

Wednesday, 25 March 2026]

No 52—2026] THIRD SESSION, SEVENTH PARLIAMENT

PARLIAMENT

OF THE

REPUBLIC OF SOUTH AFRICA

ANNOUNCEMENTS,

TABLINGS AND

COMMITTEE REPORTS

WEDNESDAY, 25 MARCH 2026

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ANNOUNCEMENTS

National Assembly

The Speaker

1. Introduction of Bills

(1) Ms MP Kobe, MP

- (a) **Public Procurement Second Amendment Bill** [B9–2026] (National Assembly – proposed sec 76) [Explanatory summary of Bill and prior notice of its introduction published in *Government Gazette* No. 53956 of 16 January 2026.]

Introduction and referral to the Joint Tagging Mechanism (JTM) for classification in terms of Joint Rule 202.

In terms of Joint Rule 196 written views on the classification of the Bill may be submitted to the JTM. The Bill may only be classified after the expiry of at least seven parliamentary working days since introduction.

Bill to be read a first time.

2. Membership of National Assembly Rules Committee

- (1) The following membership changes have been made on the National Assembly Rules Committee in accordance with Rule 191:

(a) uMkhonto weSizwe Party

Appointed:	Manyi, Mr M
Discharged:	Ntshingila, Mr EM

3. Discharge of whip

- (1) The following member has been discharged as whip of the Democratic Alliance in the National Assembly with effect from 6 March 2026:

(a) Kohler, Ms D

4. Referral to Committees of papers tabled

- (1) The following paper is referred to the **Portfolio Committee on Justice and Constitutional Development** for consideration and report:

- (a) Report dated 22 March 2026, on the confirmation of suspension pending a resolution by Parliament on whether or not to recommend the restoration to or removal from office on the grounds of misconduct of Mr LT Mkansi, Regional Court Magistrate, Bloemfontein, submitted in terms of section 13(4)(b) of the Magistrates Act, 1993 (Act No. 90 of 1993).
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TABLINGS

National Assembly and National Council of Provinces

1. The Minister of Defence and Military Veterans

- (a) Annual Performance Plan of the Department of Defence for 2026/27.
- (b) Annual Performance Plan of the Castle Control Board for 2026/27.
- (c) Corporate Plan of the Armaments Corporation of South Africa SOC Ltd (Armscor) for 2026/27.
- (d) Annual Performance Plan of the Military Ombud for 2026/27.

2. The Minister of Trade, Industry and Competition

- (a) Memorandum of Understanding (MoU) between the Government of the Republic of South Africa and the Government of the People's Democratic Republic of Algeria on Economic Cooperation, tabled in terms of section 231(3) of the Constitution of the Republic, 1996.
- (b) Explanatory Memorandum to the Memorandum of Understanding (MoU) between the Government of the Republic of South Africa and the Government of the People's Democratic Republic of Algeria on Economic Cooperation.
- (c) Memorandum of Understanding (MoU) between the Government of the Republic of South Africa and the Government of the Kingdom of Lesotho on Economic Cooperation, tabled in terms of section 231(3) of the Constitution of the Republic, 1996.
- (d) Explanatory Memorandum to the Memorandum of Understanding (MoU) between the Government of the Republic of South Africa and the Government of the Kingdom of Lesotho on Economic Cooperation.
- (e) Memorandum of Understanding (MoU) between the Government of the Republic of South Africa and the Government of the Republic of Mozambique on Economic Cooperation, tabled in terms of section 231(3) of the Constitution of the Republic, 1996.
- (f) Explanatory Memorandum to the Memorandum of Understanding (MoU) between the Government of the Republic of South Africa and the Government of the

Republic of Mozambique on Economic Cooperation, tabled in terms of section 231(3) of the Constitution of the Republic, 1996.

3. The Minister of Transport

- (a) Annual Performance Plan of the Driving Licence Card Account for 2026/2027.
 - (b) Annual Performance Plan of the South African Maritime Safety Authority for 2026-27.
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COMMITTEE REPORTS

National Assembly

1. Report of the Portfolio Committee on Basic Education on the Third Quarterly Report on the Performance of the Department of Basic Education in Meeting its Pre-Determined Objectives for 2025/26, dated 24 March 2026.

The Portfolio Committee on Basic Education, having considered the Third Quarterly Report on the performance of the Department of Basic Education (DBE) in meeting its pre-determined objectives for 2025/26 reports as follows:

1. Introduction

The Portfolio Committee on Basic Education considered the Third Quarterly Report on the performance of the Department of Basic Education (DBE) in meeting its pre-determined objectives for 2025/26 on 10 March 2026. Consideration of quarterly reports by committees is one of the established tools to fulfill Parliament's oversight and accountability mandates in terms of the Constitution and under rules established by the two Houses. Quarterly reports are enablers for in-year monitoring since they provide information on the performance of the executive against pre-determined objectives set in the annual performance plans.

This report gives an overview of the presentations made by the Department, focusing on its achievements, outputs in respect of the performance indicators and planned targets for the pre-determined objectives set for 2025/26 and its financial performance. The report also provides the Committee's key deliberations and recommendations relating to the Department's performance. The achievements and output of the Department presented in this report are preliminary since they have not yet been audited.

2. Performance Indicators and Targets

The Annual Performance Plan (APP) summarises the priorities of the Department of Basic Education (DBE) as aligned to the 2024-29 Medium Term Development Plan and the Action Plan to 2029: *Towards the Realisation of Schooling 2030*. The activities of the DBE have been structured into five programmes, namely:

- Programme 1: Administration.
- Programme 2: Curriculum Policy, Support and Monitoring.
- Programme 3: Teachers, Education Human Resources, and Institutional Development.
- Programme 4: Planning, Information and Assessment; and
- Programme 5: Educational Enrichment Services.

