AND MONITORING	3 943 602	3 938 462	5 140	0%
TEACHERS, EDUCATION HUMAN RESOURCE AND INSTITUTIONAL DEVELOPMENT	1 438 874	1 437 794	1 080	0%
PLANNING, INFORMATION AND ASSESSMENT	16 466 243	16 388 151	78 092	0%
EDUCATIONAL ENRICHMENT SERVICES	10 130 070	10 127 609	2 461	0%
Total	32 635 423	32 544 497	90 926	

4.2 Per economic classification

	Final Budget	Actual Expenditure	Variance	Variance as a % of Final Budget
	R'000	R'000	R'000	%
Economic classification				
Current payments				
Compensation of employees	626 530	608 720	17 810	3%
Goods and services	2 547 843	2 508 379	39 464	2%
Interest and rent on land	39 570	39 517	53	0%
Transfers and subsidies				
Provinces and municipalities	26 362 152	26 362 152	-	0%
Departmental agencies and accounts	183 847	183 847	-	0%
Foreign governments and international organisations	21 936	21 837	99	0%
Non-profit institutions	119 665	119 665	-	0%
Households	1 268 765	1 268 764	1	0%
Payments for capital assets				
Buildings and other fixed structures	1 439 592	1 410 340	29 252	2%
Machinery and equipment	20 443	16 443	4 000	20%
Intangible assets	256	-	256	100%
Payments for financial assets	4 824	4 833	(9)	0%
Total	32 635 423	32 544 497	90 926	

4.3 Per conditional grant

	Final Budget	Actual Expenditure	Variance	Variance as a percentage of Final Budget
	R'000	R'000	R'000	%
Conditional grant				
<i>Maths, Science and Technology</i>	443 842	443 842	-	0%
Education Infrastructure Grant	14 002 440	14 002 440	-	0%
HIV and Aids (Life Skills Education) Grant	249 742	249 742	-	0%
National School Nutrition Programme Grant	9 798 106	9 798 106	-	0%
<i>Learners with Profound Intellectual Disabilities</i>	278 947	278 947	-	0%
Early Childhood Development	1 589 075	1 589 075	-	0%
Total	26 362 152	26 362 152	-	0%

STATEMENT OF FINANCIAL PERFORMANCE
for the year ended 31 March 2025

		2024/25	2023/24
	Note	R'000	R'000
REVENUE			
Annual appropriation	1	32 635 423	30 028 595
Departmental revenue	2	11 919	12 001
Aid assistance		134 757	76 147
TOTAL REVENUE		32 782 099	30 116 743
EXPENDITURE			
Current expenditure		3 251 043	3 003 233
Compensation of employees	4	608 720	583 738
Goods and services	5	2 508 379	2 335 767
Interest and rent on land	6	39 517	35 271
Aid assistance	3	94 427	48 457
Total current expenditure			
Transfers and subsidies		27 956 294	25 268 994
Transfers and subsidies	8	27 956 265	25 268 994
Aid assistance	3	29	-
Total transfers and subsidies			
Expenditure for capital assets		1 427 050	1 736 581
Tangible assets	9	1 427 050	1 736 581
Total expenditure for capital assets			
Unauthorised expenditure approved without funding			
Payments for financial assets	7	4 833	943
TOTAL EXPENDITURE		32 639 220	30 009 751
SURPLUS/(DEFICIT) FOR THE YEAR		142 879	106 992
Reconciliation of Net Surplus/(Deficit) for the year			
Voted funds		90 926	67 352
Annual appropriation		90 926	67 352
Departmental revenue and NRF receipts	14	11 919	12 001
Aid assistance	3	40 034	27 639
SURPLUS/(DEFICIT) FOR THE YEAR		142 879	106 992

STATEMENT OF FINANCIAL POSITION
for the year ended 31 March 2025

		2024/25	2023/24
	Note	R'000	R'000
ASSETS			
Current assets		171 905	155 695
Cash and cash equivalents	10	76 305	56 468
Prepayments and advances	11	17 110	21 127
Receivables	12	20 161	22 562
Aid assistance receivable	3	58 329	55 538
TOTAL ASSETS		171 905	155 695
LIABILITIES			
Current liabilities		171 837	155 612
Voted funds to be surrendered to the Revenue Fund	13	90 926	67 352
Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund	14	4 830	1 428
Payables	15	33 256	58 570
Aid assistance repayable	3	42 825	28 262
TOTAL LIABILITIES		171 837	155 612
NET ASSETS		68	83

STATEMENT OF CHANGE IN NET ASSETS
for the year ended 31 March 2025

Represented by:

Recoverable revenue

TOTAL

	2024/25	2023/24
Note	R'000	R'000
	68	83
	68	83

Recoverable revenue

Opening balance

Transfers:

Recoverable revenue written off

Debts recovered (included in departmental revenue)

Debts raised

Closing balance

TOTAL

	2024/25	2023/24
Note	R'000	R'000
	83	57
	(15)	26
7.1	-	(72)
	(77)	(108)
	62	206
	68	83
	68	83

CASH FLOW STATEMENT
for the year ended 31 March 2025

		2024/25	2023/24
	Note	R'000	R'000
CASH FLOWS FROM OPERATING ACTIVITIES			
Receipts		32 781 853	30 116 730
Annual appropriation funds received	1.1	32 635 423	30 028 595
Departmental revenue received	2	9 814	9 817
Interest received	2.2	1 859	2 171
Aid assistance received	3	134 757	76 147
Net (increase)/decrease in net working capital		(18 896)	43 262
Surrendered to Revenue Fund		(75 869)	(57 891)
Surrendered to RDP Fund/Donor		(28 262)	(37 016)
Current payments		(3 211 526)	(2 967 962)
Interest paid	6	(39 517)	(35 271)
Payments for financial assets	7	(4 833)	(943)
Transfers and subsidies paid		(27 956 294)	(25 268 994)
Net cash flow available from operating activities	16	1 446 656	1 791 915
CASH FLOWS FROM INVESTING ACTIVITIES			
Distribution/dividend received			
Payments for capital assets	9	(1 427 050)	(1 736 581)
Proceeds from sale of capital assets	2.3	246	13
Net cash flow available from investing activities		(1 426 804)	(1 736 568)
CASH FLOWS FROM FINANCING ACTIVITIES			
Increase/(decrease) in net assets		(15)	26
Net cash flows from financing activities		(15)	26
Net increase/(decrease) in cash and cash equivalents		19 837	55 373
Cash and cash equivalents at beginning of period		56 468	1 095
Cash and cash equivalents at end of period	16	76 305	56 468

PART A: ACCOUNTING POLICIES

Summary of significant accounting policies

The financial statements have been prepared in accordance with the following policies, which have been applied consistently in all material aspects, unless otherwise indicated. Management has concluded that the financial statements present fairly the department's primary and secondary information.

The historical cost convention has been used, except where otherwise indicated. Management has used assessments and estimates in preparing the annual financial statements. These are based on the best information available at the time of preparation.

Where appropriate and meaningful, additional information has been disclosed to enhance the usefulness of the financial statements and to comply with the statutory requirements of the Public Finance Management Act (PFMA), Act 1 of 1999 (as amended by Act 29 of 1999), and the Treasury Regulations issued in terms of the PFMA and the annual Division of Revenue Act.

1. Basis of preparation

The financial statements have been prepared in accordance with the Modified Cash Standard.

2. Going concern

The financial statements have been prepared on a going concern basis.

3. Presentation currency

Amounts have been presented in the currency of the South African Rand (R) which is also the functional currency of the department

4. Rounding

Unless otherwise stated financial figures have been rounded to the nearest one thousand Rand (R'000).

5. Foreign currency translation

Cash flows arising from foreign currency transactions are translated into South African Rands using the spot exchange rates prevailing at the date of payment / receipt.

6. Comparative information

6.1 Prior period comparative information

Prior period comparative information has been presented in the current year's financial statements. Where necessary figures included in the prior period financial statements have been reclassified to ensure that the format in which the information is presented is consistent with the format of the current year's financial statements.

6.2 Current year comparison with budget

A comparison between the approved, final budget and actual amounts for each programme and economic classification is included in the appropriation statement.

7. Revenue

7.1 Appropriated funds

Appropriated funds comprise of departmental allocations as well as direct charges against the revenue fund (i.e. statutory appropriation).

Appropriated funds are recognised in the statement of financial performance on the date the appropriation becomes effective. Adjustments made in terms of the adjustments budget process are recognised in the statement of financial performance on the date the adjustments become effective.

Appropriated funds are measured at the amounts receivable.

The net amount of any appropriated funds due to / from the relevant revenue fund at the reporting date is recognised as a payable / receivable in the statement of financial position.

7.2 Departmental revenue

Departmental revenue is recognised in the statement of financial performance when received and is subsequently paid into the relevant revenue fund, unless stated otherwise.

Departmental revenue is measured at the cash amount received.

In-kind donations received are recorded in the notes to the financial statements on the date of receipt and are measured at fair value.

Any amount owing to the relevant revenue fund at the reporting date is recognised as a payable in the statement of financial position.

7.3 Accrued departmental revenue

Accruals in respect of departmental revenue (excluding tax revenue) are recorded in the notes to the financial statements when:

- it is probable that the economic benefits or service potential associated with the transaction will flow to the department;
and
- the amount of revenue can be measured reliably.

The accrued revenue is measured at the fair value of the consideration receivable.

Accrued tax revenue (and related interest and / penalties) is measured at amounts receivable from collecting agents.

Write-offs are made according to the department's debt write-off policy.

8. Expenditure

8.1 Compensation of employees

8.1.1 Salaries and wages

Salaries and wages are recognised in the statement of financial performance on the date of payment.

8.1.2 Social contributions

Social contributions made by the department in respect of current employees are recognised in the statement of financial performance on the date of payment.

Social contributions made by the department in respect of ex-employees are classified as transfers to households in the statement of financial performance on the date of payment.

8.2 Other expenditure

Other expenditure (such as goods and services, transfers and subsidies and payments for capital assets) is recognised in the statement of financial performance on the date of payment. The expense is classified as a capital expense if the total consideration paid is more than the capitalisation threshold.

Donations made in kind are recorded in the notes to the financial statements on the date of transfer and are measured at cost or fair value.

8.3 Accruals and payables not recognised

Accruals and payables not recognised are recorded in the notes to the financial statements at cost or fair value at the reporting date.

8.4 Leases

8.4.1 Operating leases

Operating lease payments made during the reporting period are recognised as current expenditure in the statement of financial performance on the date of payment. Operating lease payments received are recognised as departmental revenue.

The operating lease commitments are recorded in the notes to the financial statements.

8.4.2 Finance leases

Finance lease payments made during the reporting period are recognised as capital expenditure in the statement of financial performance on the date of payment. Finance lease payments received are recognised as departmental revenue.

The finance lease commitments are recorded in the notes to the financial statements and are not apportioned between the capital and interest portions.

At commencement of the finance lease term, finance lease assets acquired are recorded and measured at:

- the fair value of the leased asset; or if lower,
- the present value of the minimum lease payments.

Finance lease assets acquired prior to 1 April 2024, are recorded and measured at the present value of the minimum lease payments.

9. Aid assistance

9.1 Aid assistance received

Aid assistance received in cash is recognised in the statement of financial performance when received. In-kind aid assistance is recorded in the notes to the financial statements on the date of receipt and is measured at fair value.

CARA Funds are recognised when receivable and measured at the amounts receivable.

Aid assistance not spent for the intended purpose and any unutilised funds from aid assistance that are required to be refunded to the donor are recognised as a payable in the statement of financial position.

9.2 Aid assistance paid

Aid assistance paid is recognised in the statement of financial performance on the date of payment. Aid assistance payments made prior to the receipt of funds are recognised as a receivable in the statement of financial position.

10. Cash and cash equivalents

Cash and cash equivalents are stated at cost in the statement of financial position.

Bank overdrafts are shown separately on the face of the statement of financial position as a current liability.

For the purposes of the cash flow statement, cash and cash equivalents comprise cash on hand, deposits held, other short-term highly liquid investments and bank overdrafts.

11. Prepayments and advances

Prepayments and advances are recognised in the statement of financial position when the department receives or disburses the cash.

Prepayments and advances are initially and subsequently measured at cost.

Prepayments and advances expensed before 1 April 2024 are recorded until the goods, services, or capital assets are received, or the funds are utilised in accordance with the contractual agreement.

12. Financial assets

12.1 Financial assets (not covered elsewhere)

A financial asset is recognised initially at its cost plus transaction costs that are directly attributable to the acquisition or issue of the financial asset.

