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GENERAL NOTICES • ALGEMENE KENNISGEWINGS

DEPARTMENT OF BASIC EDUCATION

NOTICE 4250 OF 2026

SOUTH AFRICAN SCHOOLS ACT, 1996 (ACT NO. 84 OF 1996)

EXTENSION OF THE PERIOD FOR PUBLIC COMMENT ON THE DRAFT REGULATIONS ON THE NATIONAL EDUCATION INFORMATION SYSTEM, 2026; AND REGULATIONS ON THE MINIMUM NORMS AND STANDARDS FOR PROVINCIAL TEACHER DEVELOPMENT INSTITUTES AND DISTRICT TEACHER DEVELOPMENT CENTRES, 2026

I, Siviwe Gwarube, Minister of Basic Education, hereby invite interested persons and organisations to submit written comments on the following draft regulations for a further period of 30 days from the date of publication of this notice in the Government Gazette:

(a) Regulations on the National Education Information System, 2026; and
(b) Regulations on the Minimum Norms and Standards for Provincial Teacher Development Institutes and District Teacher Development Centres, 2026.

The English and Afrikaans versions of both sets of draft regulations are published together with this notice for public comment.

Written comments must be addressed to the Director: Legal Services, Department of Basic Education, and marked for the attention of Adv. Zukile Ntshwanti. Comments may be submitted as follows:

(a) By email to NEIAS@dbe.gov.za for comments on the draft Regulations on the National Education Information System, 2026, or TeacherDevelopment@dbe.gov.za for comments on the draft Regulations on the Minimum Norms and Standards for Provincial Teacher Development Institutes and District Teacher Development Centres, 2026;
(b) By post to the Department of Basic Education, Private Bag X 895, Pretoria, 0001; or
(c) By hand to the Department of Basic Education, 222 Struben Street, Pretoria, 0001.

Comments must be received within the further 30-day period specified in this notice. Comments received after the expiry of this period will not be considered.

Comments already submitted on either set of draft regulations will be considered and need not be resubmitted. Supplementary comments may be submitted within the further 30-day period.



SIVIWE GWARUBE, MP
MINISTER OF BASIC EDUCATION
DATE: 3 NOVEMBER 2026

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DEPARTMENT OF BASIC EDUCATION

NO. 7798 **6 August 2026**

SOUTH AFRICAN SCHOOLS ACT, 1996

REGULATIONS ON THE MINIMUM NORMS AND STANDARDS FOR PROVINCIAL TEACHER DEVELOPMENT INSTITUTES AND DISTRICT TEACHER DEVELOPMENT CENTRES, 2026

The Minister of Basic Education intends, in terms of section 61(1)*(aD)* of the South African Schools Act, 1996 (Act No. 84 of 1996), to make the Regulations set out in the Schedule hereto.

Any person who wishes to submit written comments or representation on the draft Regulations is invited to do so within 30 days from the date of publication of this Regulations—

(a) posting such comments to the following address:
Private Bag X895
PRETORIA
0001;

(b) delivering such comments by hand at the following address:
The Department of Basic Education
222 Struben Street
Pretoria
0001;

(c) e-mailing such comments to the following address:
TeacherDevelopment@dbe.gov.za

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Comments must be addressed to the Director: Legal Services and marked for the attention of Adv Zukile Ntshwanti. Comments received after the closing date will not be considered.



