



LIMPOPO

PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

STRATEGIC PLAN

2025 – 2030

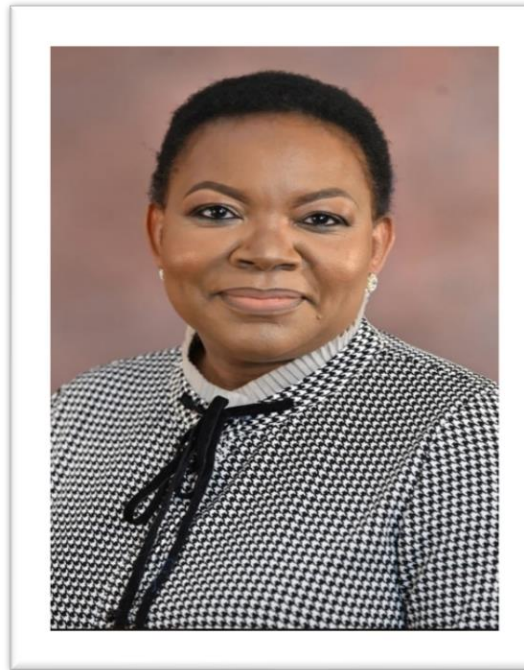
Date of Tabling:

11 March 2025

TABLE OF CONTENTS

Executive Authority Statement	3
Accounting Officer Statement	5
Official Sign-off	7
Part A: Our Mandate	10
1. Constitutional Mandate	
2. Legislative and policy Mandates	
3. Institutional Policies and Strategies over the five-year planning period	
4. Relevant Court Rulings	
Part B: Our Strategic Focus	13
1. Vision	
2. Mission	
3. Values	
4. Situational Analysis	
4.1 External Environment Analysis	
4.2 Internal Environment Analysis	
Part C:	46
1. Institutional Performance Information	
1.1 Measuring the Impact	
1.2 Measuring Outcomes	
1.3 Explanation of Planned Performance over the five-year planning period	
2. Key Risks	
3. Public Entities	
Part D: Technical Indicator Description (TID)	58
Annexure A	67

EXECUTIVE AUTHORITY STATEMENT



**Hon. MAVHUNGU LERULE-RAMAKHANYA:
MEC: LIMPOPO DEPARTMENT OF EDUCATION**

South Africa successfully held national and provincial elections in May 2024, ushering in the 7th Administration. This statement outlines the strategic direction for the Limpopo Department of Education in the 7th Administration, aligning with national and provincial priorities. In his 2025 State of the Nation Address, President Cyril Ramaphosa announced approval of the Medium Term Development Plan (MTDP 2024-2029) which outlines the Five Year priorities to be implemented by all State institutions. The MTDP is premised on the three strategic priorities, firstly to drive inclusive growth and job creation. Secondly, to reduce poverty and tackle the high cost of living. Thirdly, to build a capable, ethical and developmental state. The Premier of Limpopo Province, Dr. Phophi Ramathuba also emphasised the importance of the MTDP in her State of the Province Address and further indicated that that the Province has reviewed the Limpopo Development Plan (LDP 2025-2030) as a strategic blueprint to “propel our province towards sustainable growth, economic resilience and social upliftment”.

In 2019 when planning for the 6th Administration, no one anticipated that the whole world would be brought almost to a near standstill by COVID-19. South Africa was hit hard by this pandemic with the schooling sector severely disrupted especially in rural communities. South Africa was significantly impacted by the pandemic, with the schooling sector in rural communities experiencing severe setbacks. As we continue to recover from the effects the COVID-19, the Limpopo Department of Education will prioritize the following key areas over the next five years in line with the MTDP 2024-2029 and LDP 2025-2030:

- (1) Strengthening Early Childhood Development (ECD) and foundational learning focusing on Early Grade Literacy and Numeracy.
- (2) Enhancing learner performance across all grades including National Senior Certificate (NSC) outcomes as well as Technical and Vocational education.
- (3) Addressing infrastructure backlogs to ensure a safe and conducive learning environment.
- (4) Providing learners with practical vocational skills and technical competencies for better employment and entrepreneurship opportunities.
- (5) Enforcing strong governance and accountability for a transparent administration.

It is important to note that Limpopo Department of Education has a significant number of aging employees, with a large proportion of educators and office-based staff currently between the ages of 55 and 60. These employees are very likely to exit the system in higher numbers, before reaching 65 years. The Department is therefore faced with a massive challenge of filling all vacant funded posts timeously.

In pursuit of a clean administration, Limpopo Department of Education will be introducing accountability system for Office based employees, districts, circuits and school management. We are also committed to strength our financial management and ensure clean audit opinions moving forward.

Lastly, let us be reminded that “Development is about people” and quality education is central to achieving a sustainable development.



.....
Hon. MAVHUNGU LERULE-RAMAKHANYA
EXECUTIVE AUTHORITY
LIMPOPO DEPARTMENT OF EDUCATION

DATE: 06th / 03 / 2025
.....

ACCOUNTING OFFICER STATEMENT



**Mr KHAMA MARTIN MASHABA
ACTING ACCOUNTING OFFICER:
LIMPOPO DEPARTMENT OF EDUCATION**

As we start with a new five-year term, it must be noted that as Hon MEC, Mavhungu Lerule-Ramakhanya has pointed out above, we have three (3) strategic priorities that are at the heart of the 7th Administration. As public servants within Limpopo Department of Education, we commit to work hard to realise the Departmental Five-Year targets as outlined herein. We are called upon to ensure that large numbers of children in Limpopo Province have access to ECD programmes and massify the whole early childhood learning before Grade R. This will at the same require that we employ and equip enough ECD practitioners to offer ECD programmes across the province. Studies have revealed that Grade 4 learners, across the country and especially those in materially deprived environments cannot read for meaning. Our target is to ensure that at least 60%

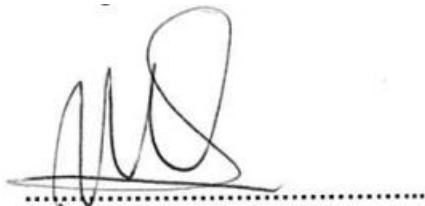
of the Grade 4 learners are able to read for meaning by 2030. If we do not pay much attention to both ECD and Foundation Phase education, we are most likely to experience educational failures in the upper grades.

In an effort to improve outcomes across grades, we will have the following exit points, Grades 3, 6 and 9 sitting for national common assessments through periodic systemic evaluation. While we have done a lot to achieve 80% in Grade 12, more needs to be done in the grades below. Through our Curriculum Branch, which is sufficiently staffed with employees having relevant qualifications and expertise, supported by other Branches in the Department, we plan to significantly improve the learning outcomes. Our target for Grade 12 at the end of the 7th Administration is 90% based on the continual improvement over the years since 2023. The MEC emphasized that we should channel all efforts towards realising this target.

In the Administration Term ending on 31 March 2025, we invested in the whole inclusive education programme to cater for learners with barriers to learning. Staffing levels and other resources in our 34 special schools have been provided. For the coming term, the Department is committing to resource all special schools adequately.

One of the areas that we have improved on since the unfortunate and sad incident of a learner passing away because of inappropriate ablution facilities, is the progressive provision of appropriate ablution facilities across the province. Come the end of the current financial year there will not be any pit latrines in our schools.

In conclusion, Limpopo Department of Education will strive to ensure an efficient utilisation of both human and material resources to achieve its set targets. It will also strengthen governance and financial management with professionalism, adherence to ethics and value for money.



Mr KHAMA MARTIN MASHABA
ACTING ACCOUNTING OFFICER
LIMPOPO DEPARTMENT OF EDUCATION

OFFICIAL SIGN OFF

It is hereby certified that this Strategic Plan:

- ✓ Was developed by the management of the Limpopo Department of Education under the guidance of Hon. Mavhungu Lerule-Ramakhanya.
- ✓ Considers all the relevant policies, legislation and other mandates for which the Limpopo Department of Education is responsible.
- ✓ Accurately reflects the Impact and Outcomes which the Limpopo Department of Education will endeavour to achieve over the period 2025-2030.



.....
Mr Kekana M.J

Chief Director: Strategic Planning Management



.....
Dr Simelane M.T

**Acting Deputy Director General
Curriculum Delivery & Support**



.....
Mr Molope N.M

Acting Deputy Director General: Corporate Management



.....
Mr Mashaba K.M

Acting Accounting Officer



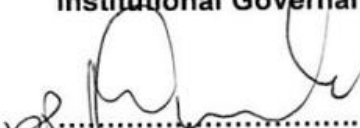
.....
Mr Malatji I.N

Chief Director: Physical Resources



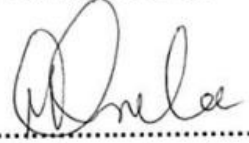
.....
Mr Letshedi S.D

**Acting Deputy Director General
Institutional Governance, Co-ordination and Support**



.....
Ms Mathabatha Y.S.M

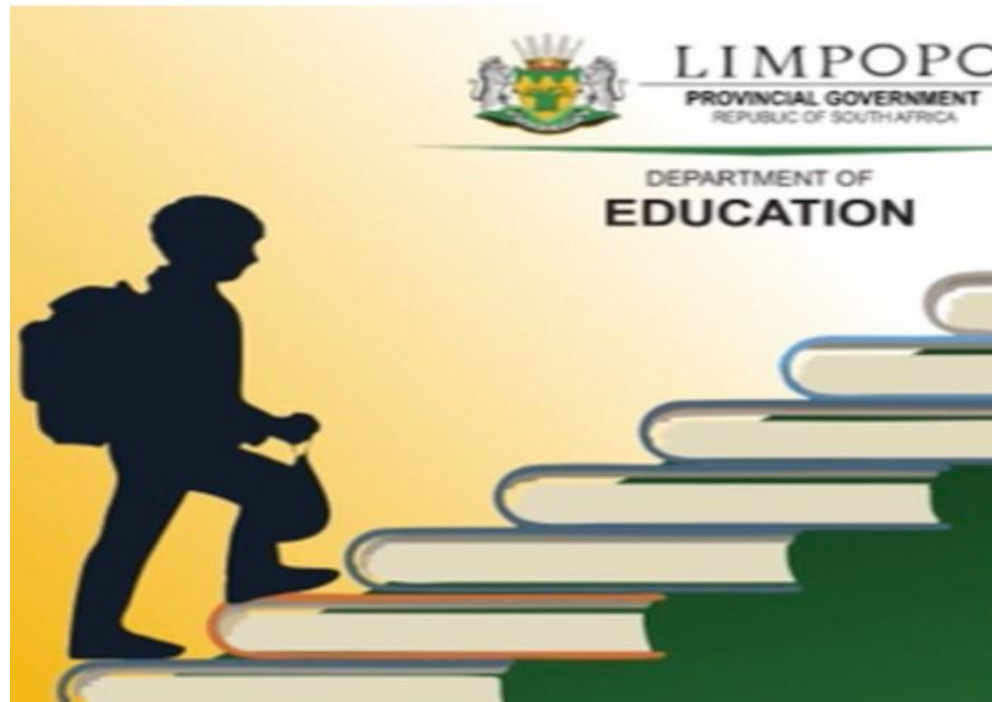
Chief Financial Officer



.....
Hon. Mavhungu Lerule-Ramakhanya
Executive Authority

PART A

OUR MANDATE



1. Constitutional Mandate

The Department's mandate is enshrined in the Constitution of RSA, Act 108 of 1996 as amended, which is the supreme law of the land and obligations imposed by it must be fulfilled. Section 291(a) states that everyone has the right to a basic education including adult basic education. The Department provides basic education that is founded on values of human dignity (Section 10) and equality (Section 9); Furthermore, in rendering its services, the Department takes into consideration the paramount importance of the best interest of the child as enshrined in Section 28 of the Constitution.

2. Legislative and Policy Mandates

2.1 Legislation/Policy

Legislation/Policy	Key Responsibilities arising from the Legislation
Basic Education Laws Amendment (BELA) Act, 2024 (Act 32 of 2024)	Provides for a uniform system for the organisation, governance and funding of schools; to amend and repeal certain laws relating to schools and to provide for matters connected therewith.
National Education Policy Act, 1996 (Act 27 of 1996)	Determination of national policy for education. Section 29(1) guarantees access to basic education. This section also addresses matters of quality and standards. Section 29, read with Chapter 3 of the Constitution on cooperative governance.
General and Further Education and Training Quality Assurance Act, 2001 (Act 58 of 2001), as amended by the BELA Act, 2024.	Provides quality assures for the external examination in the schooling system.
South African Schools Act (SASA), 1996 (Act 84 of 1996) as amended by the BELA Act, 2024.	Provides access, quality and democratic governance in the schooling system.
Limpopo Province School Education Act 9 of 1995	Provision and control of education in schools and matters connected therewith.
Employment of Educators Act, 1998 as amended by the BELA Act, 2024.	Regulates the employment and conditions of service for educators
Public Service Act, 1994	Provides for the organisation and regulation of the public service
South African Council for Educators Act, 2000 (Act No. 31 of 2000)	Provides for the regulation of professional, moral and ethical responsibilities of educators

Legislation/Policy	Key Responsibilities arising from the Legislation
Employment Equity Act, 1998	Provides for the protection of employees from unfair discrimination and provides criteria for implementing Affirmative Action.
Labour Relation Act, 1995	Aims for the advancement of economic development, social justice, labour peace and democracy in the workplace
Skills Development Act, 1998	Aims to develop and improve the skills of the country's workforce.
Basic Conditions of Employment Act, 1997	Regulates the conditions of service of the workforce, leave, working hours, pay slips and terminations.
Public Finance Management Act, 1999	Provides for the broad issues of Financial Management and procurement of goods and services in line with Section 217 of the Constitution
National Policy on the Organisation, Roles and Responsibilities of Education Districts	A framework within which PEDs can provide district offices with the necessary personnel, delegated authority, functions, resources and skills to enable them to perform their core functions, with additional support for districts where the educational needs are greatest .
Whole School Evaluation Policy	Aims at improving the overall quality of education in schools and seeks to ensure that all our children are given an equal opportunity to make the best use of their capabilities
National Policy on Progression and Promotion	It guides and instructs the schooling system to abide by specified criteria to promote and progress learners
Disaster Management Act, 2002 as amended January 2021	Guidance and instructions on reopening of schools and measures to address, prevent and combat the spread of COVID-19
Promotion of Access to Information Act, 2000 (Act no 2 of 2000)	Regulates the access to Information in custody of the state
National Development Plan 2030	The National Development Plan is a plan for the country to eliminate poverty and reduce inequality by 2030 through uniting South Africans, unleashing the energies of its citizens, growing an inclusive economy, building capabilities, enhancing the capability of the state and leaders working together to solve complex problems
United States' Sustainable Development Goals (SDG), 2015	Provides a shared blueprint for the 17 goals to improve health and education, reduce inequality and spur economic growth. SDG Goal Number 4 ensures inclusive and equitable quality education and promote lifelong learning opportunities for all.

2.2 White Papers

WHITE PAPER	THRUST OF THE WHITE PAPER (IN BRIEF)
White Paper 1: Education and Training, 1995	The white paper Education and Training in a Democratic South Africa: First Steps to Develop a New System of Education
White Paper 2: The Organisation, Governance and Funding of Schools, 1995	To ensure well-oiled governance in schools in order to efficiently and effectively deliver curricula in the classroom
White Paper 3: A programme for the Transformation of Higher Education, 1997	The paper outlines the framework for change for the higher education system, i.e. it must be planned, governed and funded as a single national coordinated system.
White Paper 4: Programme for the Transformation of Further Education and Training, 1998	To govern and regulate an integrated Further Education and Training band/system
Education White Paper 5: Early Childhood Education	Prepares children from an early age for schooling and establishment of national system of provision of reception year for children aged 5 in the schooling system.
White Paper 6: Special Needs Education – Building an inclusive education and training system	Promote broadening of access by all (irrespective of disabilities) to education

3. Institutional Policies and Strategies over the Five-Year Planning Period

3.1 Policies

Policy/Strategy/Guideline	Brief Description
Scholar Transport Policy	The National Learner Transport Policy (2015) was developed to address school accessibility challenges by learners and learner safety issues.
Information Communication Technology (ICT) Policy	Serve several purposes. The main purpose is to inform departmental users: employees, contractors and other authorized users of their obligatory requirements for protecting the information and technology assets of the department.
ICT Security Policy	Explains how ICT security is handled in the department
Strategy on Learning and Teaching Supporting Material (LTSM)	To provide a systematic approach to the development, selection, procurement and utilisation of LTSM in public schools to ensure the equitable and comprehensive supply of LTSM.
Limpopo Strategy for Mathematics, Science and Technology Education	The purpose of the strategy is to increase learner participation and success rates in Mathematics, Sciences and Technology subjects.

Policy/Strategy/Guideline	Brief Description
Limpopo Learner Attainment Strategy	Provincial strategy meant to improve learner performance across all the grades, schools, circuits and districts, with special emphasis and focus on Grade 12 performance.
Limpopo e-Education Strategy	The Limpopo Department of Education developed the e-Education Strategy to fully exploit the face-to-face and virtual opportunities brought by the fourth industrial revolution by to enhance learning participation and attainment:
Limpopo Early Child Development (ECD) Strategy	The Strategy has been developed to Universalise access to Grade R and RR by 2030 and 2035 respectively, and to ensure that all Foundation Phase learners exit Grade 3 with enhanced life, enumerating and reading competencies.
Provincial Guidelines for Admissions	The purpose of the guidelines is to provide directives to communities, school governing bodies, principals, admission committees and all departmental levels above the school, on how learner admission must be administered.
Curriculum Coverage Management Framework	The framework was developed to guide monitoring and support of curriculum implementation and management across the system.

3.2 Policy Decisions

Limpopo Department of Education further derives its mandates from policy decisions declared by the following structures:

- 3.2.1 Council of Education Ministers (CEM)
- 3.2.2 Committee for Heads of Education Departments (HEDCOM)
- 3.2.3 Provincial Executive Council (EXCO)
- 3.2.4 LDoE's Executive Management Committee (EMC)

4. Relevant Court Rulings

The following is a summary of important Court Rulings which influence how the department discharges and delivers its mandate:

4.1 Michael Komape v MEC Limpopo Department of Education – (1416/2015) [2018] ZALMPPHC 18

In the first judgment (2015), the High Court recognized that the government had violated the right to basic education and the rights of the children to have their best interests considered as paramount in any matter concerning the child. The High Court also granted a structural order requiring the government to eradicate all pit toilets in the province. The plaintiff needed to return to court after the government did not adequately comply with the structural order. In the second judgment (2018), the High Court once again ruled that the government was violating the rights of children by not urgently eradicating pit toilets in schools. A more detailed structural order was granted requiring the government to formulate a new plan on urgent timelines.

4.2 The Governing Body of the Juma Masjid Primary School & Others v Ahmed Arsuf Essay N.O and others 2011 (8) BCLR 761 (CC)

This case dealt with the mandate of the Department of Education which requires it to provide means to ensure that learners receive basic education as provided for in section 29 of the Constitution. The case involved a trust that was evicting the school from the land on which it had been operating. There was a dispute between the Department and the Board of Trustees regarding the lease resulting in the trust seeking an eviction order from the court. The court held that before the eviction order could be granted, the court had to ensure that it was satisfied that the Department had found an alternative place to accommodate the learners, and that the Department had to ensure that it finds a suitable place in fulfilment of the right provided for in terms of section 29 of the Constitution. The eviction order was only granted when the Department had found a suitable accommodation or place of learning for learners and costs were awarded against the Department.

4.3 Minister of Basic Education v Basic Education for all (20793/2014) [2015] ZASCA 198 (2 December 2015)

The court held that the failure by the Limpopo Department of Education to provide textbooks to each learner before the commencement of the 2014 school year was an infringement of the right to basic education in terms of Section 29 of the constitution., equality in terms of Section 9 and the dignity in terms of Section 10 of the Constitution.

4.4 LGN and another v MEC Gauteng (2023) ZAGPPHC 325, 25873 (2020)

In this case, a gate fell on learners. Upon investigation, it was found that the completion was not signed off by a qualified person and was of poor quality. The SGB and School principal were found to have been negligent when performing their role of quality control and signing off the completion of the wall and the gate thus creating a dangerous environment for the learners. The court found that the SGB Sub-Committee and the school principal breached their obligations by failing to obtain proper designs as required by the Act. The MEC was found liable for proven damages.

4.5 MEC NW v Izak Boschhoff Foster & others (Supreme Court of Appeal) (2023 (case no. 471/2021)

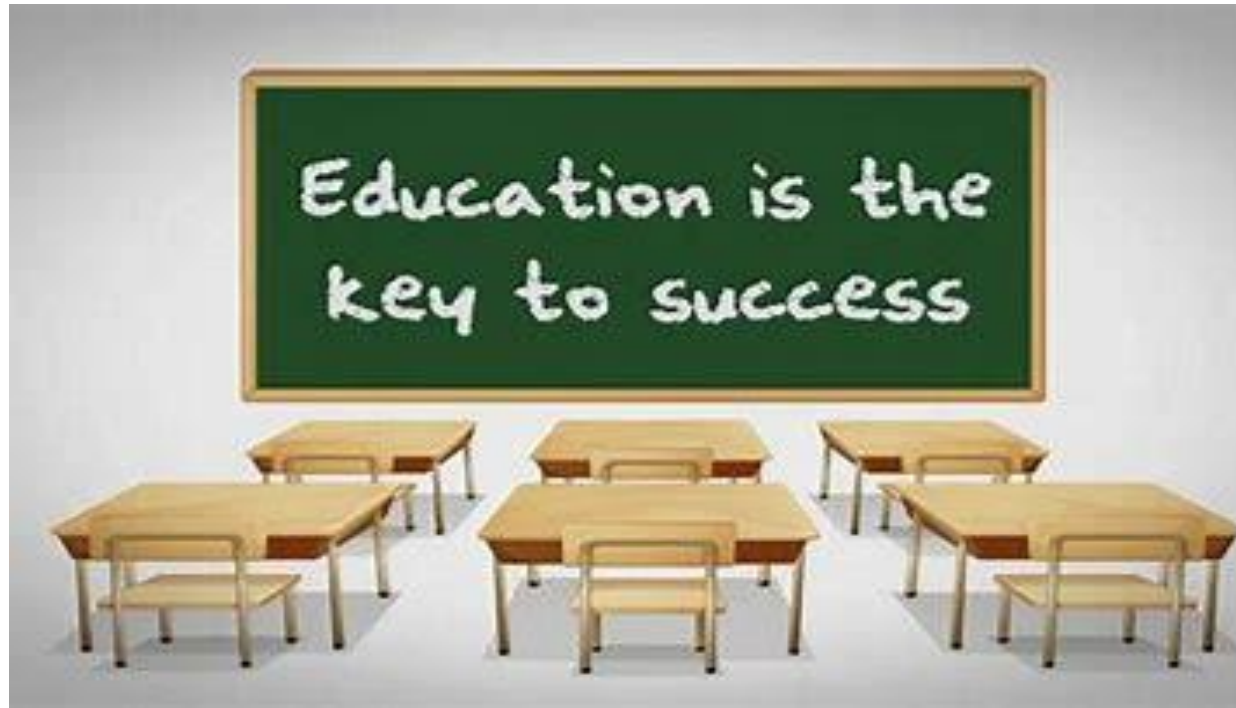
In this case, the learner sustained injuries during a rugby sporting event at school. The first aid personnel carried him off the field without stabilizing his neck with a spine board or solid neck brace. This caused the second injury to the learner. He was later taken to hospital where he underwent surgery twice. The Court emphasized the school's responsibility and the need for proper precautions to prevent foreseeable injuries (school sports).

4.6 Johannes Moko v Acting Principal of Malusi Secondary School & others (Constitutional Court) CCT 297/2020

The Constitutional Court declared the conduct of the acting Principal of a school in Limpopo a violation of the pupil's right to education in terms of Section 29 (1) of the Constitution as his conduct resulted in the inability of a learner to sit for the final matric examination. The learner was given the opportunity to write the examination at the beginning of January 2021.

PART B

OUR STRATEGIC FOCUS



5. Vision

Excellence in delivering inclusive, innovative and transformative quality basic education.

6. Mission

Implementation of learner-differentiated programmes and digital integration in teaching practices that empowers children and learners for a dynamic local and global future. This mission will be achieved through effective:

- (a) Provisioning of adequate and appropriate learner-teacher support material (LTSM) timeously and strengthening the use of ICT in teaching and learning;
- (b) Provide and continuously maintain appropriate school infrastructure to create conducive teaching and learning environment; and
- (c) Strengthening accountability system and professionalism that impact positively on teaching and learning.

7. Values

Services to Clients will be delivered in line with the following:

- (a) Excellence: To be result oriented, cost-effective, ensure superior performance and strive for client/stakeholder satisfaction.
- (b) Professionalism: Carry out work with respect for others' rights as enshrined in the Constitution.
- (c) Innovative: Introducing or using new ideas or methods in carrying out responsibilities.
- (d) Integrity: Uncompromising adherence to moral and ethical principles which leads to doing the right thing in all circumstances, even when no one is watching.
- (e) Accountability: Consequence Management, accountability to authority and responsibility to clients Provisioning of adequate.

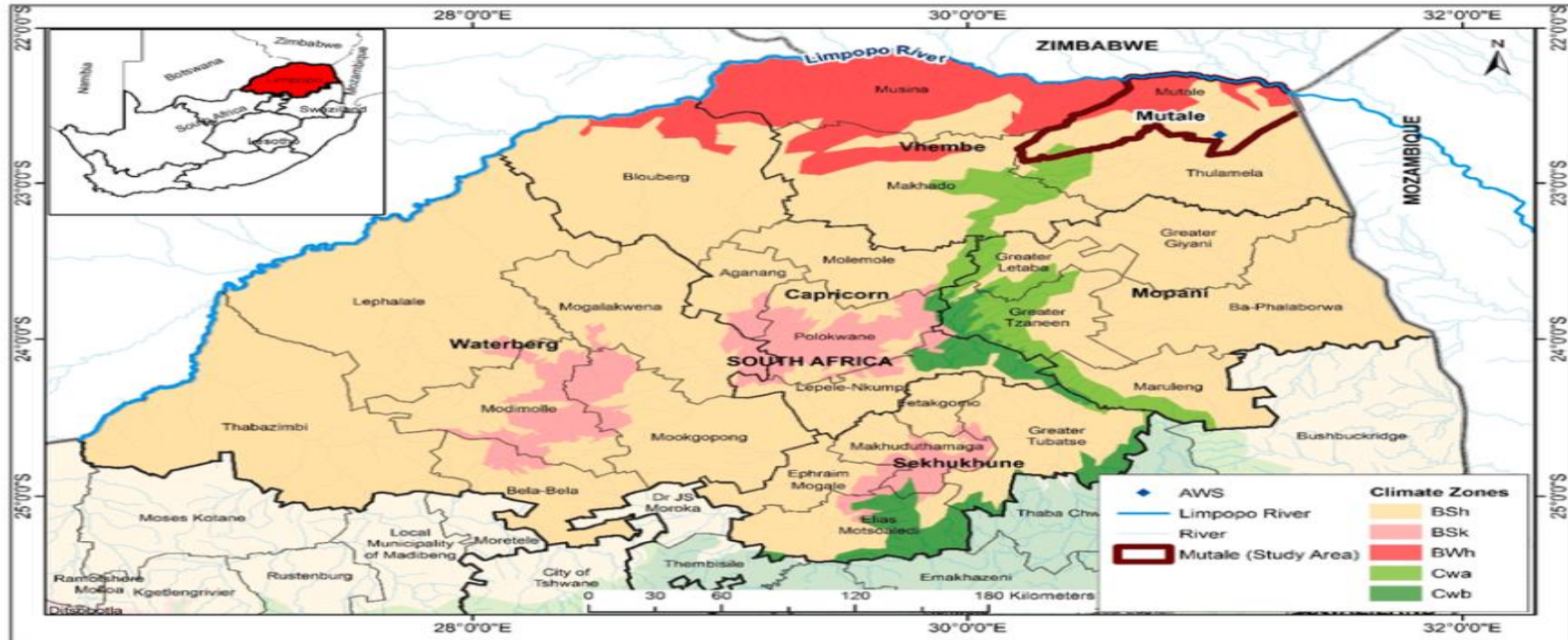
8. Situational Analysis

This situation analysis presents key aspects of the Limpopo context and challenges impacting on schooling, quality and management of education provision and the cost and financing of the education system. The province has made great strides in achieving primary education for all male and female children. There has been a massive influx of learners from other countries over the last few years which exacerbated the high demand for education that must be addressed by the Department as per the Constitutional mandate.

