

VOTE 5

DEPARTMENT OF EDUCATION

To be appropriated by vote in 2026/27	R70 951 955 000
Responsible Executing Authority	MEC for Education and Sport, Arts, Culture, and Recreation
Administering Department	Department of Education
Accounting Officer	Head of Department

1. OVERVIEW

Vision

Every learner feels valued and inspired in our innovative education system.

Mission

We are committed to providing functional and modern schools that enable quality teaching and learning to protect and promote the right of every learner to quality, equitable and relevant education.

National Development Plan

The department remains committed to advancing the National Development Plan (NDP) 2030, which envisions a transformed education system that provides all children with access to high-quality education, particularly in languages, Mathematics, and Science, with the goal of ensuring that 90 per cent of learners achieve a minimum of 50 per cent in these subjects by 2030.

By 2030, South Africa needs an education system with the following attributes:

- High quality, universal early childhood school education, with globally competitive Literacy and Numeracy standards.
- Further higher education and training that enable people to fulfil their potential.
- An expanding higher-education sector that can contribute to rising incomes, higher productivity and the shift to a more knowledge-intensive economy.
- A wider system of innovation that links universities, Science Councils and other research and development role players with priority areas of the economy.

Medium Term Development Plan (MTDP) 2024 - 2029

The 2024-2029 Medium Term Development Plan (MTDP) aims to eradicate poverty, reduce inequality, grow the economy and reduce the unemployment rate to 27.5% by 2030. The department will continue to focus on access, redress, and equity over the medium-term, with a greater emphasis on quality of learning and efficiency.

The Medium-Term Development Plan (MTDP) outlines three key strategic priorities that serve as the foundation for long-term socio-economic progress.

- Inclusive growth and job creation focus on fostering economic growth that benefits all segments of society, with an emphasis on creating job opportunities and reducing inequality.
- Maintaining and optimising the social wage aims to ensure that social services, such as healthcare, education, and social grants, are maintained and improved to support vulnerable populations and enhance the quality of life.
- A Capable, Ethical, and Developmental State seeks to prioritise the creation of a government that is effective, transparent, and ethical, with a focus on accountability and delivering services that promote sustainable development.

The department will support the implementation of the three strategic priorities outlined in the in the 2024-2029 Gauteng Medium Term Development Plan.

GDE's 4 Strategic Areas:

- Strategic Area 1: The provisioning of quality Early Childhood Development (ECD) services.
- Strategic Area 2: The delivery of high-quality education across the foundation, intermediate, senior and the further education and training phases.
- Strategic Area 3: The changing of the education landscape to accelerate relevant and quality learning.
- Strategic Area 4: The creation of safe schools' environment and the promotion of social cohesion.

Core functions and responsibilities:

The Gauteng Department of Education is tasked with leading and regulating pre-tertiary public and private education while serving as a key driver of skills development in the province. Its strategic focus aligns with national and provincial priorities, emphasizing curriculum delivery, teaching and learning resources, infrastructure, ICT, and effective teacher deployment. The department is committed to ensuring that learners of all ages and backgrounds acquire the education, skills, and opportunities necessary to enhance their well-being and contribute to thriving, resilient communities.

Main Services

The Gauteng Department of Education delivers comprehensive educational services across the province, including:

- Public Ordinary Schooling: Ensuring access to quality primary and secondary education for all learners
- Independent Schools: Providing subsidies to qualifying independent schools while monitoring compliance with funding requirements
- Special School Education: Offering inclusive education for learners with special education needs from Grade 1 to Grade 12, alongside non-formal education programmes
- Early Childhood Development (ECD): Supporting Pre-Grade R and Grade R programmes across state, private, and community centres, and strengthening access to quality early learning opportunities for pre-Grade R learners.

Underpinning the provision of the services above are the following education services:

Early Childhood Development Support: Pre-Grade R and Grade R programmes are equipped with learner and teacher resources, and the number of fully registered ECD sites, including private and community-based centres, is expanded. Community-based sites receive targeted funding through verified processes, while ECD practitioners benefit from ongoing capacity building and accredited training aligned with the universalisation plan.

Curriculum and Teaching Support: The department strengthens teaching, curriculum development, and learning support through specialist interventions by therapists and educational psychologists. School management is enhanced via institutional development, school development planning, governance support, and performance monitoring. Differentiated curricula, including CAPS adaptations for learners with Severe Intellectual Disabilities (SID), are implemented alongside ICT integration across the LSEN sector.

Human Capital and Professional Development: Educators and officials receive targeted professional development, including SIAS policy training, braille instruction, and management development programmes. Bursaries and in-service programmes are provided to build a skilled and capable workforce.

Resources and Infrastructure: Schools are supported through efficient resource management, including procurement of learner and teacher support materials, administrative equipment, and labour-saving devices. Infrastructure expansion includes new schools, laboratories, libraries, smart classrooms, and "Schools of the Future," alongside the development of "Schools of Specialisation" to nurture high-potential learners and address critical skills shortages.

Assessment and Quality Assurance: Learner and school performance are benchmarked through National Senior Certificate examinations and standardised testing for Grades 3, 6, and 9. Whole-school evaluations, regulatory compliance checks, and administrative support ensure that barriers to access and equity are addressed while promoting high-quality pre- and post-school educational opportunities.

Broad-Based Black Economic Empowerment (B-BBEE) in Gauteng Education:

B-BBEE drives skills development, STEM and ICT advancement, infrastructure improvements, and educator training. It strengthens socio-economic development through enhanced school resources, preferential procurement, and public-private partnerships. Targeted interventions empower women, persons with disabilities, veterans, and youth, fostering leadership, enterprise growth, and long-term socio-economic transformation.

Township Economy & Preferential Procurement

Aligned with the Township Economy Revitalisation Programme, the Gauteng Department of Education prioritises procurement from township-based SMMEs, with a particular focus on empowering women, youth, and persons with

disabilities. Progress is guided by specific targets and indicators as outlined in the 2024/25 GGT2030 Consolidated Plan, ensuring strategic alignment with provincial economic transformation and inclusive growth objectives.

Gender Mainstreaming

The Gauteng Department of Education promotes gender and disability inclusion through targeted strategies, addressing gaps, providing GBV and gender-sensitivity training, integrating gender in the curriculum, fostering mentorship and leadership, and monitoring progress, aligned with national and international frameworks.

Women Empowerment & Gender Responsive Budgeting

The Gauteng Department of Education applies gender-responsive policies and budgeting to promote equitable resource allocation, enhance accountability, and empower women. Key focus areas include preferential procurement, ICT and STEM access, entrepreneurship, and targeted support to overcome financial, informational, and caregiving barriers.

Empowerment of Vulnerable Groups

Aligned with the National GBV & Femicide Plan, the Gauteng Department of Education promotes economic and social inclusion through preferential procurement, support for cooperatives and NPOs, pro-poor education initiatives, psychosocial and economic support, and targeted programs for persons with disabilities, LGBTQI+ communities, the elderly, and veterans.

Legislation and Policy Framework

- The Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996), as amended

National Legislation

Key national acts guiding education and public service include:

- Protection of Personal Information Act, 2013 (Act No. 4 of 2013)
- Government Immovable Asset Management Act, 2007 (Act No. 19 of 2007)
- Children’s Act, 2005 (Act No. 38 of 2005), as amended
- Disaster Management Act, 2002 (Act No. 57 of 2002), as amended
- Promotion of Access to Information Act, 2000 (Act No. 2 of 2000), as amended
- Promotion of Administrative Justice Act, 2000 (Act No. 3 of 2000), as amended
- South African Council for Educators Act, 2000 (Act No. 31 of 2000), as amended
- Public Finance Management Act, 1999 (Act No. 1 of 1999), as amended
- Skills Development Act, 1998 (Act No. 97 of 1998), as amended
- Employment Equity Act, 1998 (Act No. 55 of 1998), as amended
- The Employment of Educators Act, 1998 (Act No. 76 of 1998), as amended
- The Non-Profit Organisations Act, 1997 (Act No. 71 of 1997), as amended
- National Education Policy Act, 1996 (Act No. 27 of 1996), as amended
- South African Schools Act, 1996 (Act No. 84 of 1996), as amended
- Public Service Act, 1994 (Proclamation No. 103 of 1994), as amended
- Occupational Health and Safety Act, 1993 (Act No. 85 of 1993), as amended

Provincial Legislation (Gauteng)

- Gauteng Education Policy Act, 1998 (Act No. 12 of 1998), as amended
- Gauteng Schools Education Act, 1995 (Act No. 6 of 1995), as amended

National Policies and White Papers

- National Integrated Early Childhood Development Policy, 2015
- Policy on the Roles and Responsibilities of Education Districts, 2013 (GN No. 300 of 2013)
- The National Curriculum Statement Grades R-12, 2011
- National Policy for the Creation of an Enabling School Physical Teaching and Learning Environment, 2010
- White Paper on e-Education, 2004 (GN 26734 of 26 August 2004)
- National Education Information Policy, 2004 (GN 26766 of 7 September 2004)
- Education White Paper 5, 2001 (Early Childhood Development)
- Education White Paper 6, 2001 (Special Needs Education)
- Batho Pele – “People First”: White Paper on Transforming Public Service Delivery, 1997

Gauteng Department of Education (GDE) Policies

- GDE Policy for the Delimitation of Feeder Zones, 2025
- GDE Learner Teacher Support Material (LTSM) Policy, 2024
- GDE Policy for the National School Nutrition Programme, 2024
- GDE SA-SAMS and Learner Unit Record Information and Tracking System Operational Policy, 2023
- GDE Recruitment and Selection Policy, 2023
- GDE Policy on the Configuration and Establishment of Full-Service Schools and Special School Resource Centres, 2023
- GDE Learner Transport Policy, 2022
- GDE Policy on the Use of ICT and e-Learning Devices, 2022

Provincial Circulars

- Circular 2 of 2025 – Employment of Foreign Educators
- Circular 3 of 2025 – Implementation of Post Establishment (effective 1 January 2026)
- Circular 1 of 2025 – Implementation of Employment Equity Plan
- Circular 2 of 2021 – Discontinuation of Cheques and Migration to Electronic Payment Systems
- Circular 3 of 2021 – Directives for School Property Leasing Applications
- Circular 4 of 2021 – Implementation of New Post Establishment for Public Service Personnel
- Circular 1 of 2020 – Whole School Improvement Framework for Public Schools
- Circular 4 of 2019 – Implementation Guideline on Voluntary Food Handlers

2. REVIEW OF THE CURRENT FINANCIAL YEAR (2025/26)

Strategic Area 1: The provisioning of quality Early Childhood Development (ECD) services.

Universalisation of Grade R:

Grade R universalisation was achieved by implementing two compulsory years of Early Childhood Development (ECD) before Grade 1. The Gauteng Department of Education (GDE) developed an ECD Integrated Plan, aligning with the National ECD Strategy, to embed ECD within the department. The Curriculum Assessment Policy Statements (CAPS) for Grade R is part of CAPS Foundation Phase and is firmly implemented in all public schools.

The GDE provided support at mediation sessions on the Basic Education Labour Act (BELA) matters affecting Grade R practitioners. Mediation sessions were scheduled per region, with principals of Early Childhood Development (ECD) centres, to clarify labour-related obligations, promote collaborative problem-solving, and reduce industrial relations risks that could disrupt Grade R teaching and learning.

Prepare for the Formalisation of Grade R:

The Grade R-3 Curriculum and Assessment Policy Statement (CAPS) was implemented across all public schools with Grade R classes. All Practitioners in Grade R were trained towards qualifications as outlined in the Policy on Minimum Requirements for Teacher Education. The monitoring and evaluation of Grade R was conducted by Districts and Head Office ECD officials, as it lays the foundation for the mass implementation of a formalised programme across all schools.

CAPS aligned curriculum resources needs for both Grade R and Pre-Grade R were identified for procurement. Submission request for procurement of these resources was developed and approved and currently in the procurement process. These resources incrementally target newly registered Grade R sites.

Stabilise Pre-Grade R Early Childhood Development:

ECD practitioners in 202 public schools and 249 ECD centres participated in the physical education (Wellness2Life program) orientation sessions. These Grade R Practitioners were capacitated on physical education activities focusing on the holistic development of the child cognitive, physical, social, and emotional skills. Documents on the National Curriculum Framework (NCF) for Children from Birth-to-4 years were printed and distributed to registered ECD centres. Pre-Grade R programmes were also provided with age-appropriate daily programmes to guide daily activities in the ECD learning spaces. Donors identified a total of 296 Early Learning Centres to receive health and safety packs to assist them towards compliance with municipal requirements for registration.

Mass Registration:

The monitoring and evaluation of Grade R was conducted as it lays the foundation for the mass implementation of a formalised programme across all schools. Municipal engagements were conducted with City of Ekurhuleni, City of Johannesburg, Western region municipalities and Sedibeng municipalities on compliance stage of Bana Pele Mass Registration Drive.

Registration clinics and capacity-building sessions were conducted with unregistered ECD centres. ECD Forums Consultation sessions were held in partnership with the City of Ekurhuleni to inform, educate, and advocate about ECD services provided by stakeholder departments. These sessions allowed the public to engage, raise challenges, and receive solutions and referrals.

Gearing for ECD Resourcing:

Curriculum implementation resources for Grade R Mathematics Improvement programme were printed and distributed to practitioners in training. These resource packages include Concept Guide, Termly Teacher Activity Guide and Poster Books, workshop participant and trainers' workbooks.

To promote literacy and foster a love of reading among young learners in ECD, GDE in collaboration with Mathew Goniwe School of Leadership and other community stakeholders/ sponsors, donated a re-furbished reading room to Thabisong Educare Centre in JHB East district, in celebration of World Book and Copyright Day, reaching 141 children. The donations included reading books, abacus boards, branded pens and notebooks for eleven (11) teachers, branded bags, t-shirts, and lunch meals for children aged between 3- 6 years.

Access to ECD Facilities:

The GDE is in the process of building ECD of the future centres. One ECD centre in Soshanguve is in stage 3, design stage, whilst others are at pre- planning stage. Establishment of ECDs in and around hostels is in progress, a reviewed and updated submission was drafted for approval to appoint NGOs/NPOs as mentors for George Goch and Denver Hostels.

Teacher Training and Professional Development:

To support the quality provisioning of ECD programmes for pre-grade R, Mathew Goniwe School of Leadership and Governance (MGSLG) in partnership with GDE is offering the NQF Level 4 Further Education & Training Certificate that focusses on ECD specialisation to 500 pre-Grade R practitioners from Community Based- Sites over a period of 17 Months. The programme carries 141 credits. A total of 1 000 practitioners are currently being trained on Curriculum Framework (NCF) in two phases of 500, so far 824 have attended the training.

Strategic Area 2: The delivering of high-quality education across the Foundation, Intermediate, Senior and the Further Education and Training Phases.**Reading Plan:**

Structured reading programmes in the Foundation Phase continued to support the development of phonics, vocabulary, and reading comprehension. Where it is consistently implemented, learners showed improved decoding abilities and stronger comprehension. Lesson plans and learner books reflected a clear focus on building foundational language skills.

Early Grade Reading Assessments (EGRA) and linguistic landscape assessments proved valuable in several schools by providing insights into learner progress and assisted as a guide to provide targeted support after the EGRA results were analysed and shared with districts. These assessments were conducted at the beginning of the year for Grades 1–3 learners to establish baseline performance levels, with a focus on phonics and sight words. Reading Blitz and Reading Thursdays/Signing programme involved Head Office and district officials who are monitoring Grade 3 reading/ signing a story levels.

The Drop All and Read (DAR) programme continued for 30 minutes weekly per school for reading/ sign a story. This encourages a love for reading in and beyond the classrooms. Schools developed a management plan that is aligned to the district management plan which unpacks read to lead activities such as reading aloud, role-play, storytelling, and poetry to improve the DAR Campaign.

Literacy and Numeracy:

Intersen Phase Maths Improvement Plan (MIP strategy) lesson plans with Maths terminologies were developed and implemented to promote reading in Mathematics and distributed to all MIP schools. Maths charts with Maths terminology procured and developed by learners in the previous year are passed in the classroom for learners to use for sight learning through the print rich environment.

Foundation Phase Life Skills Subject Advisors played a pivotal role in strengthening early literacy by supporting teachers to embed literacy development across all subjects. This was achieved through the implementation of structured, evidence-based programmes such as Wellness2Life and the Six Bricks Learning Through Play methodology, which promote vocabulary development, comprehension, communication skills, and holistic learner engagement. These programmes provide practical frameworks and activities that foster essential life skills while integrating literacy practices, particularly writing across the Life Skills Beginning Knowledge and Personal and Social Well-being (BKPSW) study areas, including History, Science, and Geography.

In several schools, the use of bilingual and multilingual literacy resources was observed and is contributing to higher levels of learner engagement. Where learners' Home Languages were incorporated into teaching and learning materials, both comprehension and participation showed noticeable improvement. Teachers are also beginning to integrate Shared Reading approaches into their lessons, signalling positive shifts in classroom practice.

Mathematics, Sciences, Technology:

Foundation Phase District Subject Advisors (DSA) attended the Mathematics Improvement Programme at Department of Basic Education (DBE), focusing on Teaching Mathematics with understanding. These officials facilitated the distribution of the resources to Mathematics DSAs across the province, and the programme will be further cascaded to Foundation Phase teachers to strengthen classroom practice.

Regular monitoring and support visits by Head Office and DSAs ensured commitment to pedagogical standards. They provided on-site coaching which strengthened classroom implementation of inquiry-based approaches. The MST workshops were designed to address content and methodologies. Mathematics workshops were conducted wherein teachers were trained in Geometry methodologies such as the investigative method to teach angles of triangles, angles in a straight line and constructions.

Schools were guided on how to address curriculum backlogs, develop their Programmes of Assessment, and implement targeted support for learners at risk. Departmental Heads monitored the implementation of training content, focusing on identifying areas for improvement and strengthening content delivery. Across schools, MST training content was evaluated through learner assessments and further monitored during support visits, ensuring that the training is translated into improved classroom practice.

Assessments:

Intersen Phase Mathematics baseline and informal assessments were provided to teachers at the beginning of the term to assist in identifying learning gaps and planning for targeted learner support. Teachers used the analysis of these assessments to address learners' misconceptions as they taught each topic throughout the term. In addition, bi-weekly informal assessments administered by schools were used to gauge learners' understanding of the current content, enabling teachers to intervene timeously and provide further instructional support where required. Together, these assessment practices contributed to more a responsive teaching and strengthened curriculum delivery.

Teachers used the previous term's learners' performances to identify progress and learners at risk that need interventions. The baseline assessment conducted in Term 1 and the subsequent term assessments (test) guide the teachers to form school improvement plans to assist with the closing of identified content gaps. South African Sign Language (SASL) assessments and evaluation methods were central in guiding curriculum development, teacher training, instructional practices, and intervention initiatives.

Technical High Schools:

The Technical High School (THS) Strategy is a key Gauteng Department of Education (GDE) initiative to address youth unemployment and skills shortages by transforming Technical Schools into Centres of Excellence. The strategy focused on modernising the curriculum, continuous teacher development, and building strong industry partnerships to ensure learners gain practical workplace skills. This comprehensive approach aims to equip learners with relevant, employable competencies, contributing to both social and economic development in the province. Ongoing Support was conducted through DSAs. Teachers received content-specific support visits, mentoring, and resource guidance linked to teaching methodologies and CAPS-aligned delivery.

Secondary School Intervention Programme (SSIP):

Grade 8&9 Mathematics Improvement Programme (MIP) was implemented in the quest of increasing the learner participation rate and enhancing learner performance in Mathematics. The Department continued to implement extra classes for Mathematics in Grade 8&9. Through this programme, learners were offered extra classes for Maths in Grade 8&9 on selected Saturdays/school holidays. These lessons were offered by selected tutors at school level. Learners were provided with printed material and catering.