3. Achievements for the Third Quarter 2025/26 - For the 2025/26 financial year, the Quarter Three information indicated that the Department had a total of 66 indicators for all five programmes combined. Of the 2025/26 indicators, 40 were annual targets, 24 were quarterly targets and two (2) bi-annual targets. As at the end of the Third Quarter of the 2025/26 financial year, the Department had fully achieved 18 targets (75 percent), partially achieved three (3) target (13 percent), and did not achieve three (3) targets (13 percent).

3.1 Revised 2025/26 Annual Performance Plan (APP) – New indicators added to align the APP with the 2024-2029 MTDP:

- 2.1.11 Number of candidates achieving 60% and above in Mathematics in the National Senior Certificate (NSC) examinations (New).
 - 2025/26 - 44 789
 - 2026/27 - 44 944
 - 2027/28 - 45 099
- 2.1.12 Number of candidates achieving 60% and above in Physical Science in the National Senior Certificate (NSC) examinations (New).
 - 2025/26 - 35 789
 - 2026/27 - 36 944
 - 2027/28 - 37 999
- 3.4.1 Number of job opportunities created through the Basic Education Employment Initiative (New).
 - 2025/26 - 200 000

3.2 Revised 2025/26 Annual Performance Plan (APP) – Revised indicator titles for MTDP alignment as follows:

- 5.1.7 Number of learners participating at the National School Sport Championships (NSSC) (New):
 - 2025/26 - 1 000
 - 2026/27 - 1 100
 - 2027/28 - 1 200
- 5.1.7 Number of learners competing at the National School Sport Championship (NSSC) (Old):
 - 2025/26 - 1 000
 - 2026/27 - 1 100
 - 2027/28 - 1 200
- 2.1.14 Number of special schools offering Occupational or Vocational subjects (New):
 - 2025/26 - 165
 - 2026/27 - 175
 - 2027/28 - 190
- 2.1.12 Number of Schools of Skill (SoS) offering Occupationally oriented subjects (Old):
 - 2025/26 - 165
 - 2026/27 - 175
 - 2027/28 - 190

3.3 Revised 2025/26 Annual Performance Plan (APP) – Targets reduced due to budget constraints:

3.2.2 Number of districts monitored on Foundation Phase teachers trained in Numeracy	Old Target	45	45	45
	New Target	27	27	27
3.2.3 Number of districts monitored on Foundation Phase teachers trained in Literacy	Old Target	45	45	45
	New Target	27	27	27

4. Performance per Programme against Performance Indicators and Targets set for 2025/26.

4.1 Programme 1: Administration - The purpose of the programme is to provide strategic leadership, management, and support services to the Department.

4.1.1 Quarterly Target

- **Percentage of valid invoices paid within 30 days upon receipt by the Department:** The Department's quarterly target was set at 100 percent. The validated quarterly output stood at 100 percent (2 942/2 942) with no deviations.
- **Number of reports on misconduct cases resolved within 90 days and submitted to the DPSA:** The quarterly target was one report and the validated output stood at one report. This target was achieved with no deviation.
- **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:** The quarterly target was seven reports submitted and the validated output stood at seven reports submitted. This target was achieved with no deviation.
- **Reports submitted to National Treasury (NT) and the Department of Planning, Monitoring and Evaluation 30 days after the end of each quarter:**
 - **Quarter 1:** The quarterly target was seven reports submitted and the validated output stood at seven reports submitted. This target was achieved with no deviation.
 - **Quarter 2:** The quarterly target was seven reports submitted and the validated output stood at seven reports submitted. This target was achieved with no deviation.

4.1.2 Annual Targets

- **Number of capacity-building programmes offered to the DBE officials –** The annual target was set at 18 capacity-building programmes and the Department reported a total of five (5) programmes offered in the Third Quarter with no deviation.
- **Number of advisory reports on school education-related matters prepared for the Minister of Basic Education by the National Education**

and Training Council - The annual target was set at two reports prepared and the in Quarter 3 the validated output indicated one report prepared with no deviation.

The Department reported on further progress made in the key focus areas in Programme One for the Third Quarter of 2025/26, which included the following, amongst others:

- Financial Management Services.
- Strategic Planning, Research Evaluation and Monitoring; and
- Donor Grant Management.

4.2 Programme 2: Administration

The purpose of the programme is to develop Curriculum and assessment policies and monitor and support their implementation.

4.2.1 Quarterly Targets:

- **Number of schools monitored for implementation of the Curriculum and Assessment Policy Statements (CAPS):** The quarterly target was set at 27 and the validated output stood at zero.
- **Number of schools monitored for implementing entrepreneurship education** - The quarterly target was set at 270 schools monitored (30 per province). The validated output for the Third Quarter was 83 schools monitored.
- **Number of schools monitored on the implementation of the reading norms** - The quarterly target was set at nine (9) schools monitored. The validated output for the Third Quarter was eight (8) schools monitored, a negative deviation of 1 school. Two additional schools were monitored in Q1 (8 monitored against a target of 6). Cumulative progress is 25, which exceeds the cumulative target of 24. The remaining 2 schools will be monitored in Q4 to meet the annual target of 27.
- **Number of schools monitored on the implementation of the Incremental Introduction to African Languages (IIAL)** – The quarterly target was set at nine (9) schools monitored. The validate output for the Third Quarter was five (5) schools monitored. A negative

deviation of four (4) schools. Six (6) additional schools were monitored in Q1 (12 monitored against a target of 6). The cumulative progress is 21. The remaining 6 schools will be monitored in Q4 to meet the annual target of 27.