The situational analysis is presented in two parts: External Environment and Internal Environments analysis as follows:

8.1 External Environment Analysis

8.1.1 Geographic Location [Figure 1: Geographic location]



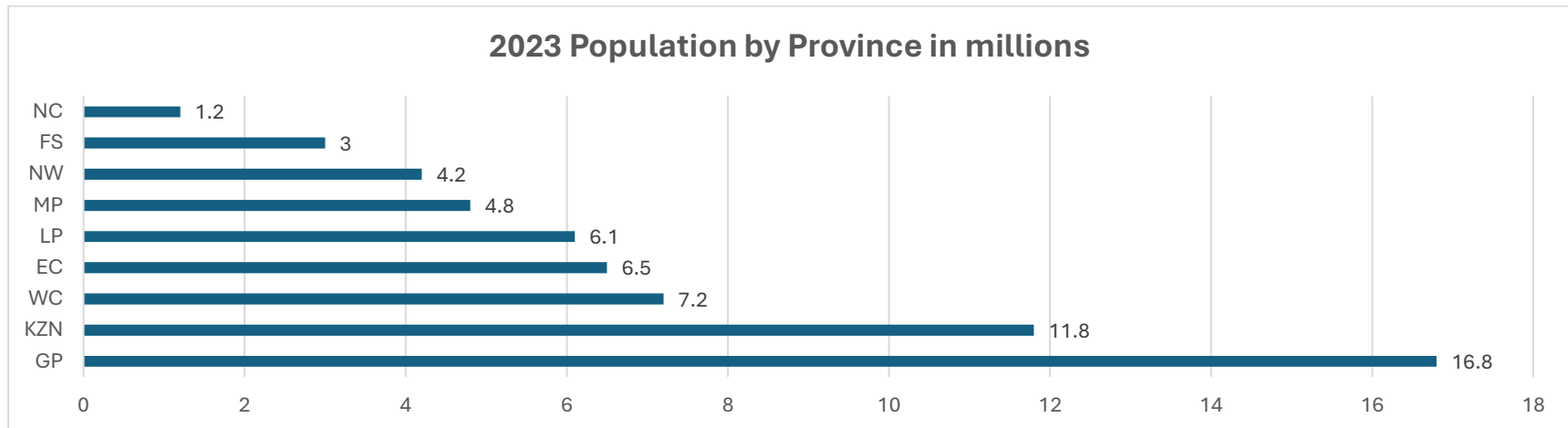
Limpopo Province and by extension, Limpopo Department of Education (LDoE) is located in the northern part of South Africa, with Polokwane as its capital. The province occupies 10.3% of South Africa's land area. It shares borders with outside countries (externally) as well as fellow provinces (internally) as follows:

- On the Northern side, the province shares a border with Zimbabwe, across the Limpopo River; on the Eastern side, it shares a border with Mozambique, and on the Western side, it shares a border with Botswana. Within RSA, the province shares borders with the following provinces: Gauteng on the South, Mpumalanga on the East and North-West on the West.
- This strategic location of the province presents both opportunities as well as challenges for public services rendered in the borderline areas, which require a unique set of interventions including Education resourcing.

8.1.2 Population and Demographics

Limpopo Province is the 5th biggest Province in terms of StatsSA's population estimates (2023) with 6 233 000 residents, after Eastern Cape with 6 536 000, Western Cape with 7 370 000, KwaZulu Natal 11 960 000 and Gauteng with 16 444 000 residents. In 2022, the Midyear Population Estimates (MYPE) indicated that about 28,07% of the population is aged younger than 15 years (17,01 million) and approximately 9,2% (5,59 million) is 60 years or older. Limpopo accounts for the highest percentage (33,6%) of children younger than 15. These figures indicate the high demand for quality basic education in the LDoE particularly considering the fact that the 14-year-olds are within the compulsory school-going age. This estimate indicates how the demand for education will keep on increasing in the foreseeable future. The age cohort 0-4 years shows the highest growth. One of the focus areas of basic education is early childhood development which covers this age cohort. To accommodate this increased number of children, the following will be required: more ECD Practitioners, more ECD classrooms, LTSM and other resources. A further analysis of the environment within which LDoE operates is provided below which serves as a basis of the choice of priorities and focus areas identified for the period 2025 – 2030.

Figure 2: The following graph depicts the spread of national population during 2023:



The above graph depicts that Limpopo Province is the 5th biggest province in South Africa. The province being characterised by high rate of poverty and unemployment which lead to high dependence on state. This will impact on provision of quality education in that more learners will require LTSM and other Education resources.

8.1.3 Rural Nature

Limpopo Province is largely a rural province, with most of its communities and citizens residing in rural areas. As such, provision and access to basic services pose a challenge across the board especially given the distance from one area to another and with many small schools.

8.1.4 Economy and Unemployment in Limpopo

The country is faced with socio-economic difficulties such as high rates of unemployment especially amongst the youth, a high population growth rate, national debt levels and households that are dependent on social grants. High Rates of unemployment and reliance on social grants impact negatively on the provision of education in terms of financial resources as many parents cannot afford to pay school fees hence the continued implementation of the No-Fee School Policy as an intervention, especially in Limpopo Province.

Limpopo province is still facing the triple challenge of unemployment, inequality, and poverty. According to StatsSA (2024), the official unemployment rate decreased by 1,4 percentage points to 32,1% in Q3: 2024 compared with Q2: 2024. The official unemployment rate decreased in seven of the nine provinces. The largest decreases were recorded in Northwest (4,5 percentage points), followed by Eastern Cape (3,8 percentage points) and Western Cape (2,6 percentage points).

Increases in the unemployment rate were recorded in Limpopo (1,2 percentage points) and KwaZulu-Natal (0,1 of a percentage point). Compared with Q3: 2023, the percentage of young persons aged 15–34 years who were not in employment, education or training (NEET) increased by 1,3 percentage points from 42,0% to 43,2% in Q3: 2024. The NEET rate for males increased by 1,6 percentage points, and for females the rate increased by 0,9 of a percentage point. In both Q3: 2023 and Q3: 2024, more than four in every ten young people were not in employment, education or training.

As already stated above, 75% of the province's vulnerable people depend on child support grants which in essence refers to, among others, school going children. This situation has resulted in the province having a high prevalence of No-fee schools to the amount of 3521 (Quintile 1=1447, Quintile 2=1520 and Quintile 3=554). The very same school kids are making use of programmes like Scholar Transport and National School Nutrition Programme which seeks to improve the ability of learners to learn by combatting malnutrition, reducing hunger and improving school attendance.

8.1.5 Collaboration and Partnerships

Education has been declared a national priority in South Africa. This declaration provides a lever to continue galvanising support across all sectors in providing quality basic education. The private sector, communities, academic and research institutions are thus encouraged to participate in education matters more than before. Participation and support in education can be in monetary form or in kind. The LDoE will continue to lobby for support from both communities and the business sector to support its programmes. Collaboration with the existing partners requires the Department to continue harnessing and managing stakeholder relations with utmost care. The LDoE will ensure consistent open communication and transparency with all strategic partners in our larger partner ecosystem. The Department of Education believes that strong partnerships are grounded in common values and goals, mutual respect and trust, experience, sensibilities and knowledge that each partner brings to the table.

Hereunder is a list of the strategic and social role players that have collaborated and partnered with the Department for whole school and district development programmes:

- (a) Limpopo Education Development Trust: to mobilise funding and donations for School Infrastructure Development.
- (b) Anglo American Platinum collaborative agreement to the total amount of R209 million for the following programmes:
 - (i) Learner Development Strategy for improved Quality Education from ECD to Grade 12.
 - (ii) Basic Infrastructure Development.
 - (iii) Capacity building for School Management Teams (SMT).
 - (iv) Early Childhood Development Leadership and Character-Building.
- (c) LDOE - Kagiso Trust Partnership to the tune of R200m in implementing the following programmes:
 - (i) Teacher Capacity Building.
 - (ii) Learner Enrichment (camps).
 - (iii) Learner Leadership and Career Guidance.
 - (iv) Extra Co-curricular for Sports, Arts and Culture.
 - (v) Stakeholder Engagement for Businesses, Departments, Parents and Community Mobilisation.
 - (vi) Monitoring and Evaluation (Tracking and Impact Assessment).
 - (vii) Basic Infrastructure Development.
 - (viii) ICT Equipment Provisioning.
- (d) The National Education Collaboration Trust (NECT), working with the Department of Basic Education (DBE) and LDoE in teacher Development and District Development and support programmes since 2014.

8.1.6 Natural Disasters

Limpopo is a province that is prone to risks of natural disasters, particularly storms and floods in the northern and north-eastern parts of the province. A high number of schools (12 out of 3 619) are negatively affected by such natural incidents. Six (6) schools in Mopani East and another six (6) in Mopani West were affected by storms (roofs blown off). Limpopo Province also appears to be prone to termites' attack. The Department is reviewing alternative roofing mechanisms that are not prone to termites' attack. The Department has provided Mobile Classrooms to ensure that learners from the affected classrooms continue to receive lessons or able to write their examinations.

In 2021-2022 the LDoE has responded to a health disaster – COVID-19, which led to school closures, lost teaching time and learning loss.

8.1.7 Poverty and Inequality

The official unemployment rate decreased by 0,3 of a percentage point to 32,6% in Q2: 2023 compared to Q1: 2023. The official unemployment rate decreased in five provinces. The largest decreases were recorded in Limpopo (down by 2,0 percentage points) compared to other Provinces. The official unemployment rate decreased in four provinces while Gauteng remained unchanged. The largest decrease in the unemployment rate Quarterly Labour Force Survey, Quarter 2: 2023 was recorded in Western Cape (down by 6,6 percentage points), followed by Limpopo (down by 4,7 percentage points). The Eastern Cape recorded a decrease in the expanded unemployment rate (down by 2,0 percentage points) followed by Limpopo (down by 0,7 a percentage point), Western Cape and KwaZulu-Natal (down by 0,6 a percentage point each) and North-West (down by 0,5 of a percentage point) (QLFS: Stats.SA 2023).

This high rate of poverty means more dependence on the State, which flows into the provision of education, amongst other services. Children from these families will continue to benefit from the 'No Fee' School Policy, National School Nutrition Programme and Scholar Transport. These put a lot of pressure on the Department's resources, for example, in Limpopo Province (89,4%) of learners in public schools are benefitting from the National School Nutrition Programme against the national average of 76.7 %. (GHS, 2023) .

8.1.8 Service Delivery Protests

Service-delivery protests across several parts of the province continue to disrupt schooling and impact negatively on learning outcomes. This challenge requires collaboration at different levels as communities shut down schools as a way of expressing their grievances, which in many instances, have nothing to do with schools. The Department has established Quality Learning and Teaching Campaign (QLTC) to implement school safety policies to circumvent possible disruption of educational activities. QLTCs comprise of School Governing Body's' Associations, Teacher Unions, Traditional leaders, Business, Religious groups, etc.

8.1.9 Learner Migration

The Limpopo Province, being predominantly rural, is significantly affected by both internal and external learner migration. Internally, learners migrate from rural villages, following the broader patterns of their communities moving towards urban and suburban areas within the province. Externally, due to Limpopo's proximity to neighbouring countries such as Zimbabwe, Mozambique, and Botswana, the province also experiences a growing influx of learners from these countries who seek education in South Africa. Over the past decade, there has been a notable increase in the admission of learners from other provinces and neighbouring countries. Currently, immigrant learners account for 1% of the total enrolment, with 18 033 learners out of 1,827,906 being from neighbouring countries.

This migration places significant stress on the education system, as evidenced by several challenges:

- a) Overcrowding in schools makes it difficult for students to receive adequate resources and attention from teachers.
- b) Strain on infrastructure leading to issues such as insufficient classroom space and outdated facilities.
- c) Language barriers to participation in education, particularly if the schools are not equipped to provide language support.

The other disturbing factor is the movement of learners from rural to township and to former Model C schools. This leads to a higher demand for spaces in towns, cities, townships and former Model C schools while the rural schools are left with only few learners. The Department will continue to address the challenges posed by increased enrolment and in-migration in a proactive and supportive manner to ensure that all learners have access to a high-quality education.

8.1.10 Undocumented Learners

The Department is currently facing a significant challenge with a high number of undocumented learners within the system, which impacts school management and the overall quality of education. This issue complicates resource allocation, learner tracking, and effective educational interventions. The Department operates under the guidance of Section 29(1) of the Constitution of the Republic of South Africa, 1996, which affirms that "Everyone has the right to a basic education" which the state, through reasonable measures, must make progressively available and accessible.

The Table below shows statistics of undocumented learners against the learner enrolment in Limpopo schools (*both public and independent*):

Table 1: Undocumented learners, 2024

No.	District	Learner enrolment	No. of undocumented learners	Percentage of undocumented learners
1)	Capricorn North	154942	3055	2%
2)	Capricorn South	248854	7015	3%
3)	Mogalakwena	102565	2444	2%
4)	Mopani East	208485	13337	6%
5)	Mopani West	177243	7354	4%
6)	Sekhukhune East	198806	4083	2%
7)	Sekhukhune South	191822	3901	2%
8)	Vhembe East	254 483	14 490	6%
9)	Vhembe West	197 183	10 107	5%
10)	Waterberg	93 523	3821	4%
Total		1 827 906	69 607	4%

Across the province, 4% of the total learner population is undocumented, with certain districts experiencing higher rates. For example, Mopani East and Vhembe East have the highest percentages of undocumented learners at 6% (2% above the provincial average), and both border Mozambique and Zimbabwe, respectively. Districts such as Capricorn North, Sekhukhune East, and Sekhukhune South each reported 2%. These varying percentages highlight the uneven distribution of this challenge, which requires a coordinated response to ensure that all learners, regardless of documentation status, receive the education guaranteed by the constitution.

The presence of undocumented learners poses a multifaceted challenge, impacting various aspects of school management and the overall quality of education particularly in public schools, as outlined below:

- (a) Resource Allocation: Accurate planning and distribution of resources such as classroom space, stationery, textbooks, teachers, and other social services like sanitation, dignity programs, and nutrition are compromised when the exact number of learners is unknown. This leads to overburdened schools or underutilized resources in certain areas.

- (b) Academic Achievement: The lack of proper documentation can hinder learners' access to tertiary education and limit job opportunities after completing their matriculation, impacting their long-term prospects.
- (c) Legal and Administrative Challenges: Schools face difficulties adhering to legal rulings and effectively tracking learners, as undocumented learners often experience changes in reference numbers throughout their schooling. This inconsistency complicates compliance and proper record-keeping.

The Department has previously implemented several interventions to address the issue of undocumented learners and will continue to reinforce these efforts during the upcoming electoral cycle:

- (a) DBE issued Circular No. 1 of 2020, which directed schools to comply with the court judgment by accepting alternative proof of identification. This included affidavits or sworn statements from parents, caregivers, or guardians, fully identifying the learner. This approach has helped ensure that learners without formal documentation can still access education.
- (b) District Forums were established to create a platform for sharing key information and best practices, empowering Circuit Officers to support schools in adhering to the court judgment and DBE directives concerning undocumented learners. This initiative will continue to foster compliance and improve the management of undocumented learners across districts.
- (c) A strong partnership was established with the Department of Social Development and the Department of Home Affairs through the Provincial Social Cluster to collaboratively address the issue of undocumented learners. This partnership remains a key element in the ongoing efforts to manage this challenge. Undocumented learners remain a standing agenda item in the Social Cluster meetings
- (d) Awareness campaigns were conducted to empower parents, caregivers, and guardians to approach the Department of Home Affairs to obtain identification documents for their children. These campaigns will be sustained to ensure that more learners are properly documented.

8.1.11. Establishment of Tourism, Mining and Agriculture schools

Tourism, Mining and Agriculture are the main economic sectors in Limpopo Province. Designation of the three pillars of economic development (i.e. Tourism, Mining and Agriculture) creates an opportunity for the Department to establish focus schools to serve these niches. Learners from these schools will continue to study further in the identified fields. This will go a long way in addressing unemployment in the Province. The Department will strive to provide resources to these focus schools in order for them to offer quality Technical, Vocational and Agricultural Programmes. The Department will determine funds to be allocated to the designated schools in quintiles 1 – 3. Furthermore, some of the quintile 4 & 5 Technical High schools will be identified as hubs that support the emerging schools that still need resources. Teachers and learners will be transported to the hubs to perform practical activities. The Department will prioritise the designated focus schools when providing specialized classrooms in the identified fields of specialisation. Agricultural sciences focus schools will be supported so that they can increase their production so that they can supply the neighbouring schools through the NSNP.

8.1.12. Learner Pregnancy

Teenage pregnancy remains one of the serious challenges facing the education system in the country as it contributes to learner absenteeism, drop-out and poor performance. The statistics released by Statistics South Africa, indicate that although most 18- and 19-year-olds were still attending secondary school, almost three out of 10 pupils aged 18 years (29,3%) and 4 out of 9 (46,3%) of 19-year-olds had dropped out of school. A total of 3926 learners fell pregnant during the 2023/24 school year.

According to the 2023 General Household Survey (GHS), the prevalence of pregnancy increased with age, rising from 0,6% for females aged 14 years, to 7,8% for females aged 19 years. The province is similarly experiencing high cases of teenage pregnancies. Among the 10–19-year-olds the rate was at 14,1% which is above the national average of 12%. The Department is, in consultation with the Department of Health to assist in offering health education to young people. This covers education on teenage pregnancy, HIV/AIDS (Human Immunodeficiency Syndrome/Acquired Immunodeficiency Syndrome), STI (Sexually Transmitted Infections) and Substance abuse. The province has developed a strategy for the reduction of teenage pregnancy using a multi-sectoral approach.

The Department continues to address this scourge through its Life Skills Programme, which is funded through a national grant (Life Skills HIV and AIDS). This is one challenge which requires collaborations with both the Departments of Health, Social Development and the community in general. The Life Skills Programme will continue to be strengthened to address this challenge and to mitigate its impact on teaching and learning in Limpopo Province.

8.1.13. Merging of small non-viable schools

The Department has, over the years implemented Sections 12A and 33 of the South African Schools Act, 1996 with regard to the merger and closure of non-viable schools. The merging and rationalisation of small and non-viable schools enables the department to place the affected learners in schools that are educationally viable.

Whilst the school merger programme is being implemented, there are instances where new schools are simultaneously being built; either as replacement schools or totally new schools altogether; depending on the need and circumstances of each case. This phenomenon results in fluctuations of the actual numbers of schools that are operating at any one point, and it is a fact to be taken into consideration whenever accountability reports are being submitted to stakeholders in general, but oversight structures.

8.1.14. Early Childhood Development (ECD)

Significant milestones were achieved in the implementation of the ECD Programme. One of the milestones was the successful completion of a low-cost ECD centre at Masisi village with the capacity to accommodate 160 children. A total number of 138 226 Children accessed registered ECD programmes. The Department has also funded 2 100 ECD centres and five (5) mobiles across the province, benefiting a total of 105 849 children. The Department has completed renovations of 54 ECD Centres that benefitted from Maintenance improvements and upgrades. The Department has also built a low-cost ECD centre in Vhembe East District (Masisi Village).

During the next five years, the following areas of improvement will be strengthened as a way of intensifying the roll-out and delivery of ECD services:

(a) Infrastructure development: The department plans to construct a low-cost ECD Centre in Mopani East District and continue to strengthen its partnership with Nottingham University through Thusanang trust in building ECD centres in Capricorn South District. A total of 31 ECD centres have been earmarked for renovations.

(b) Training and capacity building: ECD centres will be capacitated on the importance of re-registration in terms of section 81(3) of the children's Act 38 of 2005. The department further plans to roll out capacity building training across the province that is aimed at addressing non-compliance by ECD centres. The department earmarks to roll out a mass registration programme to bring all unregistered ECD Centres into books. DBE is in the process of piloting a new data management system (e-Cares). Limpopo is one of the pilot provinces for which all.

8.1.15. Learner Performance

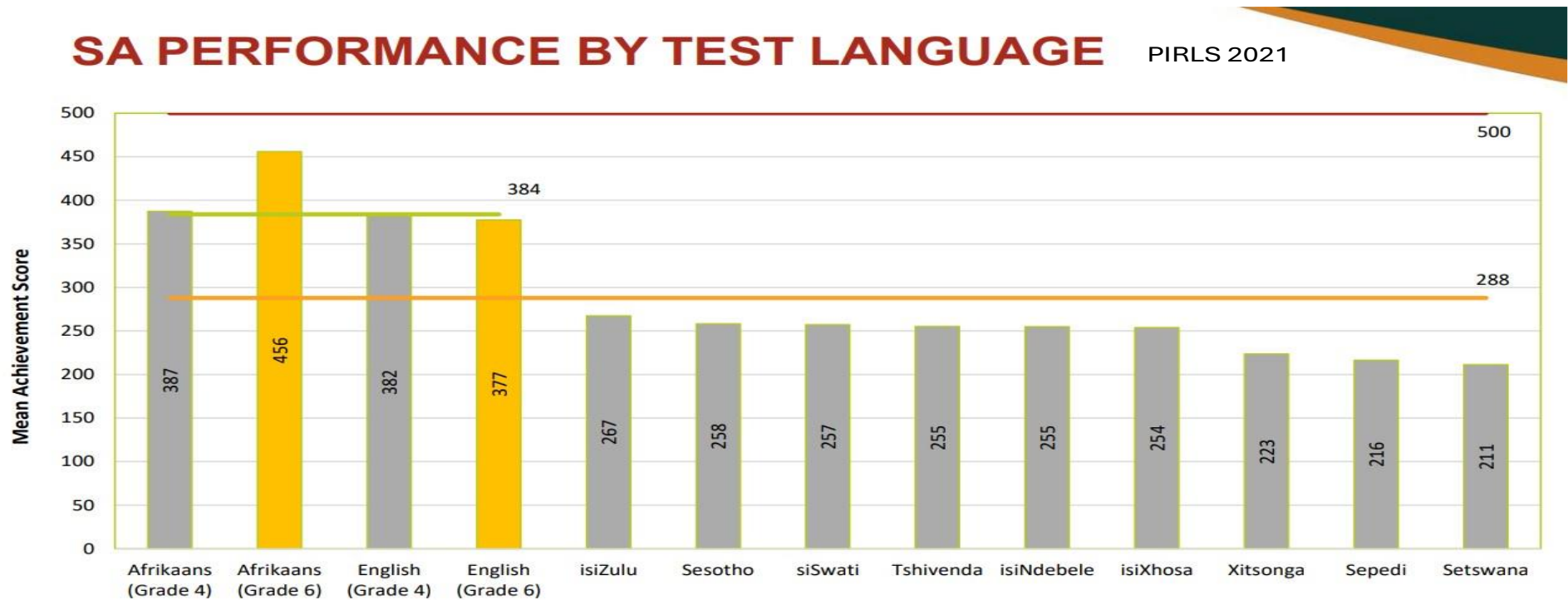
Some schools fail to cover the curriculum due to a number of factors which include among others poor subject content knowledge, inadequate training of educators and inadequate curriculum management. Teacher development and curriculum management will be strengthened during this cycle and models used by high-performing schools will be implemented in the struggling schools. Platforms for sharing good practices will be created to ensure peer learning.

Learner performance in the GET phase dominates current discussions on educational matters in South Africa. The summative assessment data collected through quarterly assessments, including end of the year performance data reflect the Learner's performance in the GET to be between acceptable and excellent, however, all external assessments, including international studies do not correlate with the data collected through the school level. When reading the data from internal assessments, it must be noted that the quarterly assessments were done by schools with moderation by the districts.

Support programmes in GET implemented to improve learner performance include the following:

- (a) Monitoring establishment of reading corners and tracking learner performance outcomes in reading.
- (b) Demonstrating on how to teach and finish up the ATPs in all the subjects per quarter to teachers.
- (c) Essay writing guidelines, topics for essay questions identified and example questions in Social Sciences.
- (d) Training teachers on the correct method of setting quality tasks.
- (e) Training workshop in Financial Literacy to isolated teachers/schools without BCM subjects' background.

Figure 3: Learner performance in Reading (PIRLS 2021, grade 4)



The above graph shows how the Grade 4 learners performed on Test language -PIRLS 2021. It also reveals high scores on English for Grade 6 and Afrikaans Grade 6.

Table 2: 2024 TERM 4 GRADE 6 RESULTS

SUBJECT	% PASS	PASS % >40%	% DIST
SOCIAL SCIENCES	83	72	10
ENGLISH FAL	94	80	12
ENGLISH HL	94	75	19
AFRIKAANS HL	97	75	23
SEPED I HL	91	73	18
TSHIVENDA HL	96	73	22
XITSONGA HL	89	69	20
LIFE SKILLS	100	72	28

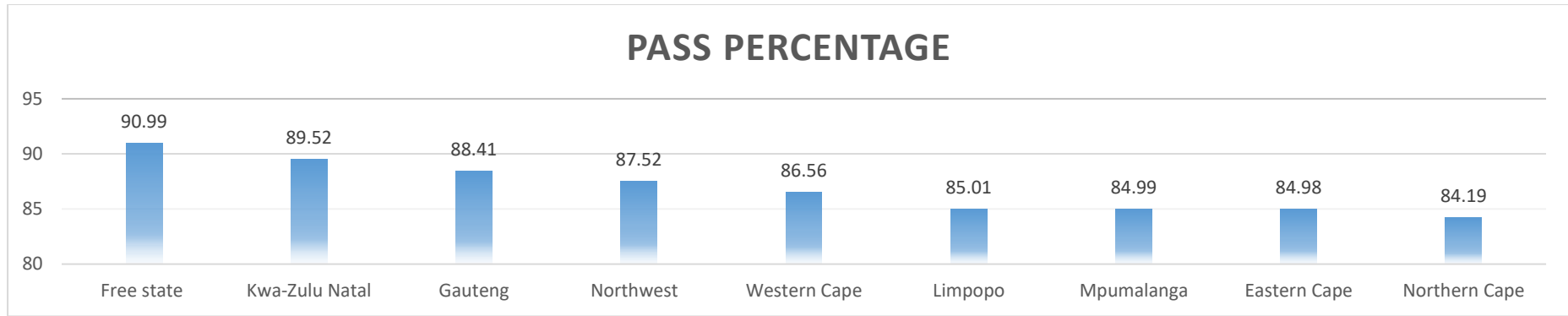
The Table shows, amongst others, that Tshivenda HL speakers/learners in Grade 6 perform better than learners speaking other dominant languages in Limpopo Province. This Table shows, amongst others, that Tshivenda HL speakers/learners in Grade 6 perform better than learners speaking other dominant languages in Limpopo Province.

Table 3: 2024 TERM 4 GRADE 9 RESULTS

SUBJECT	% PASS	PASS % >40%	% DISTINCTION
SOCIAL SCIENCES	72	41	01
ENGLISH FAL	83	80	02
ENGLISH HL	91	84	09
AFRIKAANS HL	92	80	12
SEPED I HL	82	79	04
TSHIVENDA HL	94	85	09
XITSONGA HL	87	83	04
CREATIVE ART	99	91	05
LIFE ORIENTATION	99	87	04
ECONOMIC AND MANAGEMENT SCIENCES	75	47	01

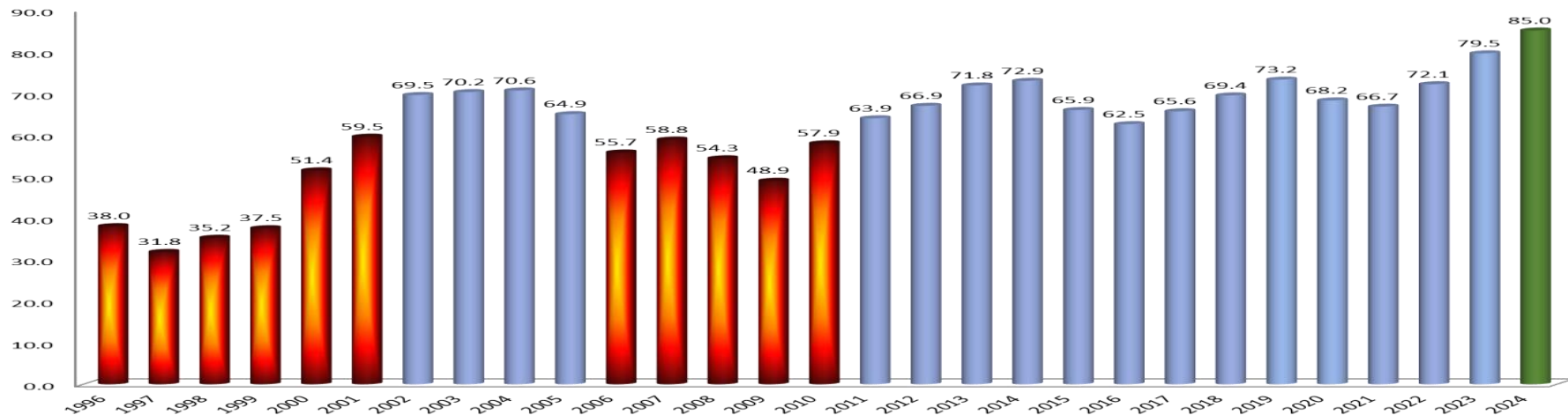
The above table shows, amongst others, that in Grade 9, learners perform better in learning areas such as Creative Writing and Life Orientation than they do in other learning areas.