At the reporting date, a department shall measure its financial assets at cost, less amounts already settled or written-off, except for recognised loans and receivables, which are measured at cost plus accrued interest, where interest is charged, less amounts already settled or written-off.

12.2 Impairment of financial assets

Where there is an indication of impairment of a financial asset, an estimation of the reduction in the recorded carrying value, to reflect the best estimate of the amount of the future economic benefits expected to be received from that asset, is recorded in the notes to the financial statements.

13. Payables

Payables recognised in the statement of financial position are recognised at cost.

14. Capital assets

14.1 Immovable capital assets

Immovable assets reflected in the asset register of the department are recorded in the notes to the financial statements at cost or fair value where the cost cannot be determined reliably. Immovable assets acquired in a non-exchange transaction are recorded at fair value at the date of acquisition. Immovable assets are subsequently carried in the asset register at cost and are not currently subject to depreciation or impairment.

Subsequent expenditure of a capital nature forms part of the cost of the existing asset when ready for use.

Additional information on immovable assets not reflected in the assets register is provided in the notes to financial statements.

14.2 Movable capital assets

Movable capital assets are initially recorded in the notes to the financial statements at cost. Movable capital assets acquired through a non-exchange transaction is measured at fair value as at the date of acquisition.

Where the cost of movable capital assets cannot be determined reliably, the movable capital assets are measured at fair value and where fair value cannot be determined; the movable assets are measured at R1.

All assets acquired prior to 1 April 2002 (or a later date as approved by the OAG) may be recorded at R1.

Movable capital assets are subsequently carried at cost and are not subject to depreciation or impairment.

Subsequent expenditure that is of a capital nature forms part of the cost of the existing asset when ready for use.

14.3 Intangible capital assets

Intangible assets are initially recorded in the notes to the financial statements at cost. Intangible assets acquired through a non-exchange transaction are measured at fair value as at the date of acquisition.

Internally generated intangible assets are recorded in the notes to the financial statements when the department commences the development phase of the project.

Where the cost of intangible assets cannot be determined reliably, the intangible capital assets are measured at fair value and where fair value cannot be determined; the intangible assets are measured at R1.

All assets acquired prior to 1 April 2002 (or a later date as approved by the OAG) may be recorded at R1.

Intangible assets are subsequently carried at cost and are not subject to depreciation or impairment.

Subsequent expenditure of a capital nature forms part of the cost of the existing asset when ready for use.

14.4 Project costs: Work-in-progress

Expenditure of a capital nature is initially recognised in the statement of financial performance at cost when paid.

Amounts paid towards capital projects are separated from the amounts recognised and accumulated in work-in-progress until the underlying asset is ready for use. Once ready for use, the total accumulated payments are recorded in an asset register. Subsequent payments to complete the project are added to the capital asset in the asset register.

Where the department is not the custodian of the completed project asset, the asset is transferred to the custodian subsequent to completion.

15. Provisions and contingents

15.1 Provisions

Provisions are recorded in the notes to the financial statements when there is a present legal or constructive obligation to forfeit economic benefits as a result of events in the past and it is probable that an outflow of resources embodying economic benefits or service potential will be required to settle the obligation and a reliable estimate of the obligation can be made. The provision is measured as the best estimate of the funds required to settle the present obligation at the reporting date.

15.2 Contingent liabilities

Contingent liabilities are recorded in the notes to the financial statements when there is a possible obligation that arises from past events, and whose existence will be confirmed only by the occurrence or non-occurrence of one or more uncertain future events not within the control of the department or when there is a present obligation that is not recognised because it is not probable that an outflow of resources will be required to settle the obligation or the amount of the obligation cannot be measured reliably.

15.3 Contingent assets

Contingent assets are recorded in the notes to the financial statements when a possible asset arises from past events, and whose existence will be confirmed by the occurrence or non-occurrence of one or more uncertain future events not within the control of the department.

15.4 Capital commitments

Capital commitments are recorded at cost in the notes to the financial statements.

16. Unauthorised expenditure

Unauthorised expenditure is measured at the amount of the confirmed unauthorised expenditure.

Unauthorised expenditure is recognised in the statement of changes in net assets until such time as the expenditure is either:

- approved by Parliament or the Provincial Legislature with funding and the related funds are received; or
- approved by Parliament or the Provincial Legislature without funding and is written off against the appropriation in the statement of financial performance; or
- transferred to receivables for recovery.

Unauthorised expenditure recorded in the notes to the financial statements comprise of

- unauthorised expenditure that was under assessment in the previous financial year;
- unauthorised expenditure relating to previous financial year and identified in the current year; and
- Unauthorised expenditure incurred in the current year.

17. Fruitless and wasteful expenditure

Fruitless and wasteful expenditure receivables are recognised in the statement of financial position when recoverable. The receivable is measured at the amount that is expected to be recovered and is de-recognised when settled or subsequently written off as irrecoverable.

Fruitless and wasteful expenditure is recorded in the notes to the financial statements when and at amounts confirmed, and comprises of:

- fruitless and wasteful expenditure that was under assessment in the previous financial year;
- fruitless and wasteful expenditure relating to previous financial year and identified in the current year; and
- fruitless and wasteful expenditure incurred in the current year.

18. Irregular expenditure

Losses emanating from irregular expenditure are recognised as a receivable in the statement of financial position when recoverable. The receivable is measured at the amount that is expected to be recovered and is de-recognised when settled or subsequently written off as irrecoverable.

Irregular expenditure is recorded in the notes to the financial statements when and at amounts confirmed and comprises of:

- irregular expenditure that was under assessment in the previous financial year;
- irregular expenditure relating to previous financial year and identified in the current year; and
- irregular expenditure incurred in the current year.

19. Changes in accounting policies, estimates and errors

Changes in accounting policies are applied in accordance with MCS requirements.

Changes in accounting estimates are applied prospectively in accordance with MCS requirements.

Correction of errors is applied retrospectively in the period in which the error has occurred in accordance with MCS requirements, except to the extent that it is impracticable to determine the period-specific effects or the cumulative effect of the error. In such cases the department shall restate the opening balances of assets, liabilities, and net assets for the earliest period for which retrospective restatement is practicable.

20. Events after the reporting date

Events after the reporting date that are classified as adjusting events have been accounted for in the financial statements. The events after the reporting date that are classified as non-adjusting events after the reporting date have been disclosed in the notes to the financial statements.

21. Principal-Agent arrangements

The department is party to a principal-agent arrangement for ASIDI and SAFE projects. In terms of the arrangement the department is the principal and is responsible for planning and monitoring the implementation of ASIDI and SAFE projects. All related revenues, expenditures, assets, and liabilities have been recognised or recorded in terms of the relevant policies listed herein. Additional disclosures have been provided in the notes to the financial statements where appropriate.

22. Departures from the MCS requirements

N/A

23. Capitalisation reserve

The capitalisation reserve comprises of financial assets and/or liabilities originating in a prior reporting period but which are recognised in the statement of financial position for the first time in the current reporting period. Amounts are recognised in the capitalisation reserves when identified in the current period and are transferred to the National/Provincial Revenue Fund when the underlying asset is disposed and the related funds are received.

24. Recoverable revenue

Amounts are recognised as recoverable revenue when a payment made in a previous financial year becomes recoverable from a debtor in the current financial year. Amounts are either transferred to the National/Provincial Revenue Fund when recovered or are transferred to the statement of financial performance when written off.

25. Related party transactions

Related party transactions within the Minister/MEC's portfolio are recorded in the notes to the financial statements when the transaction is not at arm's length.

The full compensation of key management personnel is recorded in the notes to the financial statements.

26. Inventories

At the date of acquisition, inventories are recognised at cost in the statement of financial performance.

Where inventories are acquired as part of a non-exchange transaction, the inventories are measured at fair value as at the date of acquisition.

Inventories are subsequently measured at the lower of cost and net realisable value or where intended for distribution (or consumed in the production of goods for distribution) at no or a nominal charge, the lower of cost and current replacement value.

The cost of inventories is assigned by using the weighted average cost basis.

27. Public-Private Partnerships

Public Private Partnerships are accounted for based on the nature and or the substance of the partnership. The transaction is accounted for in accordance with the relevant accounting policies.

A summary of the significant terms of the PPP agreement, the parties to the agreement, and the date of commencement thereof together with the description and nature of the concession fees received, the unitary fees paid, rights and obligations of the department are recorded in the notes to the financial statements.

28. Employee benefits

The value of each major class of employee benefit obligation (accruals, payables not recognised and provisions) is recorded in the Employee benefits note.

Accruals and payables not recognised for employee benefits are measured at cost or fair value at the reporting date.

The provision for employee benefits is measured as the best estimate of the funds required to settle the present obligation at the reporting date.

29. Transfer of functions

Transfer of functions are accounted for by the acquirer by recognising or recording assets acquired and liabilities assumed at their carrying amounts at the date of transfer.

Transfer of functions are accounted for by the transferor by derecognising or removing assets and liabilities at their carrying amounts at the date of transfer.

30. Mergers

Mergers are accounted for by the combined department by recognising or recording assets acquired and liabilities assumed at their carrying amounts at the date of the merger.

Mergers are accounted for by the combining departments by derecognising or removing assets and liabilities at their carrying amounts at the date of the merger.

PART B: EXPLANATORY NOTES

1. Annual Appropriation

1.1. Annual Appropriation

Included are funds appropriated in terms of the Appropriation Act (and the Adjustments Appropriation Act) for National Departments (Voted funds) and Provincial Departments:

	2024/25			2023/24		
	Final Budget	Actual Funds Received	Funds not requested / not received	Final Budget	Appropriation Received	Funds not requested / not received
	R'000	R'000	R'000	R'000	R'000	R'000
Programmes						
Administration	616 134	616 134	-	590 079	590 079	-
Curriculum Policy, Support and Monitoring	4 106 083	4 106 083	-	3 523 999	3 523 999	-
Teachers, Education Human Resources	1 438 697	1 438 697	-	1 513 861	1 513 861	-
Planning, Information and Assessment	16 345 412	16 345 412	-	14 830 105	14 830 105	-
Educational Enrichment Services	10 129 097	10 129 097	-	9 570 551	9 570 551	-
Total	32 635 423	32 635 423	-	30 028 595	30 028 595	-

R32.635 billion was received for 2024/25.

- Department had original budget of R32.259 billion
- Roll-over worth R55 million was approved by NT.
- R321 million was received as additional funding for EIG conditional grants.

2. Departmental revenue

	Note	2024/25	2023/24
		R'000	R'000
Tax revenue			
Sales of goods and services other than capital assets	2.1	3 659	3 552
Interest, dividends and rent on land	2.2	1 859	2 171
Sales of capital assets	2.3	246	13
Transactions in financial assets and liabilities	2.4	6 155	6 265
Total revenue collected		11 919	12 001
Less: Own revenue included in appropriation	14		
Total		11 919	12 001

2.1. Sales of goods and services other than capital assets

	Note	2024/25	2023/24
		R'000	R'000
Sales of goods and services produced by the department		3 659	3 552
Sales by market establishment		88	89
Other sales		3 571	3 463
Total	2	3 659	3 552

R3.659 million represents revenue generated from sale of exam certificates issued to learners.

2.2. Interest, dividends and rent on land

		2024/25	2023/24
	Note	R'000	R'000
Interest		1 859	2 171
Total	2	1 859	2 171

R1.859 million represents interest income generated from:

- Funds held in Implementing agent's dedicated bank account.
- As well as interest paid by officials repaying a bursary debt.

2.3. Sales of capital assets

		2024/25	2023/24
	Note	R'000	R'000
Tangible capital assets		246	13
Machinery and equipment		246	13
Total	2	246	13

Department generated **R246 thousand** from the disposal of capital assets, comprising:

- R122 thousand: Sale of an old department vehicle via auction.
- R124 thousand: Purchase of old departmental cell phone.

2.4. Transactions in financial assets and liabilities

		2024/25	2023/24
	Note	R'000	R'000
Loans and advances			
Receivables		6 155	6 265
Total	2	6 155	6 265

R6.155 million relates to recoverable revenue linked to previous year's expenditure.

2.5. Gifts, donations, and sponsorships received in-kind (not included in the main note or sub note)

		2024/25	2023/24
	Note	R'000	R'000
Donations	Annex 1H	18 384	17 098
Total gifts, donations, and sponsorships received in kind		18 384	17 098

The department received a generous **R18 million donation**, specifically allocated to support **National Teacher Awards** and **National Senior Certificate (NSC) result announcements**. This funding plays a crucial role in enhancing **education sector initiatives**, fostering excellence in teaching, and ensuring a well-organized matric results announcement.