SIVIWE GWARUBE, MP

MINISTER OF BASIC EDUCATION

DATE: 5 August 2026

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SCHEDULE

Definitions

1. In these Regulations, a word or expression to which a meaning has been assigned in the Act bears the meaning so assigned and, unless the context indicates otherwise–

"Act" means the South African Schools Act, 1996 (Act No. 84 of 1996);

"administration spaces'' means the administrative spaces contemplated in regulation 9;

"Centre" means a District Teacher Development Centre contemplated in regulation 4(4);

"Continuing Professional Teacher Development" means a planned, continuous and lifelong process whereby teachers develop their personal and professional qualities, and improve their knowledge, skills and practice;

"Institute" means a Provincial Teacher Development Institute contemplated in regulation 4(1);

"teacher'' means an educator as defined in section 1(1) of the Act;

"South African Council for Educators" means the council contemplated in section 4 of the South African Council for Educators Act, 2000 (Act No. 31 of 2000);

"supporting spaces'' means areas or facilities within an Institute or Centre that do not serve the core function directly but provide essential support to make the main activities performed in the Institute or Centre effective and sustainable;

"training spaces'' means training spaces contemplated in regulation 8; and

"**Universal Design**" means the design of products, environments, programmes and services usable by all people, to address the diversity of learners and teachers with functional limitations.

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Scope and application

2. These Regulations apply to all education departments, and to Institutes and Centres offering teacher development programmes.

Purpose

3. The purpose of these Regulations is to set norms and standards which are aimed—

(a) at institutionalising, standardising and strengthening the system for teacher professional development; and

(b) at ensuring that all teachers in South Africa receive ongoing, high-quality professional support aligned with national education priorities.

Institutes and Centres

4.(1) Institutes are physical sites that must have the minimum functional capacity to serve as provincial sites from which national and provincial priority Continuing Professional Teacher Development programmes may be coordinated and delivered.

(2) Institutes must—

(a) provide suitable office and administrative spaces for provincial teacher development officials and other officials who deal with the support and development of teachers and teaching;

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(b) provide suitable facilities, which may include residential facilities where required, for the development of key personnel such as subject advisors, district officials and mentor teachers, to support the delivery of quality support to teachers in the districts; and

(c) be resourced and maintained in a manner that enables the Institute to meet minimum norms and standards contemplated in these Regulations.

(3) Centres are physical sites—

(a) located in districts and reasonably accessible to teachers from schools in that district;

(b) from which curriculum and teacher development support may be provided;

(c) where teachers are able to access resources;

(d) where continuing teacher development courses may be delivered; and

(e) where teacher professional learning communities may share good practices.

(4) Centres must, where applicable —

(a) be aligned with the relevant District Improvement Plans; and

(b) be linked to the Institute in the province for purposes of teacher development support.

(5) A Centre must have appropriate arrangements for the maintenance and safekeeping of all equipment made available to the Centre.

(6) District teacher development officials located at or supporting a Centre must, where applicable, assist teachers to access appropriate development opportunities by—

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(a) assisting teachers to participate in self-reflection activities, either online or paper-based, in a safe and non-threatening environment;

(b) facilitating access to relevant content onto the available platforms for use by teachers;

(c) assisting teachers, where applicable, to consider the outcome of self-reflection or assessment processes and to identify appropriate courses or programmes to address any development needs identified;

(d) assisting teachers to apply for relevant courses offered by providers approved or endorsed by the South African Council for Educators, where applicable; and

(e) providing information to teachers on available, lawful and applicable funding mechanisms for approved courses.

Access

5.(1) Institutes and Centres must—

(a) ensure equitable and flexible use, accommodate diverse abilities, preferences and needs;

(b) provide accessible buildings, routes, indoor and outdoor spaces;

(c) provide information, communications and related services;

(d) guarantee full physical and communication accessibility to enable equitable participation by all teachers, including those with disabilities; and

(e) ensure that renovations and upgrades to existing Institutes and Centres prioritise removing barriers and creating inclusive environments that support diverse user needs.

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(2) A Centre's or Institute's infrastructure and facilities must align with the requirements of specialised support programmes, particularly those serving teachers with special needs.

Site and identification

6.(1) The site for an Institute or Centre must—

(a) be determined based on suitable topographical conditions and the location must ensure convenient access taking into consideration the surrounding population and demographic factors; and

(b) contain a name board which is clearly visible to the public, indicating—

(i) the name of the Institute or Centre, as the case may be;
(ii) the contact details of the Institute or Centre;
(iii) the GPS coordinates of the Institute or Centre; and
(iv) a universally accessible QR code on the name board.