Figure 4: Grade 12 Performance (2024)



Limpopo Province recorded a 5.5% increase from its 2023 grade 12 results [from % to 85,01]. However, there are important achievements within the 2024 results that the province recorded such as number of Bachelor passes that increased to 41 370 and the percentage of learner who obtained 60% and above in Mathematics that increased to 16,3%.

Figure 5: Limpopo pass rate over the years



The above graph indicates how the province has performed from 1996 until 2024 in different curricula, viz. Senior Certificate: 1996 – 2004; Curriculum 2005: 2005 – 2008; National Senior Certificate (NSC): 2008 – 2013; NSC(CAPS) 2014 – to date.

Table 4: Grade 12 Learner Performance by District (2024 National Senior Certificate (NSC Results))

Exam Date	District	Entered	Wrote	BACH	DIP	H-CERT	Passed	% Pass	% BACH	% (B+D)
202411	MOGALAKWENA	5 025	4 973	2 411	1 278	675	4 364	87.8	48.5	74.2
202411	MOPANI WEST	8 961	8 916	4 228	2 342	1 207	7 777	87.2	47.4	73.7
202411	VHEMBE EAST	15 039	14 984	6 755	4 002	2 104	12 861	85.8	45.1	71.8
202411	CAPRICORN SOUTH	13 719	13 528	6 369	3 409	1 824	11 602	85.8	47.1	72.3
202411	MOPANI EAST	9 421	9 395	4 047	2 556	1 413	8 016	85.3	43.1	70.3
202411	WATERBERG 2	3 774	3 731	1 511	1 129	531	3 171	85.0	40.5	70.8
202411	CAPRICORN NORTH	8 986	8 930	3 919	2 298	1 366	7 583	84.9	43.9	69.6
202411	VHEMBE WEST	9 977	9 919	4 215	2 614	1 586	8 415	84.8	42.5	68.8
202411	SEKHUKHUNE EAST	8 980	8 882	3 740	2 434	1 284	7 458	84.0	42.1	69.5
202411	SEKHUKHUNE SOUTH	10 332	10 216	4 175	2 529	1 510	8 214	80.4	40.9	65.6
202411	LIMPOPO	94 214	93 474	41 370	24 591	13 500	79 461	85.0	44.3	70.6

The table above, indicate how the 10 education districts performed in 2024 in order of their strength, showing how each district contributed towards the overall performance of the province in terms of Bachelors, Diplomas and Higher Certificates.

8.2. Internal Environment Analysis

8.2.1. Organisational Structure

The department started the process of reviewing the organisational structure. during May 2019. The Office of the Premier and the Department of Public Service and Administration supported the process until the MPSA concurred with the organisational structure on 29 January 2024. The Member of the Executive concluded the consultation process by signing off the approved structure on the 25 March 2024. The LDoE is made up of the following structures/levels:

- (a) Provincial Office:** The Head Office is responsible for the overall management and accountability, policy development, setting strategic objectives for service delivery, resourcing and oversight from a financial and service delivery perspective, impact assessment and overall reporting.
- (b) Education Districts:** The districts are responsible and accountable for all the functions performed at the district level, and facilitate decision-making processes, reporting and communication between schools and Head Office. They manage and advise Circuits on curriculum delivery matters, are responsible for integrated planning, coordination and monitoring of all District activities and render corporate services for all service delivery institutions within the district.

Table 5: Number of Schools by Phase in a District (Public)

DISTRICT	Circuits	Combined	Intermediate	Primary	Secondary	Special Schools	Total
Capricorn North	16	2	-	259	141	5	407
Capricorn South	16	3	-	258	153	9	423
Mogalakwena	9	3	-	139	95	1	238
Mopani East	13	4	-	215	132	3	354
Mopani West	13	1	4	199	108	2	314
Sekhukhune East	16	3		274	150	2	429
Sekhukhune South	16	24	7	246	151	4	432
Vhembe East	18	1	-	359	152	4	516
Vhembe West	14	7	-	262	122	2	393
Waterberg	9	6	1	102	51	3	163
Grand Total	140	54	12	2313	1255	35	3669

The above Table shows that Vhembe east has the highest number of schools in the province followed by Sekhukhune East while Waterberg has the smallest number of schools.

- (c) Education Circuits:** The Circuits provide advisory and information support to service delivery institutions, serve as information nodes for service delivery institutions, thus creating an enabling environment for teaching and learning, facilitating community participation, coordinating implementation of school programmes and reporting school programmes.
- (d) Schools:** The schools are the front-line service delivery points of the core mandate of the department. All of the afore-mentioned structures serve to enhance the effective functioning and ability of schools in the province to deliver quality education to the learners.

The current organizational structure for ECD is not fully aligned with the expanded mandate following the migration of the function to the department. The Department will assess and review of Structure for alignment to the emerging needs and make structural changes in consultation with the Department of Public Service.

Furthermore, the Department aims to improve provincial support to districts by aligning and delineating responsibilities to eliminate duplications of services and optimal (within the norm 10% vacancy rate) staffing of districts and circuits' organizational structures by 2030.

8.2.2. Access to Financial Resources

The LDoE 2025/26 MTEF baseline allocation of R41.807 billion, R44.163 billion and R46.150 billion is not sufficient considering that the year-on-year growth rate is 4.4% against 4.7% CPI inflation projection as per the budget guideline. Middle and outer year of MTEF growth rates improved to 5.6% and 4.5% respectively and this is acceptable when comparing them with 4.6% and 4.6% CPI guideline inflation projections. This budget is formulated within the tight fiscal environment due to fiscal risks which are largely unchanged since the 2024 budget.

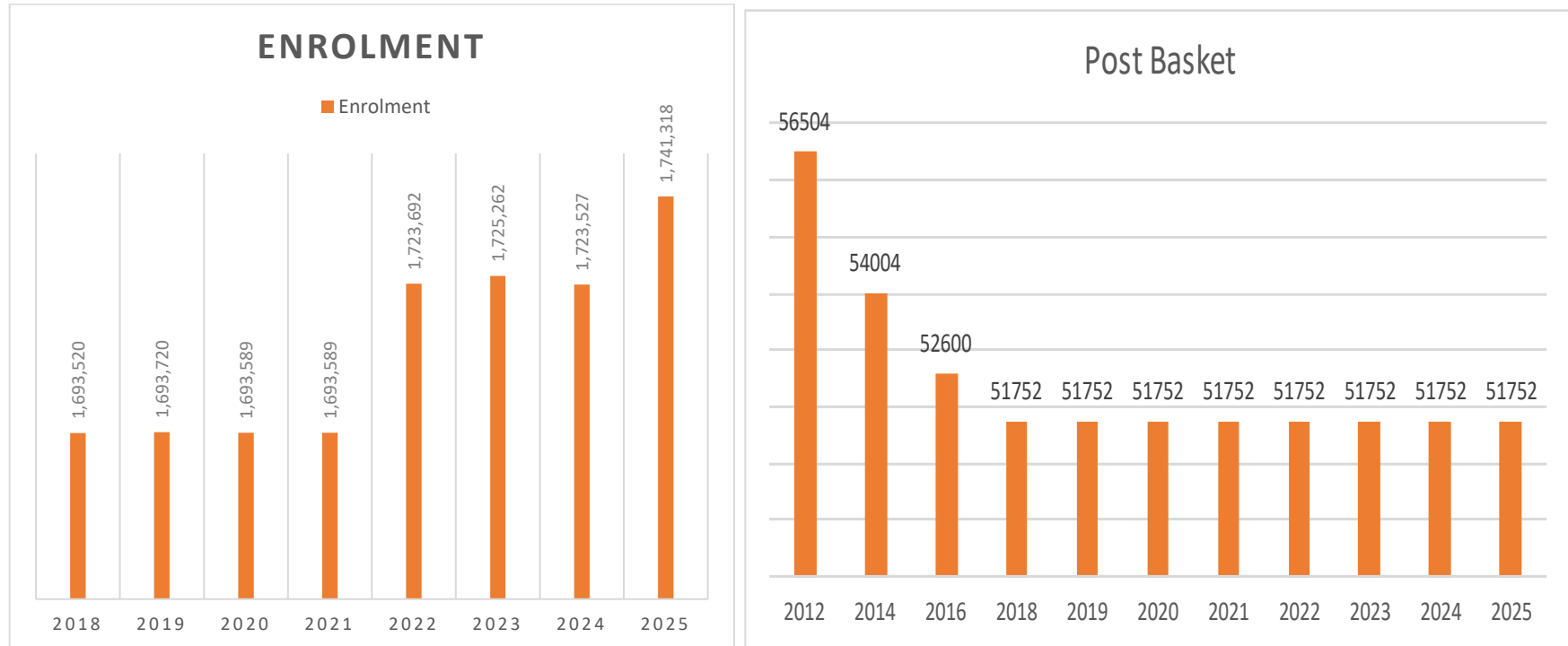
The 2025/26 Wage increase in Education sector will continue to place significant pressure on national and provincial budget. To ensure that Compensation of employees is fully funded over the MTEF, LDoE non-personnel budget was impacted negatively over the MTEF as various priority items including Scholar Transport, Learner performance improvement, e-Learning and School furniture experienced the cut at an average of R500.0 million annually over the MTEF, and this if not addressed, will also affect service delivery. At the same time, while the CoE shortfall is being addressed, learner number has increased by 47 000 from 2018 to 2024. And this increase will result in an increase of 1 195 Educators which is equivalent to R546.0 million additional amount needed in order to comply with Educator learner ratio of 1:40.

8.2.3. Supply of Educators

The growing learner enrolment requires a corresponding increase in the supply of educators to maintain optimal class sizes. Additionally, the aging educator workforce, coupled with high attrition rates, necessitates the recruitment of younger teachers to ensure the sustainability of quality basic education provision.

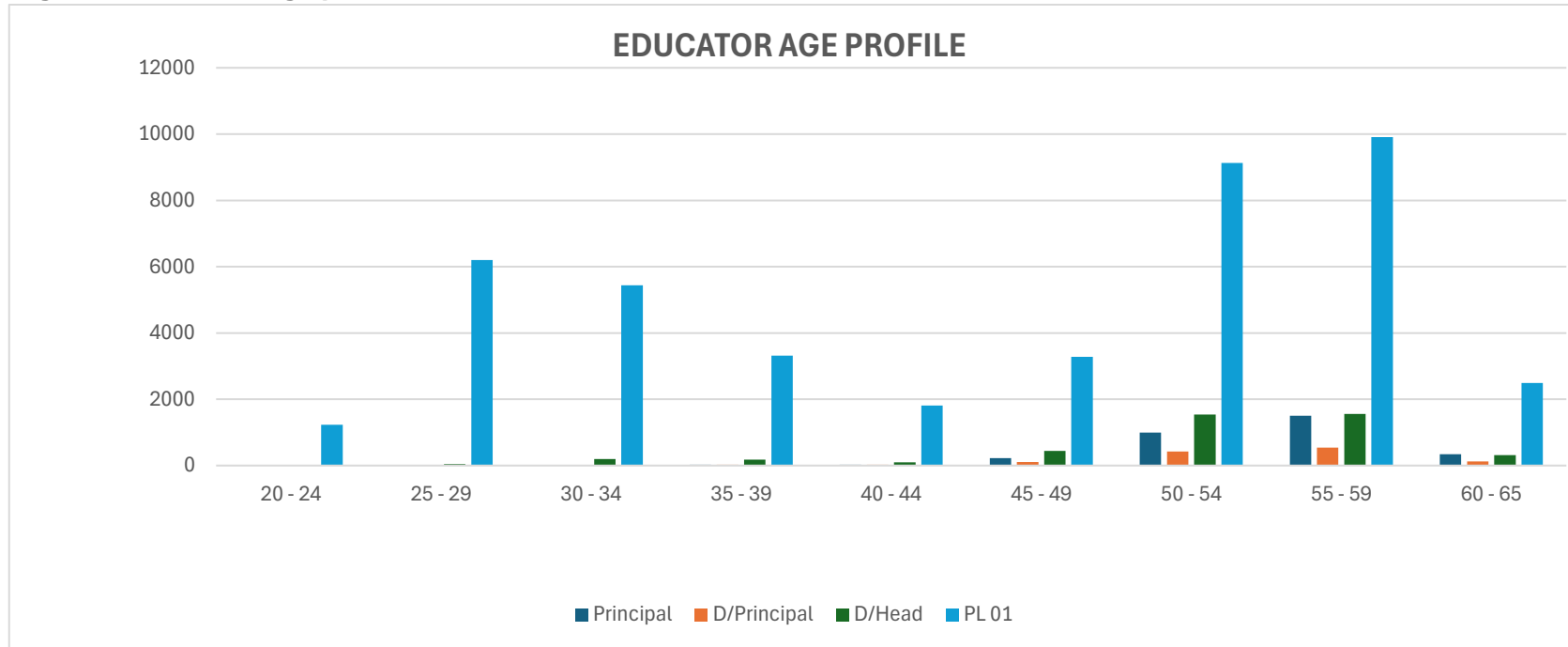
The following Graph shows that the number of learners increased from 1 693 520 in 2018 to 1 741 318 in 2024/5. This is an increase of 47 798 learners without increasing the post basket. The implication of not containing this disparity between learner enrolment and educator provisioning is that the cost will become astronomical and unaffordable in the coming years.

Figure 6: Enrolment and Post Basket



The graph below indicates how the recruitment of younger educators is assisting to improve the age profile of the department and should therefore be accelerated. The high attrition associated with the aging staff needs to be countered by the intake of more young educators going into the next five years. It is encouraging that the department employs 1 229 educators aged below 24 years and a total of 7 427 educators below the age of 30 years. Of the number of the educators aged below 30 years, 10 are appointed as school principals, 11 as deputy principals and 201 as departmental heads.

Figure 7. Educator Age profile



The 2025 MTEF Technical Guidelines and Principles present a picture of budgetary pressures and risks the public service including the education sector will face over the MTEF. As a result of the tight fiscal climate, the measures on personnel management will be maintained. It should be noted that the consideration of introducing a new dispensation that will allow for older employees in higher notches of various salary levels who wish to exit the public service earlier to do so with added incentives and without being penalised may pose a huge risk to the Department as we have high number educators and senior personnel within the targeted age group. This risk has to be mitigated accordingly.

The department and the sector will intensify the push for more budget allocation to Compensation of Employees (CoE) to address the educator supply to meet the demand side, learner educational needs. This will secure sustainable educator provisioning. The drive for recruitment and attraction of young educators below the age of 30 years will be intensified, with districts setting targets in this regard, to mitigate the risk posed by the high-end age profile and to counter the high attrition.

The Department will collaborate with other provinces to modernize and review the current school-based educator recruitment process which will culminate in digitization of the process. Administrative measures will be implemented to complement the PPN Model to support Focus, Full Service and Special Schools.

The pipeline for the supply of teachers remains reliable and provides educators with the requisite skills. However, the introduction of new subjects to the curriculum has brought about an emerging risk on the supply side. The Higher Education Institutions are not yet producing more educators in the technical fields that are being introduced. The department will retrain some of the educators with potential and related capabilities to teach these subjects.

8.2.4. Teacher Competencies

Teacher competencies are a challenge, particularly in key subjects like Mathematics, Science and Accounting. Focused training has been conducted and the encouraging revelation is the average improvement of content knowledge after attending two weeks of 'training'. The Department will prepare the rollout of the Teacher Development Model that entails the identification of sites and under-utilised facilities to be used as a network of Teacher Development Centres. Such a Network of Teacher Development Centers will enable the Department to "massify" the Teacher Development Programmes and Interventions to reach all teachers in the provincial education system.

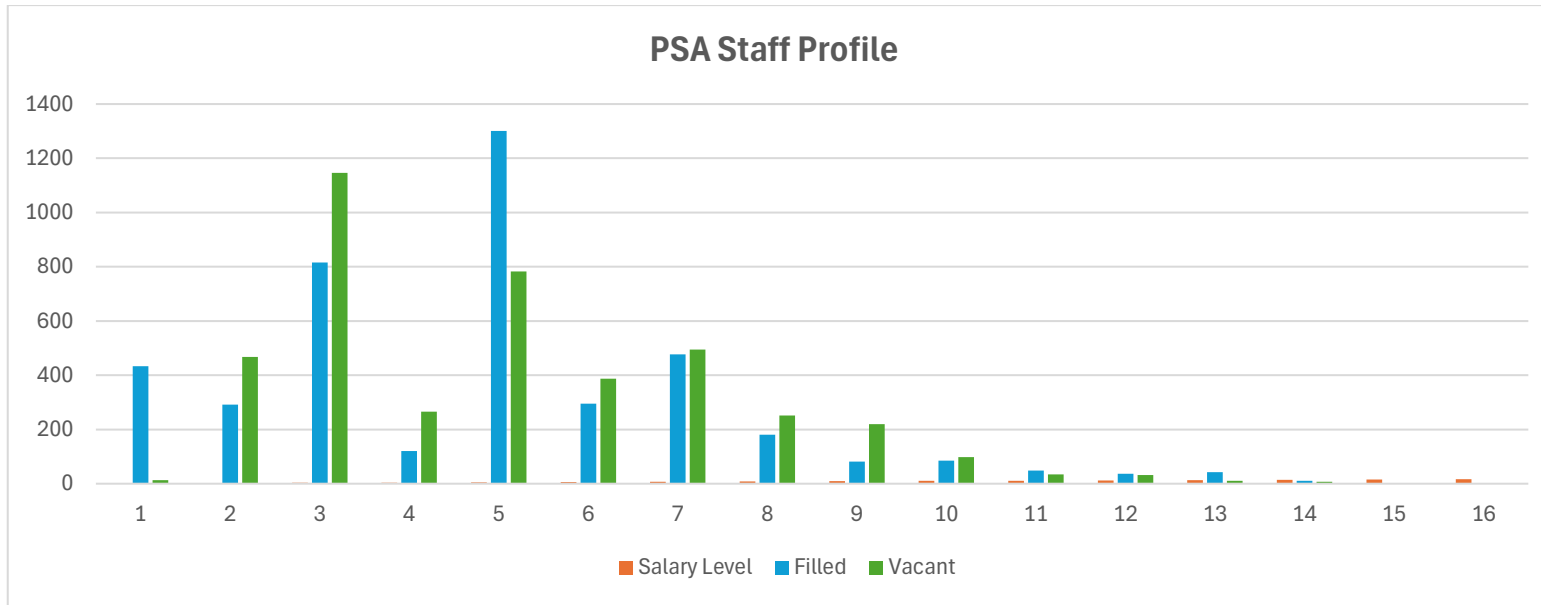
8.2.5. Availability of Subject Advisors

Schools have a support system with their curriculum delivery and management in the form of Subject Advisors. These officials' responsibility is mainly to support and monitor the implementation of the curriculum in schools. Teachers are therefore not left on their own but have a full-time support system when they need it. With the reduction of budget allocations as referred to above, the department has evolved a strategy of maximizing the benefits of the reduced staff complements in this category of officials. Subject Advisors have now been relocated from Circuit Offices, and placed at District Offices, so as to broaden their responsibilities. A wider range of schools (and educators) will therefore stand to benefit from the limited capacities of these officials; unlike if some schools would not have the said professional and academic support if the Subject Advisors were to be retained in Circuit Offices. Additionally, the use of ICT will be employed for virtual teacher and SMT support.

8.2.6. Support Staff Profile

The departmental organizational structure provides for 8 431 Public Service Act posts, of which 4 220 of the posts are filled. The Senior Management Service is constituted by 55 members, 43% females and 57% males. The Department will ensure that measures provided for in the guidelines for the implementation of the Employment Equity Plan in the appointment of employees are adhered to when selection and appointments are made to ensure progress towards the 50% target of women in the Senior Management positions.

Figure 8: PSA staff profile



The LDoE has a high vacancy rate of 49,9% based on the structure in operation. This is due to the aging workforce which is the main cause for the high attrition. The budgetary pressure for compensation of employee rendered it impossible for the department to keep up with the attrition. The department embarked on the review of the organizational structure which resulted in the rationalization and realignment of the functions therefore reducing the vacancies. The reviewed organizational structure will be implemented with effect from 01 April 2025. The new structure has been costed to determine its affordability.

The vacancies will be filled based on targeted Recruitment Plans which prioritise critical posts with a bias toward districts and circuits. This approach is informed by the strategy of capacitating districts and circuits as they are the structures that directly support the schools which perform the core business/function of the department, teaching and learning. The department will further improve the recruitment business process to be expeditious and counter the attrition.

8.2.7. Infrastructure Provisioning

The Limpopo Department of Education is implementing infrastructure projects through various agents and in-house resources. The appointed implementing agents include the Limpopo Department of Public Works, Roads and Infrastructure (LDPWRI), the Independent Development Trust (IDT), The Mvula Trust (TMT), and the Development Bank of South Africa (DBSA). Each agent has been assigned programs based on their technical capacity and reputation:

- (a) LDPWR: Major Infrastructure
- (b) IDT: Major Infrastructure
- (c) TMT: Water, Sanitation, and Fencing
- (d) DBSA: Water, Sanitation, and Storm-damaged Schools

In-house resources, supported by the Infrastructure Technical Resource Unit (IRTU), are responsible for managing water and sanitation projects. Additionally, a service provider has been appointed for the supply of school furniture, with ongoing deliveries addressing the furniture backlog.

For the 2023/24 Financial Year, the Department received a R1.474 billion Education Infrastructure Grant (EIG) from the National Treasury, primarily focused on water, sanitation, and major infrastructure projects, including the eradication of pit latrines. The Department achieved 98% expenditure, totaling R1.453 billion, with under-expenditure mainly due to employee compensation and transfers for chemical toilets.

In an effort to expedite infrastructure delivery to support effective teaching and learning, the department is sourcing out mobile classrooms and offices from the private sector. This is considered a critical stop-gap measure whilst capacity to provide brick and mortar is being developed within the department itself as well as in the Implementing Agents.

8.2.8. Employee Relations in the Workplace

The Department strives to maintain sound labour relations and labour peace in pursuance of the objects of the Labour Relations Act. The provisions of policies and the applicable legislation are observed for purposes of the creation of labour peace and organizational effectiveness and efficiency.

The Department participates in bargaining and consultation structures that are meant for engagement with labour: Education Labour Relations Council (ELRC) structures, Coordinating Chamber of Public Service Coordinating Bargaining Council (CCPLP) and it has established a departmental based Management Labour Forum meant for consultation with PSA employees. The service delivery environment is generally stable in the Department due to a cordial relationship with social partners operating within the system. The Department intends to strengthen these relationships to further consolidate the advancement of service delivery.

8.2.9. School Safety

Various forms of School Safety challenges have been identified in schools. The challenges range from bullying to substance abuse. These challenges rob learners of a safe environment required for effective learning. School Safety Programmes will be strengthened, and their implementation fast-tracked in collaboration with SAPS. The Department will continue to address the challenges of crime, violence and substance abuse through the implementation of the following strategies:

- (a) Linking schools with the nearest Police Stations.
- (b) Establishing School Safety Committees to work with SAPS and other stakeholders.
- (c) Set basic standards for schools through the new Guidelines wherein the schools have to be trained.
- (d) Co-ordinating implementation of a system of recording and reporting incidents and accidents in schools as part of the management and information system so that appropriate support for schools can be provided.
- (e) Building the capacity of relevant officials, SGBs and relevant partners so that schools can be supported well in dealing with the challenges. Governance Officials and Circuit Managers were trained on the Drug Testing Procedures. The learners who use drugs will be tested using urine and saliva tests which will enable the department and schools to impose appropriate sanctions and remedial actions.

8.2.10. Inclusive Education in Schools

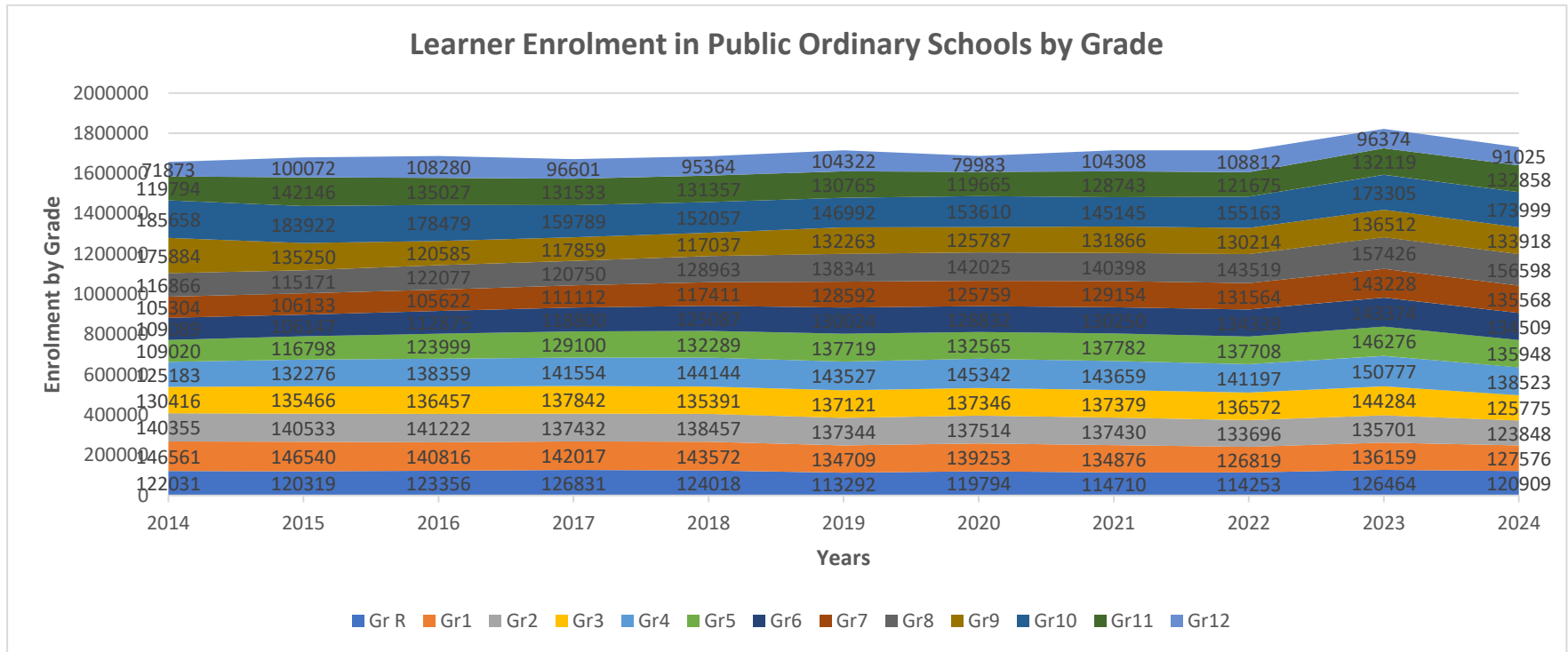
Inclusive Education is not implemented fast enough, which affects the education of the Learners with Special Education negatively. LDoE will, during this planning cycle, fast-track this to ensure improved inclusivity and improved learning outcomes. LDoE will engage teacher training providers with a view of ensuring that Inclusivity forms part and parcel of initial teacher training.