3. Aid assistance

	2024/25	2023/24
Note	R'000	R'000
Opening balance	(27 276)	(17 899)
Prior period error	-	-
As restated	(27 276)	(17 899)
Transferred from statement of financial performance	40 034	27 639
Paid during the year	(28 262)	(37 016)
Closing balance	(15 504)	(27 276)

3.1. Analysis of balance by source

	2024/25	2023/24
Note	R'000	R'000
Aid assistance from RDP	(15 504)	(27 276)
Closing balance	(15 504)	(27 276)

3.2. Analysis of balance

	2024/25	2023/24
Note	R'000	R'000
Aid assistance receivable	(58 329)	(55 538)
Aid assistance repayable	42 825	28 262
Closing balance	(15 504)	(27 276)
Aid assistance not requested/not received	138 302	308 150

Aid assistance not requested/not received amounts to R138.3 million:

- **R64.757 million** relates to Rural Education Donor Project
- **R19.873 million** relates to Systematic Improvement of Language and Numeracy in the Foundation Phase Donor Project
- **R254 thousand** relates to Flemish Donor Project
- **R48.568 million** relates to Technology Grade 7-9 Donor Project
- **R213 thousand** relates to United States Agency for International Developments (USAID) Donor Project
- **R4.637 million** relates to Education for Employability (E4E) Donor Project

Revenue received for Donor funded projects:

- **R5 million** relates to Grade R-9 Coding and Robotics Donor Project
- **R36.348 million** relates to SILN Donor Project
- **R50.240 million** relates to USAid (G2G) Donor Project
- **R43.169 million** relates to E4E Donor Project

3.3. Aid assistance expenditure per economic classification

	2024/25	2023/24
Note	R'000	R'000
Current	94 427	48 457
Capital	267	51
Transfers and subsidies	29	
Total aid assistance expenditure	94 723	48 508

4. Compensation of employees

4.1. Analysis of balance

	2024/25	2023/24
Note	R'000	R'000
Basic salary	406 193	390 789
Performance award	70	238
Service based	783	1 031
Compensative/circumstantial	30 208	25 415
Periodic payments	8 144	7 811
Other non-pensionable allowances	100 752	98 471
Total	546 150	523 755

4.2. Social contributions

	2024/25	2023/24
Note	R'000	R'000
Employer contributions		
Pension	44 530	43 050
Medical	17 942	16 838
Bargaining council	87	85
Official unions and associations	11	10
Total	62 570	59 983
Total compensation of employees	608 720	583 738

Average number of employees	761	779
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Increase is due to Cost of Living Adjustment and staff turnover.

5. Goods and services

		2024/25	2023/24
	Note	R'000	R'000
Administrative fees		7 025	10 439
Advertising		4 079	6 299
Minor assets	5.1	267	878
Bursaries (employees)		1 434	634
Catering		17 445	24 402
Communication		5 832	6 373
Computer services	5.2	135 355	111 151
Consultants: Business and advisory services	5.9	317 057	334 442
Legal services		12 950	3 717
Contractors		3 082	1 216
Agency and support / outsourced services		62 073	88 267
Entertainment		34	66
Audit cost - external	5.3	22 194	17 328
Fleet services		1 489	1 264
Inventories	5.4	1 425 629	1 271 108
Consumables	5.5	5 836	8 433
Operating leases		4 101	2 987
Property payments	5.6	224 577	178 620
Rental and hiring		6 912	9 053
Travel and subsistence	5.7	191 342	206 214
Venues and facilities		9 757	11 135
Training and development		34 485	30 527
Other operating expenditure	5.8	15 424	11 214
Total		2 508 379	2 335 767

5.1. Minor assets

		2024/25	2023/24
	Note	R'000	R'000
Tangible capital assets		267	878
Machinery and equipment		267	878
Total	5	267	878

5.2. Computer services

		2024/25	2023/24
	Note	R'000	R'000
SITA computer services		126 576	99 639
External computer service providers		8 779	11 512
Total	5	135 355	111 151

5.3. Audit cost - external

		2024/25	2023/24
	Note	R'000	R'000
Regularity audits		22 194	16 296
Computer audits		-	1 032
Total	5	22 194	17 328

5.4. Inventories

	2024/25	2023/24
Note	R'000	R'000
Learning, teaching, and support material	1 425 431	1 261 926
Materials and supplies	198	-
Other supplies	-	9 182
Total	1 425 629	1 271 108

5.4.1. Other supplies

	2024/25	2023/24
Note	R'000	R'000
Ammunition and security supplies	-	9 182
Assets for distribution	-	2 560
Machinery and equipment	-	6 622
School furniture	-	-
Total	-	9 182

5.5. Consumables

	2024/25	2023/24
Note	R'000	R'000
Consumable supplies	1 319	2 243
Household supplies	91	11
Communication accessories	114	18
IT consumables	393	333
Other consumables	721	1 881
Stationery, printing, and office supplies	4 517	6 190
Total	5 836	8 433

5.6. Property payments

	2024/25	2023/24
Note	R'000	R'000
Municipal services	8 061	6 497
Property management fees	214 987	170 971
Property maintenance and repairs	-	4
Other	1 529	1 148
Total	224 577	178 620

5.7. Travel and subsistence

	2024/25	2023/24
Note	R'000	R'000
Local	180 248	187 516
Foreign	11 094	18 698
Total	191 342	206 214

5.8. Other operating expenditure

		2024/25	2023/24
	Note	R'000	R'000
Resettlement costs		-	312
Other		15 424	10 902
Total	5	15 424	11 214

Major Increases were due to:

R1425 629 million on Inventory (Approved Roll-over on Workbook)

R45.957 million on Property payments (PPP accruals)

R24.204 million on Computer Services (BAS Mainframe and SITA services)

R9.848 million on Other operating payments (printing and courier services)

R9.2 million on Legal services (Court judgement ordered DBE to settle R9.2 million to Entsika for contract extension)

Major reductions were experienced on:

R26.194 million on Agency and support / outsourced services (Claims from Examiners and moderators reduced compared to previous financial year)

R16.549 million on Travel and subsistence (Official travelling was reduced as some meetings occurred online)

R6.957 million on Catering (Application of cost containment and fewer physical meetings)

R6.244 million on Consultants: Business and advisory services (DBSA and NECT haven't claimed the IA fee in 2024/25)

5.9. Remuneration of members of a commission or committee of inquiry (Included in Consultants: Business and advisory services)

		2024/25	2023/24
	Note	R'000	R'000
Name of Commission / Committee of Inquiry			
Audit Committee		668	545
Ministerial Task Team		976	534
Total		1 644	1 079

6. Interest and rent on land

		2024/25	2023/24
	Note	R'000	R'000
Interest paid		39 517	35 271
Total		39 517	35 271

This relates interest paid on PPP.

7. Payments for financial assets

		2024/25	2023/24
	Note	R'000	R'000
Debts written off	7.1	4 833	943
Total		4 833	943

R4,209 written off relates to fruitless and wasteful expenditure

R624 written off relates to employee (Car damages and Accommodation no-shows)

7.1. Debts written off

		2024/25	2023/24
	Note	R'000	R'000
Nature of other material losses			
Other debt written off			
Employee (Car damages and Accommodation no-shows)		624	871
Bad debt Written off		-	72
Fruitless and wasteful expenditure		4 209	-
Total	8	4 833	943

8. Transfers and subsidies

		2024/25	2023/24
	Note	R'000	R'000
Provinces and municipalities	35	26 362 152	23 598 456
Departmental agencies and accounts	Annex 1A	183 847	179 018
Foreign governments and international organisations	Annex 1B	21 837	22 893
Non-profit institutions	Annex 1C	119 665	130 656
Households	Annex 1D	1 268 764	1 337 971
Total		27 956 265	25 268 994

R26.362 152 billion relates to Conditional Grants to DoEs
R183.847 million relates to Departmental Agencies (Umalusi and SACE)
R21.837 million relates to Foreign gov and Org (UNESCO, ADEA, SACMEQ)
R119.665 million relates to Non-Profit Inst (NECT, NPI)
R1.268 764 billion relates to Households (NSFAS and Leave Gratuity)

9. Expenditure for capital assets

		2024/25	2023/24
	Note	R'000	R'000
Tangible capital assets		1 427 050	1 736 581
Buildings and other fixed structures		1 410 340	1 727 234
Machinery and equipment		16 710	9 347
Total		1 427 050	1 736 581

9.1. Analysis of funds utilised to acquire capital assets - Current year

	2024/25		
Name of entity	Voted funds	Aid assistance	Total
	R'000	R'000	R'000
Tangible capital assets	1 426 783	267	1 427 050
Buildings and other fixed structures	1 410 340	-	1 410 340
Machinery and equipment	16 443	267	16 710
Total	1 426 783	267	1 427 050

R1.410 340 billion relates ASIDI and SAFE.
R16.443 million relates to Machinery and Equipment (Computers).

9.2. Analysis of funds utilised to acquire capital assets - Prior year

Name of entity	2023/24		
	Voted funds	Aid assistance	Total
	R'000	R'000	R'000
Tangible capital assets	1 736 530	51	1 736 581
Buildings and other fixed structures	1 727 234	-	1 727 234
Machinery and equipment	9 296	51	9 347
Total	1 736 530	51	1 736 581

9.3. Finance lease expenditure included in Expenditure for capital assets

	2024/25	2023/24
	R'000	R'000
Tangible capital assets	18 482	14 034
Buildings and other fixed structures	18 482	14 034
Total	18 482	14 034

10. Cash and cash equivalents

	2024/25	2023/24
	R'000	R'000
Consolidated Paymaster General Account	76 274	56 438
Cash receipts	1	-
Cash on hand	30	30
Total	76 305	56 468

Included in the Cash and Cash equivalents is the ABSA account balance of R5 487 million

11. Prepayments and advances

	Note	2024/25	2023/24
		R'000	R'000
Travel and subsistence		-	35
Prepayments (Not expensed)	11	5 410	12 846
Advances paid (Not expensed)	11	11 700	8 246
Total		17 110	21 127
Analysis of Total Prepayments and advances			
Current Prepayments and advances		17 110	21 127
Total		17 110	21 127

11.1. Advances paid (Not expensed)

2024/25					
	Amount as at 1 April 2024	Less: Amounts expensed in current year	Add / Less: Other	Add Current year advances	Amount as at 31 March 2025
Note	R'000	R'000	R'000	R'000	R'000
Provincial departments	2 328	-	-	-	2 328
Other entities	5 918	(342 897)	(37 203)	383 554	9 372
Total	8 246	(342 897)	(37 203)	383 554	11 700

2023/24					
	Amount as at 1 April 2023	Less: Amounts expensed in current year	Add / Less: Other	Add Current year advances	Amount as at 31 March 2024
Note	R'000	R'000	R'000	R'000	R'000
National departments	-	(3 632)	(368)	4 000	-
Provincial departments	2 328	-	-	-	2 328
Other entities	63 819	(803 387)	(108 856)	854 342	5 918
Total	66 147	(807 019)	(109 224)	858 342	8 246

11.2. Prepayments (Not expensed)

2024/25					
	Amount as at 1 April 2024	Less: Amounts expensed in current year	Add / Less: Other	Add Current year prepay-ments	Amount as at 31 March 2025
Note	R'000	R'000	R'000	R'000	R'000
Goods and services	-	(15 709)	-	15 709	-
Capital assets	12 846	(39 421)	-	31 985	5 410
Total	12 846	(-55 130)	-	47 694	5 410

2023/24					
	Amount as at 1 April 2023	Less: Amounts expensed in current year	Add / Less: Other	Add Current year prepay-ments	Amount as at 31 March 2024
Note	R'000	R'000	R'000	R'000	R'000
Goods and services	-	(29 345)	-	29 345	-
Capital assets	30 348	(126 388)	(3 313)	(105 573)	12 846
Other	-	-	-	-	-
Total	30 348	(155 733)	(3 313)	(134 918)	12 846

12. Receivables

		2024/25			2023/24		
		Current	Non-current	Total	Current	Non-current	Total
	Note	R'000	R'000	R'000	R'000	R'000	R'000
Claims recoverable	12.1	9 924		9 924	8 937	-	8 937
Recoverable expenditure	12.2	3 672		3 672	2 845	-	2 845
Staff debt	12.3	68		68	83	-	83
Other receivables	12.4	6 497		6 497	10 697	-	10 697
Total		20 161		20 161	22 562	-	22 562