- **Number of underperforming schools monitored on the implementation of the Early Grade Reading Assessment (EGRA) –** The quarterly target was set at 12 schools monitored. The validate output for the Third Quarter was five (5) schools monitored. A negative deviation of seven (7) schools. Fourteen additional schools were monitored in Q1 (20 monitored against a target of 6). The cumulative progress is 38, which exceeds the cumulative target of 30. The annual target of 36 is overachieved by 2.
- **Number of schools with multi-grade classes monitored for implementing the multi-grade toolkit -** The quarterly target was set at 15 schools monitored. The validate output for the Third Quarter was five (5) schools monitored. A negative deviation of 10 schools. Fourteen additional schools were monitored in Q1 (20 monitored against a target of 6). The cumulative progress is 38, which exceeds the cumulative target of 36. The remaining 7 schools will be monitored in Q4 to meet the annual target of 45.
- **Number of districts monitored on the implementation of the National Reading Literacy Strategy -** The quarterly target was set at three (3) schools monitored. The validate output for the Third Quarter was zero. A negative deviation of three (3) schools. Two additional districts were monitored in Q1 (4 monitored against a target of 2). The cumulative progress is 8, which meets the cumulative target of 8. The remaining district will be monitored in Q4 to meet the annual target of 9.
- **Number of schools monitored on the availability of Grade 3, 6, 9 and 12 Mathematics and English Second Additional Language (EFAL) textbooks -** The quarterly target was set at 72 (8 per province). The validate output for the Third Quarter was 74, a positive deviation of two (2) schools. Eastern Cape and Free State monitored one additional school each because of accessibility.

- **Number of subject specialists orientated in Mother-Tongue-Based Bilingual Education (MTbBE)** - The quarterly target was set at 40. The validate output for the Third Quarter was 106, a positive deviation of 66. Improved stakeholder mobilisation and collaboration with provincial and district officials also contributed to higher participation levels.
- **Number of participants reached through advocacy sessions on Mother-Tongue-base Bilingual Education (MTbBE)** - The quarterly target was set at 60. The validate output for the Third Quarter was 582, a positive deviation of 522. Strategic collaboration with DBE structures and partners enabled broader reach and scale of advocacy efforts.

4.2.2 Bi-Annual Targets:

- **Number of learners obtaining subject passes towards a National Senior Certificate (NSC) Senior Certificate (amended), SC(a) supported through the Second Chance Matric Programme per year:** The bi-annual target was set at 100 000 learners and the target set for the Third Quarter was zero. A total of 10 face-to-face centres were monitored for Phase 2 (Q2: 53 158).

4.2.3 Annual Targets:

- **Number of Children/ Learners taught using the Learner Programme for C/LPID:** The annual target was set at 4 257 learners. The validated output for the Third Quarter stood at 5 536.
- **Number of learners experiencing barriers supported through Screening, Identification, Assessment and Support (SIAS):** The target was 51 000 learners. The validated output for the Third Quarter stood at 15 804.
- **Number of children benefiting from the Early Childhood Development (ECD) subsidy-** The target was set at 950 000 children. The validated output for the Third Quarter stood at 553 931.
- **Number of children accessing registered Early Childhood Development (ECD) programmes-** The target was set at 1 000 000 children. The validated output for the Third Quarter stood at 1 368 854.

- **The development of an Early Childhood Administration and Reporting System (eCares)** – The target was for an approved user Acceptance Testing Report on the development of an Early Childhood Administration and Reporting System (eCares). The validate output for the Third Quarter indicated the UAT of Release 3 functionality was successfully conducted. The R4a in development - including initial steps towards SASSA child grant status verification-Masterfile received from SASSA.
- **2023 Children’s Amendment Bill drafted for introduction to Parliament** - The target was for the 2023 Children’s Amendment Bill to be drafted. The validate output for the Third Quarter indicated that on the 11 November 2025, OCSLA issued its final opinion on the Children’s Amendment Bill. The Technical Task Team met on 28 November and agreed to remove the municipal clause. A revised draft was sent for certification, and the SEIAS update process has begun.
- **Number of districts monitored on implementation of the National Curriculum Statement (NCS) for Grades 10 – 12** – The annual target was set at 15 districts. The validate output for the Third Quarter indicated zero districts monitored.
- **Number of provinces monitored on extra-support classes to increase the number of learners achieving Bachelor level passes** - The annual target was set at nine (9) provinces. The validate output for the Third Quarter indicated a total of 9 provinces.
- **Number of candidates achieving 60% and above in Mathematics in the National Senior Certificate (NSC) examinations** - The annual target was set at 44 789 candidates. The validate output for the Third Quarter indicated a total of 34 243 candidates (NSC 2025).
- **Number of candidates achieving 60% and above in Physical Science in the National Senior Certificate (NSC) examinations** - The annual target was set at 35 789 candidates. The validate output for the Third Quarter indicated a total of 30 071 candidates (NSC 2025).
- **Number of schools participating in the General Education Certificate (GEC)** - The annual target was set at 4 000 schools. The validate output

for the Third Quarter indicated that key activities during Q3 included the dissemination of assessment instructions, execution of curriculum tests, and comprehensive engagement through surveys and consultative meetings. The number of schools participating in the 2025 GEC is verified by SA-SAMS term 4 data that is uploaded by PEDs in Jan-Feb 2026.