Table 9: Bird's eye view of learner enrolment profile in the last ten years

Year	Gr R	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11	Gr12
2014	122031	146561	140355	130416	125183	109020	109089	105304	116866	175884	185658	119794	71873
2015	120319	146540	140533	135466	132276	116798	106147	106133	115171	135250	183922	142146	100072
2016	123356	140816	141222	136457	138359	123999	112875	105622	122077	120585	178479	135027	108280
2017	126831	142017	137432	137842	141554	129100	118800	111112	120750	117859	159789	131533	96601
2018	124018	143572	138457	135391	144144	132289	125087	117411	128963	117037	152057	131357	95364
2019	113292	134709	137344	137121	143527	137719	130024	128592	138341	132263	146992	130765	104322
2020	119794	139253	137514	137346	145342	132565	128832	125759	142025	125787	153610	119665	79983
2021	114710	134876	137430	137379	143659	137782	130250	129154	140398	131866	145145	128743	104308
2022	114253	126819	133696	136572	141197	137708	134339	131564	143519	130214	155163	121675	108812
2023	126464	136159	135701	144284	150777	146276	143374	143228	157426	136512	173305	132119	96374
2024	120909	127576	123848	125775	138523	135948	134509	135568	156598	133918	173999	132858	91025

The above table provides an analysis of learner progress (indicator of efficiency), Grade 1 learners with Grade R education and learner dropout rate.

Figure 9: Learner enrollment in Public schools by Grade



The table above demonstrate learner enrollment in public ordinary schools from Grade R to Grade 12. The continuous increase in learner enrollment ,places severe strain on educational inputs ,especially on educational infrastructure

8.2.11. Integrating ICT in teaching and learning

The department's current ICT infrastructure is insufficient to meet the evolving needs of modern teaching and learning. To fulfil the department's strategic mission of implementing differentiated learner programs and integrating digital technologies into teaching practices, a robust and future-proof ICT framework is essential. This transformation will enable the department to empower learners with the skills and tools needed to thrive in both local and global environments, ensuring adaptability and sustained educational excellence in a rapidly changing world. To achieve this, the department will implement the following strategies:

- (a) Infrastructure Modernization and Connectivity:** Prioritize connecting all offices, districts, circuits and schools to reliable, high-speed internet (broadband). Develop partnerships with SITA, Limpopo Connect and other government initiatives to fast-track connectivity across the province. Prioritize underserved areas through phased rollouts.
- (b) Upgrade ICT Devices for Officials:** Implement a technology refresh program to replace outdated devices with modern, high-performance equipment for all officials, ensuring compatibility with current software and digital platforms. Ensure future procurement follows a lifecycle management approach, with regular upgrades to maintain functionality.
- (c) Develop a Provincial e-Education Strategy:** Formulate a comprehensive e-learning strategy, outlining clear objectives, resource allocation, and implementation timelines. Focus on integrating e-learning platforms with the curriculum to maximize tablet use. This strategy should include structured content delivery, assessments, and interactive learning platforms tailored to learner needs.
- (d) Capacity Building for Educators and Officials:** Introduce targeted digital literacy and e-education training programs for educators and officials. Provide professional development focused on using digital tools in classrooms and educational administration.
- (e) Build an ICT Support and Maintenance Network:** Set up an ICT support network at the district level, ensuring timely maintenance, troubleshooting, and upgrades to school technologies, preventing system breakdowns and improving uptime.
- (f) Establish ICT Governance Structures:** Set up a governance framework to manage ICT resources, ensuring effective implementation, monitoring, and continuous improvement of e-education initiatives.

The department needs to adopt a best practice and theoretical framework for ICT Implementation. This comprehensive revision of the ICT strategy will incorporate principles that guide the implementation of ICT services within the department. For instance, implementing broadband connectivity should enhance the entire social and public service value chain while reducing the state's connectivity costs.

8.2.12. National School Nutrition Programme (NSNP)

(a) NSNP Provisioning

National School Nutrition Programme is making a great stride in learners in quintile 1-3 primary and secondary schools. Learners are fed nutritious meal in all school going days. The programme is also contributing to greater participation of various stakeholders in the communities, amongst others is the involvement of parents, business people in food production and supply value chain. The programme is feeding over 1,6 million learners in the province. The implementation of this programme is faced with reduced budget which has an impact on the fully implementation of school breakfast in all participating learners. The province is planning for full implementation of firth protein product (Chicken livers) in all participating school, increased monitoring process, compliant kitchen and food preparation centres in participating schools. The Department through the National School Nutrition Programme has in 2024/25 empowered 7734 Women and 327 Youth (155 female and 72 males) through employment as voluntary food handlers, admin assistants, school-based monitors and data captures. Some of these employees are appointed through the Expanded Public Works Programme (EPWP). The department will continue with the Nutrition Education Programme, Food Safety Awareness, and all Nutrition and Hygiene awareness campaign.

(b) Strategies to mitigate emerging issue of food poisoning among children

The department is in collaboration with the district municipalities through the section of Environmental Health and Compliance. There are workshops conduct to empower Food Handlers on food handling and preparation. Workshops are also extended to Service providers appointed to deliver food to school. A circular with measures to be followed during food handling and preparation has been issued to all schools and disseminated to the public.

The Department has taken into consideration the sale of food items in and around schools. Vendors are required to have permit to sell at designated area, clean environment and have Certificate of Acceptability. School Governing Bodies to take part in assessing the sale of food items around schools. It is a requirement for food vendors to keep records of where food is sourced to track and trace in case of food poisoning.

8.2.13. Scholar Transport

Scholar transport is provided to learners who are walking 5 kilometres or more before reaching the nearest public schools. Over 70 000 learners are benefiting in this programme. The demand of learners requiring this service is high due to the increase in spatial development in the communities, school rationalisation and increase number of learners in the benefiting schools. The programme will continue ferrying learners to school. The collaboration with the Department of Transport and Municipal police will continue to conduct vehicle testing and compliance.

8.2.14. School Governing Bodies-Governance

The programme on school governing bodies focuses on election of SGB structures, empowerment of members of school governing bodies on their roles and responsibilities and development of school plans, policies including the code of conduct. The election of school governing bodies occurs once every three years. The process of election of the next school governing bodies is going to be conducted in March 2027. The department has managed to train all structures of the school governing bodies on their roles and responsibilities. The finance committee of all public schools were trained on the development of the school budget and the utilisation of school funds. The Department has been receiving reports of mismanagement of school funds by some of the members of the SGB. There were also challenges of dysfunctionality of school governing bodies which affect the provision of quality learning and teaching. The department through Institutional Governance Directorate has developed a programme to monitor and support schools.

8.2.15. Appointment of young teachers into SMT posts in schools

The Department has taken a conscious decision to appoint more young teachers who are 35 years and below in School Management Teams (SMTs) to obviate the high attrition rate.

Figure 10: The Chart below depicted the appointments made by the Department for young people – as Principals: 32

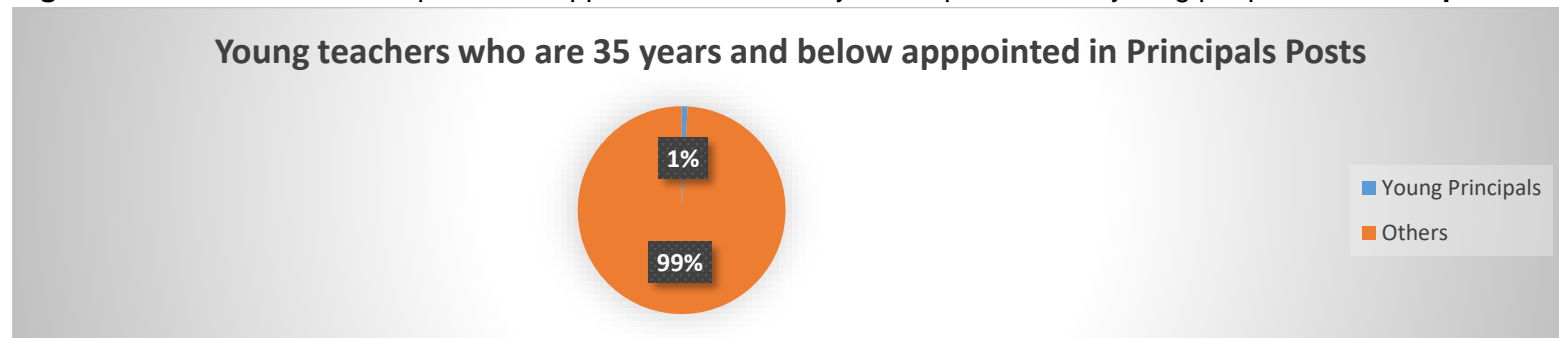


Figure 11: The Chart below depicted young people appointed as Deputy Principals: 57

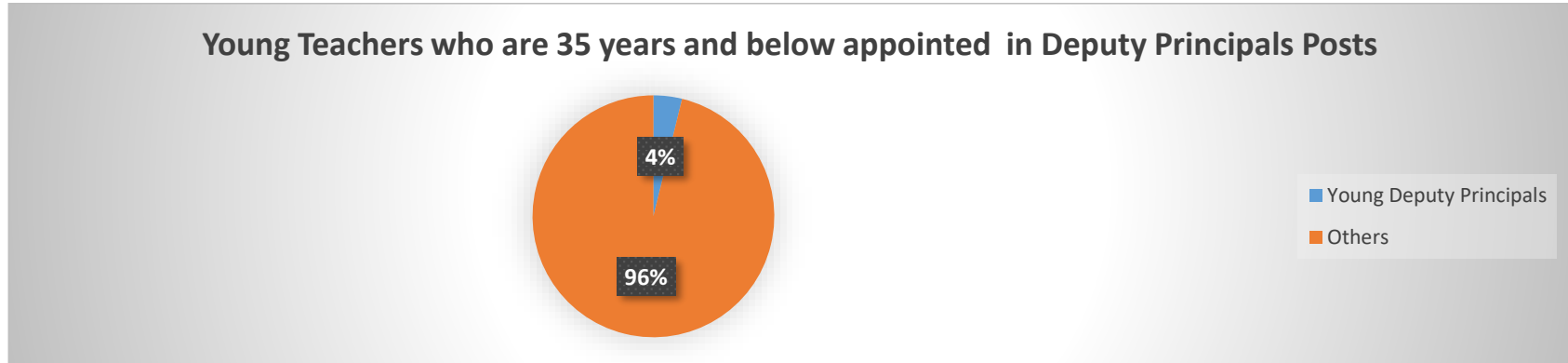
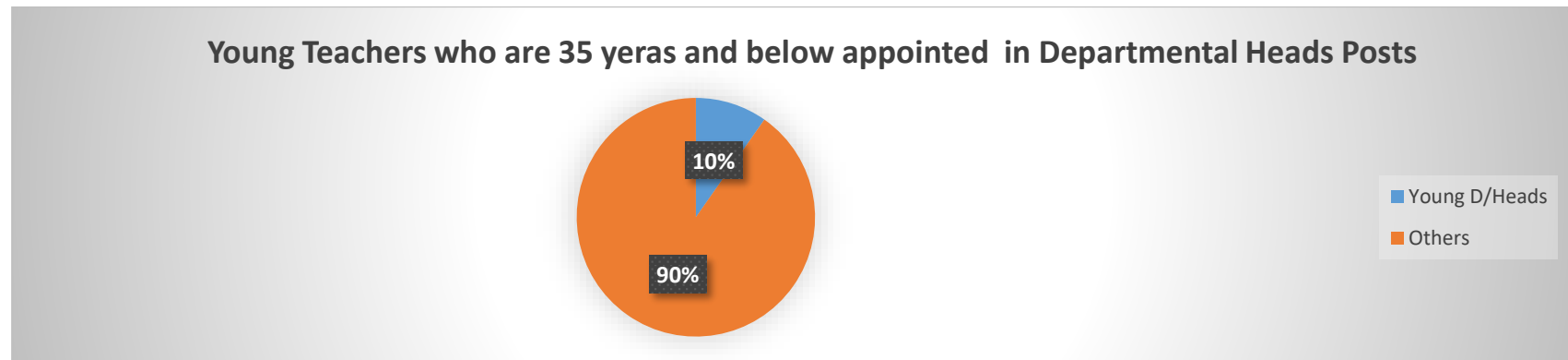


Figure 12. Young people appointed as Departmental Heads: 557



Women Leadership in schools:

Empirical evidence is on record that the Limpopo Department of Education has more female employees as opposed to male employees. Unfortunately, this was not expressed on appointments of women in leadership positions at schools. The Department is working very hard to address this imbalance in line with the Employment Equity Act. The Department has appointed 3 402 principals in schools. To date, 1 517 women principals have been appointed translating into 44,5%. The Department has almost achieved its target of 44,9 % women in principalship posts.

Figure 13. Women appointed as Principals: 1 517

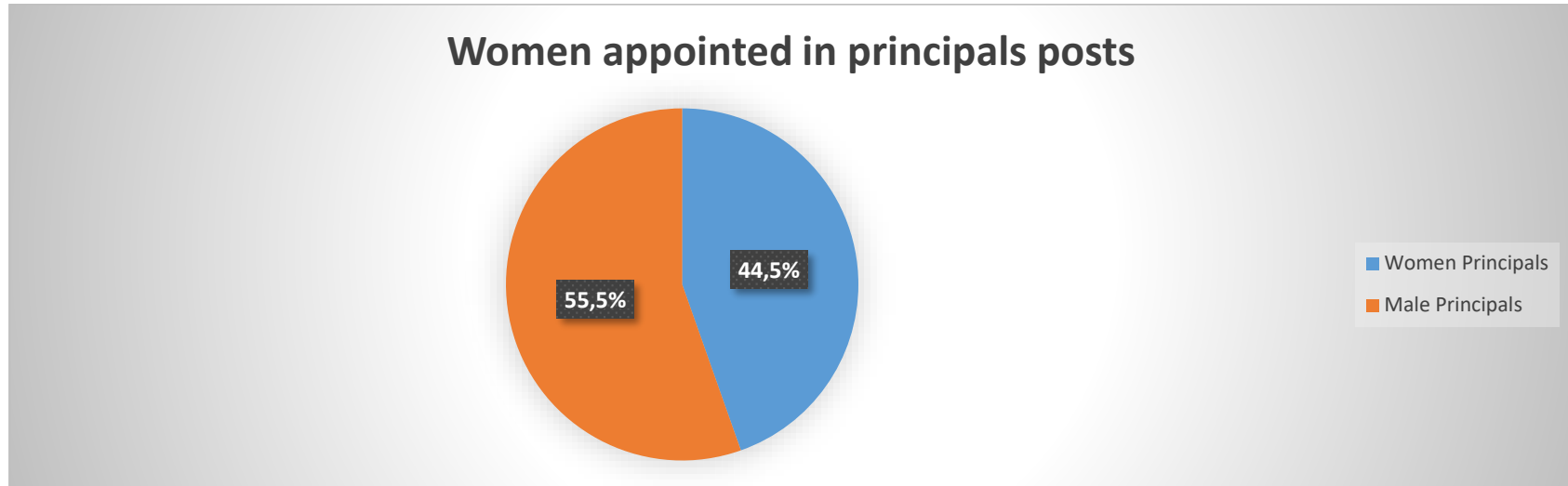


Figure 14. Women appointed as Deputy Principals: 674

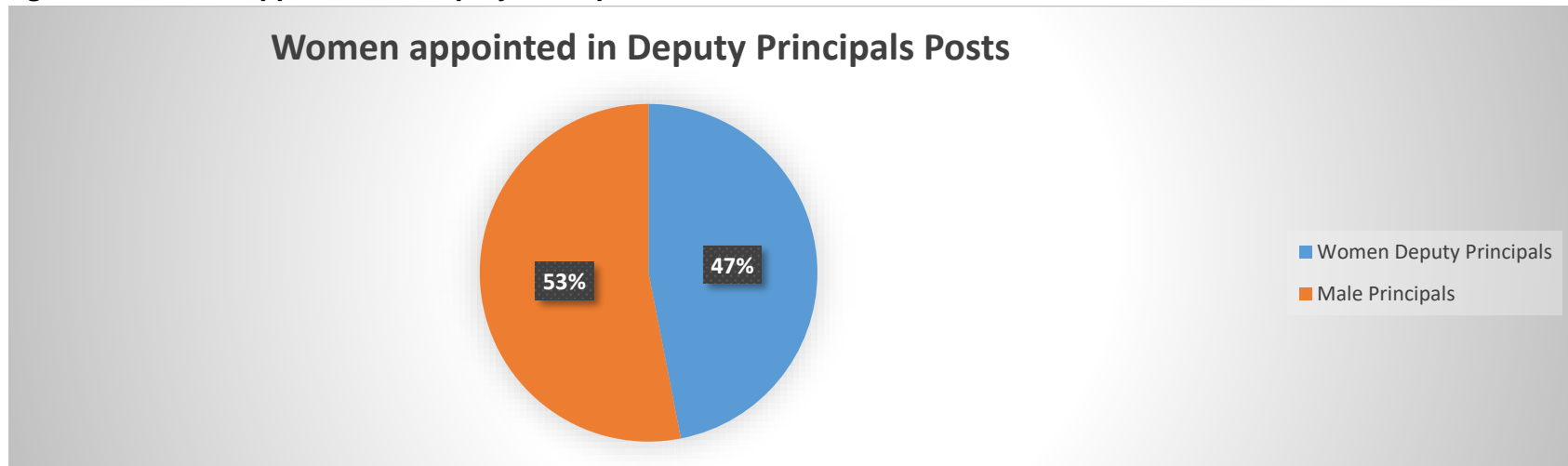
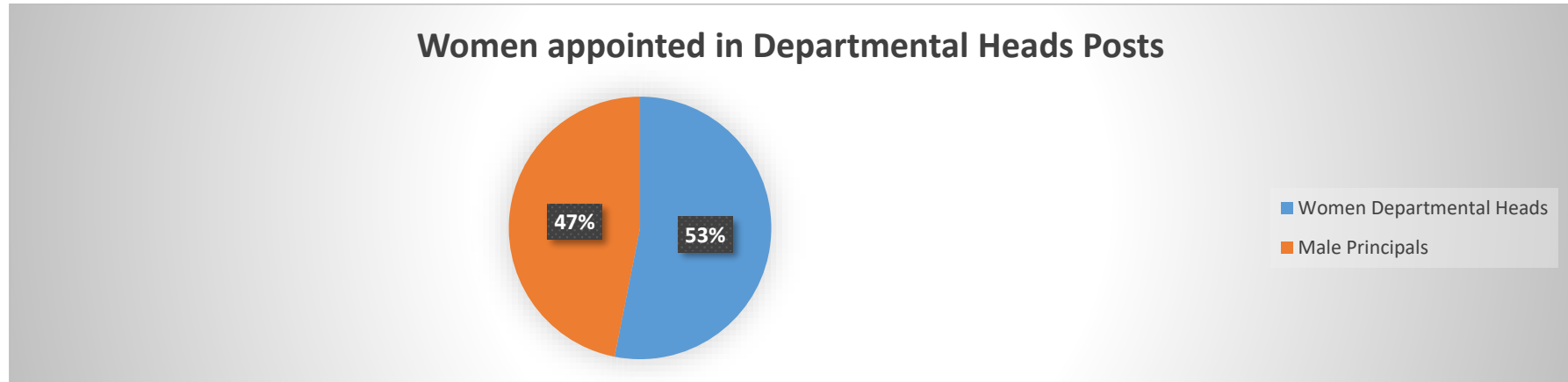


Figure 15: Women appointed as Departmental Heads: 2 739**People living with disabilities:**

The Department has in its workforce 0,22 % of employees living with disabilities. The target of employees with disabilities is 2%. The Department will embark on campaigns to encourage employees to declare their disabilities. The Department will continue to prioritise empowerment of women, youth and persons with Disabilities in the 7th Administration.

8.2.16. Audit Management Strategy

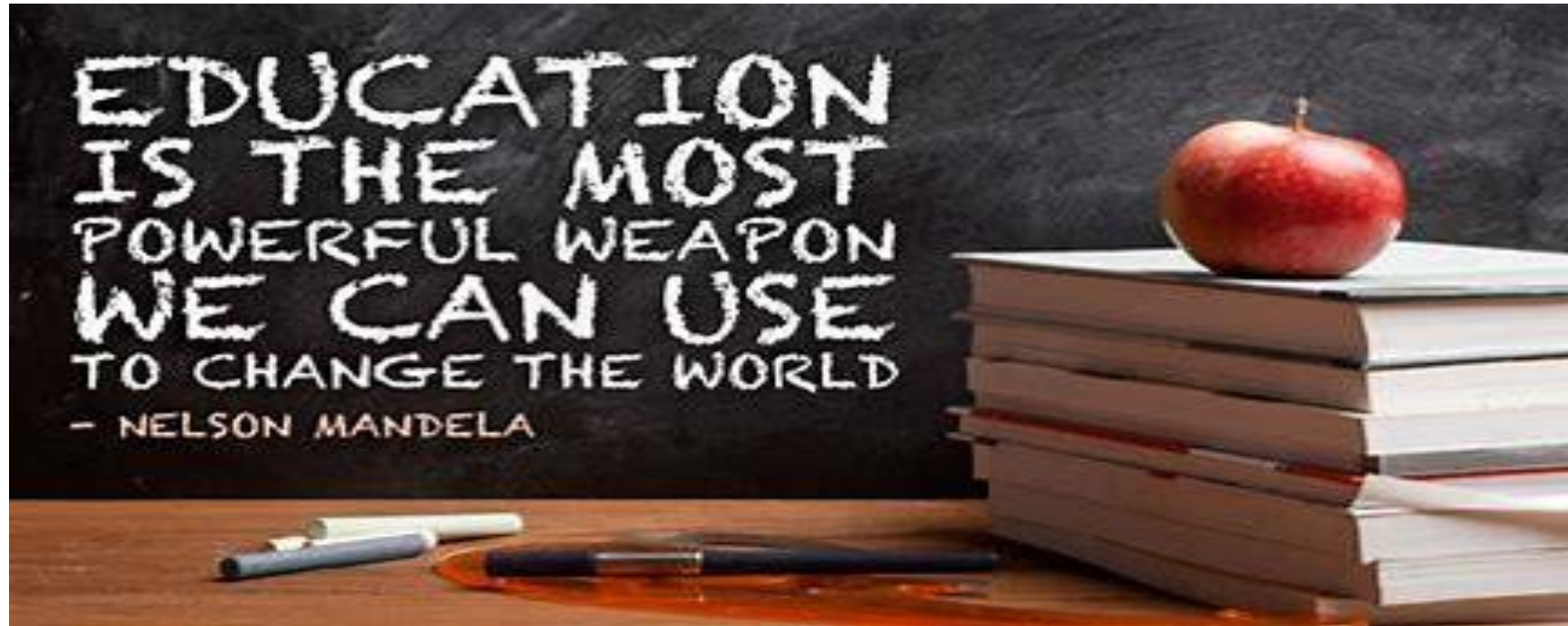
The department obtained a qualified audit opinion during the 2023/24. In attempt to improve on this outcome, in 2024/25 the department developed an Audit Improvement Strategy focusing on the following objectives:

- (a) Improving the quality of financial statement: Financial Management.
- (b) Strengthen control environment: Asset Management (Immovable Tangible Assets).
- (c) Supply Chain Management (Unwanted expenditures).

The department has also developed additional intervention tools to track and resolve audit findings from the Audit Report such as Audit Action Plan and Performance Quality assurance System (Performance Compliance Checklist). On a quarterly basis, the department conducts Programme Performance Reviews to identify service delivery challenges and evoke interventions were necessary. The department has also commenced with intervention programmes for both immovable and movable assets through involvement of internal control officials in the compilation of registers.

PART C:

MEASURING OUR PERFORMANCE



9. Institutional Performance Information

9.1. Measuring the Impact

Impact Statement	Equitable access to quality basic education that equips learners with requisite skills and a firm foundation for further studies and the world of work.
-------------------------	--

9.2. Measuring Outcomes

MTDP Strategic Priority no 2 : Reduce poverty and tackle the high cost of living				
No.	Outcome	Outcome indicator	Baseline	Five-year target
1.	Improved access to Early Childhood Development (ECD) programmes.	1.1. Number of registered ECD programmes.	3 255	3 255
		1.2. Number of children accessing registered ECD programmes.	129 642	184 273
		1.3. Number of children assessed in early learning outcome measures (ELOM)	1000	5000
2.	Improved levels of literacy and numeracy.	2.1. Number of schools provided with Grade 3 African Readers.	120	2 287
		2.2. Percentage of Grade 6 & 9 learners in public ordinary schools with access to required EFAL textbooks.	Grade 6: 77% Grade 9: 70%	Grade 6: 100% Grade 9: 100%
3.	Improved learning outcomes across all grades	3.1. Number of teachers trained on content and Methodology (pedagogical content knowledge) on Literacy and Numeracy, Languages and Mathematics (FET, INTERSEN, MST and ECD)	6200	100 000
		3.2. Percentage of Grade 4 learners who are able to read with meaning.	18%	60%
		3.3. Percentage of learners passing NSC Examination.	79, 45%	90%
4.	The digital divide eliminated	Number of educators trained in Digital skills (skills for the changing world) and Coding and Robotics.	1250	40 000
5.	Enhanced administrative capacity, governance and financial management to support Curriculum delivery	Favorable Audit opinion obtained	Qualified Audit opinion	Unqualified Audit opinion
6.	Quality school infrastructure and environment that inspires teaching and learning.	Number of public ordinary schools provided with infrastructure upgrades	742 schools	800 schools

9.1. Measuring Outcomes

9.3. Explanation of Planned Performance over the Five-Year Planning Period

9.3.1. 2024-25 MTDP

The MTDP is premised on the following Strategic Priorities:

- (a) MTDP Strategic Priority 1: Inclusive growth and job creation
- (b) MTDP Strategic Priority 2: Reduce poverty and tackle the high cost of living
- (c) MTDP Strategic Priority 3: Build a capable, ethical and developmental state

The MTDP Strategic Priority related to Education Sector is MTDP Strategic Priority 2: “Reduce poverty and tackle the high cost of living) with the following strategic outcomes:

- (a) Improved Education Outcomes and Skills
 - (i) Put in place a clear and measurable plan to achieve universal access to early childhood development (ECD) by 2030. Implement reforms to modernise management systems and reduce red tape for the mass registration of ECD facilities.
 - (ii) Implement best practices such as lesson plans, graded reading books, individualised coaching of teachers and other innovations to ensure that all learners can read for meaning by Grade 4.
 - (iii) Expand vocational and technical training in schools and post-school institutions.
- (b) Social Cohesion and nation-building
 - (i) Promote and protect South Africa’s diverse languages and cultures
 - (ii) Implement a national civic education campaign on the Constitution, including at all public and private schools.
 - (iii) Promote programmes to combat racism, sexism and other forms of intolerance.
 - (iv) Promote the rights of women, youth, children and persons with disabilities and remove the social, economic, cultural and other barriers to full participation in the economy.

9.3.2. 2025 – 2030 Limpopo Development Plan (LDP)

Limpopo Province is reviewing its plans and coming up with its Priorities for the 2025 – 2030 planning period. The Priority relating and relevant to Basic Education is on “*Provision of quality Education and quality Health Care System*”.

9.3.3. Basic Education Sector Priorities (DBE)

The Basic Education Sector has identified 5 x Priorities for delivery during the 7th Administration. In terms of the 2025 – 2030 Basic Education Sector, the following will underpin and foreground service delivery for the period under review:

- (a) Early childhood development.
- (b) Foundations for learning.
- (c) Inclusive education; health promotion & social cohesion.
- (d) Curriculum recovery; strengthening & skills and competencies for the changing world.
- (e) School safety; infrastructure delivery & learner transport.

The following are the focus areas as well as the deliverables in respect of the sector priorities outlined above:

FOCUS AREA	THE MAIN THRUST OF THE FOCUS AREA
ECD Expansion	Expansion of Grade R provisioning as well as setting up systems for full ECD Function shift.
Reading for Meaning	Expanding the capacity of Foundation Phase educators as well as increasing resources provided to support reading.
Skills for the Changing World (Teacher Quality, 3-Streams Model, Coding and Robotics)	Expand teacher capacities to enable e-education to take place; train more teachers in Coding and Robotics as well as establishing at least 2 specialised schools
School Safety	Intensify the implementation of School Safety Programmes and strengthening systems with stakeholders in the Security Cluster
Sanitary Dignity Programme	Expand and intensify the implementation of Sanitary Dignity Programme, more particularly amongst girl children in Quintiles 1 – 3 schools

9.3.4. LDoE Strategic Focus over the Five-year 2025-2030 (LDOE Mandate)

LDOE has determined and developed its own set of Outcomes for the 2025 – 2030 planning period. The following are the Outcomes which constitute and underpin all Plans and Service Delivery within LDoE for the next 5-years:

- (a) Improved access to Early Childhood Development (ECD) programmes.
- (b) Improved levels of literacy and numeracy.
- (c) Improved learning outcomes across all grades.
- (d) The digital divide is eliminated.
- (e) Enhanced administrative capacity, governance and financial management to support Curriculum delivery.
- (f) Quality school infrastructure and environment that inspires teaching and learning.