The Saturday Programme was implemented across 463 SSIP schools, with a total of 95 653 learners participating in the sessions. The classes focused on consolidating work covered during the week, with particular emphasis on strengthening examination techniques. This approach ensured that learners received additional reinforcement on key concepts and were better prepared for formal assessments. Pre- and post-tests, along with SSIP learning materials, were developed and distributed to the Schools of Specialisation (SoS) and all participating SSIP schools. These assessments were administered during Saturday classes and after-school lessons to track learner progress, identify areas requiring reinforcement, and inform targeted teaching interventions.

Fourth Industrial Revolution, ICT, and e-learning:

Grade 11 and grade 12 Mathematics live streaming lessons were presented on the power point presentations. The utilisation of the Siyavula platform for teaching and practice was continued. Physical Sciences QR Codes were distributed and utilised in all districts and schools with all the resources for the subject. The CAT & IT utilised AI technology to mark examinations and identify cognitive levels within assessments, thereby supporting teachers in both grading and evaluating the depth of cognitive skills demonstrated by learners.

Special Schools and Learners with Special Needs:

Children with Severe to Profound Intellectual Disability were supported through outreach services. Assistive devices in the form of wheelchairs, hearing aids and related accessories, mid technology and high technology augmentative and alternative communication systems and adapted feeding/grooming utensils, sensory regulation and mobility were procured and delivered to learners with Severe to Profound Intellectual Disabilities in Special Care Centres (SCC).

Strategic Area 3: The changing of the Education landscape to accelerate relevant and quality learning.**Reorganisation of Schools (ROS) Programme:**

Exchange programmes and joint workshops form an integral part of the Twinning Programme, providing opportunities for teachers to learn from one another, acquire new skills, and stay updated with current educational trends. Schools with fewer resources benefit from shared access to facilities, technology, and educational materials provided by their partner schools, helping to address resource gaps and enhance teaching and learning. School support visits were conducted to several schools to monitor underperformance.

Resource Optimisation, Small Schools, and Normalisation of Grade Structure:

A five-year desktop study was conducted to assess learner enrolment trends. The report was shared with the districts for support and interventions. School visits and consultations are ongoing to assess if the school infrastructure is adequate for realignment. Based on the schools identified as small, districts should assess the possibility of mergers or realignment of the schools and facilitate consultations with all stakeholders to ensure optimisation of small, undersubscribed schools.

In the 2025 academic year, there are 857 oversubscribed schools, 1 244 undersubscribed, and eight (8) schools at full capacity. To address oversubscription, the following initiatives should be introduced to expand school capacity firstly, the establishment of satellite schools, providing funding for self-built classrooms and the deployment of mobile classrooms.

School Infrastructure:

A total of 150 schools received maintenance initiated from the 1st quarter. Thirty-two ECD centres received maintenance across districts. One school, Ribane Laka reached practical completion in the first quarter and is currently in the defect-liability stage. In addition, a total of sixty (60) classrooms were delivered to schools, and 30 classrooms were completed through the self-build program accumulating from 1st quarter. Furthermore, nine BFI schools are under construction.

Schools of Specialisation (SOS):

A customer satisfaction index was conducted through an interview targeting SMTs, teachers and learners who participated in the Welding & Spray-painting proof of concept project. The interviews were conducted in all the five (5) participating schools. The evaluation methodology was a qualitative assessment. The approach focused on gathering in-depth insights into the experiences, perceptions, and learning outcomes of the participating teachers through a questionnaire.

Strategic Area 4: The creation of safe schools' environment and the promotion of social cohesion.**Safe schools:**

The Minister of Education and South African Police Service (SAPS) signed off the Protocol Document that included a collaborative work plan outlining targets and timeframes as well as outputs. Social cohesion efforts were strengthened through the deployment of patrollers and security guards, alongside close collaboration with the MEC's office to minimise incidents of gangsterism, bullying, and service disruptions in schools. The MEC's office spearheaded the development of anti-bullying strategy to ensure that principals of unstable schools account for any lack of learner safety and security by placing them at the district offices pending the outcome of investigations.

Pro-Poor Programmes:

Through the National School Nutrition Programme (NSNP), the department provided meals to 1 738 266 learners against the target of 1 670 000 learners across quintile 1–5 primary and secondary schools, as well as designated special schools.

These learners were provided with daily nutritious meals for all the school days. Through the No-Fee School Policy, the department is servicing 1 436 No-Fee schools with 1 624 107 learners. The department provided transport for 234 660 learners through the learner transport programme against a target of 230 000.

Health Promotion:

Sporadic screening was conducted in high schools to provide responsive support to Grade 12 learners and ensure that emerging academic, social, and wellness needs were identified and addressed timeously. Health screening was conducted in Grade R, 1, 4, 8, and 10 in schools where appointments were scheduled so that maximum service is provided. Provision of Dignity Packs was conducted by the Gauteng Department of Social Development (DSD) and supported by GDE for girl learners in need of the services. Girl learners signed registers upon receiving their pack as a form of report and the reports were sent to DSD. Learner pregnancies were reported via the Life Skills Programmes, stats were shared, and interventions implemented in schools. Officials monitored whether Life Orientation teachers had undergone training on the Scripted Lesson Plans for Comprehensive Sexuality Education (CSE) and were implementing these lessons effectively in their classrooms.

Psychosocial Support:

The role of the School Based Support Team (SBST) as a vehicle for support and collaboration is continuously highlighted to Learner Psycho-Support Service (LPSS) stakeholders and sister departments (e.g. GDE/DSD MOU). The LPSS Social Work team provides ongoing supervision, consultation, face-to-face and telephone consultation and capacity-building workshops to Special School Social Workers to ensure that they provide professional social work and psychosocial services to learners. The Presidential Youth Employment Initiative (PYEI) agents in Care and Support were employed to collaborate with the Learner Support Agents (LSA). An orientation was held in respective districts on the Integrated School Health Programmes by School Health alongside the Life skills HIV Aids coordinators.

Social Cohesion and Equity in Education:

The Oral History Competition programme incorporated the G20-related topic as a category for 2025 as the country hosted the summit. Learners in different categories conducted research by interviewing the unsung heroes /heroines within their areas and drafted a research report to be evaluated by the adjudicators. Celebrations were observed including the International Boy Child Day that took place at Alberton Council Chambers. The event was aimed at having dialogue with boys

to promote positive masculinity and correct negative societal norms that discriminate against girls and women. GDE managed to organise 300 boy learners for the programme.

Sports and Enrichment in Education:

School sports were strengthened by ensuring that GDE non-fee-paying schools implemented the school sports programme and actively participated in the Wednesday sports schedule. The Wednesday Leagues Programme currently focuses on football, netball, and volleyball in the following age categories: 11, 13, 15, and 17. The department officially notified and encouraged all schools to participate in the Physical Education and School Sport Programme in the province via a memo.

ECD centres in both school and community-based centres, are a core sector that participated in the Wellness2Life programme that promotes holistic learning through an integrated approach. The programme is a GDE driven initiative that ensures sustainability of practice, regular participation and educator development. The GDE and Gauteng School Readiness and Admission Committee (GSRAC) have a focused approach to the inclusion of the girl learner in all programmes. There has been significant growth, especially at lower levels.

3. OUTLOOK FOR THE COMING FINANCIAL YEAR (2026/27)

Strategic Area 1: Provisioning of Quality Early Childhood Development (ECD) Services

Strategic Focus:

In 2026 the Gauteng Department of Education (GDE) is implementing an inclusive ECD strategy to expand access and improve the quality of Grade R and Pre-Grade R services in public schools and community centres. Guided by Education White Paper 5, the BELA Act, and the Gauteng 2030 Vision, Grade R is recognised as a critical foundation for school readiness, lifelong learning, and social equity. The strategy is anchored on five pillars: access, quality, infrastructure, professionalisation, and governance, ensuring a comprehensive and sustainable early learning system.

Policy Alignment and Governance:

Grade R is being formally entrenched as the entry point to schooling through alignment of internal policies and the amendment of the Gauteng School Education Act (GSEA). Provincial admission regulations are being developed to standardise entry processes, alongside revisions to the GDE Exemplar School Admission Policy and the School Admission Policy. These measures ensure consistency, inclusivity, and compliance across all public ordinary schools.

Curriculum Implementation and Pedagogy:

Grade R and Pre-Grade R curricula are aligned with CAPS and the National Curriculum Framework. Annual Teaching Plans and exemplar lesson plans in all twelve Gauteng languages, assessment support tools, and digital resources strengthen teaching and learning. Coding and Robotics are integrated to reinforce foundational skills, while Wellness2Life Physical Education, play-based learning, storytelling, and Sports Wednesdays enhance cognitive, physical, and social development. Pre-Grade R programmes focus on practitioner training, thematic learning, outreach activities such as mobile science labs, promotion of multilingualism, and Play-to-Learn festivals in partnership with Takalani Sesame. Curriculum management in the Foundation Phase is strengthened through enhanced pedagogical knowledge, improved assessment practices, and robust implementation of SIAS, with 703 of 755 practitioners enrolled in qualification programmes to improve teaching quality.

Universalisation and Formalisation of Grade R:

Grade R is being positioned as a compulsory and quality-assured year of schooling. Circuit Management has integrated Grade R into school oversight, providing targeted support to 14 schools to establish new Grade R classes with infrastructure, staffing, and resources, ready for 2027. For 15 schools with space constraints, alternative housing solutions are being sourced, while the introduction of Grade R in 18 incomplete schools is underway with qualified practitioners and teaching materials. Admissions processes are being restructured to streamline intake. Strategic site placement, registration in LSEN and independent centres, conversion of underutilised buildings, mass registration drives, awareness campaigns, and deployment of mobile and outdoor classrooms in informal areas further support universal access.

Strengthening Pre-Grade R Provision:

The department is stabilising both community, and non-centre-based Pre-Grade R programmes, providing targeted support for registered ECD programmes, hostel outreach, integration of parenting services, and early stimulation activities for children aged 0–4, including infants aged 18–24 months.

Access to Quality Facilities and Infrastructure Development:

Infrastructure investment addresses classroom shortages through inclusion in new school construction projects under the BFI programme. Mega schools are being designed with increased numbers of Grade R classrooms to ensure equitable access and optimal learning environments. Mobile classrooms and outdoor learning spaces are deployed where needed, and universal access features ensure equitable participation, including in community-managed centres where formal facilities are unavailable.

Human Resource Management:

Strategic HR initiatives include the conversion of 200 of 925 eligible practitioners to PL1 status, finalisation of the Post Provisioning Norms (PPN) with the DBE to include Grade R, and recruitment aligned with GDE policies. Cost-of-education implications are being assessed to support sustainable staffing.

Budget and Funding:

The budget programme structure is under review, with bids for additional funding underway. Subsidy frameworks are being revised to align with fee-paying and no-fee school classifications, and schools are being briefed on the revised financial approach in preparation for the 2027/28 academic year.

Learning and Teaching Support Materials (LTSM):

Grade R is fully integrated into the National Foundation Phase Catalogue. Standardised learning materials are being implemented, and curriculum exhibitions are facilitated to enhance classroom engagement and learner outcomes.

Teacher Training and Professional Development:

The professionalisation of the ECD workforce continues through qualification verification, in-service training, and leadership development. District-based mentoring, specialised LSEN training, and modules on play-based learning, literacy, and wellness strengthen practitioner capacity and teaching quality.

Registration and Compliance:

Monitoring systems are being strengthened to ensure ECD centres are formally registered and meet regulatory standards. District-level support and stakeholder engagement across regions enhance governance, compliance, and collective ownership.

ECD Resourcing and Multi-Stakeholder Collaboration:

A data-driven approach guides financing, infrastructure planning, and operations. Strategic partnerships with the private sector, distribution of learning resources, EMIS rollout, and interdepartmental collaboration ensure integrated and sustainable service delivery.

Monitoring, Evaluation, and Quality Assurance:

Robust systems verify site readiness, curriculum implementation, teaching quality, and learner progress. Structured induction programmes and practitioner support maintain high standards, with a strong emphasis on inclusivity and equitable access.

Next Steps:

Moving forward, the GDE will accelerate registration and regulation of ECD centres, continue infrastructure rollout in disadvantaged areas, deepen interdepartmental collaboration to embed ECD within holistic child development systems, and respond to civic and political demand for universal, high-quality ECD.

Strategic Area 2: The delivering of high-quality education across the Foundation, Intermediate, Senior and the Further Education and Training Phases:

The department will continue to strengthen our educational service offerings across all phases focussing on critical areas such as Reading, Numeracy, Literacy, Mathematics, Sciences, Technology, Assessments, IT and e-Learning and Special Schools. These areas will be driven by strategic curriculum development and educator training and support through the implementation of the:

- GET Language and Reading Improvement Programme and Mathematics Improvement Programme.
- Math, Science and Technology Strategy.
- Technical High Schools Strategy.
- Further Education and Training (FET) Improvement Plan that supports the Secondary School Intervention Programmes (SSIP) (Grades10-12).

Reading and Literacy:

The department is strengthening foundational reading skills through the implementation of structured literacy programmes that emphasise phonics, vocabulary development, comprehension, and differentiated instruction. Educators will receive targeted training to improve pedagogical delivery, and learner progress will be monitored through EGRA assessments. Schools will further enhance literacy by providing access to libraries, digital reading tools, parental involvement initiatives, and targeted interventions for learners who are struggling.

Numeracy and Literacy Integration:

The department will enhance numeracy and literacy in all phases through practical, real-world applications. Educators will be trained and mentored to integrate literacy across subjects, including multilingual resources and African language instruction.

Mathematics, Science, and Technology (STEM):

The department is promoting inquiry-based, hands-on STEM learning by integrating experiments, technology-enhanced activities, and opportunities for industry exposure into classroom practice. Educators will receive professional development on effective STEM pedagogical strategies to strengthen learner engagement and conceptual understanding. Schools will further cultivate interest in STEM by establishing clubs, hosting science and technology fairs, and implementing coding and robotics initiatives.

Assessments:

The department is implementing diagnostic and continuous assessments to identify learning gaps, guide instructional planning, and inform curriculum adjustments, resource allocation, and targeted learner support. Standardised assessments will be used to track learner performance and outcomes in Grades 3, 6, and 9, ensuring consistent monitoring of progress across key transition points and enabling data-driven interventions.

Technical High Schools:

The department will focus on expanding vocational and occupational education to enhance workforce readiness, innovation, entrepreneurship, and career diversity, in alignment with MTDP priorities.

Secondary School Intervention Programmes (SSIP):

The programme will target low-performing schools in mathematics and science through teacher development, mentorship, resource support, and curriculum interventions to improve Grade 12 passes and readiness for higher education.

Fourth Industrial Revolution (4IR), ICT, and E-Learning:

The department is expanding digital literacy through the integration of e-learning platforms, coding and robotics curricula, AI-driven personalised learning tools, and immersive technologies to enhance teaching and learner engagement. Educator capacity will be strengthened through targeted professional development, while partnerships with the private sector will support the resourcing of schools and ensure technological proficiency across the system.

Inclusive Education and Learner Support:

The Gauteng Department of Education leads nationally in Special Education Needs (LSEN) by providing early identification of learning barriers, targeted interventions, inclusive curriculum delivery, and Individualised Support Plans. Operating Special, Autism-specific, and Full-Service Schools, the department invests in infrastructure upgrades, assistive technologies, ICT-enabled learning, and health promotion initiatives. Educators, support staff, and parents receive specialised training, while multidisciplinary teams support learners with severe disabilities. Learner transport, enrichment programmes, and inclusive ECD opportunities ensure equitable access, and engagement with civil society, parental involvement, and awareness campaigns foster social inclusion, legal compliance, and learner-centred education.

Strategic Area 3: The changing of the Education landscape to accelerate relevant and quality learning.

The department will continue in its quest to change the provincial educational landscape, through Reorganisation of Schools Programme (school twinning), improving infrastructure, Schools of Specialisation, and providing better support to principals, educators, school governing bodies (SGBs), and district officials. These factors play a crucial role in addressing key challenges in our education system, particularly in reducing inequalities, improving learning outcomes, and promoting student success.

Reorganisation of Schools (ROS) and Twinning:

The department continues to twin well-resourced and under-resourced schools to share infrastructure, skills, and best practices, enhancing teaching, learner engagement, and academic outcomes. The initiative promotes collaboration, cultural understanding, linguistic diversity, and access to specialised subjects and extracurricular activities.

Resource Optimisation and Grade Structure:

Strategic planning and data-driven decision-making continue to guide the optimisation of resources, small schools, and grade structures. Investment in educational technologies are streamlining operations, improves learning outcomes, and ensures efficient allocation of personnel, budgets, and facilities.

School Infrastructure:

Priority will be given to maintenance, targeted renovations, flexible and modular classroom designs, energy efficiency, climate resilience, and the integration of digital learning platforms to maximise space and reduce operational costs.

Schools of Specialisation (SOS):

In the 2026/27 financial year, the Gauteng Department of Education will expand and strengthen its Schools of Specialisation (SOS) programme to better align education with labour market needs. The Department aims to establish quality technical schools in every district and launch 18 additional Schools of Specialisation, increasing the total to 44 Focus Schools across high-tech, maritime, aviation, arts, and science streams, with a targeted enrolment of 44 294 learners. These schools will continue to integrate specialised curricula, industry-aligned practical training, internships and apprenticeship pathways, teacher upskilling, and enhanced career guidance and mentorship, thereby improving learner employability and supporting Gauteng's economic growth priorities.

Strategic Area 4: The creation of safe schools' environment and the promotion of social cohesion.

The department will continue with the creation of safe and inclusive schools which is central to fostering social cohesion, non-violence, and equitable opportunities for learners in communities affected by conflict. Exposure to violence, bullying, and

gang activity disrupts learning, undermines well-being, and contributes to high dropout rates. By providing secure environments, schools become hubs for character development, tolerance, and respect, promoting healthy lifestyles, leadership, teamwork, and patriotism. Inclusive practices that celebrate diversity help bridge social divides, challenge discrimination, and empower learners to become active, responsible citizens. In collaboration with parents, caregivers, and communities, schools can strengthen social ties, break cycles of violence, and contribute to a more just and cohesive society.

School Safety:

The Gauteng Department of Education will prioritise the creation of safe, inclusive, and supportive learning environments. School safety is enhanced through the National School Safety Framework, active school safety committees, bullying prevention strategies, and Positive Discipline initiatives, alongside collaborations with SAPS and the DBE to address crime and violence.

Pro-poor programmes:

The Gauteng Department of Education (GDE) continues to advance its comprehensive Pro-Poor Programme to ensure that learners from disadvantaged backgrounds are not excluded from quality education due to socio-economic constraints. Key interventions include the No-Fee School Policy, the National School Nutrition Programme (NSNP), learner transport, school uniform and Dignity Pack initiatives, and ECD nutrition support, all aimed at removing barriers to access and participation. In alignment with the Department of Basic Education (DBE), the GDE will expand these initiatives over the next five years, including increasing the number of no-fee schools, strengthening the NSNP, and introducing the ECD Nutritional Programme to further address food insecurity. In 2026/27, approximately 1 647 007 learners will benefit from the no-fee policy, 257 250 learners will receive subsidised transport, and 1 767 367 learners will access daily nutritious meals. The GDE will also work closely with the Department of Social Development (DSD) to align poverty alleviation efforts across the Gauteng City Region, contributing to improved living conditions, learner well-being, and the broader outcomes of the Medium-Term Development Plan (MTDP).

Health promotion:

Health and well-being will be promoted through Comprehensive Sexuality Education, school health services, distribution of Dignity Packs, and partnerships with the Gauteng Department of Health to provide accessible screenings and support.

Psychosocial Support:

Psychosocial services will be strengthened through Learner Support Agents, School-Based Support Teams, and partnerships with social workers to address learners' emotional and social needs.

Social Cohesion and Equity in Education:

The department emphasises social cohesion, equity, and inclusion through policies against unfair discrimination, initiatives for girls' education and positive masculinity programmes, promotion of gender equality, and Education for Sustainable Development. School-Based Support Teams will provide support for victims of gender-based violence, ensuring that all learners experience safe, respectful, and nurturing educational environments.