12.1. Claims recoverable

	2024/25	2023/24
Note	R'000	R'000
National departments	3 481	1 585
Provincial departments	4 507	5 816
Public entities	1 933	1 527
Private enterprises	3	9
Total	9 924	8 937

12.2. Recoverable expenditure

	2024/25	2023/24
Note	R'000	R'000
DoJ Victim Overpayment	-	44
Salary Disallowance	406	351
Car Damages and No-show	2 329	2 439
SAL: Tax debt	10	11
Fraud Transactions	926	-
Outstanding Credit Note	1	-
Total	3 672	2 845

12.3. Staff debt

	2024/25	2023/24
Note	R'000	R'000
Bursaries	68	83
Total	68	83

12.4. Other receivables

	2024/25	2023/24
Note	R'000	R'000
Unauthorised expenditure	6 488	6 488
Fruitless and wasteful expenditure	-	4 209
Pension Recoverable	9	-
Total	6 497	10 697

13. Voted funds to be surrendered to the Revenue Fund

	2024/25	2023/24
Note	R'000	R'000
Opening balance	67 352	42 680
Prior period error		
As restated	67 352	42 680
Transferred from statement of financial performance (as restated)	90 926	67 352
Paid during the year	(67 352)	(42 680)
Closing balance	90 926	67 352

14. Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund
[General Departmental Assets and Liabilities par .43]

	2024/25	2023/24
Note	R'000	R'000
Opening balance	1 428	4 638
Prior period error	14.1	
As restated	1 428	4 638
Transferred from statement of financial performance (as restated)	11 919	12 001
Paid during the year	(8 517)	(15 211)
Closing balance	4 830	1 428

15. Payables - current

	2024/25	2023/24
Note	R'000	R'000
Amounts owing to other entities		
Advances received	15.1	32 613
Clearing accounts	15.2	633
Other payables	15.3	10
Total	33 256	58 570

15.1. Advances received

	2024/25	2023/24
Note	R'000	R'000
National departments	23 023	31 406
Other institutions	9 590	27 760
Total	32 613	58 166

15.2. Clearing accounts

	2024/25	2023/24
Note	R'000	R'000
Description		
Government Employee Housing Scheme	214	-
Salary Income Tax	419	404
GEHS Refund		-
Total	633	404

15.3. Other payables

	2024/25	2023/24
Note	R'000	R'000
Description		
Unallocated Receipts	10	-
Total	10	-

16. Net cash flow available from operating activities

	2024/25	2023/24
Note	R'000	R'000
Net surplus/(deficit) as per Statement of Financial Performance	142 879	106 992
Add back non-cash/cash movements not deemed operating activities	1 303 777	1 684 923
(Increase)/decrease in receivables	2 401	9 335
(Increase)/decrease in prepayments and advances	4 017	75 406
Increase/(decrease) in payables - current	(25 314)	(41 479)
Proceeds from sale of capital assets	(246)	(13)
Expenditure on capital assets	1 427 050	1 736 581
Surrenders to Revenue Fund	(75 869)	(57 891)
Surrenders to RDP Fund/Donors	(28 262)	(37 016)
Net cash flow generated by operating activities	1 446 656	1 791 915

17. Reconciliation of cash and cash equivalents for cash flow purposes

	2024/25	2023/24
Note	R'000	R'000
Consolidated Paymaster General account	76 274	56 438
Cash receipts	1	-
Cash on hand	30	30
Total	76 305	56 468

18. Contingent liabilities and contingent assets

18.1. Contingent liabilities

			2024/25	2023/24
Liable to	Nature	Note	R'000	R'000
Claims against the department		Annex 2A	132 788	172 207
Other		Annex 32A	54 918	28 134
Total			187 706	200 341

Sinokhule Construction vs Coega (DBE) The contractor's claim for work done is disputed by the Implementing Agents.

Magna FS vs the Minister of Basic Education

This is claim for payment of outstanding invoice. Case has been dormant for more than 5 years; however, it has not been closed.

Tywaku vs Minister of Basic Education

Claim for damages as result of drowning of learner. Claim has been dormant for more than three years; however, it has not been closed.

Konani vs Minister of Basic Education

Claim for beach for alleged breach of contract. Claim has been dormant for more than five years; however, it has not been closed.

Mabasa RA vs Minister of Basic Education and another

Claim for defamation. Claim has been dormant for more than three years; however, it has not been closed.

Sakhile Peter vs Minister of Basic Education

Claim for wrongful arrest and defamation. Gauteng Education Department (GED) also cited .Claim likely to be paid by GED.

Toto Nzamo and Others vs Minister of Basic Education

Claim for payment of outstanding stipends. Department is defending the claim.

Kgotle Mapula vs Minister of Basic Education

The claim is for allegations that learners performed circumcision on the plaintiff's son.

Lindiwe Dhlamini vs Minister of Basic Education

The plaintiff is suing for damages resulted from being stabbed by another learner.

Swanepoel Drikus vs Minister of Basic Education

The claim is for injuries sustained from physical attack by a fellow pupil to the plaintiffs.

Kwikspace vs Minister of Basic Education

The claim for non-payment of invoices due to disagreement between the plaintiff and defendant

Tsoku Malefu Portia vs Minister of Basic Education

The claim is for a death of a learner resulting from a wall that fell on top of a learner.

Potgieter Maryna vs Minister of Basic Education

claim for damages-as result of alleged for defamation.

Conny Seboane vs Minister of Basic Education. The claim is as a result of an incident that occurred at the school where a learner fell from the stage while rehearsing for a school beauty contest.

Mabika Sthembiso vs Minister of Basic Education The claim emanated from an assault by an educator to a learner.

Roelof De Jager vs Minister of Basic Education:

The claim is as result of breach of employment contract.

Yves Kadilo and two others vs Parktown Boys High School and six others:

The claim emanated from the death of a learner due to drowning during the school trip.

Chante Peterson vs Clarissa Venter and 3 Others

The claim is as a result of verbal abuse by an educator to the learners.

Nonkululeko Smith vs Minister of Basic Education and Others

The claim is as a result of theft and exploitation of intellectual property.

Semakaleng Innocent Moloi vs Minister of Basic Education

Claimant insists he was falsely accused and wrongfully charged with the alleged rape of a pupil.

Phoka Investments vs Minister of Basic Education

Contractual disputes between DBE and Phoka investments

Contractual disputes between DBE and contractors appointed by Implementing agencies representing DBE:

- **Zithole Consulting vs Mvula Trust (DBE)**
- **Sinokhule Construction vs Coega (DBE)**
- **NLG Group vs Coega (DBE)**
- **ZKS & NAM Construction vs Coega (DBE)**
- **Contractual disputes**
- **Imbono Architects vs NECT (DBE)**
- **Black Eagle Hardware vs NECT (DBE)**
- **AfriCoast Consulting Engineers vs NECT (DBE)**
- **Mmasekgaila Trading vs NECT (DBE)**
- **Thaba and Sons Projects vs NECT (DBE)**
- **TPT Capital Projects vs NECT (DBE)**
- **RICTS vs DBE**

18.2. Contingent assets

	Note	2024/25	2023/24
		R'000	R'000
Nature of contingent asset			
Shota Engineering (Dispute on guarantees payments)		5 120	5 120
Phumiredi (Dispute on guarantees payments)		3 371	3 371
Bahlaping Keep Africa (Dispute on guarantees payments)		-	5 319
Baiteredi Keep Africa (Dispute on guarantees payments)		4 276	4 276
BR Thima/Tarman JV (Dispute on guarantees payments)		15 748	15 748
Khuthala consulting (Pty) Ltd (Dispute on guarantees payments)		4 188	4 188
Luengo Enterprises (Pty) Ltd (Dispute on guarantees payments)		-	15 669
Mebalabala Holdings (Pty) Ltd (Dispute on guarantees payments)		4 742	4 742
Magna FS (Counter claim)		59 698	59 698
Denrob Business Enterprise (Dispute on guarantees payments)		1 090	1 090
RICTS (Counter Claim) Kwik Space (Counter Claim)		6 668	10 271
Total		104 901	129 492

ASIDI Contingent Assets:

Disputes on guarantee payments arise from claims lodged against the guarantor in instances where contracts were terminated due to poor quality workmanship and/or non-performance by the construction contractors.

Disputes on retention payments arise from payments made to Contractors where the Implementing Agent is attempting to recover the payment due to poor quality workmanship and/or non-performance by the construction contractors.

BR THIMA / TARMAN JV

A claim for an overpayment to a Contractor.

MAKHATINI PROJECTS

A counter claim lodged by the Implementing Agent on a dispute referred for arbitration.

Magna FS (Counter claim):

This is due to claim for services not rendered to an acceptable standard resulting in damages to the Department. This matter is uncertain as the claim is dependent on reliability of expert evidence.

Shota Engineering

Dispute on guarantees payments

Phumiredi

Dispute on guarantees payments

Bahlaping Keep Africa JV

Dispute on guarantees payments.

Baiteredi Keep Africa

Dispute on guarantees payments.

Khuthala Consulting (Pty) Ltd

Dispute on guarantees payments.

Luengo Enterprises (Pty) Ltd

Dispute on guarantees payments.

Mebalabala Holdings (Pty) Ltd

Dispute on guarantees payments.

Denrob Business Enterprise

Dispute on guarantees payment.

RICTS:

The claim for non-payment of invoices due to disagreement between the plaintiff and defendant.

Kwik Space

The claim for non-payment of invoices due to disagreement between the plaintiff and defendant

19. Capital commitments

	2024/25	2023/24
Note	R'000	R'000
Buildings and other fixed structures	852 165	1 782 406
Machinery and equipment	1 511	2 806
Total	853 676	1 785 212

Buildings and other fixed structures:

R852.1 million relates to ASIDI and SAFE projects contractual obligations for Construction and Professional Service.

Machinery and equipment:

R1.5 million relates to IT related equipment for department.

20. Accruals and payables not recognised

20.1. Accruals

		2024/25			2023/24
		30 Days	30+ Days	Total	Total
Listed by economic classification	Note	R'000	R'000	R'000	R'000
Goods and services		163 488	722	164 210	106 708
Interest and rent on land		2 948		2 948	3 103
Capital assets		1 813		1 813	3 634
Other		603		603	-
Total		168 852	722	169 574	113 445

		2024/25	2023/24
Listed by programme level	Note	R'000	R'000
Programme 1:Administration		37 527	40 169
Programme 2:Curriculum Policy, Support and Monitoring		105 022	30 371
Programme 3:Teachers and Education human Resources Development and Management		2 454	2 826
Programme 4:Planning, Quality Assessment and Monitoring and Evaluation		22 097	36 551
Programme 5:Educational Enrichment Services		2 474	3 528
Total		169 574	113 445

20.2. Payables not recognised

		2024/25			2023/24
		30 Days	30+ Days	Total	Total
Listed by economic classification	Note	R'000	R'000	R'000	R'000
Goods and services		23 558	14 028	37 585	262 273
Interest and rent on land					3 115
Capital assets		35 726	42 377	78 103	303 130
Other		421	15	436	-
Total		59 705	56 420	116 125	568 518

		2024/25	2023/24
Listed by programme level	Note	R'000	R'000
Programme 1:Aministration		6 200	30 384
Programme 2:Curriculum Policy, Support and Monitoring		7 496	183 282
Programme 3:Teachers and Education human Resources Development and Management		567	4 000
Programme 4:Planning, Quality Assessment and Monitoring and Evaluation		101 447	349 886
Programme 5:Educational Enrichment Services		415	966
Total		116 125	568 518

Accruals and Payables not recognised:

Accruals increased because of invoices and claims were submitted to the Department after 31st March 2025.

In 2024/25 the decrease on Payables is due improved cash flow management and timely submission of invoices.

21. Employee benefits

	2024/25	2023/24
Note	R'000	R'000
Leave entitlement	33 424	30 467
Service bonus	13 646	13 204
Capped leave	15 820	16 166
Other	596	618
Total	63 486	60 455

This relates to accumulated leave entitlement, service bonus, capped leave, and long service awards.

22. Lease commitments

22.1. Operating leases

	2024/25	
	Machinery and equipment	Total
	R'000	R'000
Not later than 1 year	1 931	1 931
Later than 1 year and not later than 5 years	1 135	1 135
Total lease commitments	3 066	3 066

	2023/24	
	Machinery and equipment	Total
	R'000	R'000
Not later than 1 year	3 786	3 786
Later than 1 year and not later than 5 years	1 769	1 769
Total lease commitments	5 555	5 555

This relates to committed amount for photocopy machines and G-fleet vehicles.

Lease commitment reduced due to G-fleet contract ending in 31st March 2025.