- **Number of special schools offering Occupational or Vocational subjects** - The annual target was set at 165 special schools. The validate output for the Third Quarter indicated letters sent to PEDs on the Framework for submission of Annual Sector Reports on schools that pilot and implement Occupational and Vocational streams subjects.
- **Revised History Curriculum and Assessment Policy Statement (CAPS) for Grades 4-12 submitted to Umalusi** - The annual target was for a revised History CAPS for Grades 4 – 12 submitted to Umalusi for appraisal. The validate output for the Third Quarter indicates the revised History CAPS for Grades 4 – 12 was submitted to Umalusi for appraisal on 13 August 2025. The Department was still awaiting feedback.
- **Number of schools monitored on the availability of readers** - The annual target was set at 72 schools (eight per province). The validated output for the Third Quarter stood at 18 schools monitored.
- **Percentage of public schools provided with Life Skills workbooks for learners in Grades 1 to 3 per year; after having placed an order** - The annual target was set at 100 percent. The validated output for the Third Quarter indicates V1 (99.75%) (16 123/16 163) and V2 (70.80%) (11 393/16 091)
- **Percentage of public schools provided with Home Language workbooks for learners in Grades 1 to 6 per year; after having placed an order** - The annual target was set at 100 percent. The validated output for the Third Quarter indicates V1 (99.74%) (16 421/16 463) and V2 (70.77%) (11 599/16 390)
- **Percentage of public schools provided with Mathematics workbooks for learners in Grades 1 to 9 per year; after having placed an order** - The annual target was set at 100 percent. The validated output for the

Third Quarter indicates V1 (99.75%) (22 391/22 446) and V2 (78.01%) (17 436/22 351)

- **Percentage of public schools provided with workbooks for learners in Grade R per year; after having placed an order** - The annual target was set at 100 percent. The validated output for the Third Quarter indicates(15 815/15 852)
- **Number of teachers trained in inclusive education** - The annual target was set at 10 200 teachers. The validated output for the Third Quarter stood at 2 335 teachers trained.
- **Number of learners with disabilities enrolled in special schools** - The annual target was set at 141 000 learners. The validated output for the Third Quarter stood at 126 559 learners enrolled.
- **Number of learners with disabilities enrolled in ordinary public schools** - The annual target was set at 67 125 learners. The validated output for the Third Quarter stood at 87 244 learners enrolled.

The Department reported on further progress made in the key focus areas in Programme 2 for the Third Quarter of 2025/26, which included the following, amongst others:

- Curriculum Implementation and Quality Improvement (GET and FET).
- Enhancement of Programmes and Evaluation of School Performance.
- Second Chance Matric Programme (SCMP).
- Early Childhood Development (ECD).
- Inclusive Education.
- MST, Curriculum Innovation and e-Learning.
- Workbooks 2025 Delivery Status (All Provinces Volume 1, Grade 1 – 9 and Grade R); and
- Workbooks 2025 Delivery Status (All Provinces Volume 2, Grade 1 – 9).

4.3 Programme 3: Teachers, Education Human Resources and Institutional Development

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

4.3.1 Quarterly Targets:

- **Number of Provincial Teacher Development Institutes and District Teacher Development Centres monitored on functionality** - The target was set at 78 centres monitored. The validated output for the Third Quarter stood at zero with no deviation.
- **Number of districts monitored on Foundation Phase teachers trained in Numeracy**- The target was set at 27 districts monitored. The validated output for the Third Quarter stood at zero with no deviation.
- **Number of districts monitored on Foundation Phase teachers trained in Literacy** - The target was set at 27 districts monitored. The validated output for the Third Quarter stood at zero with no deviation.
- **Number of schools monitored on the implementation of the Quality Management System (QMS) for school- based officials** - The target was set at 54 schools monitored – with 12 schools monitored for the Third Quarter. The validated output for the Third Quarter stood at six (6) schools monitored. A negative deviation of six (6) schools. Two additional schools were monitored in Q1 (20 monitored against a target of 18). The cumulative progress is 50. The 4 outstanding monitoring reports were completed in Q1 but were received after the reporting date to the DPME (31 July 2025). The Q1 performance will be adjusted during the annual review. Technically, the annual target has already been achieved
- **Number of districts monitored on implementation of the Education Management Service: Performance Management and Development System (EMS: PMDS) for office-based educators** - The target was set at 17 districts monitored – with three (3) monitored for the Third Quarter. The validated output for the Third Quarter stood at three with no deviation.

4.3.2 Annual Targets:

- **Percentage of School Governing Bodies (SGBs) that meet the minimum criteria in terms of effectiveness** - The target was set at 70 percent of 1 000 sampled schools. The validated output for the Third Quarter indicates that sampled schools are submitting their completed tools and capturing of information has commenced.

- **Percentage of schools producing the minimum set of management documents at a required standard** - The target was set at 100 percent of 1 000 sampled schools. The validated output for the Third Quarter indicates that sampled schools are submitting their completed tools and capturing of information has commenced.
- **Number of Funza Lushaka bursaries awarded to students enrolled for Initial Teacher Education per year** – The target was set at 9 931 bursaries awarded. The validated output for the Third Quarter stood at 10 374 (non-cumulative).
- **Number of Funza Lushaka bursaries awarded to students enrolled for Initial Teacher Education in the Foundation Phase** – The target was set at 1 490 bursaries awarded. The validated output for the Third Quarter stood at 5 024 (non-cumulative).
- **Number of PEDs that had their post-provisioning processes assessed for compliance with the Post-Provisioning Norms and Standards** - The target set at 9 PEDs. The validated output for the Third Quarter stood at zero with no deviation.
- **Revised Post-Provisioning Norms and Standards Policy drafted** - The target was a Draft Revised Post-Provisioning Norms and Standards Policy. The validated output for the Third Quarter indicates the DBE and the Regional Teachers Initiative for Africa (RTIA), were appointed on 29 December 2025 to lead and conduct the review of the post-provisioning norms as facilitated by the Department.
- **Number of job opportunities created through the Basic Education Employment Initiative** - The target was set at 200 000 job opportunities. The validated output for the Third Quarter stood at 205 572 job opportunities created.