Sports, Arts, and Enrichment:

The Gauteng Department of Education is committed to promoting sports, arts, and enrichment programmes as key components of learner development. Strategic initiatives which include reintroducing Sports Wednesdays across schools and ECD centres, expanding arts and culture offerings, and strengthening school sports programmes through competitions, leagues, and teacher training in Physical Education will be implemented. Collaborations with SALGA and other partners aim to integrate school sports into municipal planning and enhance social cohesion. Complementary programmes will be implemented, these include anti-drug campaigns and girl-child empowerment initiatives, support a holistic approach to learning, fostering inclusive, safe, and vibrant school environments where all learners can thrive.

4. REPRIORITISATION

The department realigned its budget and plans to respond to the priorities of the MTDP 2024-2029. This process included reprioritising resources within existing programmes and activities, resulting in adjustments across the economic classification of the budget.

The department reprioritised R1.9 billion in 2026/27 and R2.3 billion in 2027/28. The budget was reprioritised within the programmes and activities to align the budget with spending plans. The budget for municipal services for schools has been reclassified from goods and services back to transfers to schools as they will pay and manage their municipal accounts. Furthermore, funds which were set aside for the municipal services bailout for schools is reprioritised to transfers to schools to offset the budget shortfall on school subsidies to align with funding norms and standards.

The department effected a realignment of the ICT budget to support the procurement of key ICT devices, including learner, educator, and classroom devices, to enhance digital learning and teaching capabilities. Due to budget constraints over the 2026 MTEF schools will be encouraged to improve their LTSM and textbook distribution and retrieval policies to curb increased expenditure.

5. PROCUREMENT

The department will continue in the financial year 2026/27 to develop and implement procurement plans to improve its Supply Chain Management processes and ensure that procurement needs are in line with the available budget and the priorities underpinning the department's strategies.

The major procurement to be undertaken includes the following:

- Security services for head office buildings, district offices, teacher centres and national and supplementary examination centres.
- Registered public bus transport service providers for the provision of learner transport services in the province.
- School maintenance to ensure that schools' needs in terms of plumbing, electricity, carpentry, refurbishment are catered for.
- Appointment of service providers for the procurement, storage, supply and delivery of dry groceries and perishables for the no-fee paying primary and secondary schools, departmentally identified learners in fee-paying schools and special schools in the Gauteng province.
- The appointment of service providers for the provision of school furniture for new schools in accordance with the influx of learners from various schools and areas, as well as school furniture repairs to empower small companies that are excluded from manufacturing and supplying of the furniture.
- Mobile, chemical toilets and septic tanks to address over-crowding of schools and to ensure that access to sanitation is never interrupted at schools in Gauteng.
- Establishment of a multi-disciplinary-built environment panel of professional service providers to offer support during construction work.
- Building and construction of 18 BFI schools in Gauteng to address overcrowding in schools.
- Panel of law firms to address all legal issues of the department.

The department will continue to support local suppliers in support of the Township Economy Revitalisation Strategy of the province which focuses on assisting small, medium, and micro-enterprises.

6. RECEIPTS AND FINANCING

6.1 Summary of receipts

TABLE 5.1: SUMMARY OF RECEIPTS: EDUCATION

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Equitable share	56 909 652	59 856 111	62 207 071	63 870 575	64 469 327	64 469 327	66 781 047	69 434 500	71 911 111
Conditional grants	3 376 490	3 503 453	3 935 868	4 130 000	4 513 565	4 513 565	4 170 908	4 655 097	4 829 031
Education Infrastructure Grant	1 983 332	2 037 074	2 296 649	2 368 000	2 368 000	2 368 000	1 905 012	1 946 885	2 034 300
HIV And Aids (Life Skills Education) Grant	37 311	33 297	37 036	38 696	38 696	38 696	40 259	41 896	43 162
National School Nutrition Programme Grant	993 367	1 094 224	1 154 073	1 213 637	1 213 637	1 213 637	1 254 139	1 289 445	1 352 058
Maths, Science And Technology Grant	60 901	53 790	62 348	64 491	64 491	64 491	67 445	69 925	71 752
Occupation Specific Dispensation For Education Sector Therapists Grant									
Learners With Profound Intellectual Disabilities Grant	35 150	36 000	37 706	39 627	39 627	39 627	41 562	43 461	45 497
Expanded Public Works Programme Incentive Grant For Provinces	2 733	2 467	2 696	6 420	6 420	6 420	7 071		
Social Sector Expanded Public Works Programme Integrated Grant For Provinces	7 615	8 849	8 899						
Early Childhood Development Grants	256 081	237 750	336 388	399 129	782 694	782 694	855 420	1 263 485	1 282 262
Total receipts	60 286 142	63 359 564	66 142 939	68 000 575	68 982 892	68 982 892	70 951 955	74 089 597	76 740 142

The department has aligned its 2026 MTEF budget to fund and resource its medium-term strategies and priorities.

The department's funding originates from both national and provincial revenue streams in the form of an equitable share and a range of conditional grants. In the 2026/27 financial year the equitable share allocation amounts to R66.7 billion which constitutes 94.1 per cent of the total budget whilst the conditional grant allocation amounts to R4.1 billion which constitutes 5.9 per cent of the total allocation.

The department's budget increased from a main appropriation of R68 billion in 2025/26 to R70.9 billion in 2026/27. The total increase amounts to R2.9 billion which translates to 4.3 per cent. This is due to additional funding allocated for the Early Childhood Development (ECD) grant for the continued expansion of the early childhood development services, and additions to the equitable share for the retention and appointment of educators, for the school nutrition and scholar transport programmes which are part of the pro-poor programmes of the department, the Presidential Youth Employment Initiative allocation for hiring of teacher assistants, and for the progressive equalisation of the remuneration for Grade R teachers. The department's budget will grow at an average rate of 4.11 per cent over the 2026 MTEF from R68.0 billion in 2025/26 to R76.7 billion in the 2028/29 financial year.

6.2 Departmental receipts

TABLE 5.2: SUMMARY OF DEPARTMENTAL RECEIPTS: EDUCATION

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Sales of goods and services other than capital assets	35 937	38 585	42 163	39 956	39 956	42 673	41 794	43 675	45 640
Transfers received									

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Fines, penalties and forfeits	137	75	148	114	114	84	119	124	130
Interest, dividends and rent on land	2 446	740	1 209	299	299	837	313	327	342
Sales of capital assets									
Transactions in financial assets and liabilities	45 786	14 458	28 370	4 607	4 607	12 780	4 819	5 036	5 262
Total departmental receipts	84 306	53 858	71 890	44 976	44 976	56 374	47 045	49 162	51 374

The main source of revenue collection is from examination processes that include re-marking and re-checking of Grade 12 scripts as well as re-issuing of matriculation certificates. Additional funds are also generated from administrative fees for the collection of employees' insurance premiums, from the provisioning of official housing (rental income) and from financial transactions in assets and liabilities relating to the departmental debt account as well as receivables relating to the previous financial year's expenditure. Revenue collection is estimated at R47 million in 2026/27, R49.1 million in 2027/28 and R51.3.5 million in 2028/29.

7. PAYMENT SUMMARY

7.1 Key assumptions:

The following key assumptions were considered when determining the personnel budget for the 2026 MTEF:

- Existing number of staff and the possible additions to the personnel headcount over the 2026 MTEF
- Basic salary costs including condition of service adjustments from 1 April 2026 and projections for the medium term
- Pension fund contributions, 13th cheque and overtime linked to the basic salary cost
- Guidelines on the implementation of occupation-specific dispensation and the grades and level of each staff member
- Increased take-up of benefits such as medical aid and housing allowance
- Contract employees and merit bonuses
- Reduction of class size through the appointment of additional educators to accommodate growth in the number of learners
- Medical aid contributions which normally increase more rapidly than inflation
- Provisioning for therapists and social workers to schools to support learners

The department aims to maintain at least an 80:20 ratio between personnel to non-personnel costs although an increase in personnel costs is evident.

The following key assumptions were considered when determining the non-personnel budget for the 2026 MTEF to meet the goal of improving the quality of learning:

- Infrastructure development and the maintenance of school buildings with the aim of eradicating the backlog in learning space and preventative maintenance projects
- Transfers and subsidies to institutions and schools
- Implementation of the National School Nutrition Policy
- Provisioning of LTSM, workbooks and lesson plans for learners
- District development and support
- Skills development and technical and vocational skills
- Implementation and maintenance of intervention strategies such as the Literacy and Numeracy (LITNUM) and Mathematics Strategy, the Secondary School Improvement Programme and the Teacher Development Strategy

7.2 Programme summary

TABLE 5.3: SUMMARY OF PAYMENTS AND ESTIMATES: EDUCATION

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
1. Administration	4 057 029	4 390 486	4 674 578	5 044 531	4 708 732	4 720 089	5 230 345	5 471 350	5 683 254
2. Public Ordinary School Education	38 884 540	41 341 930	44 323 616	47 252 489	47 934 695	47 945 885	49 758 256	51 940 814	54 149 553
3. Independent School Subsidies	1 098 666	1 125 580	1 035 961	1 080 961	1 092 555	1 092 555	1 129 604	1 129 604	1 129 604
4. Public Special School Education	4 261 684	4 401 393	4 698 212	5 051 486	5 041 482	5 041 482	5 271 750	5 466 454	5 663 578
5. Early Childhood Development	2 000 622	2 152 677	2 375 437	2 635 927	2 950 780	2 950 780	2 982 992	3 529 584	3 460 770
6. Infrastructure Development	2 262 693	2 295 206	2 867 138	2 877 557	2 897 920	2 897 920	2 742 059	2 673 073	2 762 165
7. Examination And Education Related Services	6 450 059	6 832 067	4 789 000	4 057 624	4 356 728	5 149 286	3 836 949	3 878 718	3 891 218
Total payments and estimates	59 015 293	62 539 339	64 763 942	68 000 575	68 982 892	69 797 997	70 951 955	74 089 597	76 740 142

7.3 Summary of economic classification

TABLE 5.4: SUMMARY OF ECONOMIC CLASSIFICATION: EDUCATION

R thousand	Outcome			Main appropriation	Adjusted appropriation	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2025/26	2026/27	2027/28
Current payments	49 827 482	52 912 535	56 048 075	59 214 242	58 357 116	59 133 672	60 822 819	63 561 643	66 209 957
Compensation of employees	41 748 355	45 188 701	48 773 009	52 074 344	52 265 702	52 254 786	54 684 036	57 101 532	59 724 811
Goods and services	8 079 069	7 723 830	7 274 993	7 139 898	6 091 394	6 878 858	6 138 783	6 460 111	6 485 146
Interest and rent on land	58	4	73		20	28			
Transfers and subsidies to:	8 011 544	8 438 032	6 827 880	6 658 365	8 233 761	8 275 480	8 204 156	8 714 800	8 629 642
Departmental agencies and accounts	118 855	125 699	126 408	150 916	146 703	146 703	162 377	169 569	177 367
Non-profit institutions	7 709 068	8 102 585	6 496 409	6 333 656	7 913 130	7 868 233	7 860 165	8 355 445	8 253 949
Households	183 621	209 748	205 063	173 793	173 793	260 409	181 614	189 786	198 326
Payments for capital assets	1 137 515	1 163 759	1 842 464	2 127 968	2 392 015	2 382 164	1 924 980	1 813 154	1 900 543
Buildings and other fixed structures	952 228	1 006 081	1 725 658	1 938 175	2 194 735	2 192 615	1 731 803	1 618 756	1 706 171
Machinery and equipment	147 267	151 514	116 797	165 751	197 235	189 504	192 147	193 367	193 341
Land and sub-soil assets	20 028	5 960	2	24 000					
Software and other intangible assets	17 992	204	7	42	45	45	1 030	1 031	1 031
Payments for financial assets	38 752	25 013	45 523			6 681			
Total economic classification	59 015 293	62 539 339	64 763 942	68 000 575	68 982 892	69 797 997	70 951 955	74 089 597	76 740 142

The department's expenditure outcomes are primarily driven by compensation of employees, with the bulk of this spending directed towards educators who deliver core teaching and learning services. Additional core spending is linked to strategic investments in Early Childhood Development (ECD), investment to improve learning outcomes through strengthened literacy, numeracy, STEM, and technical skills programmes, and the provision of adequate learning and teaching support materials. Expenditure is further influenced by the funding of public schools in line with prescribed norms and standards, as well as the implementation of pro-poor programmes aimed at ensuring equitable access to education for all learners. Expenditure outcome increased by R5.7 billion, growing from R59 billion spent in 2022/23 to R64.7 billion in 2024/25, reflecting the department's continued focus on expanding access, supporting curriculum delivery, and improved education outcomes.

The total budget grow by R8.5 billion from R68 billion in 2025/26 to R76.7 billion in 2028/29. Growth in the budget is largely on compensation of employees for educators, goods and services and transfers and subsidies to schools. The budget aims to fund key cost drivers within the department to ensure that teaching and learning take place.

The compensation of employees' budget increases from R52 billion in 2025/26 to R54.6 billion in 2026/27, showing a 5.0 per cent increase which amounts to R2.6 billion to fund the approved structure and post provisioning model. Rising learner numbers drives the demand for additional teachers, while salary increases create an unaffordable shortfall. In the 2026 MTEF, additional funding of R649.2 million is allocated for the retention of educators.

The 2026/27 goods and services budget amounts to R6.1 billion indicating a decrease of 14.0 per cent which amounts to a rand value decrease of R1.0 billion from R7.1 billion in 2025/26. The reduction in the budget is due to the reclassification of the budget for municipal services for schools from goods and services to transfers and subsidies as schools will manage their own municipal accounts. Over the 2026 MTEF, additional allocation of R650.6 million is allocated to school nutrition, R337.4 million to scholar transport and there is also a simultaneous decrease of R 859.9 million due to a downward inflation adjustment and an adjustment to maintain fiscal stability within the province. The major cost drivers under the goods and services budget includes, school nutrition, municipal services, school furniture, scholar transport, ICT and inclusive education.

Cost drivers and demand for educational products include LTSM (Learning and Teaching Support Materials) which is driven by the increase in learner numbers. In addition the Reorganisation of Schools (ROS), which involves re-organising schools' frameworks, including specialisation and twinning programmes, the Secondary School Improvement Programme (SSIP) which aims to improve matric results outcomes, infrastructure which prioritises new school delivery to alleviate pressure on scholar transport, school furniture, and recurring infrastructure costs are also identified cost drivers. Key areas include adhering to

national school funding norms and standards, eradicating mobile schools, accelerating maintenance, and addressing climate change effects, ICT and E-learning which aims to improve curriculum delivery, school management, and teacher capacity. To promote safe schools and social cohesion funding of the schools safety programme is important to ensure the safety of learners and staff in schools particularly at high-risk schools.

Transfers and subsidies in 2026/27 amounts to R8.2 billion showing an increase of 23.2 per cent which amounts to R1.5 billion. This is due to municipal services budget reclassification from goods and services to transfers to schools.

The department continues to make provision for transfers to schools in accordance with the norms and standards for school funding. Transfers will also be made to the Matthew Goniwe School of Governance and Leadership that will focus, amongst others, on teacher development initiatives for the department. Transfers and subsidies include funding for resourcing inclusive education through Schools of Specialisation which amounts to R310 million.

The budget in Programme 4: Public Special School Education has been allocated a total budget of R5.2 billion in 2026/27 showing an increase of 4.4 per cent. Of the total budget allocated to the public special school education programme, R71 million has been earmarked for the expansion of special schools.

The Early Childhood Development programme has been allocated a total budget of R2.9 billion. Primarily, the programme has allocated R1.3 billion for personnel expenditure and R79.8 million for Start-up Kits and R223 million for Grade R subsidies and R8.7 million over the 2026 MTEF for the progressive equalisation of the remuneration of Grade R teachers.

Programme 7: Examinations and Education Related Services programme receives R3.8 billion in 2026/27. An additional earmarked allocation for external examinations which amounts to R803 million. This includes the allocation of R59.3 million for the Presidential Youth Employment Initiative for the employment of teacher assistants.

7.4 Infrastructure payments

7.4.1 Departmental Infrastructure Payment

Please refer to Estimates of Capital Expenditure.

7.5 Departmental Public-Private-Partnership (PPP) Projects

Not Applicable

7.6 Transfers

7.6.1 Transfers to public entities

Not Applicable

7.6.2 Transfers to other entities

TABLE 5.5: SUMMARY OF DEPARTMENTAL TRANSFERS TO OTHER ENTITIES: EDUCATION

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Public Ordinary Schools	4 303 872	4 512 093	3 196 168	2 736 158	3 993 103	3 948 103	3 802 345	3 856 329	3 852 453
Sci-Bono Discovery Centre	310 962	349 283	346 355	288 673	288 673	288 673	302 568	302 932	302 932
Matthew Goniwe School of Leadership and Governance	436 317	505 686	248 605	397 911	362 359	362 462	369 663	394 130	386 855
Independent Schools	1 087 027	1 115 443	1 035 961	1 080 961	1 092 555	1 092 555	1 129 604	1 129 604	1 129 604
Special Schools	906 302	921 662	912 711	954 333	946 719	946 719	994 787	995 683	994 787
University of the Witwatersrand (Examinations)									
Households Social Benefits	181 281	170 831	174 563	173 793	173 793	196 066	181 614	189 786	198 326
Transfers to Public Ordinary Schools (PYEI)									
Department Agencies				370	135	135	185	186	186
Seta	118 855	125 699	126 408	150 546	146 703	146 703	162 192	169 383	177 181
Abet Centres									
Grade R Sites/ Centres	180 847	181 898	179 972	213 732	200 739	200 739	210 000	210 387	210 387

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Gauteng Education Development Trust	5 050								
FET Colleges									
Households Other Transfers	2 340	38 864	30 500			64 343			
ECD GRANT	230 062	236 772	297 355	370 541	731 743	731 743	792 339	1 193 845	1 210 505
PRE GRADE R	241 634	271 626	270 561	291 347	291 347	291 347	252 424	272 535	166 426
EPWP INTEGRATED	6 995	8 175	8 721		5 892	5 892	6 435		
Total departmental transfers	8 011 544	8 438 032	6 827 880	6 658 365	8 233 761	8 275 480	8 204 156	8 714 800	8 629 642

Transfers to entities for the 2026/27 financial year amounts to R8.2 billion showing a significant increase of 23.4 per cent which amounts to R1.5 billion.

Transfers to Public Ordinary Schools amounts to R3.8 billion which constitutes 46.3 per cent of the total transfer payments. Transfers to public ordinary schools include the transfer for the Presidential Youth Employment Initiative programme, the school nutrition budget for the payment of food handlers, and transfers to Public Ordinary Schools is in line with the norms and standards for school funding.

Transfers to Special Schools amounts to R994.7 million in 2026/27 showing an increase of R40.4 million from R954.3 million in 2025/26, this allocation include scholar transport budget for LSEN schools. The special school transfer constitutes 12.1 per cent of the department's total transfers.

A further transfer of R302 million will be made to Sci-Bono Discovery Centre and R369.6 million to Mathew Goniwe School of Leadership and Governance for the delivery of primary and secondary school curriculum intervention programmes and teacher development programmes respectively.

Pre-Grade R transfer of R252.4 million and ECD grant transfers of R792.3 million in 2026/27 to fund transfers to ECD centres. Additional funding is allocated to the ECD grant for the continued expansion of the early childhood development services. Other transfers will be made to SETAs for skills development levies and social benefits paid to employees when exiting the public education sector either through retirement or resignation.

7.6.3 Transfers to local government

Not applicable.

8. PROGRAMME DESCRIPTION

PROGRAMME 1: ADMINISTRATION

Programme objectives :

- To provide overall management of the education system in accordance with the National Education Policy Act, the Public Finance Management Act and other policies.
- To provide for the functioning of the office of the Member of the Executive Council (MEC) responsible for education in line with the ministerial handbook.
- To provide management services which are not education specific for the education system.
- To provide administration and update of the online system in preparation for admissions.
- To provide education management services for the education system.
- To provide human resource development and health and well-being services for office-based staff.
- To provide an Education Management Information System in accordance with the National Education Information Policy.
- To provide for projects under Programme 1 specified by the department of Basic Education and funded by conditional grants.