The Department will also implement the following Programmes during the 7th Administration:

Programme	Description
Inclusive Education	<ol style="list-style-type: none"> (a) Paradigm shift: Do away with the medical deficit model and adopt a bio-ecological social model – need for a radical paradigm shift that considers the interaction between person factors and the environment (b) Promote diversity: learners with disabilities (special schools), learners experiencing barriers to learning (full-service schools) and “general-academic” schools (c) Mainstream and resource-inclusive education – post-provisioning, assistive devices, LTSM and infrastructure (d) Propagate the DBE 3-stream model through differentiated curricula (academic, technical-vocational and technical occupational) – capacities and capabilities, piloting and resources (e) Comply with SIAS – advocacy, training, monitoring and support, (f) Strengthen education support services (g) Implement SASL and deaf education strategy – make exam rooms for deaf learners UMalusi compliant (h) Implement Braille strategy – train on Braille, class assistants, braille lists, and braille technicians (collaborate with professional associations and unions) (i) Monitoring and evaluation – establish a multi-disciplinary committee to monitor and evaluate implementation.

Programme	Description
National School Nutrition Programme	<ul style="list-style-type: none"> (a) Provisioning of proper infrastructural facilities in School for food storage and preparations (b) Ensuring cooperation of Educators during feeding times to ensure feeding is effectively monitored (c) Massive roll out of eating utensils (d) Provisioning of water to ensure implementation of SFP and School Hygiene Programme (e) Intensive monitoring of service providers to ensure proper supply of food stuff on time (f) Provisioning of the tools of trade for NSNP monitors for effective communication and monitoring.
Scholar Transport	<ul style="list-style-type: none"> (a) Provisioning of learner transport to 378 schools across the 10 Education Districts (b) Strengthening of monitoring to tendered buses to ensure learner safety and punctuality and full compliance with Learner Transport policy (c) Replacement of Service providers who abandoned their contracted routes (d) Provisioning of learner transport to learners to cater for increased enrolment and new settlements.
School furniture	Learner and teacher furniture for conducive teaching and learning environment.
Life-skills Programme	Provision of Life Skills Support services including wellness and psychosocial support.
Learning and Teaching Support Material (LTSM)	Setting parameters for effective use of teaching and learning resources and enforces responsibilities in schools with regard to resource management, utilization and maintenance in order to promote quality teaching and learning.
Nation Building and Social Cohesion	Provision of capacity to take care of itself, to promote democratic principles; to minimize causes of disparities and marginalization; to promote tolerance of religions persuasion and ultimately treat citizens on the same footing of equality. Sport, arts and culture are some of the aspects of achieving social cohesion.

9.3.5. Rationale for the selected outcome indicators

(a) Improved access to Early Childhood Development (ECD) programmes

The rationale for the choice of the Outcome Indicator is informed by the high number of children of 0-4yrs not accessing registered centres and high incidences of child abuse and neglect particularly in dysfunctional families. The Outcome will contribute towards Improved ECD access to Quality Early learning, Care and Protection Services to vulnerable children and sustain family resilience. The outcome is directly linked to the NDP which prioritize development of children's emotional, cognitive, sensory, spiritual, moral, physical, social and communication capabilities from birth to school-going age. Expansion of access to Early Childhood to the children of 4-5 age cohorts will enhance their development and therefore school readiness. Improving the children's school readiness will contribute towards improved learning outcomes which will further open opportunities for further studying and active participation in the economy of the province and country in general. The plan is to introduce Grade RR in the schooling system and also make Grade R compulsory so that all learners who enroll for Grade 1 have been through Grade R.

(b) Improved Levels of Literacy and Numeracy

This outcome is building on the previous one on school readiness. It is directly linked to the NDP which emphasizes among others the importance of literacy in grades 3, 6 & 9. The sector's MTSF also has Reading for meaning as an outcome for all 10-year-olds. Reading is one of the basics of education; therefore, ensuring learners are able to read for meaning equips them for further studies in the short-term and active participation in the economy in the long-term.

Nationally, it has been found that many of our 10-year-olds cannot read for meaning, hence DBE has made this a Priority. In Limpopo and as guided by DBE's Early Grade Reading Study, we will be entrenching the Read to Lead Campaign in all our districts. Circuit officials and Subject Advisors will lead the campaign in all the 140 circuits in the province. The aim is to ensure that 10-year-olds are able to read for meaning which is essential for further learning in the system.

(c) Improved learning outcomes across all grades

This outcome covers performance across all phases and types of schools (i.e Public Ordinary, Public Special and Independent schools). The outcome is directly linked to the NDP which states that the acceptable level of performance for learners should be 50% and above, and that 80% of learners and schools should be able to perform at that level by 2030. This outcome is therefore working towards this NDP target.

South Africa will continue to participate in continental and international standardized assessment tests such as the Southern and Eastern Consortium for Monitoring Educational Quality (SEACMEQ), Trends in International Mathematics and Science Study (TIMMS) and Progress in International Reading Literacy Study (PIRLS) to benchmark our performance with other nations. South Africa is the only country on the continent to participate in The Teaching and Learning International Survey (TALIS). Again here, the emphasis is to compare how our learners are doing in relation to their peers in other countries. In order to improve learner performance across the entire system, LDoE has identified minimal curriculum coverage and delivery as one of the main factors contributing towards declining learner performance from one Phase to the next across the schooling system. This sub-optimal performance was evident in gateway subjects such as Mathematics, Physical Sciences, Languages, Technical Mathematics and Commercial Subjects.

The cardinal role played by other input factors towards improved learning outcomes cannot be over-emphasized. Input factors such as improved Curriculum content, LTSM, Teacher Capacity and Development, Schooling Infrastructure, adequate School Funding, as well as Learner Transport and Nutrition Schemes all underpin and guarantee improved learning outcomes in the sector.

(d) The Digital Divide Eliminated

LDoE will be making serious efforts towards ensuring that our learners exit the schooling system having been equipped with the 21st century skills (ICT skills) that are required by the 4th Industrial Revolution and the world of work. This flows from the NDP which emphasised a need for high-speed broadband which supports teaching and learning. As outlined by the national department, 21st Century Skills have been added to the School Curriculum to address the needs of the changing world. Workbooks and textbooks are digitised for ease of access. The Department will be providing Tablets to learners in Grade 12 and Interactive Boards will be supplied to schools in this new five-year term. LDoE also plans to train a high number of teachers on ICT to facilitate e-learning in schools. All Circuit Managers have been provided with Tablets and the department is planning to provide school principals as well.

(e) Enhanced administrative capacity, governance and financial management to support Curriculum delivery

The Department is aiming at improving its administration to ensure resources are used efficiently for the purposes intended. This will reduce wastage on the one hand and boost service delivery across all levels of government. LDoE has been on an upward trajectory in respect of improving the audit opinion over the past four years. This Outcome is looking at keeping the momentum on the one hand, while achieving the broader mandate of the department on the other. A whole lot of interventions will be covered by this Outcome i.e. from utilization of physical and financial resources to ensuring the productivity of human resources. Building state capacity is understood as the efforts by governments to professionalize the public sector at the political and administrative levels. A capable state creates an efficient, effective and development-oriented environment so that its public service can have a positive effect on the lives of all in the country. To realise the vision for 2030, the NDP identifies critical interventions needed to build a professional public service and a state capable of playing transformative and developmental roles. NDP identified that there is a need to “*Improve interdepartmental coordination*”. Adopt a less hierarchical approach to interdepartmental coordination so that most issues can be resolved between officials through routine day-to-day interactions.

During the next five years Limpopo Department of Education will maintain sound financial management and ensure that resources deployed for filling of vacant posts, training and development should be geared towards the development of a capable state. Governance frameworks can often be overlooked; however, they are the bedrock of how the Department is governed and should be designed so as to ensure:

- (i) effective management,
- (ii) transparency around roles and responsibilities,
- (iii) accountability to, and engagement with, stakeholders, and
- (iv) driving sustainable practices.

Corporate governance is at the heart of the successful running of the Department. It not only improves the overall performance, but also promotes trust among the shareholders and other stakeholders.

Limpopo Department of education experienced Fragmented implementation of best practice governance framework in some parts of the department. During the next five years, the Limpopo Department of Education will strengthen the implementation of the best practice governance frameworks including strengthening of audit and risk committees.

(f) Quality school infrastructure and environment that inspires teaching and learning.

The Department will improve conditions at schools by focusing on the functionality of schools that inspire learners to learn and teachers to teach. This work will also be in support of national programmes such as SAFE. During the next five years, the Department plans to Provide 800 public ordinary schools with infrastructure upgrades (replacing mobile schools, upgrading water provisioning at schools, upgrading electricity supply at schools, regular maintenance and upgrading sanitation provisioning). In line with the Norms and Standards, the Department will improve and accelerate infrastructure delivery

9.3.6. Empowerment of Women, Youth and Persons with Disabilities

The Department will continue with its efforts in contributing towards empowerment of Women, Youth and Persons with Disabilities through implementation of the National School Nutrition Programme. The following job opportunities have been created in the previous administration:

DISTRICT	VOLUNTARY FOOD HANDLERS		NSNP ADMIN ASSISTANTS		SCHOOL BASED MONITORS YOUTH		DATA CAPTURERS	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
Head Office	0	0	0	0	0	0	2	1
Capricorn North	1030	21	1	1	23	9		
Capricorn South	1207	54	0	1	24	8		
Mogalakwena	616	5	2	0	25	7		
Mopani East								
Mopani West	968	3	1	1	21	11		
Sekhukhune East	1221	5						
Sekhukhune South	1129	69	2	0	18	14		
Vhembe East								
Vhembe West	1111	10	1	1	17	15		
Waterberg	441	32	2	0	25	7		
TOTAL	7723	199	9	4	153	71	2	1

The Table above depicts that the Department through the NSNP has in 2024/25 empowered 7734 Women and 327 Youth (155 female and 72 males) through employment as voluntary food handlers, admin assistants, school-based monitors and data captures. Some of these employees are appointed through the Expanded Public Works Programme (EPWP).

10. Key Risks and Mitigations

Risks are uncertain future events that could influence the achievement of an organization's objectives. Risk refers to the possibility of something happening that could affect the organization's ability to meet its prescribed objectives.

Outcome	Key Risks	Risk Mitigation
Improved access to Early Childhood Development (ECD) programmes.	Non-compliance to safety standards by ECD centres	Development of standard operating procedures addressing a need for maintenance plans in ECD centres. Continuous Monitoring.
	Ineffective delivery of quality ECD Services.	Continuous training of ECD practitioners and monitoring of the effective implementation of the curriculum framework.
Improved levels of literacy and numeracy. Improved learning outcomes across all grades	Inadequate quality of curriculum delivery	Develop continuous professional development programs focused on innovative teaching techniques, digital tools, and mentorship opportunities for teachers to strengthen their capacity to deliver the enhanced curriculum. Develop a robust monitoring and evaluation framework to track progress and analyse performance data to identify improvement areas. Development of accountability mechanisms.
The digital divide eliminated.	Insufficient provisioning of ICT infrastructure, unequal access to resources, affordability issues, and low levels of digital literacy.	Expand infrastructure projects in rural areas, implement more targeted digital skills programs, and explore partnerships for affordable device/internet provision
Improved administrative capacity to support curriculum delivery.	Inadequate foundational skills and competencies among learners across all grades due to lack of requisite skills and effective leadership within school management.	Establish the standards for the appointment of School Management Teams (SMTs) to ensure that qualified and capable individuals are selected for leadership roles

Quality school infrastructure and environment that inspires teaching and learning.	Dilapidated school and administration infrastructure	Implement programmes for the maintenance and upkeep of schools, districts, and circuits. Conversion of unused school buildings into administration centres.
	Delays in the delivery of planned projects due to infrastructure backlogs	Conduct a condition assessment of all school infrastructure to determine their status quo and translate the findings into targeted programs to address identified gaps.
	Compromised safety and a non-conducive environment for effective curriculum delivery.	Prioritise provisioning of human resources to monitor the implementation of school safety framework. Provide additional support services (counselling, tutoring, remedial programs) to address socio-economic challenges affecting learners.
Enhanced administrative capacity, governance and financial management to support Curriculum delivery	Increased Irregular, Fruitless and wasteful expenditure	Develop and the consequence management strategy on the management of Unauthorised, Irregular, Fruitless, and Wasteful Expenditure and other related financial misconduct.
Enhanced administrative capacity, governance and financial management to support Curriculum delivery	Inadequate implementation of Governance Framework	Identify the Best Practice frameworks that are inconsistently applied and develop policies and Standard Operating Procedures (SOPs) for their effective implementation

11. Public Entities

None.

PART D: TECHNICAL INDICATOR DESCRIPTION (TID)

Outcome Indicator	Number of children accessing registered ECD programmes
Definition	This indicator counts the number of children aged zero to school-going age in ECD programmes that are conditionally and fully registered as ECD programmes (i.e. funded and unfunded, centre- and non-centre-based ECD programmes).
Source of data	Registration Management Tool or database of registered (conditionally and fully) ECD programmes
Method of calculation/assessment	Count the number of children aged zero to school-going age accessing registered ECD programmes (i.e. conditionally and fully funded and unfunded, centre- and non-centre-based ECD programmes).
Assumptions	All ECD programmes comply with the norms and standards. Provincial Education Departments have sufficient resources to capture and process registration and monitor ECD programmes. Provincial Education Departments are capturing all information on ECD programme registration status and annually updated enrolment numbers for all registered ECD Programmes on the Registration Management Tool.
Disaggregation of beneficiaries (where possible)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial transformation (where applicable)	Across the Provinces
Desired performance	Increase in the number of children accessing ECD Programmes.
Indicator Responsibility	Deputy Director General (DDG): Institutional Governance, Coordination and Support.

Outcome Indicator	Number of registered ECD programmes
Definition	<p>This indicator counts the number of programmes that are conditionally and fully registered as ECD programmes (i.e. funded and unfunded, centre- and non-centre-based ECD programmes).</p> <p>Registration must be done according to the Children's Act with the provincial education department where that facility is situated. Full registration entails full compliance with the prescribed national norms and standards contemplated in section 79 of the Children's Act and such other requirements as may be prescribed. Conditional registration means the status of registration awarded to an ECD programme that has not complied with all the requirements for registration.</p>
Source of data	Registration Management Tool or database of registered (conditionally and fully) ECD programmes.
Method of calculation/assessment	Count the number of conditional and fully registered ECD programmes (i.e. funded and unfunded, centre- and non-centre-based ECD programmes).
Assumptions	All ECD programmes comply with the norms and standards. Provincial Education Departments have sufficient resources to capture and process registration and monitor ECD programmes. Provincial Education Departments are capturing all ECD programme registration status information on the Registration Management Tool.
Disaggregation of beneficiaries (where possible)	<p>Target for Women: N/A</p> <p>Target for Youth: N/A</p> <p>Target for People with Disabilities: N/A</p> <p>Disaggregation to happen according to:</p> <ul style="list-style-type: none"> Centre and non-centre based programmes Funded and non-funded programmes Fully and conditionally registered programmes
Spatial transformation (where applicable)	Across the Province
Desired performance	Increase the number of conditionally and fully registered ECD programmes.
Indicator Responsibility	Deputy Director General (DDG): Institutional Governance, Coordination and Support

Outcome Indicator	Number of children assessed in Early Learning Outcome Measures (ELOM)
Definition	This indicator counts the number of children aged zero to 5 age in ECD programmes that are conditionally and fully registered as ECD programmes (i.e. funded and unfunded, centre- and non-centre-based ECD programmes) wo have been sampled and assessed on developmental milestones that measure children’s age appropriate development levels using the Early Learning Outcomes Measure key indicators.
Source of data	Sampled Registered and conditionally registered ECD sites in the 10 districts
Method of calculation/ assessment	Count the number of the learners assessed as per the tools administered. Data can be collected electronically through an electronic form or manual tool
Assumptions	All learners are taught by practitioners who uses the NCF with guided by the Early Development Assessment Standards
Disaggregation of beneficiaries (where possible)	none
Spatial transformation (where applicable)	Across the ten districts
Desired performance	Manage the impact of learning in ECD Sites towards school readiness
Indicator Responsibility	Deputy Director General (DDG): Curriculum Delivery and Support

Outcome Indicator	Number of schools provided with Grade 3 African Readers.
Definition	Grade 3 African Languages graded readers include a wider range of materials such as books, newspapers, materials which would typically be found in a library or multimedia centre, which include both hardware and software needed by learners.
Source of data	Primary Evidence: Library Information Service database Delivery notes kept at schools and district offices of Grade 3 African Languages graded readers provided. Secondary Evidence: Database with list of schools with Grade 3 African Languages graded readers provided.
Method of calculation/assessment	Count the total number of schools that received Grade 3 African Languages graded readers
Assumptions	Schools have the capacity to utilise Grade 3 African Languages graded readers. Schools provided with Grade 3 African Languages graded readers allow for diverse teaching and learning experiences
Disaggregation of beneficiaries (where possible)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial transformation (where applicable)	Provide Grade 3 African Languages graded readers to those schools that have limited access to libraries and other education amenities
Desired performance	All foundation classrooms will have Grade 3 African Languages graded readers for enabling learners to acquire reading skills
Indicator Responsibility	Deputy Director General (DDG): DDG: Curriculum Delivery & Support

Outcome Indicator	Percentage of Grade 6 & 9 learners in public ordinary schools with access to required EFAL textbooks.
Definition	The indicator is about tracking if each learner is in possession of a EFAL textbook in Grades 6 and 9 whether printed textbook or e-textbook.
Source of data	SA-SAMS records of learner level distribution list or issuing register or captured on the electronic system or provincial system.
Method of calculation/ assessment	Numerator: Total number of learners that have received EFAL textbooks for Grade 6 and 9 as recorded on SA-SAMS Denominator: Total number of learners in the selected grades as recorded on SA-SAMS. Multiply by 100. If an annual target is reflected for a particular quarter, then the output reported for that quarter will be used as the annual output.
Assumptions	Learners have access to textbooks to study EFAL.
Disaggregation of beneficiaries (where possible)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial transformation (where applicable)	Use data to focus textbooks distribution in targeted areas
Desired performance	To ensure that all learners have EFAL textbooks in Grade 6 and 9
Indicator Responsibility	Deputy Director General (DDG): Institutional Governance, Co-ordination and Support

Outcome Indicator	Number of teachers trained on content and Methodology on Literacy and Numeracy, Languages and Mathematics(FET, INTERSEN, MST and ECD)
Definition	Teacher training and development is one of the top priorities in South African education guided and supported by the Integrated Strategic Planning Framework for Teachers Education and Development. Teachers are expected to complete aimed at improving their content knowledge, assessment practices and methodology and will be encouraged to work together in professional learning communities to achieve better quality education. Provinces to supply own definition in terms of own context e.g. "Training" is defined as a course with defined content, assessment and duration.
Source of data	Certificates or attendance registers of teachers trained in mathematics content and methodology.
Method of calculation/assessment	Count the total number of teachers trained in mathematics content and methodology.
Assumptions	Trained teachers will improve learner performance in mathematics.
Disaggregation of beneficiaries (where possible)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial transformation (where applicable)	-
Desired performance	All teachers to be trained in mathematics content and methodology. Target for year to be met or exceeded.
Indicator Responsibility	Deputy Director General (DDG): Curriculum Support and Management

Outcome Indicator	% of Grade 4 learners who are able to read with meaning
Definition	This indicator measures the percentage of grade 4 learners who are able to read with comprehension when assessed through different reading activities.
Source of data	SA-SAMS Data base
Method of calculation/assessment	Calculate the percentage of learners who obtain 50% and above in reading activities per term.
Assumptions	Grade 4 learners have access to relevant media resources and qualified teachers.
Disaggregation of beneficiaries (where possible)	Disaggregation by gender and people with Disabilities:
Spatial transformation (where applicable)	All Education districts
Desired performance	65% of grade 4 learners who can read with meaning
Indicator Responsibility	Deputy Director General (DDG): Curriculum Management and Delivery

Outcome Indicator	Percentage of learners passing NSC Examination
Definition	This indicator measures the total number of learners who passed in the National Senior Certificate (NSC) examination expressed as a percentage of the total number of learners who wrote the National Senior Certificate.
Source of data	National Senior Certificate database.
Method of calculation/assessment	Numerator: total number of learners who passed NSC examinations Denominator: total number of learners who wrote the NSC Multiply by 100 The total includes learners in Programmes 2, 3 and 4. The figure used is based on the announcement of the Minister in January of each year.
Assumptions	Learners enrolled for the NSC examinations have undergone sufficient and appropriate preparation.
Disaggregation of beneficiaries (where possible)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial transformation (where applicable)	NSC examinations are written in designated examination centres across districts. Centres are accessible to learners with disabilities.
Desired performance	To increase the number of Grade 12 learners that are passing the NSC examinations.
Indicator Responsibility	Deputy Director General (DDG): Curriculum Delivery and Support

Outcome Indicator	Number of educators trained in Digital skills(skills for the changing world) and Coding & Robotics
Definition	This indicator measures the number of teachers trained on Coding and Robotics/Digital Technology. New career pathways are being created and the demand for AI-related skills and machine learning is set to increase. Providing learners with these skills becomes an imperative in the face of increasing automation of jobs. The emergence of the fourth industrial revolution is a new era that builds and extends the impact of digitization. in unanticipated ways and looks at new ways in which technology becomes embedded within societies.
Source of data	List of teachers trained in the province on Coding and Robotics/Digital Technology.
Method of calculation/ assessment	Count the total number of teachers trained on Coding and Robotics/Digital Technology.
Assumptions	Trained educators will effectively support digital transformation and innovation in the classroom. Trained educators contribute to improved learner performance.
Disaggregation of beneficiaries (where possible)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial transformation (where applicable)	Ensure the equitable distribution of effective educators, especially in low-performing schools in disadvantage areas.
Desired performance	All teachers in all phases to be trained on Coding and Robotic/Digital Technology.
Indicator Responsibility	Deputy Director General (DDG): Curriculum Delivery and Support

Outcome Indicator	Favourable Audit Opinion obtained
Definition	This indicator measures improvement of the department's audit outcome from qualified to unqualified
Source of data	Audit Report
Method of calculation/assessment	The overall audit opinion expressed by the Auditor General on the Department's Annual Report
Assumptions	N/A
Disaggregation of beneficiaries (where possible)	N/A
Spatial transformation (where applicable)	N/A
Desired performance	Unqualified Audit opinion
Indicator Responsibility	Chief Finance Officer (CFO)

Outcome Indicator	Number of public ordinary schools Provided with infrastructure upgrades
Definition	This indicator measures the number of Public Ordinary schools provided with infrastructure upgrades to meet safety requirements and maintenance services. Infrastructure upgrades refers to; Additional Class rooms, Provision of Sanitation, water, Admin Blocks and scheduled maintenance .
Source of data	School Infrastructure database.
Method of calculation/assessment	Count the total number of schools provided with upgrades.
Assumptions	All infrastructure provisions be in line with the Norms and Standards for School Infrastructure.
Disaggregation of beneficiaries (where possible)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial transformation (where applicable)	Across the Province
Desired performance	All public schools to have adequate numbers of classrooms and in good condition.
Indicator Responsibility	Chief Director (CD): Physical Resources

ANNEXURE A

DISTRICT DEVELOPMENT MODEL (DDM)

AREA OF INTERVENTION	FIVE YEAR PLAN						
	NAME OF SCHOOL & EMIS NO.	PROJECT DESCRIPTION	EDUCATION DISTRICT	LOCATION: GPS COORDINATES		PROJECT LEADER	SOCIAL PARTNERS
				GIS LONG	GIS LAT		
Classrooms	1) Rivoni School for the Blind EMIS NO: 929332041	Construction of Offices, Boys Hostel 2 X Hostel Managers House and Recreational Area, Dining Hall and Kitchen, 1 X Administration Block, 2 X Classroom Blocks (17 Classrooms, 10 Learners Per Classroom) aAnd Stores, 2 X Classroom Toilets Blocks, 1 X Workshops and Labs Block (4 X Workshops, 4 X Labs), 4 X Learners Hostel Blocks (40 Rooms, 4 Learners Per Room), Courtyards, Gate House, Demolish Old Rivoni Society Staff Room/Offices and Male Hostel, Perimeter Fencing (Entire Property) and Entrance Gates, Re-Locate Mobile Classrooms and Ablutions, Bulk Earthworks and Platforms, Retaining Walls and Slope	Vhembe West	30,062935	-23,166826	IDT	None
Classrooms & Water	2) Mkhacani Mzamani Primary School EMIS NO: 993301301	Construct 12 Ordinary Classrooms And 3 X Grade R Facilities, 26 Seats Enviroloos. Minor Maintenance 12 Classrooms And Admin Block. Drill and Equip Borehole And Provide 80 Kl Water Storage Tanks. Steel Palisade Fence.	Vhembe East	30,892888	-22,813385	IDT	None
Classrooms & Water	3) Nyanisi Secondary EMIS NO: 916410881	Construct 20 Classrooms, Medium Admin Block, Septic Tank, Construct 32 Eviroloos. Provide Palisade Steel Fencing 2.1 M High For 4,8 Ha. Drill And Equip Borehole and Provide 50kl Water Storage Tanks	Mopani East	30,39580	-23,26303	IDT	None
Classrooms & Water	4) Makgongoana Secondary EMIS NO: 923240464	Construct 18 Classrooms, Medium Admin Block, 28 Enviroloos. Refurbish 12 Classrooms, 18 Enviroloos. Demolish 8 Pit Toilets. Relocate 4 Mobiles. Construct New Septic Tank. New Steel Palisade Fence, 2,1m For 4.8ha. Drill And Equip Borehole And Provide 80klkl Water Tanks	Capricorn South	29,744483	-23,903933	IDT	None
Classrooms & Water	5) Makelle Primary EMIS NO: 993303206	Construct 8 Classrooms, 2 X Grade R Facilities, Septic Tank, Steel Palisade Fence, Small Admin Block, And 20 Enviroloos. Drill And Equip Borehole and Provide 20kl Water Storage Tanks.	Mopani East	30,051042	-23,523988	IDT	None

AREA OF INTERVENTION	FIVE YEAR PLAN						
	NAME OF SCHOOL & EMIS NO.	PROJECT DESCRIPTION	EDUCATION DISTRICT	LOCATION: GPS COORDINATES		PROJECT LEADER	SOCIAL PARTNERS
				GIS LONG	GIS LAT		
Classrooms & Sanitation	6) Mphareng Junior Primary EMIS NO: 922221081	Upgrade Existing Hall, Alterations To 3x6 Classrooms, New 1x4 Classrooms, New Medium Administration Block, New 6 X Grade R, 2 x multi-Purpose Classrooms, New 20 X Waterborne Toilets, Renovate 36 Existing Enviroloo Seats Including External Works.	Capricorn South	29,361732	-23,801215	IDT	None
Classrooms and Sanitation	7) DZJ Mtebule Secondary EMIS NO: 915530075	Construct 28 Classrooms, Medium Admin Block, Septic Tank, Steel Palisade Fence. Refurbish 2 X 4 Classrooms Blocks And 1 X 2 Classroom Block With The Principal Office, 2 X 12 Seats Waterborne Toilets. Demolish 2 Classrooms. Drill Equip Borehole And Provide 80kl.	Mopani West	30,298894	-23,885742	IDT	None
Classrooms and Sanitation	8) Ramphelane Secondary EMIS NO: 925661139	Construct 5 New Classrooms, New Admin Block, 8 Additional Enviroloos Learners And 6 Waterborne Toilets for Educators, Septic Tank., Convert Old Admin Block Into Science, Computer And Life Science Lab. The Existing Lab Converted Inro 3 Classrooms. Refurbish 16 Classrooms And Existing Admin Block And Science Lab, Upgrade Fence To Steel Palisade Fence. Refurbish Borehole And 60kl Water Storage Stands	Sekhukhune East	29,954142	-24,671743	IDT	None
Classrooms, Water & Sanitation	9) Greenside Ext 76 Secondary School EMIS 914000000	Construct 35 classrooms, Medium Admin block, 2 x Multipurpose classrooms, 40 Waterborne toilets, Steel Palisade Fencing. Drill and equip borehole and provide 90KL water storage tanks.	Capricorn South	-23 ,900 278	29, 453 056	IDT	None
Classrooms, Water & Sanitation	10) Klass Mothapo Secondary School EMIS 923240211	Construct 20 ordinary classrooms, Medium Admin Block, Construct 20 additional enviroloos. Refurbish 10 classrooms and 24 existing enviroloos. Relocate 9 mobiles. Palisade fence	Capricorn South	-23 900 802	29, 706 524	IDT	None
Classrooms, Water & Sanitation	11) Makgoathane Primary School 923260574 EMIS	Construct 18 ordinary clsrms, 4 x Grade R clsrms, Medium Admin block, 20 additional enviroloos, Drill and equip borehole and provide 80 KL Water tanks, Refurbish 7 clsrms and 20 existing enviroloos. Demolish 4 clsrms and 6 pit toilets. Provide Steel Palisade Fence	Capricorn South	-24 328 762	29, 43 556	IDT	None
Classrooms, Water & Sanitation	12) Fauna park / Selara View Primary School EMIS 915000000	Construct 22 classrooms, 4 x Grade R classrooms, Medium Admin, 40 x waterborne toilets. Security Steel Palisade fence. Drill and equip borehole and provide 90KL water storage tanks.	Capricorn South	-23 900 278	29, 453 036	IDT	None