23. Accrued departmental revenue

	2024/25	2023/24
Note	R'000	R'000
Sales of goods and services other than capital assets	149	148
Interest, dividends and rent on land	36 432	36 651
Transactions in financial assets and liabilities	53 534	44 920
Total	90 115	81 719

23.1. Analysis of accrued departmental revenue

	Note	2024/25 R'000	2023/24 R'000
Opening balance		81 719	54 498
Less: amounts received		11 083	3 978
Add: amounts recorded		19 479	31 199
Closing balance		90 115	81 719

Increase is due to accumulated credit notes on ASIDI Final accounts.

24. Unauthorised, Irregular and Fruitless and wasteful expenditure

	Note	2024/25 R'000	2023/24 R'000
Unauthorised expenditure - current year		-	-
Irregular expenditure - current year		68 257	188 354
Fruitless and wasteful expenditure - current year		4 432	64 769
Total		72 689	253 123

- R68.2 million disclosed as Irregular expenditure relates to multi-year awarded in the previous financial years.
- R4.4 million disclosed as Fruitless expenditure is in relation to stopped schools.

25. Related party transactions

List related party relationships and the nature thereof

- (i) **UMALUSI:** It is a quality council that assures education standards in the General and Further Education and Training Qualifications Sub-framework.
- (ii) **SACE:** Is a professional council for educators, that aims to enhance the status of the teaching profession through appropriate Registration, management of Professional Development and inculcation of a Code of Ethics for all educators

26. Key management personnel

	2024/25 R'000	2023/24 R'000
Political office bearers	5 242	4 781
Officials:		
Level 15-16	16 454	18 066
Level 14	36 225	35 161
Family members of key management personnel	1 652	1 560
Total	59 573	59 568

This relates to officials on salary level 14 and above as well as officials who are related to these officials.

27. Public private partnership

	2024/25	2023/24
Note	R'000	R'000
Unitary fee paid	272 986	220 047
Fixed component	53 537	49 076
Indexed component	219 449	170 971
Analysis of indexed component		
Goods and services (excluding lease payments)	219 449	170 971
Other	10 750	9 376
Prepayments and advances		
Pre-production obligations		
Other obligations	10 750	9 376

Any guarantees issued by the department are disclosed in the Note on *Contingent liabilities*.

PUBLIC PRIVATE PARTNERSHIP (PPP) AGREEMENT

Background

On 20 April 2007, the Department of Basic Education (DBE) entered into a Public Private Partnership (PPP) agreement for the financing, design, construction, operation and maintenance of office accommodation.

Construction commenced in May 2007.

The construction of the building was completed at the end of 2009 and, as scheduled, the relocation of staff was finalised in February 2010.

Finance

The agreement outlines the financing, design, construction, and maintenance of the building for a 25-year service period. Sethekgo Pty Ltd, the Private Party, is responsible for the design, construction, maintenance, and servicing of the new building. In return, the Department will pay Sethekgo a monthly fee from the day they occupy the building until the contract's end.

The monthly fee covers both the capital cost of the building, including furniture, and the operational cost for maintaining the building. It is determined based on a baseline amount, which is adjusted annually using the previous year's December Consumer Price Index (CPI) rate. For the calculation of the 2024/25 unitary fee, the December 2023 CPI rate was utilized.

During the 2024/25 financial year, no penalties were imposed.

According to the agreement, the Private Party assumes the risk of a utility tariff increase up to a maximum of 0.8% above the CPI. Any increase exceeding this threshold is considered a pass-through cost, which the Department will bear. The recent surge in utility pricing has led to a significant rise in expenditure.

The service specifications, as contained in Schedule 3, Part 2 of the agreement, contain the various service categories which refers to the project deliverables. These are –

- Accommodation provision
- Security provision
- Portering and churn management
- Energy management and utilities supply
- Building fabric and service maintenance
- Cleaning services
- Landscape maintenance
- Pest control
- Waste management
- Fire and emergency management
- Helpdesk and information management
- Internal plants
- Management of FF&E
- Conference facilities
- Parking

Management

The Directorate: Security and Asset Management is tasked with managing the Public-Private Partnership (PPP). They have the responsibility of overseeing the PPP's operations. Regular meetings are held to address both contractual and operational matters. In the weekly operational meetings, the focus is on discussing issues related to the output specifications and how they are being implemented by the various service providers responsible for the restaurant, landscaping, security, and cleaning.

The monthly Steering Committee meeting primarily deals with financial issues such as the payment of the unitary fee and penalties. Additionally, the committee reviews the monthly report. Any operational issues that were not resolved during the weekly meeting with Tirasano are also addressed.

Usage

The DBE head office building not only serves as the headquarters for the Department of Basic Education but also accommodates the examinations unit of the Department of Higher Education and Training. Following the split of the Department of Education, it became apparent that the existing building was insufficient to house both the DBE and the Department of Higher Education and Training. Consequently, a decision was made to assign the PPP contract and occupancy of the building exclusively to the DBE.

Given that a portion of the building was specifically designed to cater to the examination section of the Department of Education, provisions were made to accommodate the examination sections of both departments within the same building.

Commitment

The Public Partnership (PPP) Agreement for the provision of a fully serviced head office for the Department is in year 10 of a 25-year agreement with the Sethekgo Private Party.

28. Provisions

	2024/25	2023/24
	R'000	R'000
<i>ASIDI Retentions</i>	149 690	171 196
Total	149 690	171 196

Note

28.1. Reconciliation of movement in provisions - Current year

	2024/25	
	ASIDI Retentions	Total provisions
	R'000	R'000
Opening balance	171 196	171 196
Increase in provision	32 971	32 971
Settlement of provision	(54 297)	(54 297)
Closing balance	149 690	149 690

Reconciliation of movement in provisions - Prior year

	2023/24	
	ASIDI Retentions	Total provisions
	R'000	R'000
Opening balance	166 630	166 630
Increase in provision	74 464	74 464
Settlement of provision	(69 899)	(69 899)
Closing balance	171 196	171 196

ASIDI Retentions

Retention refers to the amount of payment withheld from a contractor's contract, in lieu of a fixed insurance policy. The economic benefit will flow to a contractor at different stages of the construction process through a reduction of the % withheld at Practical, Works and Final Completion (as the risk reduces).

The final benefit will flow when the Final Account is approved.

Due to the nature of Construction projects, it is impossible to produce an exact forecast as certain factors listed below, have an effect on payments and potential subsequent withholding of retention amounts:

- Valid delays.
- Disputes on contractual obligations.
- Remedial work.
- Terminations; and
- Approval of Final Accounts

29. Movable Tangible Capital Assets

MOVEMENT IN MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2025

	2024/25				
	Opening balance	Value adjustments	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	97 327		16 897	(5 233)	108 991
Transport assets	6 452		1 596	-	8 048
Computer equipment	64 469		14 524	(4 442)	74 551
Furniture and office equipment	6 606		107	(154)	6 559
Other machinery and equipment	19 800		670	(637)	19 833
FINANCE LEASE ASSETS	18 064				18 064
Finance lease assets	18 064				18 064
TOTAL MOVABLE TANGIBLE CAPITAL ASSETS	115 391	-	16 897	(5 233)	127 055

Movable Tangible Capital Assets under investigation

	Note	Number	Value
			R'000
Included in the above total of the movable tangible capital assets per the asset register that are under investigation:			
Machinery and equipment		13	261
Total		13	261

29.1. MOVEMENT IN MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2024

	2023/24				
	Opening balance	Prior period error	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	101 980		9 366	(14 019)	97 327
Transport assets	6 612		-	(160)	6 452
Computer equipment	68 632		8 498	(12 661)	64 469
Furniture and office equipment	6 784		21	(199)	6 606
Other machinery and equipment	19 952		847	(99)	19 800
FINANCE LEASE ASSETS	18 064				18 064
Finance lease assets	18 064				18 064
TOTAL MOVABLE TANGIBLE CAPITAL ASSETS	120 044		9 366	(14 019)	115 391

This relates to departmental machinery and equipment:
Department disposed of assets worth R5.233 million.
In current year, assets worth R16.897 million were purchased.

29.2. Minor assets

MOVEMENT IN MINOR CAPITAL ASSETS PER THE ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2025

	2024/25						
	Specialised military assets	Intangible assets	Heritage assets	Machinery and equipment	Biological assets	Finance lease assets	Total
	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Opening balance		64		9 226		18 028	27 318
Value adjustments							
Additions				500			500
Disposals				(300)			(300)
Total Minor assets		64		9 426		18 028	27 518
Number of R1 minor assets		37		3 718			3 755
Number of minor assets at cost		31		6 190		6 271	12 492
Total number of minor assets		68		9 908		6 271	16 247

MOVEMENT IN MINOR CAPITAL ASSETS PER THE ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2024

	2023/24						
	Specialised military assets	Intangible assets	Heritage assets	Machinery and equipment	Biological assets	Finance lease assets	Total
	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Opening balance		218		8 903		18 028	27 149
Prior period error		(97)		97			-
Additions				884			884
Disposals		(57)		(658)			(715)
Total Minor assets		64		9 226		18 028	27 318
Number of R1 minor assets		37		3 760			3 797
Number of minor assets at cost		31		6 329			6 360
Total number of minor assets		68		10 089			10 157

29.2.1. Prior period error

	Note	2023/24 R'000
Nature of prior period error		
Relating to 2024/25		
Intangible assets		(97)
Machinery and Equipment		97
Total prior period errors		-

29.3. Movable capital assets written off

MOVABLE CAPITAL ASSETS WRITTEN OFF FOR THE YEAR ENDED 31 MARCH 2025

	2024/25	
	Machinery and equipment R'000	Total R'000
Assets written off	4 934	4 934
Total movable assets written off	4 934	4 934

MOVABLE CAPITAL ASSETS WRITTEN OFF FOR THE YEAR ENDED 31 MARCH 2024

	2023/24						
	Specialised military assets	Intangible assets	Heritage assets	Machinery and equipment	Biological assets	Finance lease assets	Total
	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Assets written off	-	57	-	13 361	-	-	13 418
Total movable assets written off	-	57	-	13 361	-	-	13 418

30. Intangible Capital Assets

MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2025

	2024/25			
	Opening balance R'000	Additions R'000	Disposals R'000	Closing balance R'000
SOFTWARE	74 946			74 946
PATENTS, LICENCES, COPYRIGHT, BRAND NAMES, TRADEMARKS	60			60
TOTAL INTANGIBLE CAPITAL ASSETS	75 006			75 006

There were no Software upgraded or newly purchased in the current financial year.

30.1. MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2024

	2023/24				
	Opening balance R'000	Prior period error R'000	Additions R'000	Disposals R'000	Closing balance R'000
SOFTWARE	77 819			2 873	74 946
PATENTS, LICENCES, COPYRIGHT, BRAND NAMES, TRADEMARKS	60				60
TOTAL INTANGIBLE CAPITAL ASSETS	77 879	-	-	2 873	75 006

31. Immovable Tangible Capital Assets

MOVEMENT IN IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2025

	2024/25			
	Opening balance	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000
BUILDINGS AND OTHER FIXED STRUCTURES	15 346 924	1 303 005	(118 481)	16 531 448
Non-residential buildings	9 281 167	172 259	(109 073)	9 344 353
Other fixed structures	6 064 756	1 130 746	(9 408)	7 187 094
HERITAGE ASSETS	3 600	-	-	3 600
Heritage assets	3 600	-	-	3 600
FINANCE LEASE ASSETS	459 939			459 939
Finance lease assets	459 939			459 939
TOTAL IMMOVABLE TANGIBLE CAPITAL ASSETS	15 810 463	1 303 005	(118 481)	16 994 987

R1,303 billion was accounted as part of additions.

R118.481 million was disposed of immoveable assets (ASIDI and SAFE).