Key policies, priorities, and outputs:

The department will focus on the following targets and interventions to ensure that the set goals are met:

- To facilitate the macro education planning and to ensure alignment between statutory mandates, plans, budgets and resource utilisation as well as ensure that Budget and Expenditure planning is completed timeously.
- It will deepen support to school management by Head Office and District Offices by introducing the notion of virtual districts.
- It will improve its human resources functions by accelerating its recruitment and appointment processes to ensure transparency and accountability of personnel.
- It will ensure the production of education information through the collection of data/information and timeous completion and submission of the Annual Performance Plan.

TABLE 5.6: SUMMARY OF PAYMENTS AND ESTIMATES: ADMINISTRATION

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
1. Office Of The MEC	4 940	6 792	4 969	6 289	6 289	6 289	6 570	6 730	6 898
2. Corporate Services	2 343 507	2 529 280	2 740 241	2 865 469	2 653 231	2 653 231	2 973 046	3 115 177	3 209 980
3. Education Management	1 640 601	1 763 216	1 865 062	2 028 944	1 921 143	1 921 143	2 120 592	2 214 843	2 313 580
4. Human Resource Development	57 795	73 267	54 781	115 476	100 434	111 791	100 508	104 971	123 167
5. Edu Management Information System (Emis)	10 186	17 931	9 525	28 353	27 635	27 635	29 629	29 629	29 629
6. Conditional Grants									
Total payments and estimates	4 057 029	4 390 486	4 674 578	5 044 531	4 708 732	4 720 089	5 230 345	5 471 350	5 683 254

TABLE 5.7: SUMMARY OF PAYMENTS AND ESTIMATES BY ECONOMIC CLASSIFICATION: ADMINISTRATION

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Current payments	3 959 278	4 282 723	4 555 631	5 018 818	4 670 020	4 596 124	5 187 487	5 427 891	5 639 458
Compensation of employees	3 191 155	3 397 871	3 620 561	4 062 730	3 732 730	3 723 177	4 232 804	4 435 625	4 633 439
Goods and services	768 065	884 850	935 064	956 088	937 270	872 919	954 683	992 266	1 006 019
Interest and rent on land	58	2	6		20	28			
Transfers and subsidies to:	29 582	67 133	58 498	7 226	6 991	92 244	7 350	7 673	8 010
Departmental agencies and accounts				370			185	186	186
Non-profit institutions									
Households	29 582	67 133	58 498	6 856	6 856	92 109	7 165	7 487	7 824
Payments for capital assets	29 417	15 617	14 926	18 487	31 721	25 040	35 508	35 786	35 786
Buildings and other fixed structures									

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Machinery and equipment	16 281	15 413	14 919	18 468	31 702	25 021	35 508	35 786	35 786
Software and other intangible assets	13 136	204	7	19	19	19			
Payments for financial assets	38 752	25 013	45 523			6 681			
Total economic classification	4 057 029	4 390 486	4 674 578	5 044 531	4 708 732	4 720 089	5 230 345	5 471 350	5 683 254

The Administration programme receives a main appropriation of R5.2 billion in 2026/27 showing a rand value increase of R185.8 million from R5 billion in 2025/26 which translates to an increase of 4 per cent.

The compensation of employees' budget under the Administration programme receives a main appropriation R4.2 billion in 2026/27, indicating an increase of 4.2 per cent which translates to a rand value increase of R170 million from R4 billion in 2025/26. The budget makes provision for payment of personnel costs, the cost of living adjustment and to adequately capacitate the programme to strengthen departments governance and service delivery capacity.

The goods and services' budget remains the second largest budget item under current payments. The budget decreased from R956 million in 2025/26 to R954 million in 2026/27. The budget decreased by R1.4 million showing a decrease of 0.1 per cent. The department is continuously implementing cost containment measures to improve its financial management processes and to realise efficiency gains.

Transfers and subsidies increased from R7.2 million in 2025/26 to R7.3 million in 2026/27. The budget increased by R124 000 which translates to an increase of 1.7 per cent. This makes provision for injury on duty claims and leave gratuity payments as part of the exit package of employees when they resign or retire. It also makes provisions for legal claims to beneficiaries.

The budget for payments for capital assets increased from R18.4 million in 2025/26 to R35.5 million in 2026/27. The budget increased with 92.1 per cent. The funds under this item are made available for the replacement of old, damaged, lost, and obsolete laptops and other IT equipment.

District Administration within the Corporate Services sub-programme receives an allocation of R91.9 million for the 2026/27 financial year. The department is allocating a further R2.1 billion to the Education Management sub-programme.

The Education Management Information Systems sub-programme will receive an allocation of R29.6 million in 2026/27 to ensure connectivity in schools and to enable schools to provide learner data to the National Learner Tracking System through SA-SAMS.

SERVICE DELIVERY MEASURES**PROGRAMME 1: ADMINISTRATION**

Programme performance measures	Estimated performance	Medium-term estimates		
	2025/26	2026/27	2027/28	2028/29
SOI 101: Number of public schools that use the South African School Administration and Management System (SA-SAMS) or any alternative electronic solution to provide data.	2 240	2 243	2 246	2 249
SOI 102: Number of public schools that can be contacted electronically (email).	2 240	2 243	2 246	2 249
SOI 103: Percentage of expenditure going towards non-personnel items.	24.6% (12 829 418)	18.1% (12 001 083)	17.6% (12 182 127)	17.0% (12 190 667)
SOI 104: Number of school community engagements held to combat racism, sexism, hate speech, GBV and other forms of intolerance to address inter-generational violence and trauma across society	1	1	1	1
POI 101: Percentage of female employees in top management.	46.84%	47.0%	47.5%	48.0%
POI 102: Percentage of people with a disability employed in the Department	2.83%	3.0%	3.0%	3.0%

PROGRAMME 2: PUBLIC ORDINARY SCHOOL EDUCATION**Programme description:**

To provide public ordinary education from Grade 1 to 12 in accordance with the South African Schools Act.

Programme objectives:

- Provide specific public primary ordinary schools with the resources required for the Grade 1 to 7 phases.
- Provide specific public secondary ordinary schools with resources required for the Grade 8 to 12 levels.
- Provide departmental services for the professional and other development of educators and non-educators in public ordinary schools.
- Provide additional and departmentally managed sporting and cultural activities in public ordinary schools.
- Provide for projects under Programme 2 specified by the department of Basic Education and funded by conditional grants.

Key policies, priorities and outputs:

The department will focus on the following targets and interventions to ensure that the goals set are met:

- Promotion of quality education.
- Improving learner test scores in Literacy/Language and Numeracy/Mathematics in Grades 3 and 6.
- The development of the General Education and Training (GET) Strategy (Grade 1-9).
- The strengthening of teaching Home Languages in the Foundation and Intermediate Phases.
- Incrementally introduced to learning an African language from Grades 1 to 12.
- Implementation of the LITNUM Strategy and the Grades 8 and 9 Mathematics Strategy.
- Support provided to teachers in Mathematics and Language where lesson plans are provided.
- Increase the participation in Mathematics and Science subjects.
- Continue with the Secondary School Improvement Programme (SSIP) programme for improving learner performance in Grade 12.
- Educators will undergo more vigorous teacher development programmes that will continue to focus on Mathematics, Science, Technology, English First Additional Language, African Languages, reading, the utilisation of ICTs to promote quality teaching and learning, and new subjects related to the 4IR (Coding and Robotics).
- The strengthening the participation in school sports.
- Prioritising resources towards school sports programmes which covers multiple sporting disciplines for learners with special educational needs.
- Increasing access to public schools through pro-poor interventions such as providing learners with nutritious meals and scholar transport and no-fee policy.
- Focus on Technical and Vocational education through the implementation of TSS-RG. The TSS-RG is a new provincial grant, meant to recapitalise schools offering technical subjects by providing workshop machinery, tools and equipment to improve the technical environment and support the development of technical skills.

TABLE 5.8: SUMMARY OF PAYMENTS AND ESTIMATES: PUBLIC ORDINARY SCHOOL EDUCATION

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
1. Public Primary Schools	22 635 032	23 990 321	25 445 944	26 895 671	27 411 810	27 411 810	28 335 962	29 616 001	30 869 475
2. Public Secondary Schools	15 006 373	15 981 871	17 444 452	18 794 711	18 990 984	19 002 174	19 832 444	20 687 626	21 578 451
3. Human Resource Development	159 228	187 049	185 482	241 482	211 562	211 562	223 857	233 408	233 408
4. School Sport, Culture And Media Services	29 639	34 795	31 398	42 497	42 211	42 211	44 409	44 409	44 409
5. Conditional Grants	1 054 268	1 147 894	1 216 340	1 278 128	1 278 128	1 278 128	1 321 584	1 359 370	1 423 810
Total payments and estimates	38 884 540	41 341 930	44 323 616	47 252 489	47 934 695	47 945 885	49 758 256	51 940 814	54 149 553

TABLE 5.9: SUMMARY OF PAYMENTS AND ESTIMATES BY ECONOMIC CLASSIFICATION: PUBLIC ORDINARY SCHOOL EDUCATION

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Current payments	35 376 896	38 195 767	41 154 845	44 492 895	44 090 137	44 101 327	46 016 242	48 014 810	50 219 478
Compensation of employees	33 838 343	36 704 984	39 589 146	42 039 547	42 463 253	42 463 253	44 205 957	46 159 716	48 293 209
Goods and services	1 538 553	1 490 783	1 565 699	2 453 348	1 626 884	1 638 074	1 810 285	1 855 094	1 926 269

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Interest and rent on land									
Transfers and subsidies to:	3 488 682	3 139 676	3 138 452	2 757 816	3 835 846	3 835 846	3 736 220	3 919 996	3 924 067
Higher education institutions									
Non-profit institutions	3 345 892	3 017 422	3 002 800	2 596 096	3 674 126	3 674 126	3 567 223	3 743 394	3 739 518
Households	142 790	122 254	135 652	161 720	161 720	161 720	168 997	176 602	184 549
Payments for capital assets	18 962	6 487	30 319	1 778	8 712	8 712	5 794	6 008	6 008
Buildings and other fixed structures	17 959	5 662	28 888						
Machinery and equipment	1 003	825	1 431	1 778	8 712	8 712	5 794	6 008	6 008
Software and other intangible assets									
Payments for financial assets									
Total economic classification	38 884 540	41 341 930	44 323 616	47 252 489	47 934 695	47 945 885	49 758 256	51 940 814	54 149 553

The Public Ordinary School Education programme budget increase from R47.2 billion in 2025/26 to R49.7 billion in 2026/27. The budget showed an increase of 5.3 per cent which translates to a rand value increase of R2.5 billion. Compensation of employees increased from R42 billion in 2025/26 to R44.2 billion in 2026/27, indicating an increase of 5.1 per cent which translates to R2.1 billion. The post provisioning model prioritises the employment of educators to manage classroom sizes and the additional budget allocation received by the department for the retention of educators is allocated to this programme. Therefore, over the 2026 MTEF, additional funding of R649.2 million for compensation of employees is allocated to this programme for the retention of educators.

The 2026/27 goods and services' budget amounts to R1.8 billion. The budget decreased by 26.2 per cent which translates to a decrease of R643 million from a main appropriation of R2.4 billion in 2025/26. This is due to the reclassification of the municipal services' budget for schools from goods and services to transfers and subsidies as schools will manage their own municipal accounts.

Transfers and subsidies increased from R2.7 billion in 2025/26 to R3.7 billion in 2026/27, indicating an increase of 35.4 per cent which translates to a rand value increase of R978 million. The department is currently subsidising 1 467 No-Fee Schools with a total enrolment of 1 660 000 learners. The budgeted amount for transfers to public ordinary schools is in line with national funding norms and standards for schools.

Payments for capital assets increased from R1.7 million in 2025/26 to R5.7 million in 2026/27, showing a rand value increase of R4.0 million. This is to fund the leasing of photocopier machines to improve operational efficiency.

The Human Resource Development sub-programme budget is aimed at developing the capacity of personnel who provide specialised services in the sector. Of the total budget of R223.8 million, R123 million is for content training, assessment, teaching and learning methodologies. This total includes R67.7 million for ICT training and support, R4.5 million for SMT training and R27.7 million for resourcing the department's teacher development centres.

The department allocates R44.4 million for the implementation of school sport tournaments in soccer, rugby, cricket, netball and athletics in the province, of which R15.1 million is for youth and culture, R18.3 million for sports, R8.1 million for values in education and R2.8 million for school health.

Conditional grants amount to R1.3 billion for 2026/27. Of this amount, R1.2 billion is allocated to the National School Nutrition Programme grant and R67.4 million is for the Maths, Science and Technology conditional grant which is for the improvement of Maths, Science and Technology performance within schools.

SERVICE DELIVERY MEASURES**PROGRAMME 2: PUBLIC ORDINARY SCHOOLS**

Programme performance measures	Estimated performance	Medium-term estimates		
	2025/26	2026/27	2027/28	2028/29
SOI 201: Number of schools provided with multimedia resources	270	270	270	270
SOI 202: Number of learners in no-fee public ordinary schools in line with the National Norms and Standards for School Funding	1 658 586	1 660 000	1 665 000	1 670 000
SOI 203: Percentage of learners in schools funded at a minimum level.	100%	100%	100%	100%
SOI 204: Number of Foundation Phase teachers trained in reading methodology	1979	2 500	2 500	2 500
SOI 205: Number of Foundation Phase teachers trained in numeracy content and methodology	2 153	2 500	2 500	2 500
SOI 206: Number of teachers trained in mathematics content and methodology	2 252	2 110	2 110	2 110
SOI 207: Number of teachers trained in language content and methodology	1 884	1 630	1 630	1 630
SOI 208: Number of learners with disabilities enrolled in public ordinary schools	6 785	6 500	6 600	6 700
SOI 209: Number of public ordinary schools that offer a previously marginalised official South African Language	1 449	1 485	1 488	1 490
SOI 210: Percentage of females accessing technical subjects in public ordinary schools	New Indicator	35.0%	36.0%	37.0%
POI 201: Number of learners with access to the National School Nutrition Programme	1 738 266	1 738 266	1 781 723	1 826 266
POI 202: Number of Public Ordinary Schools declared as No Fee Schools	1 464	1 467	1 470	1 473
POI 203: Number of Schools of Specialisation (Focus Schools) for high-tech, maritime, aviation, arts and science	37	42	44	47
POI 204: Number of learners in Schools of Specialisation (Focus Schools)	40 802	42 000	44 000	46 000

PROGRAMME 3: INDEPENDENT SCHOOL SUBSIDIES**Programme description:**

To provide independent ordinary education from Grades 1 to 12 in accordance with the South African Schools Act.

Programme objectives:

- To support independent schools in accordance with the South African Schools Act
- To support independent primary schools in Grades 1 to 7
- To support independent secondary schools in Grades 8 to 12.

Key policies, priorities and outputs:

In achieving the broad outcomes of the programme, the department will:

- Increase its inspection, audit and oversight capacity to ensure that all subsidised schools use state funds to achieve the educational outcomes set out in the curriculum framework.
- Monitor the compliance of all independent schools with the conditions of registration.
- Enforce the regulation of all relocations to new sites by owners of independent schools.
- Process all new applications for registration on time.

TABLE 5.10: SUMMARY OF PAYMENTS AND ESTIMATES: INDEPENDENT SCHOOL SUBSIDIES

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
1. Primary Phase	605 553	659 490	624 180	594 529	594 529	594 529	621 191	621 191	621 191
2. Secondary Phase	493 113	466 090	411 781	486 432	498 026	498 026	508 413	508 413	508 413
Total payments and estimates	1 098 666	1 125 580	1 035 961	1 080 961	1 092 555	1 092 555	1 129 604	1 129 604	1 129 604

TABLE 5.11: SUMMARY OF PAYMENTS AND ESTIMATES BY ECONOMIC CLASSIFICATION: INDEPENDENT SCHOOL SUBSIDIES

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Current payments	11 639	10 137							
Goods and services	11 639	10 137							
Transfers and subsidies to:	1 087 027	1 115 443	1 035 961	1 080 961	1 092 555	1 092 555	1 129 604	1 129 604	1 129 604
Non-profit institutions	1 087 027	1 115 443	1 035 961	1 080 961	1 092 555	1 092 555	1 129 604	1 129 604	1 129 604
Payments for capital assets									
Payments for financial assets									
Total economic classification	1 098 666	1 125 580	1 035 961	1 080 961	1 092 555	1 092 555	1 129 604	1 129 604	1 129 604

In the 2026/27 financial year the budget allocated towards subsidies to independent schools is R1.1 billion illustrating a rand value increase of R48.6 million which also translates to an increase of 4.5 per cent when compared with the main budget. The independent school sector has grown significantly considering the growth in the number of schools that meet the qualifying requirements for registration with the department.

Subsidies to independent schools are directly linked to the per capita allocations of Public Ordinary Schools meaning that they grow congruently. Therefore, increases in the per capita rate of public ordinary schools increases subsidies provided to independent schools.

The department continues to prioritise school support that is geared towards improving the quality of education and will therefore continue to give support to independent schools to improve learner performance by providing LTSM and will also assist in the analysis of performance results to develop improvement plans. The implementation of CAPS will be monitored to ensure that class activities are of the required quality.

SERVICE DELIVERY MEASURES**PROGRAMME 3: INDEPENDENT SCHOOL SUBSIDIES**

Programme performance measures	Estimated performance	Medium-term estimates		
	2025/26	2026/27	2027/28	2028/29
SOI 301: Percentage of registered Independent Schools receiving subsidies	26.4%	25.0%	25.0%	25.0%
SOI 302: Number of learners subsidised at registered independent schools	145 006	140 100	140 500	141 000

PROGRAMME 4: PUBLIC SPECIAL SCHOOL EDUCATION

Programme description:

To provide compulsory public education in special schools in accordance with the South African Schools Act and White Paper 6 on inclusive education.

Programme objectives:

- To provide specific public special schools with resources
- To provide educators and learners in public special schools with departmentally managed support services
- To provide departmental services for the professional and other development of educators and non-educators in public special schools
- To provide additional and departmentally managed sporting and cultural activities in public special schools.

Key policies, priorities and outputs:

The Gauteng Strategy for Early Identification and Support Provisioning to learners experiencing barriers to learning will focus on the following areas:

- Increase access to public Special Schools.
- Ensure that all required services and equipment are available to enhance the quality of teaching and learning to learners who experience barriers to learning and development.
- Optimally utilisation of existing schools.
- Expand the establishment of Full-Service Schools line with the SIAS Policy.
- Special School Resource Centres in each district will increase access to services as outlined in the SIAS Policy.
- District Based Support Teams (DBSTs) and Based Support Teams (SBSTs) to effectively implement the SIAS Policy.
- Introduced the differentiated CAPS for learners who are Severely Intellectually Disabled (SID) in Grades R–5.
- Implementation of Technical Occupation Curriculum (TOC) in Special Schools.
- Supply assistive devices to learners who need them to ensure that they reach their potential.
- Provisioning of ICT upgrades and electronic assistive device resources to support the delivery of quality education to learners with disabilities to achieve the 4IR Policy in Special Needs Schools.
- Initiation of the integration and incorporation of wellness programmes and the rehabilitation of children in conflict with the law into the education system.
- Learner Psycho-Support (LPSS) will identify and refer learners for in-patient rehabilitation services which would normally be a 6–8-week to DSD/ DoH registered centres.
- Staff at Full-Service Schools and Special Schools Resource Centres as well as DBST, SBSTs, SMTs and SGBs will be professionally trained, developed and upskilled to identify the different levels of learners’ barriers and needs.
- Capacity building and training of educators, SMTs, and SGBs on the National and Provincial Policies on screening, identification, assessment, and support (SIAS).
- Capacity building and training of educators and support staff in Braille and South African Sign Language.
- Ensure that all policies comply with the principles of inclusion.
- Introduction of the Visually Impaired Educator Programme (VIEP) in mainstream schooling to empower visually impaired employees.
- Visually impaired educators will further be empowered through upskilling in Information Communications Technology (ICT) programmes, provisioning of assistive devices such as laptops, scanners and by appointing Teacher Assistants to provide administrative support.
- LSEN school sports will focus on multiple-discipline learners with special education needs.
- Provide the necessary support, resources and equipment to identified Special Care Centres (SCCs) and Special Schools for the provisioning of education to learners with severe to profound intellectual disabilities..