AREA OF INTERVENTION	FIVE YEAR PLAN						
	NAME OF SCHOOL & EMIS NO.	PROJECT DESCRIPTION	EDUCATION DISTRICT	LOCATION: GPS COORDINATES		PROJECT LEADER	SOCIAL PARTNERS
				GIS LONG	GIS LAT		
Classrooms, Water & Sanitation	13) Kabelo Secondary School 992205506 EMIS	Construction of 16 classrooms, Medium Admin block. Refurbish 16 classrooms. Explore possibilities of Double storey buildings due to space constraints. 1 x Multipurpose classroom	Capricorn South	-23 891 335	29 418 612	IDT	None
Classrooms, Water & Sanitation	14) Bendor Secondary School EMIS 915000000	Construct 32 ordinary classrooms, Medium Admin block, 46 enviroloos, Erect 2.8 Stell Palisade Fence, Drill and equip borehole and provide 80KL Water storage tanks	Capricorn South	-23 900 278	29 453 056	IDT	None
Classrooms, Water & Sanitation	15) Secondary School for Greenside Learners EMIS 91500000	Construction of 16 classrooms, Medium Admin block. Refurbish 16 classrooms. Explore possibilities of Double storey buildings due to space constraints. 1 x Multipurpose classroom	Capricorn South	-23,88378	29,40204	IDT	None
Classrooms, Water & Sanitation	16) Dibeng Primary School EMIS 922250171	Construct 12 ordinary Classrooms, 2 x Grade R facilities, Medium Admin block, Septic tank, Steel Palisade Fence. Refurbish 22 enviroloos toilets. Upgrade borehole and provide 30KL water storage tanks. Demolish 14 Classrooms	Capricorn North	-23,77608	28,931835	IDT	None
Classrooms, Water & Sanitation	17) Kgwadu Primary School EMIS 919340791	Construct 13 classrooms, Medium Admin block, 6 x Grade R facilities, Refurbish 14 existing classrooms. Demolish 9 classrooms.	Capricorn North	-23,506321	29,698911	IDT	None
Classrooms, Water & Sanitation	18) Madikana Primary School EMIS 922210517	Construct 6 classrooms, 2 Grade R facilities, Multipurpose classroom. Demolish 9 classrooms. Provide Steel Palisade fencing.	Capricorn North	-23,40942	29,12607	IDT	None
Classrooms, Water & Sanitation	19) Masete Primary School EMIS 92331964	Construct 3 x Grade R facilities, 8 x Ordinary classrooms, Medium Admin block, Demolish 11 existing classrooms. Refurbish 2 x 4 classroom blocks. Erect Steel Palisade fence	Capricorn North	-22,850104	28,912997	IDT	None
Classrooms, Water & Sanitation	20) Selelo Primary School EMIS 920211732	Construction of 10 Classrooms , 2 x Grade R facilities, Medium Admin block. Relocation of 10 mobiles. Construct septic tank, steel palisade fence.	Capricorn North	-22,9165	29,019059	IDT	None
Classrooms, Water & Sanitation	21) Tibanefontein Primary School Emis 92251679	Construct 10 Classrooms, Small Admin block, 16 Waterborne toilet, septic tank, Steel Palisade fence. Drill and equip borehole	Capricorn North	-23,639857	29,007469	IDT	None

AREA OF INTERVENTION	FIVE YEAR PLAN						
	NAME OF SCHOOL & EMIS NO.	PROJECT DESCRIPTION	EDUCATION DISTRICT	LOCATION: GPS COORDINATES		PROJECT LEADER	SOCIAL PARTNERS
				GIS LONG	GIS LAT		
Classrooms, Water & Sanitation	22) Frederick Langa Secondary School (Phase 1) New School	Construct 20 ordinary Classrooms, 3 x Grade R facilities, Medium Admin block, Septic tank, 36 Waterborne toilet. Provide Steel Palisade Fencing , Drilling and equip borehole and provide 70KL water storage tanks.	Mogalakwena	New	New	IDT	None
Classrooms, Water & Sanitation	23) Rantuku Primary School - Masodi Village New School	Construct 20 ordinary Classrooms, 3 x Grade R facilities, Medium Admin block, Septic tank, 36 Waterborne toilet. Provide Steel Palisade Fencing , Drilling and equip borehole and provide 70KL water storage tanks.	Mogalakwena	New	New	IDT	None
Classrooms, Water & Sanitation	24) Khudugane Secondary School EMIS 919341800	Construct 16 ordinary Classrooms, Medium Admin block, a septic tank and 16 enviroloos. Refurbish 7 classrooms and 20 enviroloo. Upgrade existing borehole and provide 50KL water storage tank. Demolish 12 pit toilets. Relocate 7 mobiles.	Mopani East	30,177328	-23,383834	IDT	None
Classrooms, Water & Sanitation	25) Magoletsa Secondary School EMIS 918510279	Construct 12 ordinary Classrooms, Septic tank, Steel Palisade fence. Refurbish Medium Admin block. Demolish 15 dilapidated classroom	Mopani East	30,287139	-23,589217	IDT	None
Classrooms, Water & Sanitation	26) Noblehoek Secondary School EMIS 912521521	Construct 3 x ordinary classrooms, 4 x enviroloos, Refurbish 8 classrooms and 12 enviroloos and fence. Upgrde borehole. Demolish 4 classrooms and 6 pit toilets.	Mopani East	30,382915	-23,340324	IDT	None
Classrooms, Water & Sanitation	27) Relebogile Secondary School EMIS 913420611	Construct 16 classrooms, Medium Admin Block. Refurbish 16 classrooms (asbestos roofed). Demolish Admin block.	Mopani East	27,33079	-26,346833	IDT	None
Classrooms, Water & Sanitation	28) Vuxeni Secondary School EMIS 913420741	Construct 16 new classrooms, Medium Admin block and Computer laboratory. Refurbish 22 existing classrooms by replacing all roofs and do general renovations. Refurbish Science laboratory and install laboratory tables and chairs plus equipments. Refurbish library and install shelves. Due to space constraints, consider double story buildings (where applicable).	Mopani East	31,036147	-23939322	IDT	None
Classrooms, Water & Sanitation	29) Magaingwana Primary School EMIS 926540737	Construct 3 Grade R facilities, Medium Admin block. Refurbish 20 existing classrooms.	Mopani West	30,477944	-24,304778	IDT	None

AREA OF INTERVENTION	FIVE YEAR PLAN						
	NAME OF SCHOOL & EMIS NO.	PROJECT DESCRIPTION	EDUCATION DISTRICT	LOCATION: GPS COORDINATES		PROJECT LEADER	SOCIAL PARTNERS
				GIS LONG	GIS LAT		
Classrooms, Water & Sanitation	30) Mmakgotlo Primary School EMIS 926540812	Construct 5 clsrms, 3 x Grade R clsrms, Medium Admin block, Septic tank, New Steel Palisade Fence, Upgrade borehole and provide 40KL water storage tank. Refurbish 7 clsrms. Demolish 1 x 3 classroom block.	Mopani West	30,252972	-24,024167	IDT	None
Classrooms, Water & Sanitation	31) Mmalesiba Secondary School EMIS 926540232	Construct 5 ordinary classrooms, Medium Admin block, Septic tank. Refurbish 2 x 4 classroom blocks (face brick) and 2 x 3 classroom block (block bricks). Construct Steel Palisade fence. Drill and equip borehole and provide 40KL water storage tanks	Mopani West	30,530222	-24,286383	IDT	None
Classrooms, Water & Sanitation	32) Ratseke/ Mahekgwe Primary(Merging School on New Site) EMIS 918511320	Construct 8 classrooms, 2 x Grade R facilities, Small Admin block, new septic tank. Drill and equip borehole and provide 30KL Water storage tanks. Construct 18 ordinary enviroloos	Mopani West	30,494466	-23,502039	IDT	None
Classrooms, Water & Sanitation	33) Tzaneen Secondary School (new School at ERF # 3422 Extension 78 Tzaneen) EMIS 995503408	Construct 35 Ordinary Classrooms, Medium Admin block, 40 Waterborne toilets, Steel Palisade Fencing, Septic tank. Drilling and equipment of borehole and provide 90KL water storage tanks.	Mopani West	30,160131	-23,826376	IDT	None
Classrooms, Water & Sanitation	34) Unity Primary School EMIS 995503401	Construct 16 Ordinary Classrooms, 3 x Grade R facilities, 16 extra Waterborne toilets, Refurbish existing 8 classrooms and 26 Waterborne toilets	Mopani West	30,170162	-23,842297	IDT	None
Classrooms, Water & Sanitation	35) Bogwasha Primary School EMIS 925620053	Construct 20 Classrooms, 5 x Grade R facilities, Nutrition Centre, Medium Admin block, Septic tank, and 30 Paved Parking bays (20 covered), Science laboratory, Librady / Compute laboratory Combo, and a Multipurpose School Hall. Construct 32 enviroloos. Provide Steel Palisade fencing 2.1 m high for 4,8 ha. Refurbish existing borehole and provide 50KL water storage tanks. Demolish 19 classrooms and 16 waterborne toilets.	Sekhukhune East	30,316299	-24,580767	IDT	None
Classrooms, Water & Sanitation	36) Mahlo Primary School EMIS 925630746	Construct 8 ordinary classrooms, 3 Grade R facilities, Medium Admin block, Septic Tank, 1.8 m high Steel Palisade Fence. Refurbish 1 x 4 and 1 x 3 classroom blocks built out of Facebrick. Demolish 1 x 4 and 2 x 3 classroom blocks built out of block bricks, cooking area.	Sekhukhune East	30,174501	-24,365652	IDT	None

AREA OF INTERVENTION	FIVE YEAR PLAN						
	NAME OF SCHOOL & EMIS NO.	PROJECT DESCRIPTION	EDUCATION DISTRICT	LOCATION: GPS COORDINATES		PROJECT LEADER	SOCIAL PARTNERS
				GIS LONG	GIS LAT		
Classrooms, Water & Sanitation	37) Monapanape Primary School EMIS 924661641	Construct 12 ordinary Classrooms, 2 x Grade R facilities, Small Admin block, Steel Palisade Fence, Septic tank. Refurbish borehole and provide 30KL Water storage tanks. Refubish 20 existing enviroloos. Demolish 14 dilapidated classrooms	Sekhukhune East	29,884545	-24,798815	IDT	None
Classrooms, Water & Sanitation	38) Mohloping Primary School EMIS 925630876	Construct 6 Ordinary Classrooms and 2 x Grade R facilities, Septic tank, Steel Palisade fence, and 1 x Multipurpose classroom, Upgrade existing borehole and provide 20KL water tanks	Sekhukhune East	30,104947	-24,303131	IDT	None
Classrooms, Water & Sanitation	39) Kediketse Primary (Merging with Mahloele Primary) EMIS 924640378	Construct 12 ordinary classrooms, 2 x Grade R facilities, Medium Admin block, Septic Tank. Erect Steel Palisade fence . Upgrade borehole and provide 30KL water storage tanks. Demolish 13 classrooms.	Sekhukhune East	29,539	-24,7693	IDT	None
Classrooms, Water & Sanitation	40) Mahwetse Secondary School EMIS 924640897	Construction of 16 ordinary classrooms, Medium Admin block, septic tank, steel palisade fence. Upgrade borehole and provide 60KL water storage tanks. Refurbish 8 classrooms,	Sekhukhune South			IDT	None
Classrooms, Water & Sanitation	41) Mamorake Primary School EMIS 924650108	Construct 12 ordinary classrooms, 4 Grade R facilities, Medium Admin block and septic tank. Refurbish 28 enviroloo toilets, Increase Water Storage Capacity to 60KL. Construct Steel Palisade Fence. Refurbish 9 classrooms. Demolish 2 x 4 and 1 x 2 classroom block. Convert mini admin block into Library. Drill and equip borehole	Sekhukhune South	29,48948	-25,06365	IDT	None
Classrooms, Water & Sanitation	42) Mashwele Primary New (Katlegong Vleerschboom)	Construct 10 classrooms, 2 x Grade R facilities, Medium Admin block, 16 Waterborne toilet, Septic tank, Steel Palisade Fencing. Drilling and equip borehole and provide 40KL water storage tanks.	Sekhukhune South	New	New	IDT	None
Classrooms, Water & Sanitation	43) Ramatsetse Primary School EMIS 996606624	Construct 8 clsrms and 2 x Grade R clsrms, Medium Admin block, Septic tank, steel palisade fence. Refurbish 4 clsrms. Demolish 12 classrooms . Upgrade borehole and provide 35KL water storage tanks.	Sekhukhune South	29,105417	-25,19245	IDT	None
Classrooms, Water & Sanitation	44) St. Josephs Technical School (Presidential Project) EMIS 996606608	Refurbishment of 20 classrooms. Refurbishmnt and equipment of Science and Computer laboratories, a well as the the Technical Centre. Conversion of 1 x 3 classroom block into a library. Refurbishment of Workshop Centre.	Sekhukhune South	29,09581	-25,2502	IDT	None

AREA OF INTERVENTION	FIVE YEAR PLAN						
	NAME OF SCHOOL & EMIS NO.	PROJECT DESCRIPTION	EDUCATION DISTRICT	LOCATION: GPS COORDINATES		PROJECT LEADER	SOCIAL PARTNERS
				GIS LONG	GIS LAT		
Classrooms, Water & Sanitation	45) Thobela Primary School EMIS 996603101	Construct 5 x Grade R facilities, 12 x ordinary classrooms.	Sekhukhune South	29,724878	-25,001128	IDT	None
Classrooms, Water & Sanitation	46) Nhombelani Primary School EMIS 911360740	Construct 4 ordinary classrooms, 2 Grade R facilities, 1 x Multipurpose classroom, septic tank, Steel Palisade fence. Refurbish 4 classrooms. Demolish 7 classrooms	Vhembe East	30 578 032	-2 312 978	IDT	None
Classrooms, Water & Sanitation	47) Tswera Primary School (Relocate to New Site) EMIS 930310746	Construct 8 ordinary classrooms, 2 x Grade R facilities, 1 x Multipurpose classroom, 16 enviroloos, Steel Palisade fence, Drill and equip borehole.	Vhembe East	30 610 941	-22 756 323	IDT	None
Classrooms, Water & Sanitation	48) Elim Secondary School EMIS 912331377	Construction of 14 classrooms, Medium Admin block, Septic tank. Refurbishment of 18 existing classrooms.	Vhembe West	3 005 277	-23 159 606	IDT	None
Classrooms, Water & Sanitation	49) Harold Rhudzani Primary School EMIS 905332066	Convert 1 x 3 classroom block into a Grade R facility. Plaster and paint with bright colours. Fence it off and provide grade R swings. Furnish it accordingly. Construct 16 ordinary classrooms, Medium Admin block. Demolish all available classrooms on both yards	Vhembe West	29 793 714	-23 081 534	IDT	None
Classrooms, Water & Sanitation	50) Lwamondo Secondary School EMIS 930320735	Reconfigure existing Admin block into a well structured Admin block (offices, staffroom, sick bay, kitchinette etc). Refurbish 1 x 4, and 1 x 3 classroom blocks, 1 x 1 classroom blocks. Construct 22 classrooms. Demolish 16 classrooms	Vhembe West	3 039 378	-2 304 283	IDT	None
Classrooms, Water & Sanitation	51) Maila - 2 Primary School (Mudzedzi Village - Vleifontein) EMIS 931340203	Construct 10 classrooms, 2 x Grade R facilities, Small Admin block. Relocate available mobiles.	Vhembe West	29,987507	-23,221029	IDT	None
Classrooms, Water & Sanitation	52) Masakona/Rasikhutuma Primary School (Merging School) EMIS 931520627	Construct 8 classrooms, 3 x Grade R facilities, Medium Admin block. Refurbish 1 x 4 classroom block. Demolish 7 classrooms.	Vhembe West	30,257192	-23,273164	IDT	None
Classrooms, Water & Sanitation	53) Tiyani Secondary School EMIs 912521565	Construct 20 ordinary classrooms, Medium Admin block, Refurbish 8 existing classrooms, Science and Life Science laboratories and equip them.	Vhembe West	30,310802	-23,294702	IDT	None

AREA OF INTERVENTION	FIVE YEAR PLAN						
	NAME OF SCHOOL & EMIS NO.	PROJECT DESCRIPTION	EDUCATION DISTRICT	LOCATION: GPS COORDINATES		PROJECT LEADER	SOCIAL PARTNERS
				GIS LONG	GIS LAT		
Classrooms, Water & Sanitation	54) Vungela Primary School EMIS 912521040	Construct 8 classrooms, 3 x Grade R facilities, Medium Admin block, Sepsic tank. Refurbish 4 classrooms. Demolish 9 classrooms. Upgrade Fence to Steel Palisade	Vhembe West	30,303382	-23,304825	IDT	None
Classrooms, Water & Sanitation	55) Laerskool Bysonnderheid (coverted into Agricultural Secondary School EMIS 906120515	Construct 4 ordinary classrooms, Science and Life Science Laboratory Combo, Library and Computer Centre Combo, 10 additional waterborne toilets and Septic tank. Refurbish 8 existing classrooms, 5 waterborne toilets, Admin block, School Hall and 2 hostels (one for boys and the other for girls). Upgrade Water supply system and provide 100KL water storage tanks. Upgrade fence and Guard house.	Waterberg	29,083742	-24600476	IDT	None
Classrooms, Water & Sanitation	56) Leeupoort Laerskool EMIS 910130635	Construct 5 Classrooms, and 2 Grade R facilities, Medium Admin block. Construct 12 Waterborne toilets. Refurbish 5 classrooms, Storeroom, 4 existing waterborne tolets, 1 house and existing septic tank. Demolish 4 Waterborne Toilets, Hall, 2 houses. Upgrade borehole and provide 40KL water storage tanks. Upgrade Fence to Steel Palisade and provide a Guard House (where necessary). Construct 2 hostels (one each for boys and the other for girls, each with the maximum carrying capacity of 200 learners. Construct a Multipurpose Hall with kitchen.	Waterberg	27,730775	-24,905155	IDT	None
Classrooms, Water & Sanitation	57) Solomon Mahlangu Secondary School EMIS 991104206	Construct Medium Admin block. Refurbish 24 Classrooms and 24 Waterborne. Upgrade fence to Steel Palisade fence, Borehole and provide 90KL Water storage tanks.	Waterberg	28,447835	-24,688465	IDT	None
Classrooms, Water & Sanitation	58) Aquaville Combined School EMIS 996606538	Construct 15 ordinary classrooms, 3 x Grade R facilities, Nutrition centre, Medium Admin block, steel palisade fence.	Sekhukhune South	29,350252	-25,176261	IDT	None
Classrooms, Water & Sanitation	59) Bale Primary School EMIS 929310302	Construct 2 x Grade R facilities, 3 x ordinary Classrooms, 1 x Multipurpose classroo, Nutrition Centre and Septic tank. Refurbish 3 classrooms. Demolish 8 classrooms.	Vhembe East	30,666295	-22,434165	IDT	None

AREA OF INTERVENTION	FIVE YEAR PLAN						
	NAME OF SCHOOL & EMIS NO.	PROJECT DESCRIPTION	EDUCATION DISTRICT	LOCATION: GPS COORDINATES		PROJECT LEADER	SOCIAL PARTNERS
				GIS LONG	GIS LAT		
Classrooms, Water & Sanitation	60) Baranuka Secondary School EMIS 917421101	Construct 16 classrooms, Large Admin block, Nutrition Centre Septic tank. Refurbish 24 existing classrooms, replacement of roofs, floors and general renovations of all the classrooms. Construct 2 Multipurpose classrooms to augment Admin block space. Upgrade borehole and provide 80KL water storage tanks. Erect Steel palisade fence and Guard house. Provide 35 Parking bays (25 covered). Pave assembly area.	Mopani East	31,04858	-23,857109	IDT	None
Classrooms, Water & Sanitation	61) Batau Primary School EMIS 996606632	Construct 4 ordinary classrooms, 2 x Grade R facilities, Small Admin block, Nutrition Centre, 3 seats enviroloos for boys and 6 urinals, 2 seats enviroloos for girls, 3 seats waterborne toilets for educators. Refurbish 1 x 4 existing classroom block and 6 existing enviroloos. Refurbish borehole and provide 30KL water storage tanks. Provide steel palisade fence and guard house. Provide 12 conered parking bays and pave assembly area.	Sekhukhune South	29,054186	-25,197998	IDT	None
Classrooms, Water & Sanitation	62) Boaparankwe Agricultural Secondary (focussed School) NEW	Construct 16 classrooms, Medium Admin Block, 2 x Multipurpose classrooms, 25 x waterborne toilets for learners, 8 x waterborne toilets for educators, septic tank, steel palisade fencing for 10 ha, guard house, 25 paved parking bays (15 covered), paved assembly area. Drill and equip borehole and provide 200KL water storage tanks. Construct two hostels (150 boys and 150 girls), Kitchen and Dining hal Combo to accommodate 500 people. Construct Science and Life Science laboratory Combo, Computer lab and Media Centre Combo.	Sekhukhune South	New	New	IDT	None
Classrooms, Water & Sanitation	63) Boetse Secondary School EMIS 922220057	Construct 16 classrooms. Construct Septic tank, 2 x Multipurpose classrooms to augment the Admin Space and Nutrition Centre. Refurbish 23 available classrooms and Admin block. Erect Steel Palisade fence and Guard House. Upgrade borehole and provide 80KL water storage tanks. Provide 35 parking bays (25 covered). Pave assembly area.	Capricorn North	29,297513	-23,743222	IDT	None

AREA OF INTERVENTION	FIVE YEAR PLAN						
	NAME OF SCHOOL & EMIS NO.	PROJECT DESCRIPTION	EDUCATION DISTRICT	LOCATION: GPS COORDINATES		PROJECT LEADER	SOCIAL PARTNERS
				GIS LONG	GIS LAT		
Classrooms, Water & Sanitation	64) Ellisras Hoerskool 908110198	Construct emergency escapes on the identified buildings by means of steel staircases. Additional Structural steel supports under vibrating walls. Sewer screening system for foreign objects	Waterberg	27,73763	-23,66564	IDT	None
Classrooms, Water & Sanitation	65) Emdo Secondary School NEW	Construct 20 ordinary classrooms, Nutrition Centre, Medium Admin block, 32 waterborne toilets for educators, 6 waterborne toilets for educators, Steel Palisade fence for 3 hectares, Drill and equip borehole and provide 40KL water storage tanks.	Capricorn South	29,41968	-23,86168	IDT	None
Classrooms, Water & Sanitation	66) Flora Park Comprehensive Primary School EMIS 922223292	Construct 5 x Grade R facilities. Refurbish 40 Waterborne toilets. Upgrade Fence. Drill and equip borehole and provide 80KL water tanks.	Capricorn South	29,495982	-23,914931	IDT	None
Classrooms, Water & Sanitation	67) Gwambeni Secondary (Phase 2) EMIS 915530082	Construct 5 ordinary classrooms, septic tank, Medium Admin block, Nutrition Centre, Septic tank, 6 waterborne toilets for educators and 12 envirolloos for learners. Demolish 8 classrooms. Provide 25 paved parking bays (15 covered) an pave assembly area. Upgrade borehole and provide 60KL water storage tanks	Mopani West	30,484748	-23,654588	IDT	None
Classrooms, Water & Sanitation	68) Hatlani Muyexe Secondary School EMIS 916410218	Construct 1 x Multipurpose classroom to augment seating space for educators (install waterborne toilets, through modification), Nutrition Centre,. Refurbish 13 classrooms, and 20 envirolloos. Install Steel Palisade Fence 2,1m high and build Guard house. Construct a Computer / Library Combo. Provide 20 paved parking bays (12 covered) and pave assembly area. Refurbish borehole and provide 30KL water storage tanks	Mopani East	30,912812	-23,200817	IDT	None
Classrooms, Water & Sanitation	69) Ivy Park Primary School EMIS 904222619	Complete 1 x 2 and 1 x 3 Double Storey buildings with equal number of classrooms on the available roof concrete slabs. Construct 10 Double story building (5 classrooms below and 5 classrooms on top) where 7 asbestos classrooms currently stand. Construct 4 Grade R facilities. Demolish 7 asbestos classrooms and 7 asbestos toilets.	Capricorn South	29,440991	-23,925405	IDT	None

AREA OF INTERVENTION	FIVE YEAR PLAN						
	NAME OF SCHOOL & EMIS NO.	PROJECT DESCRIPTION	EDUCATION DISTRICT	LOCATION: GPS COORDINATES		PROJECT LEADER	SOCIAL PARTNERS
				GIS LONG	GIS LAT		
Classrooms, Water & Sanitation	70) Jim Chavani Secondary School EMIS 911360894	Construct Large Admin block, 2 x Multipurpose classrooms, 10 additional classrooms, Nutrition Centre, Septic tank and Steel Palisade fence with Guard house. Construct 16 Waterborne seats for educators. Refurbish 54 enviroloos, 36 existing classrooms, borehole and provide 80KL water storage tanks. Provide 40 Paved parking bays (30 covered). Provide paved assembly area.	Vhembe East	30,840384	-22,828197	IDT	None
Classrooms, Water & Sanitation	71) King Nchabeleng Primary School NEW	Construct 16 ordinary classrooms, 4 x Grade R facilities, Medium Admin block, Nutrition Centre, Septic tank, 30 Waterborne toilets for learners, 6 waterborne toilets for educators, drill and equip borehole and provide 70KL water storage tanks. Construct 20 paved parking bays (15 covered). Pave assembly area	Sekhukhune South	29,0778	-25,1561	IDT	None
Classrooms, Water & Sanitation	72) Lebeko Secondary School EMIS 913420192	Construct 10 New Classrooms, Large Admin block, 2 x Multipurpose classrooms, Refurbish 24 existing classrooms. Erect Steel Palisade fence and Guard House. Provide 35 parking bays (25 covered). Pave assembly area.	Mopani East	30,997548	-23,946256	IDT	None
Classrooms, Water & Sanitation	73) Lorraine Banareng Primary School EMIS 926540683	Construct Medium Admin block and Nutrition Centre. Provide 25 Parking bays (15 covered) and pave assembly area	Mopani Weat	30,426552	-24,190582	IDT	None
Classrooms, Water & Sanitation	74) Lwaphungu Secondary School EMIS 993302201	Construct 22 classrooms, Medium Admin Block, Nutrition Centre, Septic tank. Refurbish 4 classrooms. Demolish 4 classrooms. Provide Steel Palisade fence and Guard House. Provide 30 paved parking bays (20 covered). Pave assembly area.	Vhembe East	30,587703	-22,486139	IDT	None
Classrooms, Water & Sanitation	75) Machaka Robert Mamabolo Secondary School EMIS 904241092	Construct 4 Classrooms, Medium Admin block, Nutrition Centre, 13 Envirolloos for learners and 4 for educators . Upgrading of existing fence and building a guard house. Demolish 8 pit toilets. Construction of of septic tank. Refurbish borehole and provide 25KL water tank. Provide 12 paved parking bays and 6 uncovered. Pave assembly area.	Capricorn South	29,852956	-23,858974	IDT	None