The Department reported on further progress made in the key focus areas in Programme 3 for the Third Quarter of 2025/26, which included the following, amongst others:

- Education Human Resource Planning, Provisioning and Monitoring.
- Continuing Professional Teacher Development.
- Initial Teacher Education.

- Educator Performance Management and Development and Whole School Evaluation.
- Education Labour Relations and Conditions of Service; and
- Absorption of Funza Lushaka graduates.

4.4 Programme 4: Planning, Information and Assessment

This programme is responsible for promoting quality and effective service delivery in the basic education system through planning, implementation and assessment.

4.4.1 Annual Targets:

- **Number of schools provided with sanitation facilities per year** - The target was set at 50 schools. The validated output for the Third Quarter stood at 13 schools.
- **Number of classrooms built through the Accelerated School Infrastructure Delivery Initiative (ASIDI) per year** - - The target was set at 30 classrooms built. The validated output for the Third Quarter stood at zero schools.
- **Number of General Education and Training (GET) test items developed in Language and Mathematics for Grades 3, 6 and 9** - The target was set at 550 test items developed. The validated output for the Third Quarter stood at 200 test items developed.
- **Number of question papers set for June and November examinations** – The target was set at 320 question papers. The validated output for the Third Quarter indicates a total of 158 question papers are required for the May/June 2026 examinations. Of these , 18 will be sourced from the question paper bank, 140 question papers have been set, internally moderate and approved by Umalusi for the June 2026 examinations.
- **Percentage of public schools using the South African School Administration and Management System (SA-SAMS) for reporting** - The target was set at 98 percent. The validated output for the Third Quarter stood at 99.46% (21 062/21 176)
- **Percentage of learners who remain in school from the beginning of Grade 1 and are retained up to Grade 9** - The target was set at 90

percent. The validated output for the Third Quarter indicates approved 2025 learner enrolment figures for reporting, and the analysis has commenced.

- **Percentage of learners achieving an acceptable level in emerging Literacy through the Early Learning National Assessment** – The target was set at 78 percent. The validated output for the Third Quarter indicates that during Q3, the ELNA programme progressed to a key milestone involving the finalisation of the ELNA 2025 dataset and the commencement of preliminary statistical analyses.
- **Percentage of learners achieving an acceptable level in emerging Numeracy through the Early Learning National Assessment** - The target was set at 68 percent. The validated output for the Third Quarter indicates that during Q3, the ELNA programme progressed to a key milestone involving the finalisation of the ELNA 2025 dataset and the commencement of preliminary statistical analyses.

4.4.2 Quarterly Targets:

- **Number of officials from districts that achieved below the national benchmark in the NSC participating in a mentoring programme** - The target was set at 80 officials. The validated output for the Third Quarter stood at zero with no deviation.

4.4.3 Bi-Annual Targets:

- **Number of underperforming secondary schools monitored at least twice a year by sector officials** - The target was set at 750 schools monitored. The validated output for the Third Quarter stood at zero (a bi-annual target).

The Department reported on further progress made in the key focus areas in Programme 4 for the Third Quarter of 2025/26, which included the following, amongst others:

- Public Examinations.
- Early Learning National Assessment.
- Provincial and District Planning and Implementation Support; and

- Implementation and Monitoring (Infrastructure).

4.5 Programme 5: Educational Enrichment Services

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

4.5.1 Quarterly Targets:

- **Number of schools monitored for the provision of nutritious meals:**
The target was set at 110 schools monitored – with a Third Quarter target of 10 schools. The validated output for the Third Quarter stood at 21 schools. The target was exceeded by 11 schools due to a special focus monitoring in the centralised provinces (LP and GP) to track NSNP expenditures.
- **Number of schools monitored on the implementation of the HIV/AIDS Life Skills Education Programme -** The target was set at 36 schools monitored. The validated output for the Third Quarter stood at zero with no deviation.
- **Number of districts monitored and supported in the implementation of the National School Safety Framework (NSSF) -** The target was set at 25 districts monitored. The validated output for the Third Quarter stood at zero with no deviation.
- **Number of stakeholders reached through social cohesion programmes –** The target was set at 5 000 stakeholders reached. The validated output for the Third Quarter stood at 21 schools.
- **Number of participants and stakeholders reached to raise awareness towards ending school-related gender-based violence –** The target was set at 5 000 stakeholders reached – with a Third Quarter target of 500 stakeholders. The validated output for the Third Quarter stood at 760 stakeholders. A positive deviation of 260 stakeholders. 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 mobilization

activities led and/or requested by stakeholders, in addition to what was planned by the DBE.

- **Number of participants and stakeholders reached to raise awareness towards ending school-related gender-based violence** – The target was set at 5 000 stakeholders reached – with a Third Quarter target of 500 stakeholders. The validated output for the Third Quarter stood at 713 stakeholders. A positive deviation of 213 stakeholders. 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 mobilization activities led and/or requested by stakeholders, in addition to what was planned by the DBE.