TABLE 5.12: SUMMARY OF PAYMENTS AND ESTIMATES: PUBLIC SPECIAL SCHOOL EDUCATION

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
1. Schools	4 221 990	4 360 484	4 656 629	5 005 586	4 995 972	4 995 972	5 224 038	5 416 698	5 611 786
2. Human Resource Development	2 667	2 666	2 683	3 429	3 039	3 039	3 178	3 323	3 323
3. School Sport, Culture And Media Services	2 016	2 256	1 671	2 844	2 844	2 844	2 972	2 972	2 972
4. Conditional Grants	35 011	35 987	37 229	39 627	39 627	39 627	41 562	43 461	45 497
Total payments and estimates	4 261 684	4 401 393	4 698 212	5 051 486	5 041 482	5 041 482	5 271 750	5 466 454	5 663 578

TABLE 5.13: SUMMARY OF PAYMENTS AND ESTIMATES BY ECONOMIC CLASSIFICATION: PUBLIC SPECIAL SCHOOL EDUCATION

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Current payments	3 341 687	3 456 897	3 771 188	4 088 447	4 086 246	4 085 076	4 268 270	4 461 688	4 659 452
Compensation of employees	3 319 057	3 437 065	3 745 618	4 051 950	4 051 950	4 050 780	4 234 762	4 425 289	4 623 173
Goods and services	22 630	19 832	25 570	36 497	34 296	34 296	33 508	36 399	36 279
Transfers and subsidies to:	919 974	943 973	925 868	962 979	954 975	956 145	1 003 417	1 004 703	1 004 063
Non-profit institutions	908 968	924 328	915 394	957 762	949 758	949 758	997 965	999 006	998 110
Households	11 006	19 645	10 474	5 217	5 217	6 387	5 452	5 697	5 953
Payments for capital assets	23	523	1 156	60	261	261	63	63	63
Buildings and other fixed structures									
Machinery and equipment	23	523	1 156	60	261	261	63	63	63
Payments for financial assets									
Total economic classification	4 261 684	4 401 393	4 698 212	5 051 486	5 041 482	5 041 482	5 271 750	5 466 454	5 663 578

The Public Special School Education programme budget increased from a main budget of R5.0 billion in 2025/26 to R5.2 billion in 2026/27 indicating an increase of 4.4 per cent which translates to a rand value increase of R220 million.

Compensation of employees receives 80.3 per cent of the total budget allocation which equates to R4.2 billion in 2026/27. The personnel budget has increased from R4.0 billion in 2025/26, this is a 4.5 per cent increase in funding which equates to R182 million. This budget make provision for the personnel cost of specialised educators and specialist support personnel and improvement in condition of services.

The 2026/27 goods and services' budget amounts to R33.5 million. The budget decreased by 8.5 per cent which translates to a decrease of R2.0 million. A portion of the budget cut due to downward inflation adjustments is implemented under this programme which resulted in the decrease in the budget for goods and services. An amount of R195 million in 2026/27 has been allocated for learner transport

Transfers and subsidies for 2026/27 amounts to R997.9 million showing an increase of 4.2 per cent from the main budget of R40.2 million in the 2025/26 financial year. This budget allocation covers the provision of learning and teaching support materials (LTSM), assistive devices, funding for school operations, therapeutic and psychosocial support services, and learner transport for LSEN.

The conditional grant sub-programme which contains the budget for Learners with Profound Intellectual Disabilities grant increase from R39.6 million in 2025/26 to R41.5 million in 2026/27, showing an increase of 4.9 per cent which equates to R1.9 million. The baseline of this grant is protected from the inflation adjustment to ensure that learners receive specialised support.

The Special Schools programme has prioritised R2.9 million towards school sport programmes which covers multiple sporting disciplines for learners with special educational needs and R3.1 million has been budgeted for staff development in the 2026/27 financial year.

The department allocated R71 million towards the expansion of the Special Schools programme and to improve the quality of programmes for learners with special educational needs and Autism. An amount of R216 million is allocated towards Psycho-social support for inclusive education.

SERVICE DELIVERY MEASURES

PROGRAMME 4: PUBLIC SPECIAL SCHOOL EDUCATION

Programme performance measures	Estimated performance	Medium-term estimates		
	2025/26	2026/27	2027/28	2028/29
SOI 401: Number of learners with disabilities enrolled in special schools (MTDP indicator)	42 500	43 000	43 300	43 600
SOI 402: Number of therapists/specialist staff in public Special Schools	640	653	666	676
SOI 403: Number of special schools offering Occupational subjects	New Indicator	44	44	44
POI 401: Number of educators employed in public Special Schools	4 620	4 640	4 680	4 700

PROGRAMME 5: EARLY CHILDHOOD DEVELOPMENT**Programme description:**

To provide early childhood development education at Grade R and earlier levels in accordance with White Paper 5.

Programme objectives:

- To provide specific public ordinary schools with the resources required for Grade R
- To support particular community centres at Grade R level
- To provide particular sites with resources required for pre-Grade R
- To provide educators and learners in ECD sites with departmentally managed support services.

Key policies, priorities, and outputs:

- Prioritise accessible, quality ECD services and Grade R universalisation with the implementation of a compulsory two years of ECD before Grade 1.
- Increase the number of Public Primary Schools offering Grade R.
- Resourcing schools offering Grade R with learner and teacher support material.
- Increase the number of fully registered ECD sites and ensure that private Grade R sites will be registered through the introduction of Provincial Regulations.
- Implementation and verification of data through the Education Management Information System specifically for the ECD Pre-Grade R and Grade R community-based cohorts.
- All necessary policies, processes and procedures will be streamlined to support the funding of targeted ECD centres that offer Grade R and Pre-Grade R services.
- The implementation of curriculum-based early learning for all children from 0 to 5 years through the National Curriculum Framework and the National Curriculum and Assessment Policy Statement for the Foundation Phase (CAPS).
- Expansion of the pro-poor interventions to provide school nutrition to the ECD 0-5-year-old learners.
- Training will be provided for the professional and other development of educators and non-educators.
- The Human Resources Development Strategy for Early Childhood Development (based on the National Integrated Early Childhood Development Policy) (2018); and
- The Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education for Early Childhood Development Educators.

TABLE 5.14: SUMMARY OF PAYMENTS AND ESTIMATES: EARLY CHILDHOOD DEVELOPMENT

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
1. Grade R In Public Schools	1 410 878	1 504 910	1 667 483	1 728 948	1 763 135	1 763 135	1 684 207	1 795 625	1 815 928
2. Grade R In Early Childhood Development Centres	22 417	34 588	23 846	25 059	25 059	25 059	26 187	26 187	26 187
3. Pre-Grade R In Early Childhood Development Centres	316 388	355 530	350 749	456 470	380 181	380 181	415 024	442 570	336 353
4. Human Resource Development	20 877	20 877	36 004	54 909	48 662	48 662	50 902	53 526	53 526
5. Conditional Grants	230 062	236 772	297 355	370 541	733 743	733 743	806 672	1 211 676	1 228 776
Total payments and estimates	2 000 622	2 152 677	2 375 437	2 635 927	2 950 780	2 950 780	2 982 992	3 529 584	3 460 770

TABLE 5.15: SUMMARY OF PAYMENTS AND ESTIMATES BY ECONOMIC CLASSIFICATION: EARLY CHILDHOOD DEVELOPMENT

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Current payments	1 288 822	1 392 222	1 543 012	1 654 754	1 627 644	1 627 451	1 623 344	1 744 874	1 765 461
Compensation of employees	944 385	1 128 524	1 297 405	1 396 230	1 497 142	1 496 949	1 471 989	1 541 648	1 614 021
Goods and services	344 437	263 698	245 607	258 524	130 502	130 502	151 355	203 226	151 440

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Transfers and subsidies to:	711 693	760 290	832 178	980 753	1 322 715	1 322 908	1 357 699	1 782 310	1 692 861
Non-profit institutions	711 693	760 003	832 026	980 753	1 322 715	1 322 715	1 357 699	1 782 310	1 692 861
Households		287	152			193			
Payments for capital assets	107	165	247	420	421	421	1 949	2 400	2 448
Buildings and other fixed structures									
Machinery and equipment	107	165	247	420	421	421	1 949	2 400	2 448
Payments for financial assets									
Total economic classification	2 000 622	2 152 677	2 375 437	2 635 927	2 950 780	2 950 780	2 982 992	3 529 584	3 460 770

The 2026/27 budget for Early Childhood Development amounts to R2.9 billion showing an increase of 13.2 per cent from a main appropriation of R2.6 billion in the 2025/26 financial year. Of the R2.7 billion allocated, R1.4 billion is earmarked for personnel expenditure, R1.3 billion for subsidies to Grade R and Pre-Grade R sites and R79.8 million for procurement of Grade R start-up kits and other resources.

The sub-programme Grade R in Public Schools received the largest share of the ECD budget which amounts to R1.6 billion or 56.5 per cent of the total budget of the programme. Grade R in Early Childhood Development centres receive an allocation of R26.1 million which amounts to 0.9 per cent of the total ECD budget.

The Sub-programme: Pre-Grade R in Early Childhood Development Centres receive 13.9 per cent of the total programme budget translating to a rand value amount of R415 million of which R30.9 million is for operational functions and R304 million for subsidies to ECD centres.

The compensation of employees' budget amounts to R1.4 billion in 2026/27, showing an increase of 5.4 per cent which translates to a rand value of R75.7 million when compared with the main budget. The budget provides for the compensation of Grade R practitioners, the conversion of the posts to PL1, improvement in condition of services and the progressive equalisation of the remuneration of Grade R teachers for which additional funding was received.

The budget for goods and services decreased from a main budget of R258.5 million in the 2025/26 to R151.3 million in the 2026/27. The department implemented a portion of the budget cuts to maintain fiscal sustainability within this programme which resulted in a decrease in the budget for Grade R resources.

The budget for transfers and subsidies amounts to R1.3 billion and it increased by R376.9 million, due to the increase in the ECD conditional grant to continue to expand the early childhood development services and payments for capital assets amounts to R1.9 million for the 2026/27 financial year.

The budget for the Sub-programme: Human Resource Development amounts to R50.9 million whereas the Sub-programme: Conditional grants is R806.6 million due to the allocation of the ECD grant..

The department will ensure that 79 per cent of all Grade 1 learners have formal Grade R education and therefore need to ensure that all learners have access to Pre-Grade R and Grade R. To meet this expansion, the procurement of additional classrooms will be undertaken. The department will increase the number of public schools that offer Grade R to 1 417 in the 2026/27 financial year. The department is developing the funding norms and a policy for the introduction of and resourcing of Pre-Grade R.

SERVICE DELIVERY MEASURES**PROGRAMME 5: EARLY CHILD DEVELOPMENT**

Programme performance measures	Estimated performance	Medium-term estimates		
	2025/26	2026/27	2027/28	2028/29
SOI 501: Number of public schools that offer Grade R	1 415	1 430	1 432	1 434
SOI 502: Number of registered ECD programmes	2 500	3 300	3 500	3 700
SOI 503: Number of children accessing registered ECD programmes	140 000	156 000	158 000	160 000
SOI 504: Number of children benefiting from the ECD subsidy	126 291	129 639	134 639	135 139
POI 501: Number of learners enrolled in Grade R	137 300	139 000	139 500	140 000
POI 502: Percentage of Grade 1 learners who have received formal Grade R education	78.5%	78.8%	85.0%	90.0%

PROGRAMME 6: INFRASTRUCTURE DEVELOPMENT**Programme description :**

To provide and maintain infrastructure facilities for administration and schools.

Programme objectives:

- Infrastructure development and maintenance of buildings
- Office infrastructure development and maintenance
- Infrastructure development and maintenance in public ordinary schools (mainstream and full-service schools)
- Special school's infrastructure development and maintenance
- Infrastructure development and maintenance for ECD.

Key policies, priorities, and outputs:

- Prioritise the maintenance at affected schools.
- In collaboration with the private sector financial institutions to demolish and rebuild asbestos schools.
- Improve and accelerate infrastructure delivery by replacing mobile schools, upgrading water provisioning, upgrading electricity and upgrading sanitation on targeted schools.
- Refurbish classrooms as smart classrooms in No-Fee Schools that will be equipped with smart interactive boards to enhance the quality and deliverance of education.
- New buildings of Special Schools are in line with the Smart Schools' Strategy that are adapted for learners with multiple disabilities.
- Existing schools and Full-Service Schools are converted and upgraded to align to the new requirements.
- Build additional classrooms in primary schools to accommodate the large numbers of learners registering in Grade R at these schools.
- In areas where there is extreme demand, mobile classrooms adapted to young children are provided.
- Provide schools with fencing to demarcate play areas for learners.

TABLE 5.16: SUMMARY OF PAYMENTS AND ESTIMATES: INFRASTRUCTURE DEVELOPMENT

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
1. Administration	58 756	65 615	64 013	150 724	134 300	134 300	131 100	150 499	150 499
2. Public Ordinary Schools	2 059 612	2 080 585	2 743 076	2 536 645	2 562 723	2 543 920	2 398 726	2 301 008	2 388 423
3. Special Schools	128 417	136 246	28 088	138 600	151 946	170 749	139 385	145 657	145 657
4. Early Childhood Development	15 908	12 760	31 961	51 588	48 951	48 951	72 848	75 909	77 586
Total payments and estimates	2 262 693	2 295 206	2 867 138	2 877 557	2 897 920	2 897 920	2 742 059	2 673 073	2 762 165

TABLE 5.17: SUMMARY OF PAYMENTS AND ESTIMATES BY ECONOMIC CLASSIFICATION: INFRASTRUCTURE DEVELOPMENT

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Current payments	1 303 094	1 127 175	1 062 956	915 382	553 185	555 305	801 032	897 447	899 124
Compensation of employees	50 871	51 797	50 266	52 000	53 000	53 000	54 800	56 700	56 700
Goods and services	1 252 223	1 075 376	1 012 690	863 382	500 185	502 305	746 232	840 747	842 424
Transfers and subsidies to:	5 293	161 652	107 410		150 000	150 000	209 224	156 870	156 870
Provinces and municipalities									
Households	243	429	198						
Payments for capital assets	954 306	1 006 379	1 696 772	1 962 175	2 194 735	2 192 615	1 731 803	1 618 756	1 706 171
Buildings and other fixed structures	934 269	1 000 419	1 696 770	1 938 175	2 194 735	2 192 615	1 731 803	1 618 756	1 706 171
Machinery and equipment	9								

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Land and sub-soil assets	20 028	5 960	2	24 000					
Software and other intangible assets									
Payments for financial assets									
Total economic classification	2 262 693	2 295 206	2 867 138	2 877 557	2 897 920	2 897 920	2 742 059	2 673 073	2 762 165

The Infrastructure Development programme budget decreased from a main budget of R2.8 billion in 2025/26 to R2.7 billion in 2026/27 which is a rand value decrease of R135 million which translates to a per centage decrease of 4.7 per cent. The decrease is because the Budget Facility for Infrastructure (BFI) allocation came to an end in the 2024/25 financial year.

Compensation of employees received an allocation of R54.8 million which forms part of the conditional grant for professional and administrative staff to manage the infrastructure delivery, whilst goods and services received an allocation of R746 million in 2026/27 which is largely for the maintenance and repair of school infrastructure. Payments for capital assets, which includes buildings and fixed structures amounts to R1.7 billion, this includes budget for new construction projects, upgrade and additions and refurbishment and rehabilitation projects.

The department allocated R2.3 billion to infrastructure programmes in Public Ordinary Schools, R72.8 million to infrastructure programmes in Early Childhood Development centres, R139 million for infrastructure programmes in Public Special Schools.

The Educational Infrastructure Grant which forms part of the total budget of this programme will assist the department to meet the minimum norms and standards for school Infrastructure which aims to eradicate structures built of inappropriate material.

SERVICE DELIVERY MEASURES**PROGRAMME 6: INFRASTRUCTURE DEVELOPMENT**

Programme performance measures	Estimated performance	Medium-term estimates		
	2025/26	2026/27	2027/28	2028/29
SOI 601: Number of education facilities provided with water services	N/A	N/A	N/A	N/A
SOI 602: Number of education facilities provided with electricity services	N/A	N/A	N/A	N/A
SOI 603: Number of education facilities provided with sanitation services	N/A	N/A	N/A	N/A
SOI 604: Number of education facilities where maintenance projects are completed	300	280	280	280
SOI 605: Number of new schools completed	New Indicator	8	4	6
SOI 606: Number of replacement schools that are completed	New Indicator	5	6	9
SOI 607: Number of Grade R classrooms provided	New Indicator	15	15	15
SOI 608: Number of new schools under construction funded by the Budget Facility for Infrastructure (BFI) (includes replacement schools)	7	10	8	6

PROGRAMME 7: EXAMINATION AND EDUCATION RELATED SERVICES**Programme description:**

To provide training and support to all education institutions.

Programme objectives:

- Provide employee human resources development in accordance with the Skills Development Act.
- Provide for special departmentally managed intervention projects within the education system.
- Provide educators and learners in public ordinary schools with departmentally managed support services.
- Provide professional services to Independent schools.
- Provide professional services to Special Schools.
- Provide professional services to ECD centres.
- Provide departmentally managed examination services.

TABLE 5.18: SUMMARY OF PAYMENTS AND ESTIMATES: EXAMINATION AND EDUCATION RELATED SERVICES

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
1. Payments To Seta	118 855	125 699	126 408	150 546	146 703	146 703	162 192	169 383	177 181
2. Professional Services	4 620 168	4 459 835	3 913 524	2 885 242	3 186 308	3 978 866	2 764 236	2 863 444	2 845 165
3. Special Projects	1 054 991	1 498 285		207 581	207 581	207 581	59 396		
4. External Examinations	608 425	703 622	700 455	769 139	771 020	771 020	803 795	803 995	825 710
5. Conditional Grants	47 620	44 626	48 613	45 116	45 116	45 116	47 330	41 896	43 162
Total payments and estimates	6 450 059	6 832 067	4 789 000	4 057 624	4 356 728	5 149 286	3 836 949	3 878 718	3 891 218

TABLE 5.19: SUMMARY OF PAYMENTS AND ESTIMATES BY ECONOMIC CLASSIFICATION: EXAMINATION AND EDUCATION RELATED SERVICES

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Current payments	4 546 066	4 447 614	3 960 443	3 043 946	3 329 884	4 168 389	2 926 444	3 014 933	3 026 984
Compensation of employees	404 544	468 460	470 013	471 887	467 627	467 627	483 724	482 554	504 269
Goods and services	4 141 522	3 979 154	3 490 363	2 572 059	2 862 257	3 700 762	2 442 720	2 532 379	2 522 715
Interest and rent on land			67						
Transfers and subsidies to:	1 769 293	2 249 865	729 513	868 630	870 679	825 782	760 642	713 644	714 167
Departmental agencies and accounts	118 855	125 699	126 408	150 546	146 703	146 703	162 192	169 383	177 181
Non-profit institutions	1 650 438	2 124 166	603 016	718 084	723 976	679 079	598 450	544 261	536 986
Households			89						
Payments for capital assets	134 700	134 588	99 044	145 048	156 165	155 115	149 863	150 141	150 067
Buildings and other fixed structures									
Machinery and equipment	129 844	134 588	99 044	145 025	156 139	155 089	148 833	149 110	149 036
Software and other intangible assets	4 856			23	26	26	1 030	1 031	1 031
Payments for financial assets									
Total economic classification	6 450 059	6 832 067	4 789 000	4 057 624	4 356 728	5 149 286	3 836 949	3 878 718	3 891 218

The Examination and Education Related Services budget decreased from a main budget of R4.0 billion in 2025/26 to R3.8 billion in 2026/27, indicating a decrease of 5.4 per cent which translates to a rand value decrease of R220 million.