AREA OF INTERVENTION	FIVE YEAR PLAN						
	NAME OF SCHOOL & EMIS NO.	PROJECT DESCRIPTION	EDUCATION DISTRICT	LOCATION: GPS COORDINATES		PROJECT LEADER	SOCIAL PARTNERS
				GIS LONG	GIS LAT		
Classrooms, Water & Sanitation	76) Madzikuse Primary School (Presidential) EMIS 911360405	Construct 1 x Small Admin block, 2 x Grade R facilities, Nutrition Centre, septic tank. Refurbishment of 2 x 2 classroom blocks and minor renovations to 1 x 4 classroom block. Demolition of 1 x 2 classroom block in bad condition. Upgrade borehole and provide 30KL water storage tanks. Construct 15 paved Parking bays (10 covered) and pave assembly area	Vhembe East	30,74937	-22,876262	IDT	None
Classrooms, Water & Sanitation	77) Malemati Primary School (at new site) EMIS 923260604	Construct 15 Clsrms, 3 x Grade R clsrms, Medium Admin block, Nutrition Centre, 26 envirolloos toilets for learners, 4 waterborne toilets for educators, Septic tank, Steel Palisade fencing and Guard House, Drill and equip of borehole and Provide 50KL Water tanks. Provide 20 Paved parking bays (15 covered). Provide paved assembly area	Capricorn South	New	New	IDT	None
Classrooms, Water & Sanitation	78) Manoshi Secondary School EMIS 923240655	Construct 14 classrooms, Medium Admin block, Nutrition Centre, Septic tank and 4 waterborne toilets for educators. Refurbishment of 3 classrooms, and 24 envirolloos. Provide steel Palisade fence. Refurbish borehole and provide 40KL water storage tanks. Demolish 11 classrooms. Provide 20 paved parking bays (15 covered) and pave assembly area. Construct Steel Palisade fence and Guard house	Capricorn South	29,808207	-23,999717	IDT	None
Classrooms, Water & Sanitation	79) Masesa Secondary School EMIS (New Site Stand no. 200 Witten, Senwabarwana)	Construct 32 classrooms, Nutrition Centre, Large Admin block, 2 x Multipurpose classrooms, 46 x envirolloo toilets for learners and 12 waterborne toilets for educators, septic tank. Drill and equip borehole and provide 80KL water storage tanks. Provide steel palisade fencing (2.1m high) and Guard house. Provide 35 paved parking bays (25 covered) and pave assembly area.	Capricorn North	NEW	NEW	IDT	None
Classrooms, Water & Sanitation	80) Masindi Primary School EMIS 931331223	Construct 15 classrooms, 5 x Grade R classrooms, Large Admin block, 1 x Multipurpose classroom, Nutrition Centre, 10 waterborne toilets for educators. Refurbish 2 x 3, 1 x 7 and 1 x 2 classroom blocks= 15 classroom. Upgrade fence and provide Guard. Provide 30 paved Parking bays (20 covered) and pave assembly area. Upgrade borehole and provide up to the maximum of 80KL water storage tanks. Relocate 7 mobile classrooms. Demolish a storeroom	Vhembe West	29,960647	-23,225341	IDT	None

AREA OF INTERVENTION	FIVE YEAR PLAN						
	NAME OF SCHOOL & EMIS NO.	PROJECT DESCRIPTION	EDUCATION DISTRICT	LOCATION: GPS COORDINATES		PROJECT LEADER	SOCIAL PARTNERS
				GIS LONG	GIS LAT		
Classrooms, Water & Sanitation	81) Mogoboya Primary School EMIS 926540768	Construct 12 new ordinary classrooms, 2 x Grade R facilities, Medium Admin block, Nutrition Centre, Septic tank, 20 enviroloos for learners, 3 waterborne toilets for educators, Steel Palisade fence and Guard house. Drill and equip borehole and provide 40KL water storage tanks. Provide 15 paved parking bays (10 covered). Pave assembly area.	Mopani West	30,191138	-24,01674	IDT	None
Classrooms, Water & Sanitation	82) Mphaphuli Secondary School EMIS 930351401	Construct 35 new classrooms, Large Administration block, 2 x Multipurpose classrooms, Nutrition Centre, Septic tank, 55 enviroloo toilets for learners and 12 waterborne toilets for educators. Provide 40 parking bays (25 covered) and pave assembly area. Refurbish borehole and provide 100KL water storage tanks	Vhembe East	30,481339	22,948925	IDT	None
Classrooms, Water & Sanitation	83) Ndengeza Secondary School EMIS 916410737	Construct Medium Admin block, Nutrition Centre, 1 x 4 classroom block, Science and Life Science Combo, Library and Computer lab Combo, Septic tank. Refurbish 24 waterborne toilets and 2 x 4 classroom blocks. Demolish Large Admin block and attached Computer lab that were ravaged by storms. Upgrade borehole and provide 30KL water storage tanks. Demolish 2 x 5 classroom blocks and the Library. Refurbish 5 x 4 seats enviroloo blocks. Construct 4 seats waterborne toilets for educators, Construct 1.5m wide paved walkways and storm water management. Relocate 6 mobiles. Install Steel palisade fence and a Guard house. Construct 15 parking bays with 10 of them covered. Pave assembly area.	Mopani East	30,40102	-23,31737	IDT	None
Classrooms, Water & Sanitation	84) Ndlhavheya Primary School EMIS 912520771	Construction of Medium Admin block. Provide 20 Paved Parking bays (15 covered) and pave assembly area.	Vhembe West	30,232014	-23,202155	IDT	None

AREA OF INTERVENTION	FIVE YEAR PLAN						
	NAME OF SCHOOL & EMIS NO.	PROJECT DESCRIPTION	EDUCATION DISTRICT	LOCATION: GPS COORDINATES		PROJECT LEADER	SOCIAL PARTNERS
				GIS LONG	GIS LAT		
Classrooms, Water & Sanitation	85) N'wamavimbi Secondary School EMIS 912520252	Construct 14 classrooms, Medium Admin block, Nutrition Centre, Septic tank and 6 waterborne toilets for educators. Refurbishment of 4 classrooms, and 22 enviroloos and 24 waterborne toilets. Provide steel Palisade fence and Guard house. Refurbish borehole and provide 40KL water storage tanks. Demolish large Admin block, 2 x 5 , 1 x 3 and 1 x 2 classroom blocks and library. Provide 25 parking bays (15 covered). Pave assembly area.	Mopani East	30,360882	-23,381325	IDT	None
Classrooms, Water & Sanitation	86) Potlake Secondary School EMIS 925630265	Construct 13 classrooms, Science laboratory, Library/Media Centre. Demolish 12 classrooms and 2 classrooms used as Science and Library	Sekhukhune East	29,85922	-24,2843	IDT	None
Classrooms, Water & Sanitation	87) Riba Primary School (Phase 2) EMIS 925621025	Construct 8 ordinary Classrooms and 6 Grade R facilities and septic tank. Upgrade borehole and provide 80KL water storage tanks	Sekhukhune East	30,203554	-24,60711	IDT	None
Classrooms, Water & Sanitation	88) Sigonde Primary School EMIS 929310264	Construct 6 classrooms, 2 x Grade R facilities, 1 x Multipurpose classroom. Demolish 5 classrooms. Upgrade borehole and provide 30KL water storage tanks.	Vhembe East	30,714505	-22,370147	IDT	None
Classrooms, Water & Sanitation	89) Sunduza/ Mhinga Primary School (Merging Schools)	At Sunduza site: Construct 16 clsrms, Large Admin block and Nutrition Centre plus septic tank. Refurbish 8 clsrms. At Mhinga Site: Demolish 12 clsrms. Refurbish 1 x 4 clsrms block to accommodate Grade R learners. Construct a New fence to enclose both Mhinga and Sunduzal and a Guard House. Refurbish borehole and provide 80KL water storage tanks. Provide 30 paved parking bays (20 covered) and pave assembly area.	Vhembe East	30,900381	-22,770237	IDT	None
Classrooms, Water & Sanitation	90) Thomo Primary-1 School EMIS 916411099	Construct 15 classrooms, 3 x Grade R classrooms, Medium Admin block . Nutrition Centre, Septic tank, 8 additional enviroloos for learners, 5 waterborne toilets for educators. Refurbish 20 enviroloo. Demolish 16 classrooms. Upgrade fence and provide Guard house. Drill new borehole and provide 40KL elevated water storage tanks. Construct 20 paved parking bays (15 covered). Pave assembly area	Monai East	30,79385	-23,243322	IDT	None

AREA OF INTERVENTION	FIVE YEAR PLAN						
	NAME OF SCHOOL & EMIS NO.	PROJECT DESCRIPTION	EDUCATION DISTRICT	LOCATION: GPS COORDINATES		PROJECT LEADER	SOCIAL PARTNERS
				GIS LONG	GIS LAT		
Classrooms, Water & Sanitation	91) Tlangelani Primary School EMIS 911360964	Construct 12 New Ordinary classrooms, 2 x Grade R facilities, Medium Admin block, Nutrition Centre, Steel Palisade Fence, Septic tank. Provide 20 paved parking bays (15 covered). Demolish 9 classrooms.	Vhembe East	30,532648	-23,127522	IDT	None
Classrooms, Water & Sanitation	92) Tshapinda Primary School EMIS 929310073	Construct 5 classrooms, 2 x Grade R facilities, Medium Admin block, Nutrition Centre and Septic tank. Refurbish 6 classrooms, 26 enviroloos. Construct steel Palisade fence and Guard House. Provide 15 paved parking bays (10 covered). Refurbish borehole and provide 30KL water storage tanks	Vhembe East	30,427127	-22,574417	IDT	None
Classrooms, Water & Sanitation	93) Waterval Secondary School EMIS 931332523	Construct 4 classrooms, Nutrition centre, 10 additional waterborne toilets for learners and 6 waterborne toilets for educators. Refurbish 18 classrooms and existing Admin block. Upgrade borehole and provide 50KL water storage tanks. Provide 25 Paved Parking bays (20 covered). Pave assembly area. Provide Steekl Palisade fence and Guard house	Vhembe West	30,077721	-23,157908	IDT	None
Classrooms and Sanitation	94) Mahwahwa High School EMIS NO: 915530150	Construction Of 4x4 Classroom Block,1x2 Multipurpose Classroom;24 Waterborne Toilet Seats; Renovation Of 4x4 Classroom Block; Special Learning Block; Renovation of Admin Block And Renovation Of Waterborne Toilets	Mopani West	30,473282	-23,734783	LDPWRI	None
Classrooms and Sanitation	95) Chameti Secondary EMIS NO: 916410072	Construct 14 Classrooms, Medium Admin Block, 10 Additional Enviroloos and Septic Tank. Refurbish 13 Enviroloos. Demolish 10 Classrooms, Storeroom, 4 Plain Pit Toilets. Upgrade Borehole and Provide 25KL Water Tanks	Mopani East	30,900189	-23,596727	LDPWRI	None
Classrooms and Sanitation	96) David Scara Primary School: [New School] EMIS NO: (TBC)	Construct 16 Ordinary Classrooms, 4 X Grade R Facilities, Medium Admin Block, 32 Waterborne Toilets, Steel Palisade Fence, Drill and Equip Borehole And Provide 60KL.	Waterberg	29,76992	-24,31733	LDPWRI	None

AREA OF INTERVENTION	FIVE YEAR PLAN						
	NAME OF SCHOOL & EMIS NO.	PROJECT DESCRIPTION	EDUCATION DISTRICT	LOCATION: GPS COORDINATES		PROJECT LEADER	SOCIAL PARTNERS
				GIS LONG	GIS LAT		
Classrooms and Sanitation	97) Dikgalaopeng Secondary EMIS NO: 924650023	Construction Of 8 New Classrooms, 2 X Grade R Facilities, Small Admin Block, 4 Waterborne Seats Toilet for Teachers And Septic Tank. Erect Steel Palisade Fence Refurbish Borehole And Water Purification System, 21 Seats Enviroloos. Demolish 10 Classrooms, 2 X Temporary Shacks, Container Used As Library.	Sekhukhune South	29,46042	-24,98136	LDPWRI	None
Classrooms and Sanitation	98) Diphuti Primary EMIS NO: 926540522	Construct 16 Ordinary Classrooms, 4 X Grade R Facilities, Large Admin Block, 1 X Multipurpose Classroom. Refurbish 8 Classrooms. Demolish 10 Classrooms.	Mopani West	30,669382	-24,359037	LDPWRI	None
Classrooms and Sanitation	99) Matsuokwane Secondary EMIS NO: 920210951	Construct 2 X 2 Classrooms On Each Side Of The Admin Block. 1 X 2 Classrooms To Be Partitioned With A Roller Garage Door (To Also Serve As A Hall. Construct 2 X 3 Classroom Blocks, Steel Palisade Fence, Septic Tank And 4 Waterborne Toilets for Educators Next to The Admin Block. Refurbish The Existing Admin Block. Demolish 2 X 3 And 1 X 2 Classroom Blocks. Relocate 4 Mobiles	Capricorn North	28,699414	-22,975545	LDPWRI	None
Classrooms, Water and Sanitation	100) Mmaphuti Manamela Secondary [New School] EMIS NO: (TBC)	Construct 20 Classrooms, Medium Admin Block, 32 Waterborne Toilet, Steel Palisade Fencing. Drill And Equip Borehole, Septic Tank. Provide For 60KL Water Storage Tanks	Capricorn South	29,137616	-23,768332	LDPWRI	None
Classrooms, Water and Sanitation	101) Mphagane (Mphakani) Primary EMIS NO: 930321349	Construct 12 New Ordinary Classrooms, 3 X Grade R Facilities, Medium Admin Block, 30 Ordinary Enviroloos, Septic Tank, Steel Palisade Fence. Drill And Equip Borehole and Provide 60KL Water Storage Water Tank	Vhembe West	30,226946	-23,163437	LDPWRI	None
Classrooms, Water and Sanitation	102) Matsobane Primary (Taken from Phooko Primary) EMIS NO: 923260772	Construct 5 Ordinary Classrooms, 2 X Grade R Facilities, Small Admin Block, Septic Tank. Upgrade Steel Palisade Fence. Refurbish 4 Classrooms. Upgrade Water Supply System and Provide 25KL Water Storage Tanks. Demolish 12 Classrooms And 12 Pit Toilets	Capricorn South	29,641314	-24,30508	LDPWRI	None
Classrooms and Sanitation	103) Rakgoatha Primary EMIS NO: 921230573	Construct 4 Ordinary Classrooms, 2 X Grade R Facilities, Small Admin Block, Septic Tank, Steel Palisade Fence. Refurbish 5 Classroom Block. Demolish 10 Classrooms and A Shack	Capricorn South	29,36069	-24,35041	LDPWRI	None

AREA OF INTERVENTION	FIVE YEAR PLAN						
	NAME OF SCHOOL & EMIS NO.	PROJECT DESCRIPTION	EDUCATION DISTRICT	LOCATION: GPS COORDINATES		PROJECT LEADER	SOCIAL PARTNERS
				GIS LONG	GIS LAT		
Classrooms, Water and Sanitation	104) Ramatimana Secondary EMIS NO: 918520917	Construct 8 Ordinary Classrooms, 2 X Grade R Facilities, Small Admin Block, 14 X Enviroloos, Steel Palisade Fencing, Drill and Equip Borehole and Provide 25KL Water Storage Tanks	Mopani East	30,409298	-23,438224	LDPWRI	None
Classrooms, Water and Sanitation	105) Rebone Secondary EMIS NO: 924642589	Construction Of 20 Ordinary Classrooms, Medium Admin Block, 30 Ordinary Enviroloos, 8 Waterborne Toilets for Educators, And Septic Tank. Drill And Equip Borehole and Provide 70KL Water Storage Tanks. Erect Steel Palisade Fence. Refurbish 13 Classrooms And 16 Existing Enviroloos. Demolish 3 Classrooms, And 7 Plain Pit Latrines. Construct 1 X Multipurpose Classroom to Augment Admin Space.	Sekhukhune South	29,828127	-24,796031	LDPWRI	None
Classrooms, Water & Sanitation	106) Seboeng Primary EMIS NO: 925661177	Construct 8 Ordinary Classrooms, 2 X Grade R Facilities, Small Admin Block, 16 X Enviroloos for Leaners and 4 X Waterborne Toilets for Educators, Septic Tank. Drill and Equip Borehole and Provide 30KL Water Storage Tanks.	Sekhukhune East	29,96703	-24,66731	LDPWRI	None
Classrooms, Water and Sanitation	107) Sehonwe Primary EMIS NO: 918520979	Construct 8 Classrooms, 2 X Grade R Facilities, Medium Admin Block, 4 Ordinary Enviroloo Toilets, 4 Waterborne Toilets for Educators, Septic Tank. Erect Steel Palisade Fence. Refurbish 4 Classrooms, 14 Enviroloos. Upgrade Borehole and Provide 30KL Water Tanks. Demolish 6 Classrooms, 8 Pit Toilets	Mopani East	30,391439	-23,386575	LDPWRI	None
Classrooms, Water and Sanitation	108) Sekete Secondary EMIS NO: 992201202	Construct 10 Classrooms, Small Administration Block, Sceptic Tank, Drill and Equip Borehole, 8 Additional Enviroloos	Capricorn North	29,139111	-23,452165	LDPWRI	None
Classrooms, Water & Sanitation	109) St. Paul Secondary EMIS NO: 924650740	Construct 24 Classrooms, Medium Admin Block, 36 Enviroloos, 8 Waterborne Toilets for Educators. Drill And Equip Borehole and Provide 60KL Water Storage Tanks. Provide Palisade Steel Fencing 2,1 M High Around the Perimeter of The School, Septic Tank.	Sekhukhune South	29,596569	-25,012094	LDPWRI	None

AREA OF INTERVENTION	FIVE YEAR PLAN						
	NAME OF SCHOOL & EMIS NO.	PROJECT DESCRIPTION	EDUCATION DISTRICT	LOCATION: GPS COORDINATES		PROJECT LEADER	SOCIAL PARTNERS
				GIS LONG	GIS LAT		
Classrooms, Water & Sanitation	110) Suswe Primary EMIS NO: 921142249	Construct 10 Classrooms, Small Admin Block, 2 X Grade R Facilities, Septic Tank. Refurbish 27 Envirolaos And 4 Waterborne Toilets, Plush Borehole and Provided 30KL Water Storage Tanks. Demolish 13 Classrooms. Erect Steel Palisade Fence	Mogalakwena	28,683364	-23,882205	LDPWRI	None
Classrooms, Water & Sanitation	111) Vutivi Primary EMIS NO:	Construct 8 Ordinary Classrooms, 2 X Grade R Facilities, Small Admin Block, 16 X Envirolaos, Drill And Equip Borehole, Provide 30KL Water Tank.	Vhembe West	30,26874	-23,22101	LDPWRI	None
Classrooms, Water & Sanitation	112) Chita Kekana Secondary School EMIS 921230023	Construction of 20 Classrooms, Medium Admin Block, and Septic tank. Construct 20 additional envirolaos. Refurbishment of 10 Classrooms, borehole and provide 70KL water storage tanks and existing 27 envirolaos. Demolishing of 12 classrooms, Makeshift office and 4 pit toilets. Construct Steel Palisade fence	Capricorn South	29.323530926 2117	-24.3637600519326	LDPWRI	None
Classrooms, Water & Sanitation	113) Hututu Secondary School Emis 924651910	Construct 20 ordinary classrooms, Medium Admin block. Refurbish 1 x 4 and 2 x 3 classroom blocks built out of semi face brick. Demolish 2 x 3 classroom blocks built out of block bricks.	Sekhukhune South	-24,875216	29,455781	LDPWRI	None
Classrooms, Water & Sanitation	114) Kopa Secondary School EMIS 924650184	Construct 27 new ordinary classroom, Medium Admin block, Septic tank, steel palisade fencing, 24 envirolaos for learners and 8 for educators, New borehole and 65 KL water tanks. Refurnish 3 classrooms, and existing 24 seats envirolaos. Demolish 14 classrooms, Makeshift Admin block and 2 x 4 seats plain pit toilets	Sekhukhune South	29.51773	-25.03309	LDPWRI	None
Classrooms, Water & Sanitation	115) Kopanong Primary School EMIS 92460491	Construct 17 ordinary classrooms, 6 x Grade R facilities, Medium Admin block, 32 x envirolaos. Erect Steel Palisade fence. Refurbish 2 x 4 and 1 x 5 classroom blocks=13 classrooms and 23 existing envirolaos. Demolish 6 classrooms, 1 Multipurpose classroom, 4 x pit toilets, Cooking shack, Library and 3 stores. Refurbish borehole and provide 80KL water storage tanks. Construct septic tank.	Sekhukhune South	29.826434157 1745LONG	-24.7913307769407	LDPWRI	None

AREA OF INTERVENTION	FIVE YEAR PLAN						
	NAME OF SCHOOL & EMIS NO.	PROJECT DESCRIPTION	EDUCATION DISTRICT	LOCATION: GPS COORDINATES		PROJECT LEADER	SOCIAL PARTNERS
				GIS LONG	GIS LAT		
Classrooms, Water & Sanitation	116) Lekoko Secondary School EMIS 924640590	Refurbish 2 x 3 face brick classrooms blocks, 3 x 3 and 3 x 2 classroom blocks (plastered)=21 classrooms. Reconfigure 1 x 3 classroom block (right hand side as you enter the gate into Mini Admin block (Principal's Office, Deputy Principal/HOD's Office, Clerks Office/Reception Area and Staffroom). Reconfigure 1 x 2 classroom block (West) into a Science lab. Reconfigure 1 x 2 classroom block Next to new Mini admin block into Media Centre (Computer and Library)	Sekhukhune South	29.660829608 6931	-24.7450715073098	LDPWRI	None
Classrooms, Water & Sanitation	117) Makgopele Secondary School EMIS 918521309	Construction of 4 classrooms, Medium Admin block, 4 new waterborne toilets for educators, Septic tank. Erect Steel Palisade fence. Refurbish 9 classrooms, and 20 enviroloos. Demolish 12 pit toilets, storeroom. Refurbish borehole and provide 30KL water storage tanks	Mopani East	30.560414	-23.429152	LDPWRI	None
Classrooms, Water & Sanitation	118) Makhwese Secondary School EMIS 925620480	Construction of Medium Admin block. Refurbishment of 12 classrooms.	Sekhukhune East	30.31919	-24.33948	LDPWRI	None
Classrooms, Water & Sanitation	119) Matimu Secondary School EMIS 915540218	Construct 14 classrooms, Medium Admin block, and 8 additional toilets for learners plus 6 waterborne toilets for educators. Erect Steel Palisade Fence. Refurbish 12 classrooms, existing 36 enviroloos, borehole and provide 40KL water tanks. Demolish 3 classroom block, 2 x tank houses, and 20 seats plain pit toilets.	Mopani West	30.241872029 0082	-23.9262897823466	LDPWRI	None
Classrooms, Water & Sanitation	120) Mayeke Primary School EMIS 911360269	Construct 4 classrooms, 2 x Grade R facilities, Medium Admin block, Refurbish 8 classrooms. Demolish 10 classrooms.	Vhembe East	30.806801918 8136	-22.8316998599032	LDPWRI	None
Classrooms, Water & Sanitation	121) Mokhari Combined School EMIS 906121051	Construct 12 Classrooms, Medium Admin block, 16 Waterborne toilets. Erect Steel Palisade Fence. Drill and equip borehole and provide 60KL water tanks. Refurbish 12 classrooms and 16 waterborne toilets. Construct seating area for the Nutrition Centre. Relocate 2 mobile.	Waterberg	28.696205898 8368	-24.5424619016272	LDPWRI	None

AREA OF INTERVENTION	FIVE YEAR PLAN						
	NAME OF SCHOOL & EMIS NO.	PROJECT DESCRIPTION	EDUCATION DISTRICT	LOCATION: GPS COORDINATES		PROJECT LEADER	SOCIAL PARTNERS
				GIS LONG	GIS LAT		
Classrooms, Water & Sanitation	122) Moleshatlou Secondary School EMIS 925660853	Construct Steel Palisade fence around 4.8 ha Perimeter School Site, Refurbishment Septic tank. Refurbish 14 classrooms, 32 enviroloos, Admin block, Staff block, and existing borehole and provide 30KL water tanks. Demolish 3 classrooms	Sekhukhune East	30.008518869 0429	-24.6632794129441	LDPWRI	None
Classrooms, Water & Sanitation	123) Nkatini Secondary School EMIS 911360863	Construct 5 classrooms, Medium Admin block. Refurbish 4 classrooms. Demolish 17 classrooms	Vhembe East	30.706084	-22.940711	LDPWRI	None
Classrooms, Water & Sanitation	124) Nkgonyeletse Secondary School EMIS 924642329	Construction of Medium Admin block, 12 new enviroloos for learners and 6 waterborne toilets for educators. Refurbish 23 classrooms, Refurbishment of 12 enviroloos. Demolish old Admin block with Structural Cracks. Provide Steel Palisade Fencing	Sekhukhune South	29.73877	-24.63324	LDPWRI	None
Classrooms, Water & Sanitation	125) Pfumbada Primary School (Replaced Onane Primary) EMIS 928330015	Construct 2 x Grade R facilities with waterborne toilets. Construct 1 x 5 classroom block, Refurbish 1 x 4 classroom block built out of Face Brick. Demolish 1 x 4 storm damaged classroom block, 12 plain pit toilets.	Vhembe West	29.74316	-25.00949	LDPWRI	None
Classrooms, Water & Sanitation	126) Ooghoek Primary School EMIS 918511210	Construct 12 Ordinary Classrooms, 3 x Grade R facilities, Medium Admin block, 8 Waterborne toilets for educators, 14 ordinary enviroloos for learners, Septic tank. Erect Steel Palisade fence. Drill and equip borehole and provide 75KL water storage tanks. Refurbish 7 x classrooms and 16 existing enviroloos. Demolish 7 classrooms, 4 pit toilets, 2 storerooms.	Mopani West	30.532019917 7835	-23.6270579611861	LDPWRI	None
Classrooms, Water & Sanitation	127) Phaphamani Primary School EMIS 9246500535	Construct 4 ordinary classrooms, Small Admin block, 2 x Grade R facilities, Septic tank. Erect Steel Palisade fence. Refurbish 6 classrooms, 20 existing enviroloos and 3 mobiles (where feasible). Demolish 8 classrooms, makeshift Admin block. Refurbish borehole and provide 40KL water storage tanks.	Sekhukhune South	29.70736	-25.00298	LDPWRI	None

AREA OF INTERVENTION	FIVE YEAR PLAN						
	NAME OF SCHOOL & EMIS NO.	PROJECT DESCRIPTION	EDUCATION DISTRICT	LOCATION: GPS COORDINATES		PROJECT LEADER	SOCIAL PARTNERS
				GIS LONG	GIS LAT		
Classrooms, Water & Sanitation	128) Potokela Primary School EMIS 920211404	Construct 4 ordinary classrooms, 3 x Grade R facilities, Medium Admin block, 16 enviroloos for learners and 5 waterborne toilets for educators, Septic tank. Erect Steel Palisade fence. Drill and equip borehole and provide 50KL water storage tanks. Refurbish 11 classrooms, 17 enviroloos. Demolish shack	Capricorn North	28.796280806 4156	-23.1422310182717	LDPWRI	None
Classrooms, Water & Sanitation	129) Runnymede Primary School EMIS 915531078	Construct 12 Classrooms, 2 x Grade R facilities, Medium Admin block, 14 additional enviroloos for learners and 5 waterborne toilets for educators, Septic tank. Refurbish 10 enviroloo toilets. Demolish 13 classrooms, and 15 pit toilets. Upgrade Fence to steel Palisade . Refurbish borehole and provide 30KL water tanks. Relocation of 12 mobile classrooms	Mopani West	30.440966105 6806	-23.6549296778439	LDPWRI	None
Classrooms, Water & Sanitation	130) Thabakgone Primary School EMIS 923241443	Construct 5 ordinary classrooms, Nutrition Centre, 4 waterborne seats for educators. Refurbish 4 classrooms, Small Admin block.	Capricorn South	29.806319035 8288	-23.9104249213389	LDPWRI	None
Classrooms, Water & Sanitation	131) Thabane Primary School EMIS 925621162	Construct 4 ordinary classrooms, 3 x Grade R facilities, Medium Admin block. Refurbish 12 classrooms. Convert existing small admin into library and Computer lab. Upgrade Fence. Convert Grade R toilets into ordinary enviroloos and allocate to the girls.	Sekhukhune East	30.291536372 1324	-24.5421040904735	LDPWRI	None
Classrooms, Water & Sanitation	132) Ukuthula Primary School EMIS 916420727	Construct 10 ordinary classrooms and 4 Grade facilities, Medium Admin block, and 14 seats enviroloos for learners and 8 seats waterborne toilets for educators, Septic tank. Drill and equip borehole and provide 75KL water storage tanks. Refurbish 12 classrooms and 24 waterborne toilets. Demolish 10 classrooms and 16 pit toilets, storeoom and additional shack	Mopani East	30.711295262 6024	-23.5490624259925	LDPWRI	None
Classrooms, Water & Sanitation	133) Vallambrosa Primary School EMIS 918511500	Construct 17 ordinary classrooms, 3 x Grade R facilities, Medium Admin block, 6 waterborne toilets for educators, Septic tank. Drill and equip borehole and provide 70KL water storage tanks. Refurbishment of 28 seats enviroloos. Demolish 14 classrooms, 1 x Admin block and tank house.	Mopani West	30.583990099 8874	-23.5793961523623	LDPWRI	None