Immovable Tangible Capital Assets under investigation

		Number	Value
	Note		R'000
Included in the above total of the immovable tangible capital assets per the asset register that are under investigation:			
Buildings and other fixed structures		159	1 577 407
Total		159	1 577 407

31.1. MOVEMENT IN IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2024

	2023/24				
	Opening balance	Prior period error	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
BUILDINGS AND OTHER FIXED STRUCTURES	14 861 734	31 947	1 754 065	1 300 822	15 346 924
Non-residential buildings	10 094 584	(20 806)	280 500	1 073 110	9 281 167
Other fixed structures	4 767 150	52 753	1 473 565	227 712	6 065 756
HERITAGE ASSETS	3 600				3 600
Heritage assets	3 600				3 600
FINANCE LEASE ASSETS	459 939				459 939
Finance lease assets	459 939				459 939
TOTAL IMMOVABLE TANGIBLE CAPITAL ASSETS	15 325 273	31 947	1 754 065	1 300 822	15 810 463

31.1.1. Prior period error

	Note	2023/24 R'000
Nature of prior period error		
Relating to 2024/25		31 947
Adjustment of misallocation between CAPEX and WIP and prior year PC recognised in the current year		31 947
Relating to 2023/24		(48 485)
Adjustment of misallocation between CAPEX and WIP and prior year PC recognised in the current year		(48 485)
Total prior period errors		(16 538)

31.2. Immovable tangible capital assets: Capital Work-in-progress

CAPITAL WORK-IN-PROGRESS FOR THE YEAR ENDED 31 MARCH 2025

	Note	2024/25			
	Annex 7	Opening balance 1 April 2024 R'000	Current Year WIP R'000	Ready for use (Assets to the AR) / Contracts terminated R'000	Closing balance 31 March 2025 R'000
Buildings and other fixed structures		558 888	1 015 217	1 068 981	505 124
Total			1 015 217	1 068 981	505 124

Payables not recognised relating to Capital WIP

	Note	2024/25 R'000	2023/24 R'000
Amounts relating to progress certificates received but not paid at year end and therefore not included in capital work-in-progress		16 286	104 082
Total		16 286	104 082

CAPITAL WORK-IN-PROGRESS FOR THE YEAR ENDED 31 MARCH 2024

	Note	2023/24				
		Opening balance 1 April 2023 R'000	Prior period error R'000	Current Year WIP R'000	Ready for use (Assets to the AR) / Contracts terminated R'000	Closing balance 31 March 2024 R'000
Heritage assets						
Buildings and other fixed structures		601 523	(75 405)	1 340 405	1 307 635	558 888
Land and subsoil assets						
Total		601 523	(75 405)	1 340 405	1 307 635	558 888

32. Principal-agent arrangements

32.1. Department acting as the principal

	Note	2024/25 R'000	2023/24 R'000
Coega Development Corporation		4 064	10 729
Development Bank of Southern Africa		21 868	51 067
The Independent Development		1 399	4 791
The Mvula Trust		87 411	94 028
NECT		2 300	18 405
Mhlathuze Water		-	217
Department of Education Free State		619	-
Total		117 661	179 237

All the above-mentioned Entities and Departments entered into a Memorandum of Agreement with the National Department of Basic Education to act as Implementing Agents for the Department of Education to execute the National ACCELERATED SCHOOLS INFRASTRUCTURE DELIVERY INITIATIVE (ASIDI). The objective of the Initiative is addressing the backlogs in the eradication of inappropriate school structures and the provision of basic services (water, sanitation, and electricity) to schools that do not have such services in all Provinces. Significant judgment applied, significant terms and conditions, any significant risks and benefits relating to the arrangements with the agents.

This relates to Management fee claimed by Implementing agents.

Reduction is due to DBSA and NECT not claiming the IA fee in 2024/25

33. Changes in accounting estimates and Changes in accounting policies

33.1. Changes in accounting policies

Nature of change in accounting policy	Note	2023/24			
		Opening balance before the change (1 Apr 2023)	Adjustment of opening balance	Restated opening balance after the change (1 Apr 2024)	Restated closing balance (31 Mar 2024)
		R'000	R'000	R'000	R'000
Finance lease assets					
Movable Tangible Capital Assets	29	-	36 092	36 092	36 092
Immovable Tangible Capital Assets	31	-	459 939	459 939	459 939

Included in the opening balances for 2023/24 is a change in accounting policy made in terms of the MCS requirements whereby assets under finance leases are recorded by a department at the commencement of the lease term rather than at the end of the lease term. The change in accounting policy is applied retrospectively.

34. Prior period errors

34.1. Correction of prior period errors

	Note	2023/24		
		Amount bef error correction	Prior period error	Restated
		R'000	R'000	R'000
Expenditure:				
Goods and Services (Consultants: Business and advisory services)		2 336 010	(243)	2 335 767
Tangible Capital Assets (Buildings and other fixed structures)		1 736 338	243	1 736 581
Net effect		4 072 348	-	4 072 348

	Note	2023/24		
		Amount bef error correction	Prior period error	Restated
		R'000	R'000	R'000
Assets:				
Immovable Tangible Capital Assets (AR)		15 314 977	31 947	15 346 924
Immovable Tangible Capital Assets (WIP)		634 293	(75 405)	558 888
Movable Tangible Capital Assets (Minor Intangible Assets)		161	(97)	64
Accrued Departmental Revenue		82 092	(373)	81 719
Movable Tangible Capital Assets (Minor Machinery and equipment)		9 129	97	9 226
Net effect		16 040 652	(43 831)	15 996 821

NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2025

Liabilities:

Provision

Capital Commitments (Building and other fixed structure)

Payables

Net effect

Note

2023/24		
Amount bef error correction	Prior period error	Restated
R'000	R'000	R'000
175 136	(3 940)	171 196
1 734 107	48 299	1 782 406
558 467	10 051	568 518
2 467 710	54 410	2 522 120

Other:

Fruitless Expenditure

Principal-agent arrangements

Net effect

Note

2023/24		
Amount bef error correction	Prior period error	Restated
R'000	R'000	R'000
8 757	56 012	64 769
179 480	(243)	179 237
188 237	55 769	244 006

35. Statement of conditional grants paid to the provinces

Name of Province / Grant	2024/25							2023/24					
	GRANT ALLOCATION			TRANSFER		SPENT							
	Division of Revenue Act / Provincial grants	Roll overs	Adjustments	Total Available	Actual transfer	Funds withheld	Reallocations by National Treasury or National department	Amount received by department	Amount spent by department	Unspent funds	% of available funds spent by department	Division of Revenue Act / Provincial grants	Actual transfers
R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Summary by province													
Eastern Cape	3 987 076	-	-	3 987 076	3 987 076	-	-	3 987 076	3 992 437	1 618	100.1%	3 572 806	3 572 806
Free State	1 755 577		50 000	1 805 577	1 755 577	-	50 000	1 805 577	1 784 006	21 571	98.8%	1 556 996	1 556 996
Gauteng	3 924 200	-	-	3 924 200	3 924 200	-	-	3 924 200	3 903 187	21 013	99.5%	3 492 135	3 492 135
Kwazulu-Natal	4 999 332	-	137 925	5 137 257	4 999 332	-	137 925	5 137 257	5 133 940	3 317	99.9%	5 072 143	5 072 143
Limpopo	3 597 475		-187 925	3 409 550	3 409 550	-	-	3 409 550	3 340 146	69 730	98.0%	3 132 014	3 132 014
Mpumalanga	2 474 085	-	-	2 474 085	2 474 085	-	-	2 474 085	2 464 623	22 249	99.6%	2 099 493	2 099 493
Northern Cape	1 058 256	-	-	1 058 256	1 058 256	-	-	1 058 256	1 058 256	-	100.0%	947 941	947 941
North West	2 191 927	-	-	2 191 927	2 191 927	-	-	2 191 927	2 202 403	10 221	100.5%	1 926 975	1 926 975
Western Cape	2 053 224	-	321 000	2 374 224	2 374 224	-	-	2 374 224	2 374 224	-	100.0%	1 797 953	1 797 953
TOTAL	26 041 152		321 000	26 362 152	26 174 227	-	187 925	26 362 152	26 253 222	149 719		23 598 456	23 598 456
Summary by grant													
Maths, Science and Technology	443 842	-	-	443 842	443 842	-	-	443 842	415 232	28 610	93.6%	383 275	383 275
Education Infrastructure Grant	13 681 440	-	321 000	14 002 440	13 814 515	-	187 925	14 002 440	14 002 837	24 436	100.0%	12 277 518	12 277 518
HIV and Aids (Life Skills Education) Grant	249 742	-	-	249 742	249 742	-	-	249 742	242 843	6 909	97.2%	213 863	213 863
National School Nutrition Programme Grant	9 798 106	-	-	9 798 106	9 798 106	-	-	9 798 106	9 770 101	40 140	99.7%	9 278 942	9 278 942
Learners with Profound Intellectual Disabilities	278 947	-	-	278 947	278 947	-	-	278 947	267 722	12 203	96.0%	260 424	260 424
Early Childhood Development	1 589 075	-	-	1 589 075	1 589 075	-	-	1 589 075	1 554 487	37 421	97.8%	1 184 434	1 184 434
TOTAL	26 041 152		321 000	26 362 152	26 174 227	-	187 925	26 362 152	26 253 222	149 719		23 598 456	23 598 456

Name of Province / Grant	2024/25											2023/24	
	GRANT ALLOCATION				TRANSFER			SPENT					
	Division of Revenue Act / Provincial grants	Roll overs	Adjustments	Total Available	Actual transfer	Funds withheld	Reallocations by National Treasury or National department	Amount received by department	Amount spent by department	Unspent funds	% of available funds spent by department	Division of Revenue Act / Provincial grants	Actual transfers
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
1. Maths, Science and Technology													
Eastern Cape	55 256	-	-	55 256	55 256	-	-	55 256	55 255	1	100.0%	47 607	47 607
Free State	49 496	-	-	49 496	49 496	-	-	49 496	47 594	1 902	96.2%	42 732	42 732
Gauteng	62 348	-	-	62 348	62 348	-	-	62 348	62 267	81	99.9%	53 790	53 790
Kwazulu-Natal	71 988	-	-	71 988	71 988	-	-	71 988	71 988	-	100.0%	62 123	62 123
Limpopo	50 827	-	-	50 827	50 827	-	-	50 827	32 485	18 342	63.9%	43 889	43 889
Mpumalanga	44 814	-	-	44 814	44 814	-	-	44 814	42 380	2 434	94.6%	38 748	38 748
Northern Cape	28 474	-	-	28 474	28 474	-	-	28 474	28 474	-	100.0%	23 116	23 116
North West	42 594	-	-	42 594	42 594	-	-	42 594	36 744	5 850	86.3%	38 407	38 407
Western Cape	38 045	-	-	38 045	38 045	-	-	38 045	38 045	-	100.0%	32 863	32 863
TOTAL	443 842	-	-	443 842	443 842	-	-	443 842	415 232	28 610		383 275	383 275

Name of Province / Grant	2024/25							2023/24					
	GRANT ALLOCATION			TRANSFER		SPENT							
	Division of Revenue Act / Provincial grants	Roll overs	Adjustments	Total Available	Actual transfer	Funds withheld	Reallocations by National Treasury or National department	Amount received by department	Amount spent by department	Unspent funds	% of available funds spent by department	Division of Revenue Act / Provincial grants	Actual transfers
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
2. Education Infrastructure Grant													
Eastern Cape	1 848 180	-	-	1 848 180	1 848 180			1 848 180	1 852 326		100.2%	1 602 613	1 602 613
Free State	1 007 305	50 000	50 000	1 057 305	1 007 305		50 000	1 057 305	1 055 974	1 331	99.9%	881 040	881 040
Gauteng	2 296 649			2 296 649	2 296 649			2 296 649	2 296 572	77	100.0%	2 037 074	2 037 074
Kwazulu-Natal	2 388 318	137 925	137 925	2 526 243	2 388 318		137 925	2 526 243	2 526 243	-	100.0%	2 638 379	2 638 379
Limpopo	1 503 403	-187 925	-187 925	1 315 478	1 315 478			1 315 478	1 304 083	11 395	99.1%	1 189 646	1 189 646
Mpumalanga	1 310 894			1 310 894	1 310 894			1 310 894	1 299 261	11 633	99.1%	1 027 052	1 027 052
Northern Cape	716 303			716 303	716 303			716 303	716 303	-	100.0%	636 502	636 502
North West	1 304 034			1 304 034	1 304 034			1 304 034	1 324 721		101.6%	1 132 025	1 132 025
Western Cape	1 306 354	321 000	321 000	1 627 354	1 627 354			1 627 354	1 627 354	-	100.0%	1 133 187	1 133 187
TOTAL	13 681 440	-	321 000	14 002 440	13 814 515	-	187 925	14 002 440	14 002 837	24 436		12 277 518	12 277 518