The compensation of employees' budget increased from a main budget of R471 million in 2025/26 to R483 million in 2026/27, indicating an increase of 2.5 per cent which translates to a rand value increase of R11.8 million. The budget is allocated for the payment of examination markers, moderators and administrative staff, and it also includes provision for unemployment insurance fund (UIF) of teacher assistants employed through the Presidential Youth Employment Initiative (PYEI) programme.

Goods and services received an allocation of R2.4 billion showing a decrease of 5.0 per cent which translates to a rand value decrease of R129 million as compared to a main budget of R2.5 billion in 2025/26. This is due to reprioritisation of funds that were set aside for municipal services bail out of schools to fund transfers to schools to comply with the national funding norms and standards.

Transfer and subsidies amounts to R760.6 million showing a decrease of 12.4 per cent which translates to a rand value decrease of R107.9 million as compared to a main budget of R868.6 million in 2025/26. This is due to the decrease in the budget for the PYEI from R207.5 million in 2025/26 to R59.3 million in 2026/27. Payments for capital assets amounts to R149 million indicating an increase of 3.3 per cent equating to a rand value of R4.8 million as compared to R145 million in 2025/26 for the printing services within the External Examination sub-programme.

The department will develop a Safe Schools Programme that will integrate psycho-social and physical security in schools. Within the sub-programme: Professional Services, an amount of R19.8 million will be used for school safety which will include advocacy and development of School Safety Plans in all priority schools, including training of occupational health and safety officers. A total amount of R179 million is allocated for the patrollers. A further R41.3 million will be invested in intensifying psycho-social services to support the plight of the girl-and boy-child, focusing on teenage pregnancy, gender-based violence, increased HIV infection rates and other psycho-social issues.

The External Examinations sub-programme is allocated R803.7 million in 2026/27 of which R482 million is for examination markers and moderators and R321 million is for printing question papers and answer sheets and related operational costs.

SERVICE DELIVERY MEASURES

PROGRAMME 7: EXAMINATION AND EDUCATION RELATED SERVICES

Programme performance measures	Estimated performance	Medium-term estimates		
	2025/26	2026/27	2027/28	2028/29
SOI 701: Percentage of learners who passed the National Senior Certificate (NSC) examination	89.1%	89.5%	90.0%	90.0%
SOI 702: Percentage of Grade 12 learners passing at the Bachelor Pass level	48.15%	49.0%	49.5%	50.0%
SOI 703: Percentage of Grade 12 learners achieving 60% and above in Mathematics	17.62%	17.0%	17.5%	18.0%
SOI 704: Percentage of Grade 12 learners achieving 60% and above in Physical Sciences	18.08%	18.5%	19.0%	19.5%
SOI 705: Number of secondary schools with National Senior Certificate (NSC) pass rate of 70% and above	918	900	902	902
POI 701: Number of SSIP residential camps	30	30	30	30
POI 702: Number of leaners in SSIP camps	15 000	11 965	12 000	12 250
POI 703: Number of leaners eligible to benefit from leaner transport	238 276	246 276	254 276	262 276
MTDP 701: Number of candidates passing Mathematics and Physical Sciences in the NSC examination	22 034	20 500	21 000	21 500

9. OTHER PROGRAMME INFORMATION

9.1 Personnel numbers and costs

TABLE 5.20: SUMMARY OF DEPARTMENTAL PERSONNEL NUMBERS AND COSTS BY COMPONENT

R thousands	Actual						Revised estimate			Medium-term expenditure estimate						Average annual growth over MTEF				
	2022/23		2023/24		2024/25		2025/26			2026/27		2027/28		2028/29		2025/26 - 2028/29				
	Personnel numbers ¹	Costs	Personnel numbers ¹	Costs	Personnel numbers ¹	Costs	Filled posts	Additional posts	Personnel numbers ¹	Costs	Personnel numbers ¹	Costs	Personnel numbers ¹	Costs	Personnel numbers ¹	Costs	Personnel growth rate	Costs growth rate	% of Total	
Salary level																				
1 – 6	71 368	26 486 344	20 634	21 796 079	77 153	24 414 386	78 800		78 800	26 563 855	79 940	27 594 939	81 096	28 636 484	82 270	30 192 456	1.4%	4.4%	50.6%	
7 – 10	18 496	11 942 544	10 075	19 485 375	18 570	20 514 106	18 942		18 942	21 389 107	19 173	22 692 239	19 406	23 691 139	19 643	24 752 898	1.2%	5.0%	41.3%	
11 – 12	1 921	1 734 941	62 348	1 952 123	2 352	1 768 391	2 399		2 399	1 829 306	2 428	1 911 626	2 460	1 997 648	2 491	2 087 543	1.3%	4.5%	3.5%	
13 – 16	106	154 190	107	162 700	118	167 056	120		120	169 454	120	177 080	120	185 049	120	193 376	0.0%	4.5%	0.3%	
Other	13 058	1 430 336	15 275	1 792 424	10 123	2 020 421	10 310		10 310	2 303 064	10 333	2 308 152	10 355	2 391 212	10 378	2 498 538	0.2%	2.8%	4.3%	
Total	104 949	41 748 355	108 439	45 188 701	108 316	48 884 360	110 571		110 571	52 254 786	111 994	54 684 036	113 437	57 101 532	114 902	59 724 811	1.3%	4.6%	100.0%	
Programme																				
1. Administration	6 170	3 191 155	6 892	3 397 871	7 325	3 620 561	7 459		7 459	3 723 177	7 459	4 232 804	7 459	4 435 625	7 459	4 633 439	0.0%	7.6%	7.6%	
2. Public Ordinary School Education	78 690	33 838 343	79 949	36 704 984	83 595	39 589 146	85 237		85 237	42 463 253	86 516	44 207 314	87 813	46 162 430	89 130	48 299 323	1.5%	4.4%	81.0%	
3. Independent School Subsidies																	0.0%	0.0%	0.0%	
4. Public Special School Education	7 858	3 319 057	8 150	3 437 065	9 297	3 745 618	9 589		9 589	4 050 780	9 733	4 234 762	9 879	4 425 289	10 027	4 623 173	1.5%	4.5%	7.7%	
5. Early Childhood Development	4 765	944 385	5 905	1 128 524	6 099	1 297 405	6 286		6 286	1 496 949	6 286	1 470 814	6 286	1 538 934	6 286	1 607 907	0.0%	2.4%	2.7%	
6. Infrastructure Development	73	50 871	73	51 797	76	50 266	76		76	53 000	76	54 800	76	56 700	76	56 700	0.0%	2.3%	0.1%	
7. Examination And Education Related Services	7 393	404 544	7 470	468 460	1 924	470 013	1 924		1 924	467 627	1 924	483 542	1 924	482 554	1 924	504 269	0.0%	2.5%	0.9%	
Direct charges																	0.0%	0.0%	0.0%	
Total	104 949	41 748 355	108 439	45 188 701	108 316	48 773 009	110 571		110 571	52 254 786	111 994	54 684 036	113 437	57 101 532	114 902	59 724 811	1.3%	4.6%	100.0%	
Employee dispensation classification																				
Public Service Act appointees not covered by OSDs	19 238	4 680 043	19 568	6 792 430	22 649	8 562 738	24 211		24 211	8 674 734	24 211	9 175 000	24 211	9 593 596	24 211	10 025 308	0.0%	4.9%	16.8%	
Professional Nurses, Staff Nurses and Nursing Assistants	563	138 849	559	171 126	573	178 810	573		573	186 821	573	195 228	573	204 013	573	213 194	0.0%	4.5%	0.4%	
Legal Professionals	7	5 171	10	6 853	8	7 161	8		8	7 482	8	7 819	8	8 171	8	8 539	0.0%	4.5%	0.0%	
Social Services Professions	192	6 736	150	8 139	17	8 504	17		17	8 880	17	9 280	17	9 698	17	10 134	0.0%	4.5%	0.0%	

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R thousands	Actual				Revised estimate				Medium-term expenditure estimate				Average annual growth over MTEF				
	2022/23		2023/24		2024/25		2025/26		2026/27		2027/28		2028/29		2025/26 - 2028/29		
	Personnel numbers ¹	Costs	Personnel numbers ¹	Costs	Personnel numbers ¹	Costs	Filled posts	Additional posts	Personnel numbers ¹	Costs	Personnel numbers ¹	Costs	Personnel numbers ¹	Costs	Personnel growth rate	Costs growth rate	% Costs of Total
Engineering Professions and related occupations	52	31 000	59	30 726	50	35 403	50		50	38 654	50	40 393	50	42 211	0.0%	4.5%	0.1%
Therapeutic, Diagnostic and other related Allied Health Professionals	539	280 430	509	323 824	515	338 628	515		515	369 720	515	386 357	515	403 743	0.0%	4.5%	0.7%
Educators and related professionals	74 762	35 504 426	77 793	37 549 586	81 221	39 251 736	81 811		83 038	43 981 401	84 277	45 912 614	85 548	48 057 574	1.5%	4.3%	80.8%
Others such as interns, EPWP, learnerships, etc	9 596	1 101 700	9 791	306 017	3 283	501 380	3 386		3 386	698 546	3 386	729 797	3 386	762 638	0.0%	5.9%	1.3%
Total	104 949	41 748 355	108 439	45 188 701	108 316	48 884 360	110 571		111 798	54 475 648	113 037	56 884 639	114 308	59 523 341	1.1%	4.4%	100.0%

Personnel numbers in 2026/27 increase from 110 571 in 2025/26 to 112 432, a 1.7 per cent increase. The corresponding personnel budget increases from the main appropriation of R52.2 billion in 2025/26 to R54.4 billion in 2026/27 which is a 4.8 per cent increase.

The increase in the personnel headcount represents the department's commitment to keeping class sizes in accordance with the policy norms of 1:40 in Primary Schools and 1:35 in Secondary Schools whereas the increase in budget will fund approved structure and post provisioning model and Improvement in Condition of Service (ICS) over the MTEF.

Other norms relate to Technical Schools with a ratio of 1:12 and Special Schools with a maximum ratio of 1:15. The increase in staff numbers at the school level is an attempt to rectify the divergence from policy norms and to maintain the current averages, simultaneously accommodating the growth in learner numbers in the schools.

Personnel numbers increase over the 2026 MTEF for Public Ordinary Schools for the employment of educators to respond to an increase in learner numbers. Other factors such as the changes in the technical schools' curriculum and the practical learning component requires more human resources and the other contributor is the expansion of schools of specialisation which requires more human resource capacity including educators.

The increase in personnel numbers for Public Special Schools over the MTEF is due to the introduction of more schools for autistic and physically challenged learners which requires more human resources. The department has launched additional Schools of Specialisation (SOS) which by implications requires more educators who are specialists to respond to the mandate, however educators in existence will not be economical at such schools, unless their profiles fit the purpose of the SOS. Furthermore, the expansion of Autism schools requires more class assistants in LSEN school.

The capacity in terms of personnel in Programme 6: Infrastructure Development and Programme 7: Examination and Related Services and Programme 5: Early Childhood Development will be maintained over the 2026 MTEF.

9.2 Training

TABLE 5.21: INFORMATION ON TRAINING: EDUCATION

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Number of staff	104 949	108 439	108 316	110 571	110 571	110 571	111 994	113 437	114 902
Number of personnel trained	25 493	30 862	32 405	34 026	34 026	34 026	34 026	34 026	34 026
of which									
Male	9 482	12 108	12 713	13 349	13 349	13 349	13 349	13 349	13 349
Female	16 011	18 754	19 692	20 677	20 677	20 677	20 677	20 677	20 677
Number of training opportunities	19 938	21 747	21 751	21 751	21 751	21 751	21 751	21 751	21 751
of which									
Tertiary	8 670	9 059	9 059	9 059	9 059	9 059	9 059	9 059	9 059
Workshops	11 268	12 292	12 296	12 296	12 296	12 296	12 296	12 296	12 296
Seminars		396	396	396	396	396	396	396	396
Other									
Number of bursaries offered	2 690	2 810	2 811	2 811	2 811	2 811	2 811	2 811	2 811
Number of interns appointed	2 688	2 808	2 809	2 809	2 809	2 809	2 809	2 809	2 809
Number of learnerships appointed	2 550	2 663	2 664	2 664	2 664	2 664	2 664	2 664	2 664
Number of days spent on training									
Payments on training by programme									
1. Administration	57 795	73 267	54 781	115 476	100 434	111 791	100 508	104 971	123 167
2. Public Ordinary School Education	159 228	187 049	185 482	241 482	211 562	211 562	223 857	233 408	233 408
3. Independent School Subsidies									
4. Public Special School Education	2 667	2 666	2 683	3 429	3 039	3 039	3 178	3 323	3 323

5. Early Childhood Development	20 877	20 877	36 004	54 909	48 662	48 662	50 902	53 526	53 526
6. Infrastructure Development									
7. Examination And Education Related Services	118 855	125 699	126 408	150 546	146 703	146 703	162 192	169 383	177 181
Total payments on training	359 422	409 558	405 358	565 842	510 400	521 757	540 637	564 611	590 605

The Integrated Strategic Framework for Teacher Education and Development in South Africa dictates that all provinces need to establish Provincial Teacher Development Institutes (PTDIs) and District Teacher Development Centres (DTDCs). The main aim of PTDIs and DTDCs is to provide training and development programmes to enhance the quality of teaching and learning in schools. The province has 18 DTDCs whose functions include implementation of supply driven and demand driven programmes.

The Gauteng Department of Education rolled-out several training programmes, both accredited and non-accredited, to support and develop its employees. Some of the programmes were offered comprehensively in the form of bursaries to employees to further their studies through higher learning institutions. The department also has a Teacher Development Strategy which is aimed at empowering and developing educators through programmes rolled-out through the Matthew Goniwe School of and Leadership and Governance..

9.3 Reconciliation of structural changes

N/A

10. Gender Responsive Budgeting

TABLE 5:22: SUMMARY OF GRB PERFORMANCE INDICATORS

R thousand	Main appropriation	Adjusted appropriation 2025/26	Revised estimate	MTEF		
				2026/27	2027/28	2028/29
Percentage of women employed in SMS positions in the department	20 108	20 108	20 108	20 832	21 519	22 186
Percentage of women employed at Salary Level 1-12 within the department	35 755 994	35 894 440	35 894 440	37 186 640	38 413 799	39 604 627
Percentage of procurement for women-owned companies	470 466	470 466	470 466	487 403	503 487	519 095
Total	36 246 568	36 385 014	36 385 014	37 694 875	38 938 805	40 145 908

The department remains committed to gender equity, youth empowerment, and inclusive procurement, ensuring that these priorities are set within its baseline allocations. The allocations remain stable in the current financial year and over the MTEF. The budget increases by R1.4 billion from R36.2 billion in 2025/26 to R37.6 billion in 2026/27, this is 3.6 per cent increase. The budget grows by an average of 2.1 per cent over the MTEF. The bulk of funding is directed to compensation of women at Salary Levels 1–12 which is 98.7 per cent of the total allocation to sustain women’s employment in the core personnel, allocations on procurement on women-owned companies is 1.3 per cent and budget for women in SMS position is 0.1 per cent of the total allocation. There is consistent and stable growth in the gender-based budget which supports the departments commitment to gender-based budgeting and advancing gender transformative initiatives.

ANNEXURE TO THE ESTIMATES OF PROVINCIAL REVENUE AND EXPENDITURE

TABLE 5.22: SPECIFICATION OF RECEIPTS: EDUCATION

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Tax receipts									
Sales of goods and services other than capital assets	35 937	38 585	42 163	39 956	39 956	42 673	41 794	43 675	45 640
Sale of goods and services produced by department (excluding capital assets)	35 937	38 585	42 163	39 956	39 956	42 673	41 794	43 675	45 640
Sales by market establishments									
Other sales	35 937	38 585	42 163	39 956	39 956	42 673	41 794	43 675	45 640
Of which									
Health patient fees	35 937	38 586	42 163	39 956	39 956	42 673	41 794	43 675	45 640
Transfers received from:									
Fines, penalties and forfeits	137	75	148	114	114	84	119	124	130
Interest, dividends and rent on land	2 446	740	1 209	299	299	837	313	327	342
Interest	2 446	740	1 209	299	299	837	313	327	342
Sales of capital assets									
Land and sub-soil assets									
Transactions in financial assets and liabilities	45 786	14 458	28 370	4 607	4 607	12 780	4 819	5 036	5 262
Total departmental receipts	84 306	53 858	71 890	44 976	44 976	56 374	47 045	49 162	51 374

TABLE 5.23: PAYMENTS AND ESTIMATES BY ECONOMIC CLASSIFICATION: EDUCATION

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Current payments	49 827 482	52 912 535	56 048 075	59 214 242	58 357 116	59 133 672	60 822 819	63 561 643	66 209 957
Compensation of employees	41 748 355	45 188 701	48 773 009	52 074 344	52 265 702	52 254 786	54 684 036	57 101 532	59 724 811
Salaries and wages	35 674 312	38 344 810	41 248 469	45 081 368	44 835 958	44 107 039	47 381 200	49 475 629	51 745 207
Social contributions	6 074 043	6 843 891	7 524 540	6 992 976	7 429 744	8 147 747	7 302 836	7 625 903	7 979 604
Goods and services	8 079 069	7 723 830	7 274 993	7 139 898	6 091 394	6 878 858	6 138 783	6 460 111	6 485 146
Administrative fees	404 969	196 668	207 210	226 788	171 528	171 528	194 682	209 064	202 530
Advertising	15 365	12 664	9 284	13 042	12 896	12 896	12 227	12 671	12 446
Minor assets	3 849	5 792	3 265	3 611	2 298	2 298	39 301	2 517	2 511
Audit costs: External	16 224	18 176	20 838	24 480	24 480	24 480	25 604	25 758	25 758
Bursaries: Employees	20 454	37 353	29 590	70 756	59 468	59 468	46 871	46 770	64 966
Catering: Departmental activities	10 976	17 164	13 359	18 356	18 110	18 110	18 378	18 737	18 613
Communication (G&S)	179 545	113 870	70 185	147 451	148 676	163 016	108 870	113 630	113 158
Computer services	132 214	125 834	114 651	249 346	191 160	176 820	170 709	174 600	174 321
Consultants: Business and advisory services	34 812	80 630	60 200	85 485	63 608	63 608	54 340	66 029	54 591
Infrastructure and planning services									
Science and technological services									