4.5.2 Annual Targets:

- **Number of professionals trained in SASCE programmes** - The Annual Target was set at 900 professionals trained. The validated output for the Third Quarter indicates the 2026 Prescribed Music Syllabus has been compiled, finalised and circulated to PEDs and stakeholders. Training will take place in Q4 and is based on the finalised prescribed music.
- **Number of learners participating at the National School Sport Championships (NSSC)** - The target was set at 1 000 learners. The validated output for the Third Quarter stood at 782.

The Department reported on further progress made in the key focus areas in Programme 5 for the Third Quarter of 2025/26, which included the following, amongst others:

- National School Nutrition Programme; and
- Safety in Education; and

5. Quarter Three Expenditure 2025/26 Financial Year

5.1 The total Appropriation budget of the Department for the 2025/26 financial year amounts to R38.258 billion. A total of 90% of the budget amounting to R33.019 billion is allocated to transfer payments as follows:

- Conditional Grants: R31.317 billion
- Transfers to Public Entities: R192.1 million
- Other Transfers: R1.510 billion

The remainder of the budget R5.239 billion is allocated to the following:

- Compensation of Employees: R680.0 million
- Goods and Services: R3.448 billion
- Interest on Rent and Land: R34.5 million
- Payments of Capital Assets: R1.075 billion
- Payments of Financial Assets: R 1.1 million

5.2 The total actual expenditure of the Department for the 2025/26 financial year third quarter amounts to R30.633 billion. Expenditure amounting to R27.387 billion is made up of transfer payments as follows:

- Conditional Grants: R25.758 billion
- Transfers to Public Entities: R144.2 million
- Other Transfers: R1.485 million

The remainder of the expenditure R3.246 billion is made up as follows:

- Compensation of Employees: R476.0 million
- Goods and Services: R2.342 billion
- Interest on Rent and Land: R24.8 million
- Payments of Capital Assets: R401.2 million
- Payments of Financial Assets: R1.5 million

The original allocation for 2025/26 financial year amounted to R35.489 billion. The total adjusted budget of the Department for the 2025/26 financial amounts to R38.258 billion.

Which made of the following adjustments:

- Conditional grants: R2.026 billion for Early Childhood Development.
- Unforeseen and unavoidable (EIG conditional grant) for KZN and EC provinces amounts to R454.0 million.
- R289.089 million for disaster relief for KZN, EC and Limpopo for disaster which occurred in 2024 and 2025, of which R109.834 million is for KZN and EC for March 2024 and R179.255 million for Limpopo and KZN for disaster which occurred in March 2025.

The overall adjustments for the 2025/26 financial year amounts to R2.769 billion.

5.3 Allocation against Expenditure per Programme for the 2025/26 Financial Year

Programme	Adjusted Budget R'000	Expenditure R'000	Variance R'000	Percentage Spent
Administration	629 654	486 583	143 071	77.28%
Curriculum Policy, Support and Monitoring	7 020 170	5 376 508	1 643 662	76.59%
Teachers, Education Human Resources and Institutional Development	1 888 819	1 445 532	443 287	76.53%
Planning, Information and Assessment	18 052 002	14 459 604	3 592 398	80.10%
Educational Enrichment Services	10 667 628	8 864 703	1 802 925	83.10%
Total	38 258 273	30 632 930	7 625 343	80.07%

5.3.1 Reasons Per Programmes on Expenditure

5.3.1.1 Programme 4: Planning, Information and Assessment –

- Challenges/Deviation – Expenditure on this programme is higher compared to straight-line of 75%.
- Mitigatory Measures/Progress – The high expenditure in this programme is due to transfer payments to provincial education departments in respect of EIG conditional grant.

5.3.1.2 Programme 5: Education Enrichment Services –

- Challenges/Deviation – Expenditure on this programme is higher compared to straight-line of 75%.
- Mitigatory Measures/Progress – The high expenditure in this programme is due to transfer payments to provincial education

departments in respect of NSNP as well as HIV and Aids conditional grants.

5.4 Allocation Against Expenditure Per Economic Classification for 2025/26 Financial Year

Economic Classification	Adjusted Budget R'000	Expenditure R'000	Variance R'000	Percentage Spent
Compensation of Employees	679 670	475 684	203 986	69.99%
Goods and Services	3 449 303	2 342 204	1 107 099	67.90%
Interest on Rent and Land	34 445	24 835	9 610	72.10%
Transfers and Subsidies	33 018 746	27 387 502	5 631 244	82.95%
Payments of Capital Assets	1 075 055	401 225	673 830	37.32%
Payments of Financial Assets	1 054	1 480	(426)	140.42%
Total	38 258 273	30 632 930	7 625 343	80.07%

5.4.1 Reasons for Material Variances

5.4.1.1 Compensation of Employees:

- Challenges/Deviation – Expenditure in this item is lower compared to straight-line of 75%.
- Mitigatory Measures/Progress – The low spending on this item will increase as the Department is currently filling vacant posts.

5.4.1.2 Goods and Services:

- Challenges/Deviation – Expenditure in this item is lower compared to straight-line of 75%.
- Mitigatory Measures/Progress – The low spending on this item is due to invoices i.r.o travel and subsistence that are yet to be received.

5.4.1.3 Payment for Capital Assets

- Challenges/Deviation – Expenditure in this item is lower compared to straight-line of 75%.