2024/25												2023/24
GRANT ALLOCATION				TRANSFER			SPENT					
Division of Revenue Act / Provincial grants	Roll overs	Adjustments	Total Available	Actual transfer	Funds withheld	Reallocations by National Treasury or National department	Amount received by department	Amount spent by department	Unspent funds	% of available funds spent by department	Division of Revenue Act / Provincial grants	Actual transfers
R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
3. HIV and Aids (Life Skills Education) Grant												
Eastern Cape			46 020	46 020			46 020	45 627	393	99.1%	41 989	41 989
Free State			11 107	11 107			11 107	7 565	3 542	68.1%	7 613	7 613
Gauteng			37 036	37 036			37 036	37 021	15	100.0%	33 297	33 297
Kwazulu-Natal			65 952	65 952			65 952	65 952	-	100.0%	59 822	59 822
Limpopo			28 087	28 087			28 087	25 649	2 438	91.3%	23 948	23 948
Mpumalanga			18 980	18 980			18 980	18 459	521	97.3%	15 498	15 498
Northern Cape			7 435	7 435			7 435	7 435	-	100.0%	4 146	4 146
North West			16 202	16 202			16 202	16 212		100.1%	12 567	12 567
Western Cape			18 923	18 923			18 923	18 923	-	100.0%	14 983	14 983
TOTAL	-	-	249 742	249 742	-	-	249 742	242 843	6 909		213 863	213 863

2024/25												2023/24
GRANT ALLOCATION				TRANSFER			SPENT					
Division of Revenue Act / Provincial grants	Roll overs	Adjustments	Total Available	Actual transfer	Funds withheld	Reallocations by National Treasury or National department	Amount received by department	Amount spent by department	Unspent funds	% of available funds spent by department	Division of Revenue Act / Provincial grants	Actual transfers
R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
4. National School Nutrition Programme Grant												
Eastern Cape			1 737 698	1 737 698			1 737 698	1 736 479	1 219	99.9%	1 647 454	1 647 454
Free State			578 293	578 293			578 293	572 662	5 631	99.0%	534 906	534 906
Gauteng			1 154 073	1 154 073			1 154 073	1 154 073	-	100.0%	1 094 224	1 094 224
Kwazulu-Natal			2 187 840	2 187 840			2 187 840	2 187 840	-	100.0%	2 088 759	2 088 759
Limpopo			1 741 094	1 741 094			1 741 094	1 707 873	33 221	98.1%	1 664 681	1 664 681
Mpumalanga			942 928	942 928			942 928	955 063	-	101.3%	886 378	886 378
Northern Cape			260 461	260 461			260 461	260 461	-	100.0%	244 451	244 451
North West			664 104	664 104			664 104	664 035	69	100.0%	621 287	621 287
Western Cape			531 615	531 615			531 615	531 615	-	100.0%	496 802	496 802
TOTAL	-	-	9 798 106	9 798 106	-	-	9 798 106	9 770 101	40 140	-	9 278 942	9 278 942

Name of Province / Grant	2024/25										2023/24	
	GRANT ALLOCATION				TRANSFER			SPENT			Division of Revenue Act / Provincial grants	Actual transfers
	Division of Revenue Act / Provincial grants	Roll overs	Adjustments	Total Available	Actual transfer	Funds withheld	Reallocations by National Treasury or National department	Amount received by department	Amount spent by department	Unspent funds	% of available funds spent by department	
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000
5. Learners with Profound Intellectual Disabilities Grant												
Eastern Cape	30 934			30 934	30 934			30 934	30 929	5	100.0%	29 070
Free State	32 340			32 340	32 340			32 340	24 784	7 556	76.6%	28 334
Gauteng	37 706			37 706	37 706			37 706	37 229	477	98.7%	36 000
Kwazulu-Natal	36 584			36 584	36 584			36 584	33 267	3 317	90.9%	34 534
Limpopo	36 062			36 062	36 062			36 062	36 388		100.9%	34 228
Mpumalanga	32 810			32 810	32 810			32 810	33 462		102.0%	31 650
Northern Cape	16 786			16 786	16 786			16 786	16 786	-	100.0%	15 528
North West	21 795			21 795	21 795			21 795	20 947	848	96.1%	17 000
Western Cape	33 930			33 930	33 930			33 930	33 930	-	100.0%	34 080
TOTAL	278 947			278 947	278 947			278 947	267 722	12 203		260 424

Name of Province / Grant	2024/25										2023/24	
	GRANT ALLOCATION				TRANSFER			SPENT			Division of Revenue Act / Provincial grants	Actual transfers
	Division of Revenue Act / Provincial grants	Roll overs	Adjustments	Total Available	Actual transfer	Funds withheld	Reallocations by National Treasury or National department	Amount received by department	Amount spent by department	Unspent funds	% of available funds spent by department	
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000
6. Early Childhood Development												
Eastern Cape	268 988			268 988	268 988			268 988	271 821		101.1%	204 073
Free State	77 036			77 036	77 036			77 036	75 427	1 609	97.9%	62 371
Gauteng	336 388			336 388	336 388			336 388	316 025	20 363	93.9%	237 750
Kwazulu-Natal	248 650			248 650	248 650			248 650	248 650	-	100.0%	188 526
Limpopo	238 002			238 002	238 002			238 002	233 668	4 334	98.2%	175 622
Mpumalanga	123 659			123 659	123 659			123 659	115 998	7 661	93.8%	100 167
Northern Cape	28 797			28 797	28 797			28 797	28 797	-	100.0%	24 198
North West	143 198			143 198	143 198			143 198	139 744	3 454	97.6%	105 689
Western Cape	124 357			124 357	124 357			124 357	124 357	-	100.0%	86 038
TOTAL	1 589 075	-	-	1 589 075	1 589 075	-	-	1 589 075	1 554 487	37 421	-	1 184 434

The Department hereby certify that all transfers were deposited into the primary bank account of the provinces for the 2024/25 financial year. The over expenditure in respect of some conditional grants will be covered through the provincial allocations.

National Department surrender of unspent conditional grant not approved for rollover

Name of Province	Related to conditional grants schedule of 2023/24			
	Amount not approved for roll overs	Amount received	Amount surrendered to National Revenue Fund	Amount still due
	R'000	R'000	R'000	R'000
Eastern Cape	16 140	16 140	16 140	-
Free State	7 519	7 519	7 519	-
Gauteng	53 041	53 041	53 041	-
Mpumalanga	5 279	5 279	5 279	-
North West	10 033	10 033	10 033	-
TOTAL	92 252	92 252	92 252	-

36. Broad Based Black Economic Empowerment performance

Information on compliance with the B-BBEE Act is included in the annual report under the section titled B-BBEE Compliance Performance Information.

Has the Department / Public Entity applied any relevant Code of Good Practice (B-BBEE Certificate Levels 1 – 8) with regards to the following:		
Criteria	Response Yes / No	Discussion (include a discussion on your response and indicate what measures have been taken to comply)
Determining qualification criteria for the issuing of licences, concessions, or other authorisations in respect of economic activity in terms of any law?		N/A
Developing and implementing a preferential procurement policy?	Yes	The preferential procurement policy has been developed and is part of the SCM policy that has been approved by the Accounting Officer
Determining qualification criteria for the sale of state-owned enterprises?		N/A
Developing criteria for entering into partnerships with the private sector?		N/A
Determining criteria for the awarding of incentives, grants, and investment schemes in support of Broad Based Black Economic Empowerment?		N/A

ANNEXURE 1A

STATEMENT OF TRANSFERS TO DEPARTMENTAL AGENCIES AND ACCOUNTS

Departmental Agency or Account	2024/25				2023/24			
	TRANSFER ALLOCATION		TRANSFER					
	Adjusted Budget R'000	Roll overs R'000	Adjustments R'000	Total Available R'000	Actual transfer R'000	% of available funds transferred %	Final Budget R'000	Actual transfer R'000
EDUC, TRAINING&DEV PRACTICES SETA	495			495	495	100.0%	474	474
UMALUSI	166 918			166 918	166 918	100.0%	162 945	162 945
SA COUNCIL FOR EDUCATORS	16 434			16 434	16 434	100.0%	15 599	15 599
TOTAL	183 847	-	-	183 847	183 847	-	179 018	179 018

ANNEXURE 1B

STATEMENT OF TRANSFERS TO FOREIGN GOVERNMENT AND INTERNATIONAL ORGANISATIONS

Foreign government / International organisation	2024/25				2023/24			
	TRANSFER ALLOCATION		EXPENDITURE					
	Adjusted Budget R'000	Roll overs R'000	Adjustments R'000	Total Available R'000	Actual transfer R'000	% of available funds transferred %	Final Budget R'000	Actual transfer R'000
Transfers								
Association for the Development of Education in Africa (ADEA)	1 008		-	1 008	919	91.2%	939	938
Guidance, Counselling and Youth Development Centre for Africa: Malawi	214		(32)	182	182	100.0%	205	191
United Nations Educational, Scientific and Cultural Organisations (UNESCO)	18 642		(3 293)	15 349	15 349	100.0%	15 916	15 916
South and East African Consortium for monitoring	4 003		1 314	5 317	5 317	100.0%	5 831	5 773
African Federation of Teaching Authorities educational quality (SACMEQ)	80			80	70	87.5%	78	75
Total	23 947		(2 011)	21 936	21 837		22 969	22 893
TOTAL	23 947		(2 011)	21 936	21 837		22 969	22 893

STATEMENT OF TRANSFERS TO NON-PROFIT INSTITUTIONS

Non-profit institutions	2024/25						2023/24	
	TRANSFER ALLOCATION			EXPENDITURE				
	Adjusted Budget R'000	Roll overs R'000	Adjustments R'000	Total Available R'000	Actual transfer R'000	% of available funds transferred %	Final Budget R'000	Actual transfer R'000
Transfers								
Childline South Africa	90			90	90	100.0%	86	86
National Education Collaboration	114 275		5 300	119 575	119 575	100.0%	126 515	126 515
Uhambo Foundation ECD	2 239		(2 239)	-			2 143	2 143
SA Congress for ECD	866		(866)	-			829	829
Nitaise for ECD	1 132		(1 132)	-			1 083	1 083
Total	118 602	-	1 063	119 665	119 665	-	130 656	130 656
TOTAL	118 602	-	1 063	119 665	119 665	-	130 656	130 656

ANNEXURE 1D

STATEMENT OF TRANSFERS TO HOUSEHOLDS

Household	2024/25						2023/24	
	TRANSFER ALLOCATION			EXPENDITURE				
	Adjusted Budget R'000	Roll overs R'000	Adjustments R'000	Total Available R'000	Actual transfer R'000	% of available funds transferred %	Final Budget R'000	Actual transfer R'000
Transfers								
Employee Social Benefits (Leave Gratuity)			3 133	3 133	3 132	100.0%	2 805	3 811
NAT STUDENT FINANCIAL AID SCHEME	1 265 632			1 265 632	1 265 632	100.0%	1 334 160	1 334 160
Total	1 265 632	-	3 133	1 268 765	1 268 764		1 336 965	1 337 971
TOTAL	1 265 632	-	3 133	1 268 765	1 268 764		1 336 965	1 337 971

ANNEXURE 1E

STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS RECEIVED

Name of organisation	Nature of gift, donation, or sponsorship	2024/25	2023/24
		R'000	R'000
<u>Received in kind</u>			
Gifts			
MTN	National Senior Certificate Announcements	5 500	5 500
KAGISO TRUST	National Senior Certificate Announcements	129	100
AVBOB	National Senior Certificate Announcements	141	83
FUNDI	National Senior Certificate Announcements	72	50
IDC	National Senior Certificate Announcements	75	75
VODACOM FOUNDATION	National Senior Certificate Announcements	447	700
Old Mutual	National Senior Certificate Announcements	129	99
Shoprite	National Senior Certificate Announcements	93	2 300
FirstRand Limited	National Senior Certificate Announcements	5 500	5 500
ABSA Bank	National Senior Certificate Announcements	1 300	1 000
SANTAM	National Senior Certificate Announcements	195	-
TELKOM FOUNDATION	National Senior Certificate Announcements	147	-
SASOL	National Senior Certificate Announcements	200	-
NESTLE	National Senior Certificate Announcements	240	-
Sifiso Learning Group	National Senior Certificate Announcements	105	-
Hollywood Bets	National Senior Certificate Announcements	-	132
Road Accident Fund	National Senior Certificate Announcements	-	120
Woolworths	National Teachers Awards	302	200
Via Afrika	National Teachers Awards	600	600
VODACOM FOUNDATION	National Teachers Awards	369	639
MTN	National Teachers Awards	350	-
ALLAN & GILL GRAY PHILANTROPHIES	National Teachers Awards	500	-
FirstRand Limited	National Teachers Awards	1 500	-
SANTAM	National Teachers Awards	200	-
TELKOM FOUNDATION	National Teachers Awards	63	-
Old Mutual	National Teachers Awards	48	-
SAAB	National Teachers Awards	96	-
Southern Sun	National Teachers Awards	33	-
ELRC	National Teachers Awards	50	-
Total gifts		18 384	17 098
TOTAL GIFTS, DONATIONS AND SPONSORSHIPS RECEIVED		18 384	17 098