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Contractors	441 757	285 874	676 597	472 914	949 535	997 136	347 347	383 965	383 888
Agency and support/outsource d services	1 185 394	1 227 737	1 288 427	1 190 409	1 256 949	1 267 620	1 420 132	1 461 674	1 527 762
Fleet services (including government motor transport)	19 093	21 144	16 803	19 304	20 459	20 459	18 364	18 693	18 643
Inventory: Clothing material and accessories					17 602	17 602	1 500	1 571	1 571
Inventory: Fuel, oil and gas					10 000	10 000	5 120	5 355	5 355
Inventory: Learner and teacher support material	1 201 521	1 062 339	949 402	988 040	554 772	554 772	978 995	1 032 243	991 164
Inventory: Materials and supplies									
Inventory: Medical supplies									
Inventory: Other supplies	455 809	659 571	334 577	176 316	126 811	126 811	127 345	130 721	130 721
Consumable supplies	169 956	66 704	48 452	54 846	44 443	43 459	53 103	55 580	55 535
Consumables: Stationery, printing and office supplies	30 256	31 643	26 143	31 953	25 552	25 436	31 513	31 732	31 621
Operating leases	292 534	340 974	314 309	392 117	379 438	315 095	366 801	418 354	417 725
Rental and hiring	7 049	18 959	567	1 378	6 666	6 666	1 935	1 981	1 943
Property payments	1 874 844	1 370 100	1 355 053	1 762 766	708 623	1 073 340	741 072	831 981	833 628
Transport provided: Departmental activity	1 337 931	1 729 718	1 447 178	858 285	972 545	1 402 887	1 014 411	1 057 898	1 061 355
Travel and subsistence	183 550	216 897	234 096	230 367	233 459	233 742	242 516	247 977	246 056
Training and development	17 722	25 138	18 695	60 555	27 699	27 058	50 118	41 134	41 047
Operating payments	12 835	23 977	10 296	21 068	28 109	28 109	27 809	28 845	28 266
Venues and facilities	16 513	20 126	13 776	25 171	21 396	21 330	25 525	25 731	25 682
Interest and rent on land	58	4	73		20	28			
Interest	58	4	73		20	28			
Transfers and subsidies	8 011 544	8 438 032	6 827 880	6 658 365	8 233 761	8 275 480	8 204 156	8 714 800	8 629 642
Departmental agencies and accounts	118 855	125 699	126 408	150 916	146 703	146 703	162 377	169 569	177 367
Provide list of entities receiving transfers	118 855	125 699	126 408	150 916	146 703	146 703	162 377	169 569	177 367
Non-profit institutions	7 709 068	8 102 585	6 496 409	6 333 656	7 913 130	7 868 233	7 860 165	8 355 445	8 253 949
Households	183 621	209 748	205 063	173 793	173 793	260 409	181 614	189 786	198 326
Social benefits	181 337	171 109	174 502	173 793	173 793	196 066	181 614	189 786	198 326
Other transfers to households	2 284	38 639	30 561			64 343			
Payments for capital assets	1 137 515	1 163 759	1 842 464	2 127 968	2 392 015	2 382 164	1 924 980	1 813 154	1 900 543
Buildings and other fixed structures	952 228	1 006 081	1 725 658	1 938 175	2 194 735	2 192 615	1 731 803	1 618 756	1 706 171
Buildings	952 228	1 006 081	1 725 658	1 938 175	2 194 735	2 192 615	1 731 803	1 618 756	1 706 171
Other fixed structures									
Machinery and equipment	147 267	151 514	116 797	165 751	197 235	189 504	192 147	193 367	193 341

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Transport equipment			75						
Other machinery and equipment	147 267	151 514	116 722	165 751	197 235	189 504	192 147	193 367	193 341
Land and sub-soil assets	20 028	5 960	2	24 000					
Software and other intangible assets	17 992	204	7	42	45	45	1 030	1 031	1 031
Payments for financial assets	38 752	25 013	45 523			6 681			
Total economic classification	59 015 293	62 539 339	64 763 942	68 000 575	68 982 892	69 797 997	70 951 955	74 089 597	76 740 142

TABLE 5.24: PAYMENTS AND ESTIMATES BY ECONOMIC CLASSIFICATION: ADMINISTRATION

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Current payments	3 959 278	4 282 723	4 555 631	5 018 818	4 670 020	4 596 124	5 187 487	5 427 891	5 639 458
Compensation of employees	3 191 155	3 397 871	3 620 561	4 062 730	3 732 730	3 723 177	4 232 804	4 435 625	4 633 439
Salaries and wages	2 729 810	2 888 620	3 063 105	3 486 043	3 132 198	3 136 912	3 632 660	3 808 746	3 978 350
Social contributions	461 345	509 251	557 456	576 687	600 532	586 265	600 144	626 879	655 089
Goods and services	768 065	884 850	935 064	956 088	937 270	872 919	954 683	992 266	1 006 019
Administrative fees	1 499	600	1 351	3 822	2 628	2 628	3 685	3 728	3 728
Advertising	6 372	4 755	1 950	3 546	3 434	3 434	3 029	3 284	3 053
Minor assets	3 047	4 952	2 934	2 458	612	612	39 065	2 271	2 269
Audit costs: External	16 224	18 176	20 838	24 480	24 480	24 480	25 604	25 758	25 758
Bursaries: Employees	6 547	23 420	3 755	20 000	37 317	37 317	26 145	26 139	44 335
Catering: Departmental activities	1 497	2 138	2 430	2 602	1 601	1 601	2 383	2 473	2 414
Communication (G&S)	40 637	42 132	39 220	13 129	12 108	26 448	13 502	13 798	13 622
Computer services	61 706	62 379	42 713	96 726	79 923	65 583	97 709	98 485	98 206
Consultants: Business and advisory services	18 648	34 408	23 439	38 545	38 101	38 101	34 278	36 630	34 518
Science and technological services									
Contractors	111 507	158 731	329 775	152 218	161 378	161 378	154 021	181 730	181 653
Agency and support/outsourced services	19 198	18 027	21 757	32 847	31 963	31 963	33 482	33 662	33 585
Fleet services (including government motor transport)	13 475	14 341	10 528	10 697	10 904	10 904	10 651	10 743	10 738
Inventory: Clothing material and accessories									
Inventory: Learner and teacher support material	499	686	632	727	263	263	270	282	282
Consumable supplies	14 294	15 863	9 503	9 556	6 982	6 982	11 256	11 339	11 335
Consumables: Stationery, printing and office supplies	13 257	13 724	12 036	14 872	12 273	12 273	15 506	15 362	15 307
Operating leases	269 505	303 689	281 113	354 267	340 583	276 240	331 712	382 002	381 642
Rental and hiring	6 329	14 873	450	1 318	1 096	1 096	1 400	1 447	1 409

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Property payments	96 563	77 379	72 302	78 671	92 505	92 505	69 110	69 597	69 567
Transport provided: Departmental activity	387	1 392	783	765	540	1 124	750	759	759
Travel and subsistence	33 083	31 789	26 622	27 634	30 987	30 987	27 910	28 004	27 988
Training and development	10 210	12 439	9 535	37 855	16 015	16 015	25 447	16 162	16 123
Operating payments	5 416	8 012	6 286	9 778	11 996	11 996	8 960	9 001	8 762
Venues and facilities	4 268	6 167	3 072	4 481	4 469	3 877	4 613	4 710	4 676
Interest and rent on land	58	2	6		20	28			
Interest	58	2	6		20	28			
Rent on land									
Transfers and subsidies	29 582	67 133	58 498	7 226	6 991	92 244	7 350	7 673	8 010
Departmental agencies and accounts				370			185	186	186
Provide list of entities receiving transfers				370			185	186	186
Non-profit institutions									
Households	29 582	67 133	58 498	6 856	6 856	92 109	7 165	7 487	7 824
Social benefits	27 338	28 502	28 045	6 856	6 856	27 766	7 165	7 487	7 824
Other transfers to households	2 244	38 631	30 453			64 343			
Payments for capital assets	29 417	15 617	14 926	18 487	31 721	25 040	35 508	35 786	35 786
Machinery and equipment	16 281	15 413	14 919	18 468	31 702	25 021	35 508	35 786	35 786
Other machinery and equipment	16 281	15 413	14 844	18 468	31 702	25 021	35 508	35 786	35 786
Software and other intangible assets	13 136	204	7	19	19	19			
Payments for financial assets	38 752	25 013	45 523			6 681			
Total economic classification	4 057 029	4 390 486	4 674 578	5 044 531	4 708 732	4 720 089	5 230 345	5 471 350	5 683 254

TABLE 5.25: PAYMENTS AND ESTIMATES BY ECONOMIC CLASSIFICATION: PUBLIC ORDINARY SCHOOL EDUCATION

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Current payments	35 376 896	38 195 767	41 154 845	44 492 895	44 090 137	44 101 327	46 016 242	48 014 810	50 219 478
Compensation of employees	33 838 343	36 704 984	39 589 146	42 039 547	42 463 253	42 463 253	44 205 957	46 159 716	48 293 209
Salaries and wages	28 852 233	31 089 143	33 419 546	36 290 055	36 536 061	35 803 791	38 199 785	39 887 157	41 727 418
Social contributions	4 986 110	5 615 841	6 169 600	5 749 492	5 927 192	6 659 462	6 006 172	6 272 559	6 565 791
Goods and services	1 538 553	1 490 783	1 565 699	2 453 348	1 626 884	1 638 074	1 810 285	1 855 094	1 926 269
Administrative fees	22 922	25 516	25 942	65 751	35 747	35 747	43 652	45 451	45 726
Advertising	2 534	2 223	1 293	3 358	3 432	3 432	2 919	2 893	2 893
Minor assets	129	120	6	97	19	19	100	100	100
Audit costs: External									
Bursaries: Employees	13 907	13 933	25 835	50 756	22 151	22 151	20 726	20 631	20 631
Catering: Departmental activities	6 729	9 469	8 691	10 605	11 285	11 285	11 597	11 636	11 636

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Communication (G&S)	985	804	900	18 873	2 238	2 238	2 089	2 091	2 091
Computer services	30			43 043					
Consultants: Business and advisory services	28	73							
Infrastructure and planning services									
Science and technological services									
Contractors	2 361	3 927	2 487	22 326	3 874	3 874	2 679	2 717	2 717
Agency and support/outsource d services	1 165 018	1 209 710	1 266 670	1 144 282	1 213 706	1 224 577	1 375 638	1 405 897	1 475 245
Fleet services (including government motor transport)	1 438	1 662	1 645	1 828	1 932	1 932	833	846	846
Inventory: Clothing material and accessories					17 602	17 602	1 500	1 571	1 571
Inventory: Learner and teacher support material	183 789	168 884	167 751	287 417	185 713	185 713	246 266	256 475	258 027
Inventory: Other supplies	12 796	1 347	10 529	3 696	14 691	14 691	10 250	10 711	10 711
Consumable supplies	96 784	17 226	20 667	21 090	5 735	5 735	12 468	12 797	12 797
Consumables: Stationery, printing and office supplies	1 830	1 539	1 223	1 830	1 226	1 226	2 052	2 067	2 067
Operating leases	4 780	6 937	6 242	6 922	7 207	7 207	4 055	4 100	4 100
Rental and hiring	12	808	27	60	45	45	35	34	34
Property payments	458	420	558	734 657	51 724	51 724	25 389	26 443	26 443
Transport provided: Departmental activity	5 726	8 383	6 055	8 362	8 405	8 405	8 920	8 929	8 929
Travel and subsistence	10 098	10 937	13 768	16 317	17 334	17 334	17 160	17 231	17 231
Training and development	1 574	2 121	1 972	6 845	3 418	3 331	7 412	7 452	7 452
Operating payments	1 197	1 648	1 051	1 950	6 666	6 666	6 069	6 269	6 269
Venues and facilities	3 428	3 096	2 387	3 283	2 734	3 140	3 476	3 518	3 518
Interest and rent on land									
Interest									
Transfers and subsidies	3 488 682	3 139 676	3 138 452	2 757 816	3 835 846	3 835 846	3 736 220	3 919 996	3 924 067
Non-profit institutions	3 345 892	3 017 422	3 002 800	2 596 096	3 674 126	3 674 126	3 567 223	3 743 394	3 739 518
Households	142 790	122 254	135 652	161 720	161 720	161 720	168 997	176 602	184 549
Social benefits	142 750	122 246	135 633	161 720	161 720	161 720	168 997	176 602	184 549
Other transfers to households	40	8	19						
Payments for capital assets	18 962	6 487	30 319	1 778	8 712	8 712	5 794	6 008	6 008
Buildings and other fixed structures	17 959	5 662	28 888						
Buildings	17 959	5 662	28 888						
Other fixed structures									
Machinery and equipment	1 003	825	1 431	1 778	8 712	8 712	5 794	6 008	6 008
Other machinery and equipment	1 003	825	1 431	1 778	8 712	8 712	5 794	6 008	6 008

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Software and other intangible assets									
Payments for financial assets									
Total economic classification	38 884 540	41 341 930	44 323 616	47 252 489	47 934 695	47 945 885	49 758 256	51 940 814	54 149 553

TABLE 5.26: PAYMENTS AND ESTIMATES BY ECONOMIC CLASSIFICATION: INDEPENDENT SCHOOL SUBSIDIES

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Current payments	11 639	10 137							
Goods and services	11 639	10 137							
Administrative fees									
Communication (G&S)									
Consultants: Business and advisory services	11 639	10 137							
Operating leases									
Transfers and subsidies	1 087 027	1 115 443	1 035 961	1 080 961	1 092 555	1 092 555	1 129 604	1 129 604	1 129 604
Non-profit institutions	1 087 027	1 115 443	1 035 961	1 080 961	1 092 555	1 092 555	1 129 604	1 129 604	1 129 604
Payments for capital assets									
Payments for financial assets									
Total economic classification	1 098 666	1 125 580	1 035 961	1 080 961	1 092 555	1 092 555	1 129 604	1 129 604	1 129 604

TABLE 5.27: PAYMENTS AND ESTIMATES BY ECONOMIC CLASSIFICATION: PUBLIC SPECIAL SCHOOL EDUCATION

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Current payments	3 341 687	3 456 897	3 771 188	4 088 447	4 086 246	4 085 076	4 268 270	4 461 688	4 659 452
Compensation of employees	3 319 057	3 437 065	3 745 618	4 051 950	4 051 950	4 050 780	4 234 762	4 425 289	4 623 173
Salaries and wages	2 799 076	2 873 933	3 115 262	3 443 643	3 362 498	3 361 328	3 597 970	3 759 842	3 927 829
Social contributions	519 981	563 132	630 356	608 307	689 452	689 452	636 792	665 447	695 344
Goods and services	22 630	19 832	25 570	36 497	34 296	34 296	33 508	36 399	36 279
Administrative fees	35	4	21		8	8	20	21	21
Advertising	259	537	240	237	237	237	358	353	353
Minor assets			197						
Catering: Departmental activities	674	1 024	491	893	947	947	916	931	931
Communication (G&S)	494	272	674	374	354	354	601	627	627
Computer services									
Contractors	74	173	237	240	240	240	210	198	198
Agency and support/outsourced services	400			8 000	6 000	6 000	3 360	5 516	3 360
Fleet services (including government motor transport)	493	386	220	331	351	351	166	173	173

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Inventory: Learner and teacher support material	3 283	3 969	5 593	6 737	4 415	4 415	7 184	7 584	9 620
Inventory: Other supplies	1 382	2 832	595	500	500	500	522	522	522
Consumable supplies	7 530	223	1 849	1 718	2 814	2 814	1 907	1 920	1 920
Consumables: Stationery, printing and office supplies	973	1 340	749	160	971	971	450	470	470
Operating leases	1 649	2 017	1 454	1 140	1 140	1 140	400	417	417
Rental and hiring									
Property payments	1 462	2 010	7 923	10 159	10 159	10 159	10 614	10 614	10 614
Transport provided: Departmental activity	202	212	327	652	652	652	732	743	743
Travel and subsistence	1 586	1 333	1 583	1 380	2 011	2 011	2 172	2 267	2 267
Training and development	1 746	3 310	3 176	3 660	3 210	3 210	3 709	3 871	3 871
Operating payments	381	61	94	236	135	135	117	120	120
Transfers and subsidies	919 974	943 973	925 868	962 979	954 975	956 145	1 003 417	1 004 703	1 004 063
Non-profit institutions	908 968	924 328	915 394	957 762	949 758	949 758	997 965	999 006	998 110
Households	11 006	19 645	10 474	5 217	5 217	6 387	5 452	5 697	5 953
Social benefits	11 006	19 645	10 474	5 217	5 217	6 387	5 452	5 697	5 953
Payments for capital assets	23	523	1 156	60	261	261	63	63	63
Machinery and equipment	23	523	1 156	60	261	261	63	63	63
Other machinery and equipment	23	523	1 156	60	261	261	63	63	63
Payments for financial assets									
Total economic classification	4 261 684	4 401 393	4 698 212	5 051 486	5 041 482	5 041 482	5 271 750	5 466 454	5 663 578

TABLE 5.28: PAYMENTS AND ESTIMATES BY ECONOMIC CLASSIFICATION: EARLY CHILDHOOD DEVELOPMENT

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Current payments	1 288 822	1 392 222	1 543 012	1 654 754	1 627 644	1 627 451	1 623 344	1 744 874	1 765 461
Compensation of employees	944 385	1 128 524	1 297 405	1 396 230	1 497 142	1 496 949	1 471 989	1 541 648	1 614 021
Salaries and wages	869 446	1 008 206	1 141 500	1 349 109	1 295 943	1 295 750	1 421 245	1 488 344	1 558 355
Social contributions	74 939	120 318	155 905	47 121	201 199	201 199	50 744	53 304	55 666
Goods and services	344 437	263 698	245 607	258 524	130 502	130 502	151 355	203 226	151 440
Administrative fees	61 131	35 306	28 995	32 568	16 556	16 556	20 412	26 241	20 443
Advertising	700	661	774	815	829	829	1 285	1 297	1 305
Minor assets	5	15		5	1 088	1 088			
Catering: Departmental activities	486		18	183	111	111	189	189	189
Communication (G&S)	177	313	590	599	582	582	768	857	864
Consultants: Business and advisory services	3 646	26 493	21 747	28 768	4 768	4 768	5 935	15 259	5 933
Contractors	499	2 253	1 719	2 405	2 400	2 400	2 405	2 400	2 400

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Agency and support/outsource services									
Fleet services (including government motor transport)	224	192	104	126	115	115	137	137	137
Inventory: Clothing material and accessories									
Inventory: Learner and teacher support material	271 718	191 829	186 201	184 286	95 291	95 291	110 053	146 359	109 655
Inventory: Materials and supplies									
Inventory: Medical supplies									
Inventory: Other supplies		16							
Consumable supplies	155	73	75	137	28	28	55	51	51
Consumables: Stationery, printing and office supplies	738	931	749	845	735	735	1 105	1 202	1 209
Operating leases	892	1 118	1 045	1 276	1 230	1 230	1 483	1 640	1 653
Rental and hiring	370								
Property payments									
Transport provided: Departmental activity									
Travel and subsistence	1 675	3 653	3 504	3 133	3 389	3 389	4 147	4 223	4 226
Training and development		29		74	74	74	224	227	231
Operating payments	2 021	816	86	2 104	2 106	2 106	2 087	2 082	2 082
Venues and facilities				1 200	1 200	1 200	1 070	1 062	1 062
Transfers and subsidies	711 693	760 290	832 178	980 753	1 322 715	1 322 908	1 357 699	1 782 310	1 692 861
Non-profit institutions	711 693	760 003	832 026	980 753	1 322 715	1 322 715	1 357 699	1 782 310	1 692 861
Households		287	152			193			
Social benefits		287	152			193			
Payments for capital assets	107	165	247	420	421	421	1 949	2 400	2 448
Machinery and equipment	107	165	247	420	421	421	1 949	2 400	2 448
Other machinery and equipment	107	165	247	420	421	421	1 949	2 400	2 448
Payments for financial assets									
Total economic classification	2 000 622	2 152 677	2 375 437	2 635 927	2 950 780	2 950 780	2 982 992	3 529 584	3 460 770

TABLE 5.29: PAYMENTS AND ESTIMATES BY ECONOMIC CLASSIFICATION: INFRASTRUCTURE DEVELOPMENT

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Current payments	1 303 094	1 127 175	1 062 956	915 382	553 185	555 305	801 032	897 447	899 124
Compensation of employees	50 871	51 797	50 266	52 000	53 000	53 000	54 800	56 700	56 700
Salaries and wages	44 742	45 089	43 266	44 686	45 686	45 686	47 186	48 986	48 986
Social contributions	6 129	6 708	7 000	7 314	7 314	7 314	7 614	7 714	7 714