- Mitigatory Measures/Progress – Projects in the SIBG Programmes (ASIDI & SAFE) are mostly in the close out stage except for few which are implemented by the DBSA and the TMT. The current year expenditure has been towards payment of retentions, final accounts for both the contractors and professional service providers. There is currently 40 SAFE projects and one overcrowding project implemented in the Northern Cape, and these are done by the TMT and DBSA, respectively.

5.4.1.4 Payment of Financial Assets

- Challenges/Deviation – Expenditure in this item is lower compared to straight-line of 75%.
- Mitigatory Measures/Progress – This item is not budgeted for and will be covered at the end of the financial year (during Virement).

5.5 Allocation Against Expenditure per Conditional Grants for 2026/27 Financial Year

Economic Classification	Adjusted Budget R'000	Expenditure R'000	Variance R'000	Percentage Spent
Learners with Profound Disability Grant	293 042	234 435	58 607	80.00%
Maths Science and Technology Grant	459 122	436 167	22 955	95.00%
Early Childhood Development Grant	3 956 532	2 911 143	1 045 389	73.58%
Education Infrastructure Grant	16 028 309	13 374 571	2 653 738	83.44%
National School Nutrition Programme	10 318 714	8 592 310	1 726 404	83.27%
HIV and Allocation Grants	261 703	209 362	52 341	80.00%
Total	31 317 422	25 757 988	5 559 434	82.25%

5.6 Other Transfers

Other Transfers	Adjusted	Expenditure	Variance	Percentage
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	Budget	R'000	es	Spent
	R'000		R'000	
Non-Profit Organisations:				
National Education Collaboration Trust	121 717	121 717	-	100.00%
Uhambo Foundation ECD	2 339	-	2 339	0.00%
Childline South Africa	94	-	94	0.00%
SA Congress for ECD	905	-	905	0.00%
Ntataise	1 183	-	1 183	0.00%
Bana Pele	508	508	-	100.00%
Foreign Govent and International Organisations:				
SEACMEQ	4 182	5 176	(994)	123.77%
ADEA	1 053	-	1 053	0.00%
UNICEF	100 000	100 000	-	100.00%
AFTRA	90	76	14	84.44%
Guidance Counselling and Youth Development Centre: Malawi	224	-	224	0.00%
UNESCO Membership Fees	19 477		19 477	0.00%
Households:				
NSFAS: Funza Lushaka	1 256 676	1 256 676	-	100.00%
Leave Gratuity	805	1 179	(374)	146.46%
Total Transfers	1 509 253	1 485 332	23 921	98.42%

5.6.1 Reasons for Material Variances

5.6.1.1 Households – Leave Gratuity:

- Challenges/Deviation – Leave gratuity is paid to employees for leave accumulated and is paid when they exit the system.
- Mitigatory Measures/Progress – This item is not budgeted for and will be covered at the end of the financially year (during Virement)

5.7 Allocation Against Expenditure per Details of Transfer for 2025/26 Financial Year

Public Entities	Adjusted Budget R'000	Expenditure R'000	Variences R'000	Percentage Spent
Umalusi	174 384	130 788	43 596	75.00%
ETDP SETA	517	517		100.00%
South African Council for Educators	17 170	12 878	4 292	75.00%
Total Public Entities	192 071	144 183	47 888	75.07%

5.7.1 Reasons for Material Variances

5.7.1.1 ETDP SETA:

- Challenges/Deviation – The transfer to SETA is for skills development for the employees of the Department (including learnerships and internships) for accredited courses and bursaries.
- Mitigatory Measures/Progress – Once off transfer payment which is made annually.

5.8 Allocation Against Expenditure on Schools Backlogs Grant (SIBG) for 2025/26 Financial Year

Economic Classification	Adjusted Budget R'000	Expenditure R'000	Variance R'000	Percentage Spent
Compensation of Employees	12 333	6 270	6 063	50.84%
Goods and Services	225 678	154 396	71 282	68.41%

Building and Other Fixed Structures	1 046 053	365 366	680 687	34.93%
Payment of Financial Assets	4	4		100.00%
Total	1 284 068	526 036	758 032	40.97%

5.8.1 Reasons for Material Variances

5.8.1.1 Goods and Services:

- Challenges/Deviation – Expenditure on this item is lower compared to straight-line of 75%.
- Mitigatory Measures/Progress – The low spending results from Management fee which is paid when claims/invoices are received from Implementing Agencies.

5.8.1.2 Payment of Capital Assets:

- Challenges/Deviation – Expenditure on this item is lower compared to straight-line of 75%.
- Mitigatory Measures/Progress – Projects in the SIBG Programmes (ASIDI & SAFE) are mostly in the close out stage except for few which are implemented by the DBSA and the TMT. Current year expenditure has been towards payment of retentions, final accounts for both the contractors and professional service providers. There is currently 40 SAFE projects and one overcrowding project implemented in the Northern Cape, and these are done by the TMT and DBSA respectively.

6. Portfolio Committee Observations and Questions - The Portfolio Committee raised the following with the Department of Basic Education in respect of the Third Quarterly Report for 2025/26:

- Concerns were raised over the large percentage of under-expenditure by the Department – what plans were in place to mitigate this under-expenditure, irregular expenditure, and fruitless and wasteful expenditure? The Department to submit a report on such plans.
- Has the Department considered making infrastructure a priority, stand-alone performance indicator, with clear timelines and targets – with a clear plan for tracking targets?
- Why were there no performance indicators in Programme 4?