ANNEXURE 1F

STATEMENT OF AID ASSISTANCE RECEIVED

Name of donor	Purpose	Opening balance R'000	Revenue R'000	Expenditure R'000	Paid back on / by 31 March R'000	Closing balance R'000
Aid assistance received in cash						
European Union Donor	Primary Education Sector Policy Support Programme	(4 846)		-		(4 846)
Technology Grade 7-9	Piloting of Coding and Robotics as a subject in 1000 schools for grade 7-9	179	5 000	3 204	179	1 796
Systemic improvement of Language and Numeracy in the Foundation Phase Donor Project	To pilot, for broader replication, an innovative and systemic approach to improve state capacity to improve language and numeracy outcomes and reduce inequalities in the Foundation Phase (FP) in targeted districts.	19 604	36 348	18 438	19 604	17 910
United States Agency for International Development (USAID) Donor Project	To support the national Department of Basic Education to align and consolidate the Life Orientation Conditional Grant to better support the implementation mandates of the National Policy on HIV, Sexually Transmitted Infections (STIs) and Tuberculosis (TB) for learners, educators, school support staff and officials in all primary and secondary schools in the basic education sector.	(6 738)	50 240	53 039	-	(9 537)
Rural Education Assistant Donor Project	To mobilise youth in the rural communities to participate in education initiatives.	(43 953)	-	-	-	(43 953)
Education for Employability Sector Reform Contract	To develop and start with internal quality assure processes of the outstanding learning and teaching support materials for vocational and occupational subjects.	8 478	43 169	20 050	8 479	23 118
Subtotal		(27 276)	134 757	94 731	28 262	(15 512)
TOTAL AID ASSISTANCE RECEIVED		(27 276)	134 757	94 731	28 262	(15 512)

ANNEXURE 2A STATEMENT OF CONTINGENT LIABILITIES AS AT 31 MARCH 2025

Nature of liability	Opening balance 1 April 2024	Liabilities incurred during the year	Liabilities paid / cancelled / reduced during the year	Liabilities recoverable (Provide details hereunder)	Closing balance 31 March 2025
	R'000	R'000	R'000	R'000	R'000
Claims against the department					
Magna FS vs Minister of Basic Education	14 934	-			14 934
Tywaku v Minister of Basic Education	8 019	12			8 031
Konani vs Minister of Basic Education	40 740		(40 740)		-
Mabasa RA v Minister of Basic Education	12 600	-			12 600
Toto Nzamo and Others v Minister of Basic Education	451	47			498
Sakhile Peter vs Minister of Basic Education	1 828	140			1 968
Kgotle v Minister of Basic Education	1 300		(1 300)		-
Lindiwe Dhlamini v Minister of Basic Education	5 587	326			5 913
Drikus Swanepoel v Minister of Basic Education	1 600	87			1 687
Kwikspace vs DBE	2 360		(2 360)		-
Tsoku Malefu Portia v Minister of Basic Education	5 792	435			6 227
Maryna Potgieter v Minister of Basic Education	1 135	125			1 260
Conny Seboane v Minister of Basic Education	20 000	-			20 000
Mabika Sthembisio vs Minister of Basic Education	4 306	412			4 718
Roelof De Jager vs Minister of Basic Education	496		(496)		-
Yves Kadilo and two others v Parktown Boys High School and six others	36 105	3 118			39 223
Chante Peterson v Clarissa Venter and 3 Others	310				310
Nonkululeko Smith v Minister of Basic Education and Others	12 545	678			13 223
Semakaleng Innocent Moloi vs Minister of Basic Education.	2 000	-			2 000
Phoka Investment vs Minister of Basic Education.	99	97			196
Subtotal	172 207	5 477	44 896	-	132 788
Other					
Sinokhule Construction vs Coega (DBE)	3 047				3 047
Zithole Consulting vs Mvula Trust (DBE)	2 121				2 121
RICTS vs DBE	19 546				19 546
Imbono Architects vs NECT (DBE)	610				610
Black Eagle Hardware vs NECT (DBE)	821				821
AfriCoast Consulting Engineers vs NECT (DBE)	72				72
Mmasekgaila Trading vs NECT (DBE)	274				274
Thaba and Sons Projects vs NECT (DBE)	1 643				1 643
Mbokothwane Construction vs Coega (DBE)		3 855			3 855
NLG Group vs Coega (DBE)		14 018			14 018
ZKS & NAM Construction vs Coega (DBE)		4 647			4 647
TPT Capital Projects vs NECT (DBE)		2 744			2 744
Three Builders		1 520			1 520
Subtotal	28 134	26 784	-	-	54 918
TOTAL	200 341	32 261	44 896	-	187 706

ANNEXURE 3

CLAIMS RECOVERABLE

Department of Basic Education

Government entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total		Cash-in-transit at year end 2024/25	
	31/03/2025	31/03/2024	31/03/2025	31/03/2024	31/03/2025	31/03/2024	Receipt date up to six (6) working days after year end	Amount
	R'000	R'000	R'000	R'000	R'000	R'000		R'000
Department								
National Department of Higher Education and Training			702	529	702	529		
National Department of International Relation and Corporation (DIRCO)			13	13	13	13		
National Department of Justice			34	49	34	49		
National Department of Public Works			138	138	138	138		
National Department of Defence			2 594		2 594	-		
National Department of Public Service and Administration				599	-	599		
National Department of Women, Youth and Persons with Disabilities				88	-	88		
National Treasury				169	-	169		
Limpopo Provincial Department of Education			2 736	1 939	2 736	1 939		
Gauteng Provincial Department			-	7	-	7		
Eastern Cape Provincial Department of Education				215	-	215		
Kwa Zulu-Natal Provincial Department of Education			1 771	3 655	1 771	3 655		
Subtotal			7 988	7 401	7 988	7 401		
Other Government Entities								
South African Revenue Services	-	-	1 933	1 527	1 933	1 527		
Subtotal			1 933	1 527	1 933	1 527		
PRIVATE ENTITIES								
Taste of Africa			-	1	-	1		
Tsebo			1	3	1	3		
Nexus Travel				1	-	1		
Tsebo Facilities Solutions			2	4	2	4		
Subtotal			3	9	3	9		
TOTAL	-	-	9 924	8 937	9 924	8 937		

INTERGOVERNMENT PAYABLES

DEPARTMENTS

Current
Department of Justice (TRC)
Department of International Relation and Corporation (DIRCO)
Subtotal
Total Departments
TOTAL INTERGOVERNMENT PAYABLES

INVENTORIES

Opening balance
Add: Additions/Purchases - Cash
(Less): Issues
Add/(Less): Received current, not paid; (Paid current year, received prior year)
Closing balance

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Opening balance
Add/(Less): Adjustments to prior year balances
Add: Additions/Purchases - Cash
(Less): Issues
Add/(Less): Received current, not paid, (Paid current year, received prior year)
Closing balance

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ANNEXURE 6

MOVEMENT IN CAPITAL WORK IN PROGRESS

Movement in capital work in progress for the year ended 31 March 2025

	Opening balance R'000	Current year CWIP R'000	Ready for use (Asset Register) / Contract terminated R'000	Closing balance R'000
BUILDINGS AND OTHER FIXED STRUCTURES	634 294	1 015 216	1 068 981	505 124
Non-residential buildings	194 220	192 705	115 626	271 299
Other fixed structures	440 074	822 511	953 355	233 825
TOTAL	634 294	1 015 216	1 086 981	505 124

Movement in capital work in progress for the year ended 31 March 2024

	Opening balance R'000	Prior period error R'000	Current year CWIP R'000	Ready for use (Asset Register) / Contract terminated R'000	Closing balance R'000
BUILDINGS AND OTHER FIXED STRUCTURES	605 201	(3 677)	1 340 405	(1 307 635)	634 294
Non-residential buildings	330 818	(11 989)	72 211	(196 821)	194 219
Other fixed structures	274 383	8 312	1 268 194	(1 110 814)	440 075
TOTAL	605 201	(3 677)	1 340 405	(1 307 635)	634 294

ANNEXURE 7A

INTERENTITY ADVANCES PAID (Note 13)

ENTITY	Confirmed balance outstanding		Unconfirmed balance outstanding		TOTAL	
	31/3/2025	31/03/2024	31/3/2025	31/03/2024	31/3/2025	31/03/2024
	R'000	R'000	R'000	R'000	R'000	R'000
PROVINCIAL DEPARTMENTS						
Department of Roads and Public Works (EC)	-	-	2 328	2 328		2 328
Subtotal			2 328	2 328		2 328
PRIVATE ENTITIES						
Coega Development Corporation KZN			982	1 242	982	1 242
Independent Development Trust - EC Structure (Batch I)			793	2 267	793	2 267
Independent Development Trust - EC W/S			569	987	569	987
Independent Development Trust - EC (NDPW)			258	370	258	370
Independent Development Trust - FS			1 381	87	1 381	87
Independent Development Trust - KZN			384	384	384	384
Independent Development Trust - Limpopo Phase II			643	581	643	581
Coega Development Corporation SAFE EC			3 617	-	3 617	-
Independent Development Trust - EC Structure (ACT)			745	-	745	-
Subtotal			9 372	5 918	9 372	5 918
TOTAL			11 700	8 246	11 700	8 246

ANNEXURE 7B

INTER ENTITY ADVANCES RECEIVED (Note 21 AND Note 22)

ENTITY	Confirmed balance outstanding		Unconfirmed balance outstanding		TOTAL	
	31/3/2025	31/03/2024	31/3/2025	31/03/2024	31/3/2025	31/03/2024
R'000		R'000	R'000	R'000	R'000	R'000
NATIONAL DEPARTMENTS						
Current						
Department of Justice(TRC)	-	-	23 023	30 625	23 023	30 625
Department of International Relations and Cooperation	-	-	-	754	-	754
Subtotal			23 023	31 406	23 023	31 406
OTHER ENTITIES						
Current						
United Nations Educational, Scientific and Cultural Organisation (UNESCO)			370	370	370	370
Development Bank of South Africa, (ASIDI project)			3 393	18 501	3 393	18 501
Development Bank of South Africa, (SAFE project)			5 699	6 558	5 699	6 558
Coega Development Corporation,EC Safe			-	682	-	682
IDT EC STRUCT ACT			-	207	-	207
Coega Development Corporation,EC			128	442	128	442
Subtotal			9 590	26 760	9 590	26 760
TOTAL			32 613	58 166	32 613	58 166
Current			32 613	58 166	32 613	58 166

ANNEXURE 8

ANALYSIS OF PREPAYMENTS AND ADVANCES (NOTES 4.2.1 AND 13.1 to 13.4)

Name of Entity	Sector of the entity	Description of the item paid for	Classification category	Total Contract Value	Balance outstanding as at 31 March 2024	Total amount prepaid /advanced in the current year	Less: goods, services or capital assets received in the current year	Add/Less: Other	Balance outstanding as at 31 March 2025
				R'000	R'000	R'000	R'000	R'000	R'000
Prepayments									
NECT SAFE					12 846	31 985	(39 421)		5 410
NATU						2 097	(2 097)		
NAPTOSA						1 722	(1 722)		
PEU						330	(330)		
SADTU						10 350	(10 350)		
SAOU						1 210	(1 210)		
Total prepayments					12 846	47 694	(55 130)	-	5 410
Advances									
COEGA EC						32 506	(32 064)	(442)	-
COEGA EC SAFE						20 549	(11 250)	(5 682)	3 617
DBSA						227 402	(212 294)	(15 108)	-
IDT FS					87	17 945	(5 642)	(11 009)	1 381
COEGA KZN					1 242	-	(260)	-	982
DBSA SAFE					-	64 171	(63 312)	(859)	-
IDT EC STRUCT ACT					-	9 629	(7 604)	(1 280)	745
IDT EC W/S					987	6 042	(6 460)	-	569
IDT EC-NDPW					370	4 460	(3 211)	(1 361)	258
IDT EC STRUCT					2 267	-	-	(1 474)	793
IDT KZN					384	-	-	-	384
IDT LIMPOPO PHASE II					581	850	(788)	-	643
PUBLIC WORKS E/C					2 328	-	-	-	2 328
T&S ADVANCE DOM:CA					35	117	(152)	-	-
Total advances					8 281	383 671	(343 037)	(37 215)	11 700
TOTAL PREPAYMENTS AND ADVANCES									
					21 127	431 365	(398 167)	(37 215)	17 110

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