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Goods and services	1 252 223	1 075 376	1 012 690	863 382	500 185	502 305	746 232	840 747	842 424
Advertising									
Consultants: Business and advisory services		4 960	4 816		5 300	5 300	3 000	5 000	5 000
Contractors	15 479	37 100	45 435	43 076	45 000	45 000	40 032	42 334	42 334
Inventory: Fuel, oil and gas									
Inventory: Other supplies	180 204	473 974	280 287	48 874	48 874	48 874	51 073	51 073	51 073
Consumable supplies	9 549	15 328	9 196	10 648	18 000	18 000	18 968	20 865	20 865
Rental and hiring		68							
Transport provided: Departmental activity									
Training and development									
Transfers and subsidies	5 293	161 652	107 410		150 000	150 000	209 224	156 870	156 870
Non-profit institutions	5 050	161 223	107 212		150 000	150 000	209 224	156 870	156 870
Households	243	429	198						
Social benefits	243	429	198						
Payments for capital assets	954 306	1 006 379	1 696 772	1 962 175	2 194 735	2 192 615	1 731 803	1 618 756	1 706 171
Buildings and other fixed structures	934 269	1 000 419	1 696 770	1 938 175	2 194 735	2 192 615	1 731 803	1 618 756	1 706 171
Buildings	934 269	1 000 419	1 696 770	1 938 175	2 194 735	2 192 615	1 731 803	1 618 756	1 706 171
Machinery and equipment	9								
Other machinery and equipment	9								
Land and sub-soil assets	20 028	5 960	2	24 000					
Payments for financial assets									
Total economic classification	2 262 693	2 295 206	2 867 138	2 877 557	2 897 920	2 897 920	2 742 059	2 673 073	2 762 165

TABLE 5.30: PAYMENTS AND ESTIMATES BY ECONOMIC CLASSIFICATION: EXAMINATION AND EDUCATION RELATED SERVICES

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Current payments	4 546 066	4 447 614	3 960 443	3 043 946	3 329 884	4 168 389	2 926 444	3 014 933	3 026 984
Compensation of employees	404 544	468 460	470 013	471 887	467 627	467 627	483 724	482 554	504 269
Salaries and wages	379 005	439 819	465 790	467 832	463 572	463 572	482 354	482 554	504 269
Social contributions	25 539	28 641	4 223	4 055	4 055	4 055	1 370		
Goods and services	4 141 522	3 979 154	3 490 363	2 572 059	2 862 257	3 700 762	2 442 720	2 532 379	2 522 715
Administrative fees	251 540	135 242	150 727	124 647	116 589	116 589	126 913	133 623	132 612
Advertising	5 500	4 488	5 027	5 086	4 964	4 964	4 636	4 844	4 842
Minor assets	664	705	128	1 051	579	579	136	146	142
Bursaries: Employees									
Catering: Departmental activities	1 590	4 533	1 729	4 073	4 166	4 166	3 293	3 508	3 443
Communication (G&S)	137 252	70 349	28 801	114 476	133 394	133 394	91 910	96 257	95 954
Computer services	70 478	63 455	71 938	109 577	111 237	111 237	73 000	76 115	76 115
Consultants: Business and advisory services	851	4 559	10 198	18 172	15 367	15 367	11 127	9 140	9 140

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Contractors	311 837	83 690	296 944	252 649	736 643	784 244	148 000	154 586	154 586
Agency and support/outsource d services	778			5 280	5 280	5 080	7 652	16 599	15 572
Fleet services (including government motor transport)	3 463	4 563	4 306	6 322	7 157	7 157	6 577	6 794	6 749
Inventory: Learner and teacher support material	742 232	696 971	582 276	508 873	269 090	269 090	615 222	621 543	613 580
Consumable supplies	41 644	17 991	7 162	11 697	10 884	9 900	8 449	8 608	8 567
Consumables: Stationery, printing and office supplies	13 458	14 109	11 386	14 246	10 347	10 231	12 400	12 631	12 568
Operating leases	15 708	27 213	24 455	28 512	29 278	29 278	29 151	30 195	29 913
Property payments	801 059	750 256	612 020	180 495	173 224	536 104	5 000	6 152	6 152
Transport provided: Departmental activity	1 331 616	1 719 731	1 440 013	848 506	962 948	1 392 706	1 004 009	1 047 467	1 050 924
Travel and subsistence	133 265	165 274	185 036	179 903	177 738	177 738	188 927	193 952	192 044
Training and development	4 192	7 239	4 012	12 121	4 982	4 428	13 326	13 422	13 370
Operating payments	3 820	13 440	2 779	7 000	7 206	7 206	10 576	11 373	11 033
Venues and facilities	8 810	10 734	8 170	16 127	12 913	13 033	16 296	16 389	16 374
Transfers and subsidies	1 769 293	2 249 865	729 513	868 630	870 679	825 782	760 642	713 644	714 167
Departmental agencies and accounts	118 855	125 699	126 408	150 546	146 703	146 703	162 192	169 383	177 181
Provide list of entities receiving transfers	118 855	125 699	126 408	150 546	146 703	146 703	162 192	169 383	177 181
Non-profit institutions	1 650 438	2 124 166	603 016	718 084	723 976	679 079	598 450	544 261	536 986
Households			89						
Social benefits									
Other transfers to households			89						
Payments for capital assets	134 700	134 588	99 044	145 048	156 165	155 115	149 863	150 141	150 067
Machinery and equipment	129 844	134 588	99 044	145 025	156 139	155 089	148 833	149 110	149 036
Transport equipment									
Other machinery and equipment	129 844	134 588	99 044	145 025	156 139	155 089	148 833	149 110	149 036
Software and other intangible assets	4 856			23	26	26	1 030	1 031	1 031
Payments for financial assets									
Total economic classification	6 450 059	6 832 067	4 789 000	4 057 624	4 356 728	5 149 286	3 836 949	3 878 718	3 891 218

TABLE 5.31: PAYMENTS AND ESTIMATES BY ECONOMIC CLASSIFICATION: EDUCATION INFRASTRUCTURE GRANT

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Current payments	1 030 377	1 010 509	636 593	667 419	667 419	667 419	561 063	645 743	645 743
Compensation of employees	50 871	51 797	50 266	52 000	52 000	52 000	54 800	56 700	56 700
Salaries and wages	44 742	45 089	43 266	44 686	44 686	44 686	47 186	48 986	48 986

Social contributions	6 129	6 708	7 000	7 314	7 314	7 314	7 614	7 714	7 714
Goods and services	979 506	958 710	586 327	615 419	615 419	615 419	506 263	589 043	589 043
Administrative fees		-							
Advertising		-							
Minor assets	4	-							
Consultants: Business and advisory services		4 960	4 816						
Contractors	15 479	37 100	45 435	43 076	43 076	43 076			
Inventory: Other supplies	79 588	-							
Consumable supplies	9 549		9 196	6 440	6 440	6 440			
Rental and hiring									
Transport provided: Departmental activity									
Training and development		-							
Transfers and subsidies	243	161 652	107 410				209 224	156 870	156 870
Non-profit institutions		161 652	107 212				209 224	156 870	156 870
Households	243		198						
Social benefits	243		198						
Payments for capital assets	952 712	864 909	1 552 569	1 700 581	1 700 581	1 700 581	1 134 725	1 144 272	1 231 687
Buildings and other fixed structures	932 675	858 949	1 552 567	1 676 581	1 676 581	1 676 581	1 134 725	1 144 272	1 231 687
Buildings	932 675	858 949	1 552 567	1 676 581	1 676 581	1 676 581	1 134 725	1 144 272	1 231 687
Other fixed structures									
Land and sub-soil assets	20 028	5 960	2	24 000	24 000	24 000			
Software and other intangible assets									
Payments for financial assets									
Total economic classification	1 983 332	2 037 070	2 296 572	2 368 000	2 368 000	2 368 000	1 905 012	1 946 885	2 034 300

TABLE 5.32: PAYMENTS AND ESTIMATES BY ECONOMIC CLASSIFICATION: HIV & AIDS (LIFE SKILLS EDUCATION) GRANT

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Current payments	10 135	8 203	8 413	9 931	9 931	9 931	10 266	10 728	10 728
Compensation of employees									
Salaries and wages									
Social contributions									
Goods and services	10 135	8 203	8 413	9 931	9 931	9 931	10 266	10 728	10 728
Administrative fees	555		322	682	682	682	682	713	713
Advertising									
Minor assets		3							
Catering: Departmental activities	468	318	720	950	950	950	1 000	1 045	1 045
Communication (G&S)		16	50	100	100	100	87	91	91
Agency and support/outsourced services	778			200	200	200	200	209	209
Fleet services (including			12				10	10	10

government motor transport)									
Inventory: Learner and teacher support material	5 116	5 392	3 539	3 773	3 773	3 773	4 000	4 180	4 180
Consumable supplies	36	2	2	71	71	71	83	86	86
Consumables: Stationery, printing and office supplies	681	209	408	268	268	268	234	245	245
Operating leases			145				38	40	40
Property payments	609								
Transport provided: Departmental activity	1 823	1 201	1 486	1 259	1 259	1 259	1 259	1 316	1 316
Travel and subsistence		922	814	2 210	2 210	2 210	2 255	2 356	2 356
Training and development	10								
Operating payments	59		6						
Venues and facilities		140	909	418	418	418	418	437	437
Transfers and subsidies	27 000	25 000	28 400	28 518	28 518	28 518	29 678	30 839	32 105
Non-profit institutions	27 000	25 000	28 400	28 518	28 518	28 518	29 678	30 839	32 105
Households									
Social benefits									
Payments for capital assets	137	93	208	247	247	247	315	329	329
Machinery and equipment	137	93	208	247	247	247	315	329	329
Transport equipment									
Other machinery and equipment	137	93	208	247	247	247	315	329	329
Payments for financial assets									
Total economic classification	37 272	33 296	37 021	38 696	38 696	38 696	40 259	41 896	43 162

TABLE 5.33: PAYMENTS AND ESTIMATES BY ECONOMIC CLASSIFICATION: NATIONAL SCHOOL NUTRION GRANT

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Current payments	804 083	900 743	964 757	1 012 885	1 012 885	1 012 885	1 021 268	1 045 910	1 108 523
Compensation of employees	12 840	11 799	11 302	9 913	9 913	9 913	13 810	14 439	14 439
Salaries and wages	9 550	7 521	6 785	6 900	6 900	6 900	10 607	11 088	11 088
Social contributions	3 290	4 278	4 517	3 013	3 013	3 013	3 203	3 351	3 351
Goods and services	791 243	888 944	953 455	1 002 972	1 002 972	1 002 972	1 007 458	1 031 471	1 094 084
Administrative fees		26	8						
Advertising		251		50	50	50			
Minor assets	20								
Catering: Departmental activities	26	290		300	300	300			
Communication (G&S)	184	241	237	260	260	260	400	417	417
Science and technological services									
Contractors	1 187	1 028	763	540	540	540			
Agency and support/outsource d services	761 563	873 101	939 516	979 937	979 937	979 937	992 052	1 015 315	1 077 928

Fleet services (including government motor transport)	887	1 072	841	1 300	1 300	1 300	203	212	212
Inventory: Learner and teacher support material							26	29	29
Inventory: Other supplies	12 476	80	98	3 294	3 294	3 294	5 003	5 238	5 238
Consumable supplies	9 871	7 200	7 704	10 827	10 827	10 827	4	43	43
Consumables: Stationery, printing and office supplies	211	101	128	260	260	260	501	520	520
Operating leases	2 773	4 171	3 284	4 000	4 000	4 000	999	1 044	1 044
Rental and hiring									
Property payments									
Transport provided: Departmental activity	579								
Travel and subsistence		466	283	405	405	405	100	101	101
Training and development	73			649	649	649	1 520	1 588	1 588
Operating payments	1 393	184	18	350	350	350	148	155	155
Venues and facilities		733	575	800	800	800	2	3	3
Transfers and subsidies	173 508	187 731	189 271	200 402	200 402	200 402	230 721	241 288	241 288
Non-profit institutions	173 508	187 731	189 271	200 402	200 402	200 402	230 721	241 288	241 288
Payments for capital assets	15 776	5 741	45	350	350	350	2 150	2 247	2 247
Buildings and other fixed structures	15 551	5 661							
Buildings	15 551	5 661							
Machinery and equipment	225	80	45	350	350	350	2 150	2 247	2 247
Transport equipment									
Other machinery and equipment	225	80	45	350	350	350	2 150	2 247	2 247
Payments for financial assets									
Total economic classification	993 367	1 094 215	1 154 073	1 213 637	1 213 637	1 213 637	1 254 139	1 289 445	1 352 058

TABLE 5.34: PAYMENTS AND ESTIMATES BY ECONOMIC CLASSIFICATION: MATHS, SCIENCE AND TECHNOLOGY GRANT

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Current payments	47 930	36 479	32 237	32 491	32 491	32 491	33 945	34 917	36 744
Compensation of employees	959	971	1 426	2 000	2 000	2 000	2 280	2 382	2 383
Salaries and wages	959	971	1 426	1 999	1 999	1 999	2 279	2 381	2 382
Social contributions				1	1	1	1	1	1
Goods and services	46 971	35 508	30 811	30 491	30 491	30 491	31 665	32 535	34 361
Administrative fees	7 064	5 302	4 523	4 434	4 434	4 434	4 639	4 762	5 037
Catering: Departmental activities									
Inventory: Learner and teacher support material	39 566	29 793	25 556	25 081	25 081	25 081	26 231	26 942	28 494
Operating leases									

Transport provided: Departmental activity									
Travel and subsistence	341	413	732	976	976	976	795	831	830
Transfers and subsidies	12 971	17 200	30 030	32 000	32 000	32 000	33 500	35 008	35 008
Non-profit institutions	12 971	17 200	30 030	32 000	32 000	32 000	33 500	35 008	35 008
Payments for capital assets									
Machinery and equipment									
Payments for financial assets									
Total economic classification	60 901	53 679	62 267	64 491	64 491	64 491	67 445	69 925	71 752

TABLE 5.35: PAYMENTS AND ESTIMATES BY ECONOMIC CLASSIFICATION: LEARNERS WITH PROFOUND INTELLECTUAL DISABILITIES

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Current payments	34 996	35 426	36 011	39 627	39 627	39 531	41 562	43 461	45 497
Compensation of employees	19 362	20 414	20 780	25 758	25 758	25 758	26 700	27 864	27 864
Salaries and wages	17 122	17 767	17 833	25 758	25 758	23 735	25 678	26 797	26 797
Social contributions	2 240	2 647	2 947			2 023	1 022	1 067	1 067
Goods and services	15 634	15 012	15 231	13 869	13 869	13 773	14 862	15 597	17 633
Administrative fees	35	4	21				20	21	21
Minor assets			197						
Communication (G&S)	494	272	674	374	374	374	601	627	627
Computer services									
Fleet services (including government motor transport)	489	386	220	331	331	331	166	173	173
Inventory: Learner and teacher support material	3 283	3 916	5 287	6 737	6 737	4 671	7 184	7 584	9 620
Inventory: Other supplies	1 376	2 352	435						
Consumable supplies	3 940		1 462			1 281			
Consumables: Stationery, printing and office supplies	973	1 340	749	160	160	849	450	470	470
Operating leases	1 649	2 017	1 454	1 140	1 140	1 140	400	417	417
Transport provided: Departmental activity	1 269								
Travel and subsistence	1 746	1 315	1 405	1 380	1 380	1 380	2 172	2 267	2 267
Training and development	380	3 238	3 176	3 566	3 566	3 566	3 709	3 871	3 871
Operating payments		58	12	181	181	181	60	63	63
Transfers and subsidies		53	141						
Households		53	141						
Social benefits		53	141						
Payments for capital assets	15	508	1 077			96			

Machinery and equipment	15	508	1 077			96			
Transport equipment									
Other machinery and equipment	15	508	1 077			96			
Payments for financial assets									
Total economic classification	35 011	35 987	37 229	39 627	39 627	39 627	41 562	43 461	45 497

TABLE 5.36: PAYMENTS AND ESTIMATES BY ECONOMIC CLASSIFICATION: SOCIAL SECTOR EPWP INCENTIVE GRANT FOR PROVINCES

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Current payments	620	674	178						
Compensation of employees	140	177	178						
Salaries and wages									
Social contributions	140	177	178						
Goods and services	480	497							
Travel and subsistence	480	497							
Transfers and subsidies	6 995	8 175	8 721						
Non-profit institutions	6 995	8 175	8 721						
Payments for capital assets									
Payments for financial assets									
Total economic classification	7 615	8 849	8 899						

TABLE 5.37: PAYMENTS AND ESTIMATES BY ECONOMIC CLASSIFICATION: EPWP INTERGRATED GRANT FOR PROVINCES

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Current payments	2 733	2 467	2 696	6 420	6 420	6 420		636	
Compensation of employees	2 733	2 467	2 696	6 420	6 420	6 420		182	
Salaries and wages	2 718	2 460	2 641	6 292	6 292	6 292			
Social contributions	15	7	55	128	128	128		182	
Goods and services								454	
Consumable supplies									
Transfers and subsidies								6 435	
Payments for capital assets									
Payments for financial assets									
Total economic classification	2 733	2 467	2 696	6 420	6 420	6 420		7 071	

TABLE 5.38: PAYMENTS AND ESTIMATES BY ECONOMIC CLASSIFICATION: EARLY CHILDHOOD DEVELOPMENT GRANT

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Current payments	5 482	876	18 670	28 588	50 951	50 951	61 531	67 637	69 702
Compensation of employees					912	912	11 333	13 966	14 316

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Salaries and wages				575	575		9 860	12 150	12 455
Social contributions				337	337		1 473	1 816	1 861
Goods and services	5 482	876	18 670	28 588	50 039	50 039	50 198	53 671	55 386
Fleet services (including government motor transport)									
Inventory; Other supplies									
Consumable supplies									
Rental and hiring									
Transfers and subsidies	230 062	236 772	297 355	370 541	731 743	731 743	792 339	1 193 845	1 210 509
Non-profit institutions	230 062	236 772	297 355	370 541	731 743	731 743	792 339	1 193 845	1 210 509
Total economic classification	235 544	237 648	316 025	399 129	782 694	782 694	855 420	1 263 485	1 282 262

TABLE 5.39: SUMMARY OF DEPARTMENTAL PAYMENTS AND ESTIMATES BY DISTRICT AND LOCAL MUNICIPALITY

R thousand	Outcome			Main appropriation	Adjusted appropriation 2025/26	Revised estimate	Medium-term estimates		
	2022/23	2023/24	2024/25				2026/27	2027/28	2028/29
Ekurhuleni	12 387 547	20 835 347	13 601 962	14 169 051	15 151 368	14 169 051	14 579 855	15 138 612	15 819 850
City of Johannesburg	18 836 300	12 368 227	20 645 995	21 949 242	21 949 242	23 746 664	26 952 978	28 404 406	28 999 117
City of Tshwane	12 321 624	13 044 957	13 529 577	14 187 682	14 187 682	14 187 682	14 187 278	14 730 990	15 393 885
Sedibeng District Municipality	7 004 317	6 076 201	7 690 985	8 011 636	8 011 636	8 011 636	7 999 101	8 305 658	8 679 413
Emfuleni	3 503 238	3 689 155	3 846 678	4 007 053	4 007 053	4 007 053	3 979 829	4 132 352	4 318 308
Midvaal	2 027 185	1 552 114	2 225 920	2 318 723	2 318 723	2 318 723	2 287 212	2 374 867	2 481 736
Lesedi	1 473 894	834 932	1 618 387	1 685 860	1 685 860	1 685 860	1 732 060	1 798 439	1 879 369
West Rand District Municipality	3 394 648	4 874 638	3 727 443	3 882 846	3 882 846	3 882 846	3 927 658	4 078 182	4 261 700
Mogale City	1 632 086	2 134 768	1 792 088	1 866 803	1 866 803	1 866 803	1 896 248	1 968 920	2 057 521
Merafong City	792 855	1 718 701	870 583	906 879	906 879	906 879	909 558	944 416	986 915
Rand West City	969 707	1 021 169	1 064 772	1 109 164	1 109 164	1 109 164	1 121 852	1 164 846	1 217 264
District Municipalities	375 396	395 318	412 198	429 383	429 383	429 383	655 316	680 430	711 049
Sedibeng District Municipality	201 757	212 464	221 536	230 772	230 772	230 772	400 175	415 511	434 209
West Rand District Municipality	173 639	182 854	190 662	198 611	198 611	198 611	255 141	264 919	276 840
Unallocated	4 695 461	4 944 651	5 155 782	5 370 735	5 370 735	5 370 735	2 649 769	2 751 319	2 875 128
Total transfers to municipalities	59 015 293	62 539 339	64 763 942	68 000 575	68 982 892	69 797 997	70 951 955	74 089 597	76 740 142