- Although annual targets were being set, how was the Department able to track and monitor performance? Could a section be included to reflect progress on targets?
- Cumulatively, how has the Department performed against annual targets?
- What was the involvement of DPME during the development stages to assist and guide the Department?
- Why was the report silent on the indicators for performance tracking of new and additional teachers?
- What monitoring and oversight role was the Department playing in respect of the conditional grants to PEDs to ensure accountability? How was the Department holding PEDs accountable for under-expenditure?
- Did the Department have an electronic performance and monitoring system in place?
- How was the Department addressing the many challenges experienced at special schools where teachers were not adequately trained to teach learners with special needs and schools not conducive for learners with special educational needs?
- How would the findings of the Literacy Survey impact on interventions by the Department? What were the intervention strategies for assisting PEDs who were performing weakly? What lesson could be drawn from previous literacy interventions that failed to improve national reading outcomes.
- What was the percentage increase in registered ECD centres through the mass registration campaign? How did the Department ensure ECD centres meet the required standards?
- What were the reasons for the slow pace of ECD registration, especially in rural areas?
- What percentage of Funza Lushaka graduates were successfully placed by the Department? Why were PEDs struggling to place qualified Funza Lushaka graduates?
- How was the Department able to measure the classroom impact of teacher development and training programmes – and how did the Department ensure rural school also benefit equally from teacher development and training?
- With schools and classroom building projects, why were there no new schools completed in the period under review? Which projects were delayed and what were the causes of delays?
- How was the Department ensuring mechanisms were in place for PEDs to be able to utilise their grant allocations? Which PEDs were at risk of underspending on their conditional grants, especially on infrastructure and ECDs?

- How were schools being supported to address school violence and bullying? What resources were in place to ensure the full roll-out of the School Safety Programmes in collaboration with SAPS?
- Which PEDs were not fully delivering on the National School Nutrition Programme, infrastructure spending, and grant spending?
- How was the Department ensuring the implementation of evidence-based literacy programmes? How was the Department ensuring schools had functioning libraries to support literacy?
- Was the Department satisfied with the number of schools being monitored for the NSNP? What were the conclusions of such monitoring?
- What was the impact of the School Safety Protocols implemented at schools? How did the cutting of security personnel at schools, especially in hot-spot areas, affect the implementation of the school safety protocols?
- How did the monitoring of a small sampling size of schools on reading norms provide reliable information for interventions.
- With targets being reduced due to budget constraints - what were reasons for underspending on goods and services? How was this aligned to budget constraints necessitating reduction in performance targets?
- What steps, in collaboration with PEDs, have been taken to ensure the investment in training and development translated to classroom appointments and address teacher shortages?
- With the mass registration drive for ECD centres, how many new ECDs were registered and in which provinces where they are located? Did the registration imply that the Department would own the ECD centres or did they remain privately owned? Were there any plans for the Department to take ownership of these centres?
- Could the Department submit a progress report on the impact of the school safety protocols and campaign? What tangible progress was being made in this regard?
- Why was the Department and PEDs underspending on school infrastructure backlogs indicator? What plans/initiatives were in place to raise additional funds to assist with infrastructure backlogs?
- Why were there no indicator targets for the Basic Education Employment Initiative for 2026/27 – would this initiative not be continued?
- How was the Department assisting PEDs with teacher shortages and addressing challenges with unqualified teachers teaching certain subjects? There were many teachers who were

unemployed and how could they be absorbed, especially the Funza Lushaka graduates? What are reasons why Funza Lushaka graduates were not placed?

- The Department explain the process for calculating the figures for the new indicators for targeted learners for Mathematics and Science? What was the baseline for this indicator?
- What progress was being made at school level in respect of target indicators – could the Department include a narrative and explain how government intervention was assisting? The Department to provide a narrative e.g., monitoring of schools for reading norms and standards (number of schools, findings, reports, interventions, challenges etc.)
- What monitoring was done by the Department in respect of the employment of foreign educators, especially in independent schools? What are the engagements with the independent school sector to employ SA teachers as opposed to foreign educators – what were the barriers in this regard?

7. Portfolio Committee Recommendations - Based on the observations made above, the Portfolio Committee requests that the Minister of Basic Education ensure that the Department of Basic Education consider these recommendations:

- The Department ensure plans are in place to mitigate/address under-expenditure, irregular expenditure, and fruitless and wasteful expenditure? The Department submits a detailed report on these plans.
- The Department consider making infrastructure a priority, stand-alone performance indicator, with clear timelines, targets, and tracking.
- The Department ensure strengthened monitoring and oversight in respect of the conditional grants to PEDs to ensure accountability and limit under expenditure. The Department ensure it puts in place an electronic performance and monitoring system.
- The Department ensure registered ECD Centres met all the required standards and received the necessary support from the Department in respect of funding and resource allocations. The Department further ensures the slow pace of registration, especially in rural areas, was fast tracked.
- The Department ensure mechanisms were in place for PEDs to better utilise their grant allocations. PEDs be held accountable for any underspending on its conditional grants, especially on infrastructure and ECDs.
- The Department ensure all PEDs were able to fully deliver on the Nutrition Programme, infrastructure spending, and grant spending.

- The Department ensure PEDs were supported with addressing teacher shortages and utilise the pool of unemployed teachers withing the system, especially Funza Lushaka graduates.
- The Department ensure adequate monitoring in respect of the employment of foreign educators, especially in independent schools. The Department consider engagements with the independent school sector to employ SA teachers as opposed to foreign educators.
- The Department should submit detailed reports on the following:
 - Plans to mitigate/address under-expenditure, irregular expenditure, and fruitless and wasteful expenditure.
 - Progress report on the impact of the school safety protocols and campaign
 - The number of new ECD Centres registered through the mass registration drive – and their location.

Report to be considered.