AREA OF INTERVENTION	FIVE YEAR PLAN						
	NAME OF SCHOOL & EMIS NO.	PROJECT DESCRIPTION	EDUCATION DISTRICT	LOCATION: GPS COORDINATES		PROJECT LEADER	SOCIAL PARTNERS
				GIS LONG	GIS LAT		
Classrooms, Water & Sanitation	134) Piet Hugo Primary School EMIS 904220439	Construct 6 classrooms Double Story on the Eastern Side of the Admin block, Add 2 x Finance Offices, Human Resource and Sickbay East of the Existing Admin block and relocate 4 Parking bays next to the Admin block, 2 x additional Grade R facilities' (with inbuilt waterborne toilets) and Storeroom to the existing Grade R facility. Construct 14 additional waterborne toilets	Capricorn South	29.449064882 7529	-23,87497793	LDPWRI	None
Water and Sanitation	135) Bolobedu Primary School EMIS 918510033	Construct 6 x waterborne seats and 1 paraplegic seat for Grade Rs, 2 x waterborne seats and 2 urinals for male educators, 2 x waterborne seats and 1 paraplegic seat for female educators, 5 x enviroloo seats and 5 urinals for boys, 10 x enviroloo seats and 1 paraplegic seat for girls. Upgrade borehole and provide 50KL water storage tanks. Erect steel palisade fence and Septic tank. Demolish 12 Plain pit toilets	Mopani East	30,345866607 2401	-23,6224848771379	The Mvula Trust	None
Water and Sanitation	136) Liphaka Primary School EMIS 928331889	Construct 1 x waterborne seats and 1 urinals for male educators, 2 waterborne seats and 1 paraplegic seat for female educators, 4 waterborne seats and 1 paraplegic seat for disabled Grade Rs, 5 enviroloo seats and 5 urinals for boys, 3 enviroloos seats and 1 disabled seat for girls. Refurbish 8 enviroloo seats and allocate to girls Upgrade borehole and provide 40KL water storage tank. Erect Septic tank and Steel Palisade fence.	Vhembe West	29,954840116 6352	-22,8689961419597	The Mvula Trust	None
Water and Sanitation	137) Maisha Secondary School EMIS 923245492	Construct 2 x waterborne seats and 2 urinals for male educators, 2 x waterborne seats and 1 paraplegic seat for female educators, 3 x enviroloo seats and 3 urinals for boys, 6 x enviroloo seats and and 1 paraplegic seat for girls, and a Septic tank. Upgrade borehole and provide 20KL water storage tanks. Erect Steel Palisade fence. Demolish 16 pit toilets	Capricorn South	29,793021	-24,041119	The Mvula Trust	None

AREA OF INTERVENTION	FIVE YEAR PLAN						
	NAME OF SCHOOL & EMIS NO.	PROJECT DESCRIPTION	EDUCATION DISTRICT	LOCATION: GPS COORDINATES		PROJECT LEADER	SOCIAL PARTNERS
				GIS LONG	GIS LAT		
Water and Sanitation	138) Malema 1 Primary School EMIS 928330657	Construct 2 waterborne seats and 2 urinals for male educators, 2 waterborne seats and 1 paraplegic seat for female educators, 5 x waterborne and 1 seat paraplegic for grade R, 6 x enviroloo seats and 6 urinals for boys, 8 x enviroloo seats plus 1 paraplegic seat for girls, Septic tank, and steel palisade. Upgrade borehole and provide 50KL water storage tanks. Refurbish 4 existing enviroloos and allocate to girls.	Vhembe West	29,96066	-22,90462	The Mvula Trust	None
Water and Sanitation	139) Masedi Primary School EMIS 905331476	Refurbish 16 Waterborne toilets and septic tank. Convert 40 seats enviroloos into waterborne toilets (township don't allow enviroloos). Upgrade borehole and provide 100KL steel water tank. Provide Steel Palisade fence.around the perimeter of the school yard.	Vhembe West	29,87723	-23,04693	The Mvula Trust	None
Water and Sanitation	140) Mosebo Primary School EMIS 923240990	Construct 7 x waterborne seats and 1 paraplegic seat for Grade Rs, 2 waterborne seats and 2 urinals for male educators, 3 x waterborne seats and 1 paraplegic seat for female educators, and a Septic tank. Upgrade borehole and provide 70KL water storage tanks. 7 x enviroloo seats and 7 urinals for boys, 14 x enviroloos seats and 1 paraplegic seat for girls. Erect steel palisade fence. Demolish 10 pit toilets	Capricorn South	29,721876651 374	-23,8072684659966	The Mvula Trust	None
Water and Sanitation	141) Musandiwa Primary School EMIS 912521576	Construct 1 waterborne seats and 1 urinals for male educators, 1 waterborne seats and 1 paraplegic seat for female educators, 2 x waterborne seats and 1 seat paraplegic for Grade R. Refurbish 7 waterborne toilets and septic tank and allocate the toilets seats to boys and girls proportionally. Erect steel palisade. Upgrade borehole and provide 20KL water storage tanks.	Vhembe West	30,139540425 2806	-23,2619765309661	The Mvula Trust	None
Water and Sanitation	142) Nkei Primary School EMIS 919340258	Construct 4 x waterborne seats and 1 x paraplegic seat for Grade R, 2 x waterborne seats and 2 urinals for male educators, 3 x waterborne seats and 1 x paraplegic seat for female educators and Septic tank. Construct 5 x seats enviroloos and 5 urinals for boys, 10 x enviroloo seats and 1 paraplegic seat for girls. Upgrade borehole and provide 50KL water storage tanks. Erect Steel palisade fence. Demolish 10 pit toilets	Mopani East	30,111292	-23,410046	The Mvula Trust	None

AREA OF INTERVENTION	FIVE YEAR PLAN						
	NAME OF SCHOOL & EMIS NO.	PROJECT DESCRIPTION	EDUCATION DISTRICT	LOCATION: GPS COORDINATES		PROJECT LEADER	SOCIAL PARTNERS
				GIS LONG	GIS LAT		
Water and Sanitation	143) Radzambo Secondary School EMIS 930321578	Construct 2 seat waterborne and 2 urinal for male educators, 3 waterborne seats and 1 paraplegic seat for female educators, 3 x enviroloo seats and 3 urinals for boys, 2 x enviroloo seats and 1 paraplegic seat for girls, Refurbish 4 existing enviroloo seats and allocate to girls, Construct Septic tank. Upgrade borehole and provide 30KL water steel storage tanks. Erect Steel Palisade fence	Vhembe West	30,262780561 4696	-23,19245423865	The Mvula Trust	None
Water and Sanitation	144) Ramollo Primary School EMIS 918520924	Construct 9 x waterborne seats and 1 x paraplegic seat for Grade Rs, 3 x waterborne seats and 3 x urinals for male educators, 4 waterborne seats and 1 x paraplegic seat for female educators, and a Septic tank. Construct 9 x enviroloo seats 9 urinals for boys, 18 x enviroloo seats and 1 paraplegic seat for girls. Upgrade borehole and provide 90KL water storage tanks. Erect steel palisade fence. Demolish 8 pit toilets	Mopani East	30,40459	-23,42346	The Mvula Trust	None
Water and Sanitation	145) Rivubye Secondary School EMIS 905332516	Construct 4 waterborne seats x 4 urinals for male educators, 6 x waterborne toilets and 1 paraplegic seat for female educators and a septic tank. Construct 10 enviroloo seats and 10 urinals for boys, 12 x enviroloo seats and 1 paraplegic seat for girls. Refurbish 8 existing enviroloos and allocate to girls. Erect steel Palisade fence. Refurbish existing borehole and provide 90KL water storage tanks.	Vhembe West	30,177819396 1232	-23,106872299847	The Mvula Trust	None
Water and Sanitation	146) Sebjalebale Secondary School EMIS 996606816	Construct 3 x waterborne seats and 3 urinals for male educators, 3 x waterborne seats and 1 paraplegic seat for female educators, and a septic tank. Construct 5 x enviroloo seats and 5 urinals for boys, 10 x enviroloo seats and 1 paraplegic seat for girls. Upgrade borehole and provide 40KL water storage tanks. Erect Steel Palisade fence. Demolish 10 pit toilets	Sekhukhune South	28,960140161 9004	-24,9225126585247	The Mvula Trust	None

AREA OF INTERVENTION	FIVE YEAR PLAN						
	NAME OF SCHOOL & EMIS NO.	PROJECT DESCRIPTION	EDUCATION DISTRICT	LOCATION: GPS COORDINATES		PROJECT LEADER	SOCIAL PARTNERS
				GIS LONG	GIS LAT		
Water and Sanitation	147) Sophania Chuene Primary School EMIS 923261287	Construct 2 x waterborne seats and 1 paraplegic seat for Grade Rs, 1 x waterborne seat and 1 x urinal for male educators, 2 x waterborne seats and 1 paraplegic seat for female educators and a Septic tank. Construct 2 x enviroloos seats and 2 urinals for boys, 4 x enviroloos seats and 1 paraplegic seat for girls. Upgrade borehole and provide 20KL water storage tanks. Erect Steel Palisade fence. Demolish 12 pit toilets.	Capricorn South	29,546743821 8869	-24,1780868973743	The Mvula Trust	None
Water and Sanitation	148) Thabanaswana Primary School EMIS 996605501	Construct 5 seat enviroloo toilets and 5 urinals for boys, 9 seats enviroloos toilets for plus 1 x seat disabled enviroloo for girls, 2 x waterborne seats and 2 urinals for male educators, 4 seats waterborne toilet seats and 1 waterborne paraplegic for female educators, 5 x waterborne seats and 1 paraplegic for Grade R learners.. Refurbish 4 enviroloo seats. Construct septic tank, and 1.2m walkways including storm water management. Install steel Palisade fence. Upgrade borehole and provide 50KI steel water storage tank. Demolish 6 plain pit toilets.	Sekhukhune South	29,608911580 9145	-24,5313384574633	The Mvula Trust	None
Water and Sanitation	149) Tshifhumulo Primary School EMIS 930320476	Construct 1 waterborne seats and 1 urinals for male educators 2 waterborne seats and 1 paraplegic seat for female educators, 3 x waterborne seats and 1 seat paraplegic for Grade R, 3 x enviroloo seats and 3 urinals for boys, Septic tank, and steel palisade. Upgrade borehole and provide 30KL water storage tanks. Demolish 8 pit toilets Refurbish existing 8 enviroloo seats and allocate to girls	Vhembe West	30,387621812 7192	-23,0484628928023	The Mvula Trust	None
Water and Sanitation	150) Vutlhari Secondary School EMIS 916411198	Construct 2 x waterborne seats and 2 x urinals for male educators, 2 x seats and 1 x paraplegic seat for female educators, 3 x enviroloo seats and 3 x urinals for boys, 6 x enviroloo seats and 1 x paraplegic seat for girls, and a septic tank. Upgrade borehole and provide 30KL water storage tanks. Erect steel palisade fence. Demolish 8 pit toilets	Mopani East	30,444064385 2865	-23,2830094966799	The Mvula Trust	None

AREA OF INTERVENTION	FIVE YEAR PLAN						
	NAME OF SCHOOL & EMIS NO.	PROJECT DESCRIPTION	EDUCATION DISTRICT	LOCATION: GPS COORDINATES		PROJECT LEADER	SOCIAL PARTNERS
				GIS LONG	GIS LAT		
Classrooms, Water and Sanitation	151) Nkuri Primary School EMIS 911410850	Refurbishment of Classrooms, Construction of Nutrition Centre, Completion of Enviroloo Toilets (M4 x 3, F6 x 2 and F10 x 1), Construction of Septic Tank, Water Tank Storage, Refurbishment of Existing Enviroloo Toilets, Borehole and Water Storage Tank, Demolition of Dilapidated Toilet Structures at Nkuri Primary School, Shirilele, Mopani District.	Mopani East	30,552821018 8193	-23,2134064264367	ITRU/ Panel of contractors	None
Classrooms, Water and Sanitation	152) Nghilazi Primary School EMIS 916410782	Demolition of 08 Classrooms and Auxiliary Buildings, Refurbishment of Guard House and 13 Enviroloo Toilet Seats. Construction of New Medium Administration Block, Nutrition Centre, 2 x 4 Classrooms with Stores, 1 x 2 Grade R Classrooms with Waterborne Toilets, Steel Palisade Fence and External Works at Nghilazi Primary School in Guwela Village, Giyani, Mopani District.	Mopani East	30,861438909 0336	-23,5483897327948	ITRU/ Panel of contractors	None
Classrooms, Water and Sanitation	153) Phatima Primary School EMIS 911360047	Construction of Enviroloo Toilets (M4 x 1, M6 x 1, F6 x 1, GR3 x 2, F10 x 1 and SD4 x 1) and Construction External Works at Phatima Primary School in Plange, Malamulele, Vhembe District.	Vhembe East	30,898562036 8064	-23,1007121733685	ITRU/ Panel of contractors	None
Classrooms, Water and Sanitation	154) Boikhutso Primary School EMIS 920210067	Construction of Enviroloo Toilets (M4 x 1 and F4 x 4), Construction of Waterborne Toilets (GR3 x 2 and SD6) and Construction of External Works at Boikhutso Primary School, indermak, Capricorn North District.	Capricorn North	29,097043284 6064	-23,0627138467825	ITRU/ Panel of contractors	None
Classrooms, Water and Sanitation	155) Mahlodumela Lower Primary School EMIS 922220545	Refurbishment of Classrooms, Construction of GR2 Block, 3 Classroom Block, Medium Admini Block, Nutrition Centre and Multipurpose Classroom, Construction of Waterborne Toilets (F6 X1, GR3 X 2 and M2 X 1) and Construction of External Works at Mahlodumela Lower Primary, Chebeng Village, Capricorn South District.	Capricorn South	29,26579	-23,82079	ITRU/ Panel of contractors	None
Classrooms, Water and Sanitation	156) Masedibu Secondary School EMIS 922220675	Refurbishment of Classrooms, Admin Block, Library, Science , Ablution Block and Assembly Hall, Construction of 5 Classroom Block, Nutrition Centre, Biology Lab, Science Lab, Computer Lab, Large Admin and Gate House, Construction of Waterborne Toilets (M4 x 3, F6 x 2 with disabled and F6 x 1) and Construction of External Works at Masedibu Secondary School, Seshego-B, Capricorn South District.	Capricorn South	29,392134924 363	-23,8479739370201	ITRU/ Panel of contractors	None

AREA OF INTERVENTION	FIVE YEAR PLAN						
	NAME OF SCHOOL & EMIS NO.	PROJECT DESCRIPTION	EDUCATION DISTRICT	LOCATION: GPS COORDINATES		PROJECT LEADER	SOCIAL PARTNERS
				GIS LONG	GIS LAT		
Classrooms, Water and Sanitation	157) Metsanangwana Primary School EMIS 996606823	Demolitions and Alterations of Existing Buildings, Construction of GR2 x 2 Blocks, 5 x 2 Classroom Blocks, Nutrition Centre, Science Lab, Computer Lab and Gate House, Construction of Waterborne Toilets (SD6 x 1) and Construction of External Works at Metsanangwana Primary School, Marble Hall, Sekhukhune District.	Sekhukhune South	28,998145945 6245	-24,9624417796514	ITRU/ Panel of contractors	None
Classrooms, Water and Sanitation	158) Mothimako Secondary School EMIS 923241023	Demolitions, Refurbishment of Classroom Blocks, Multipurpose Block and Ablution Blocks, Construction of 15 Classrooms, Computer Lab, Science Lab, Large Admin Block and Gate House, Construction of Waterborne Toilets (M4 x 3 and F6 x 4) and Construction of External Works at Mothimako Secondary School, Between Mothiba L Authority and Makotopong L, Capricorn South District.	Capricorn South	29,639844245 8826	-23,840247664134	ITRU/ Panel of contractors	None
Classrooms, Water and Sanitation	159) Raluombe Secondary School EMIS 931520276	Demolitions, Construction of Medium Admin Block, 10 Classrooms, Nutrition Centre, Biology Lab, Science Lab, Computer Lab, Gate House, Construction of Waterborne Toilets (M4 x 1 and F6 x 1 with disabled) and Construction of External Works at Raluombe Secondary School, Mashamba, Vhembe District.	Vhembe West	30,130357010 5302	-23,2370164334192	ITRU/ Panel of contractors	None
Classrooms, Water and Sanitation	160) Mangaya Primary School EMIS 929311533	Construction Of 8 Classrooms, 2x Gr2 Facilities, Medium Administration Block, Nutrition Centre, Science Laboratory, Computer Laboratory, Gate House, Waterborne Ablutions (M2 X1 and F6 X1 with a Disabled Unit) and Various External Works at Mangaya Primary School, Mutala, Vhembe District.	Vhembe East	30,626787	-22,719101	ITRU/ Panel of contractors	None
Classrooms, Water and Sanitation	161) Mashile Primary School EMIS 924141401	Construction of Medium Administration Block, 3 Classroom Block, Nutrition Centre, 2X GR2 Facilities, Science Laboratory, Computer Laboratory, Gate House, Waterborne Ablutions (M4 X1 and F6 X1 with disabled unit) and Enviroloo Ablutions (M4X1 and F10 x1) at Mashile Primary School, Nebo, Sekhukhune District.	Sekhukhune South	29,669627165 4558	-24,9135620590878	ITRU/ Panel of contractors	None
Classrooms, Water and Sanitation	162) Manoe Secondary School EMIS 920210791	Refurbishment of Classrooms and Guard House, Construction of Nutrition Centre, Science Laboratory, Media Centre Combination, Disabled Ablution Block and Various External Works at Manoe Secondary School, Blackhill, Capricorn District.	Capricorn North	28,859383888 5201	-23,1872299687793	ITRU/ Panel of contractors	None

AREA OF INTERVENTION	FIVE YEAR PLAN						
	NAME OF SCHOOL & EMIS NO.	PROJECT DESCRIPTION	EDUCATION DISTRICT	LOCATION: GPS COORDINATES		PROJECT LEADER	SOCIAL PARTNERS
				GIS LONG	GIS LAT		
Classrooms, Water and Sanitation	163) Manorvlei Primary School EMIS 901530716	Refurbishment of Ablution Block and Classrooms, Construction of 12 Classrooms, 2x GR2 Facilities, Nutrition Centre, Medium Administration Block, Science Laboratory, Computer Laboratory, Gate House, Waterborne Ablutions (M4 X1 and F6 x1 with disabled unit), Enviroloo Ablutions (M6 X1 and F10 x1) and Various External Works at Manorvlei Primary School, Manorvlei Farm, Mopani District.	Mopani West	30,170827660 3033	-23,8167898788306	ITRU/ Panel of contractors	None
Classrooms, Water and Sanitation	164) Kulani Primary School EMIS 912520504	Refurbishment of Classrooms and Existing Enviroloo Ablutions, Construction of GR3 Facilities, 18 Classrooms, Large Administration Block, Guard House, Nutrition Centre, Science Laboratory, Media Centre Combination, Multi-purpose Hall, Waterborne Ablutions (SFD5 X2, M2 X1) and Enviroloo Ablutions (M4 x2 and M2 X1) and Various External Works at Kulani Primary School, Giyani, Mopani District.	Vhembe West	30,32338	-23,29568	ITRU/ Panel of contractors	None
Classrooms, Water and Sanitation	165) Mainganya Secondary School EMIS 931341008	Refurbishment of Staffroom, Classrooms and Existing Enviroloo Ablutions, Construction of Nutrition Centre, Science Laboratory, Media Centre Combination, Medium Administration Block, Guard House, 10 Classrooms, Waterborne Ablution Block (SD4 X1) and Various External Works at Mainganya Secondary School, Muwaweni, Vhembe District.	Vhembe West	30,11112	-23,32001	ITRU/ Panel of contractors	None
Classrooms, Water and Sanitation	166) Phepene Primary School EMIS 915541105	Refurbishment of Staffroom, Classrooms, Existing Enviroloo Ablutions, Construction of Guard House, GR3 Facilities, 10 Classrooms, Large Administration Block, Nutrition Centre, Waterborne Ablutions (F6 X1 with disabled unit and M2 X1), Enviroloo Ablutions (F8 X1 and M4 X1) and Various External Works at Phepene Primary School, Pharare, Mopani District.	Mopani East	30,314360214 5687	-24,0464682637784	ITRU/ Panel of contractors	None

AREA OF INTERVENTION	FIVE YEAR PLAN						
	NAME OF SCHOOL & EMIS NO.	PROJECT DESCRIPTION	EDUCATION DISTRICT	LOCATION: GPS COORDINATES		PROJECT LEADER	SOCIAL PARTNERS
				GIS LONG	GIS LAT		
Classrooms, Water and Sanitation	167) Rankhumaneng Primary School EMIS 920211527	Refurbishment of Classrooms, Existing Enviroloo Ablutions, Construction of Nutrition Centre, GR2 Facilities, Multi-purpose Class, 4 Classrooms, Guard House, Enviroloo Ablutions (F6 X1 with disabled unit and M4 X1), Waterborne Ablution Block (SD4 X1) and Various External Works at Rankhumaneng Primary School, Borgnafurum, Capricorn District.	Capricorn North	28,901954261 8768	-23,1644283753915	ITRU/ Panel of contractors	None
Classrooms, Water and Sanitation	168) Haenertsburg Primary School EMIS 904242316	Refurbishment of Classrooms, Ablutions, Hostels, Laundry, kitchen, Construction of 4 Classrooms, GR2 Facilities, Media Centre Combination, Guard House, Multi-purpose Hall, Tuckshop, Grandstand, Waterborne Ablution Block (SD6 X1) and Various External Works at Haenertsburg Primary School, Haenertsburg, Mopani District.	Mopani West	29,944106185 2933	-23,9468792571902	ITRU/ Panel of contractors	None
Classrooms, Water and Sanitation	169) Rathoma Primary School EMIS 919340647	Construction of Enviroloo Toilets (M4 x 1 and F6 x 2), Construction of Waterborne Toilets (GR4 x 1 and GR5 x 1) and Construction of External Works at Rathoma Primary School in Sekgosese Central, Molemole, Capricorn North District.	Capricorn North	29,800010073 2779	-23,4600766580312	ITRU/ Panel of contractors	None
Classrooms, Water and Sanitation	170) Bonega Madikubung Primary School EMIS 925660068	Construction of Enviroloo Toilets (M2 x 1, M6 x 1, F6 x 1 and F10 x 1), Construction of Waterborne Toilets (GR3 x 1 and GR4 x 1) and Construction of External Works at Bonega Madikubung Primary School in Mmashadi, Makhuduthamaga, Sekhukhune East District.	Sekhukhune East	29,906996949 7428	-24,7726468626429	ITRU/ Panel of contractors	None
Classrooms, Water and Sanitation	171) Freddy Mokgabudi Primary School EMIS 925661712	Construction of Enviroloo Toilets (M2 x 1, M4 x 1, and F6 x 1), Construction of Waterborne Toilets (GR3 x 2) and Construction of External Works at Freddy Mokgabudi Primary School in Mmashadi, Makhuduthamaga, Sekhukhune East District.	Sekhukhune East	29,88489	-24,717227642615	ITRU/ Panel of contractors	None

AREA OF INTERVENTION	FIVE YEAR PLAN						
	NAME OF SCHOOL & EMIS NO.	PROJECT DESCRIPTION	EDUCATION DISTRICT	LOCATION: GPS COORDINATES		PROJECT LEADER	SOCIAL PARTNERS
				GIS LONG	GIS LAT		
Classrooms, Water and Sanitation	172) Lekoko Secondary School EMIS 924640590	Construction of Enviroloo Toilets (M6 x 2, F6 x 1 and F10 x 1) and Construction of External Works at Lekoko Secondary School in Ngwaritsi, Makhuduthamaga, Sekhukhune South District.	Sekhukhune South	29,660829608 6931	-24,7450715073098	ITRU/ Panel of contractors	None
Classrooms, Water and Sanitation	173) Marotobale Primary School EMIS 924641357	Construction of Enviroloo Toilets (M4 x 2, M6 x 1, F6 x 1 and F10 x 1), Construction of Waterborne Toilets (GR5 x 2) and Construction of External Works at Marotobane Primary School in Ngwaritsi, Makhuduthamaga, Sekhukhune South District.	Sekhukhune South	29,814781929 0908	-24,7301027414541	ITRU/ Panel of contractors	None
Classrooms, Water and Sanitation	174) Motlokwe Primary School EMIS 924642077	Construction of Enviroloo Toilets (M2 x 1, M4 x 2 and F6 x 2), Construction of Waterborne Toilets (GR5 x 1) and Construction of External Works at Motlokwe Primary School in Ngwaritsi, Makhuduthamaga, Sekhukhune South District.	Sekhukhune South	29,810279701 151	-24,7126792222004	ITRU/ Panel of contractors	None
Classrooms, Water and Sanitation	175) Patantshwana Primary School EMIS 924642435	Construction of Enviroloo Toilets (M2 x 1, M4 x 1 and F6 x 2), Construction of Waterborne Toilets (GR3 x 1 and GR5 x 1) and Construction of External Works at Patantshwana Primary School in Eensaam, Makhuduthamaga, Sekhukhune South District.	Sekhukhune South	29,894094911 7767	-24,9316048181103	ITRU/ Panel of contractors	None
Classrooms, Water and Sanitation	176) Thakgudi Secondary School EMIS 924643148	Construction of Enviroloo Toilets (M2 x 1, M4 x 1 and F6 x 2) and Construction of External Works at Thakgudi Secondary School in Glen Cowie, Makhuduthamaga, Sekhukhune South District.	Sekhukhune South	29,881882931 2781	-24,8717423222354	ITRU/ Panel of contractors	None
Classrooms, Water and Sanitation	177) Mampuru Primary School EMIS 999999999	Construction of Enviroloo Toilets (M4 x 2, F6 x 2 and F10 x 1), Construction of Waterborne Toilets (GR5 x 2 and SD3 x 1) and Construction of External Works at Mampuru Primary School, Makhuduthamaga, Sekhukhune East District.	Sekhukhune East	30,002422	-24,694925	ITRU/ Panel of contractors	None

AREA OF INTERVENTION	FIVE YEAR PLAN						
	NAME OF SCHOOL & EMIS NO.	PROJECT DESCRIPTION	EDUCATION DISTRICT	LOCATION: GPS COORDINATES		PROJECT LEADER	SOCIAL PARTNERS
				GIS LONG	GIS LAT		
Classrooms, Water and Sanitation	178) Tshimonela Primary School EMIS 931331346	Construction of Enviroloo Toilets (M2 x 1, M4 x 1, M6 x 1, F6 x 1 and F10 x 1), Construction of Waterborne Toilets (GR3 x 2 and GR4 x 1) and Construction of External Works at Tshimonela Primary School in Elim, Makhado, Vhembe District.	Vhembe West	30,063521347 9237	-23,1379006901039	ITRU/ Panel of contractors	None
Classrooms, Water and Sanitation	179) Goshetseng Primary School EMIS 924650047	Completion of Construction of Enviroloo Toilets (M2, M6, F6 and F10), Completion of Construction of Waterborne Toilets (GR3 x 2) and Construction of External Works at Gosheteng Primary School.	Sekhukhune South	29,41017	-24,95522	ITRU/ Panel of contractors	None
Classrooms, Water and Sanitation	180) Immerpan Primary School EMIS 906120348	Completion of Construction of Enviroloo Toilets (M6, F6 and F10), Completion of Construction of Waterborne Toilets (GR3 x 2) and Construction of External Works at Immerpan Primary School.	Sekhukhune South	29,385076951 0088	-24,6864540292555	ITRU/ Panel of contractors	None
Classrooms, Water and Sanitation	181) Mohlahlane Primary School EMIS 921230368	Completion of Construction of Enviroloo Toilets (M2, M4 x 2 and F6), Completion of Construction of Waterborne Toilets (GR3 x 2) and Construction of External Works At Mohlahlane Primary School.	Sekhukhune South	29,446694045 3571	-24,6628675187591	ITRU/ Panel of contractors	None

-----&&&&-----