(2) When determining a location for an Institute or a Centre, consideration must be given to the following:

(a) The number of schools in the area.

(b) The population being served.

(c) Other amenities and facilities in the vicinity.

(d) Space requirements: there must be sufficient space for planned buildings and provision for future development needs.

(e) Safety and security: the location must be safe and accessible for all users and staff, away from high crime zones.

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(f) Accessibility: the Institute or Centre must be easily accessible by road by persons with disabilities.

(g) Gradient: the gradient of the land must not impede access to persons on wheelchairs, and for this purpose the maximum running slope of the curb ramp must have a slope ratio between 1:12 and 1:16, and ramps leading to the building must have a slope of 1:16 to 1:20.

(h) The location must be appropriately situated for ease of access by public and private transport and pedestrian traffic.

(i) There must be adequate, safe and convenient off-street parking for users' vehicles, designated parking bays for staff and parking for users with disabilities must be provided as close to the building as possible.

(j) The location must also be environmentally safe in respect of winds, floods and low-lying areas susceptible to water logging.

Key areas

7. An enabling teaching and learning environment in a Centre must comprise —

(a) minimum training spaces;

(b) additional training support spaces;

(c) optional focussed learning areas; and

(d) administration spaces.

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Training spaces

8.(1) Every Institute and Centre must provide adequate and functional training spaces to support the effective delivery of teacher development programmes.

(2) Core training spaces must include, but are not limited to the following spaces:

(a) Teaching and learning spaces, such as training rooms, meeting rooms, laboratories, and workshops;

(b) storage areas for teaching and learning materials, and for the safekeeping of sensitive and high-value equipment; and

(c) critical user spaces, including libraries, conference halls, recreational areas, and adequate toilet facilities for trainees and other users.

(3) The minimum average space, in an Institute and a Centre, allocated for a teacher must be as follows:

(a) For the training in laboratories: 1.5m^2 to 2m^2 per teacher; and

(b) for teachers with disabilities: 2.4m^2 per teacher.

(4) For theory classes, there must be no more than 30 teachers per trainer.

(5) The number of teachers for science and ICT laboratories must be aligned to the number of workstations or computers available in the laboratories.

(6) All training spaces must be designed and equipped to provide a safe, inclusive, and conducive learning environment that accommodates diverse modes of training and technology-enabled learning.

(7) The minimum standard for training spaces is as set out in Table A in the Annexure.

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Administrative spaces

9.(1) Every Institute and Centre must include administrative spaces for the effective management, planning and functioning of the Institute or Centre as set out in Table B in the Annexure.

(2) Administrative spaces contemplated in subregulation (1) must include, but are not limited to—

(a) offices for the Head of the Institute or Centre, subject advisors, specialists, information technology specialists, and programme coordinators;

(b) support rooms, including storage rooms, printing rooms, meeting rooms, and staff rooms; and

(c) care and support spaces, such as pastoral care rooms and sick bays, particularly within Centres.

(3) Administrative spaces must be adequately furnished, accessible and equipped with appropriate technology and resources to support management, coordination, and service delivery functions.

Supporting spaces

10. Every Institute and Centre must provide supporting spaces, as set out in Table C of the Annexure, to complement and enhance the delivery of training, administration and professional development activities.

Electricity

11.(1) All Institutes and Centres must have a power supply which complies with all relevant laws.

(2) The choice of an appropriate power supply must be based on the most appropriate source of electricity available for each Institute and Centre.

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(3) The form of power supply contemplated in subregulation (1) may include—

(a) grid electrical reticulation;

(b) generator;

(c) solar powered energy; or

(d) wind powered energy sources.

(4) Institutes and Centres must be furnished with a power supply of such a nature as to make it possible to continue with its work during load shedding by the electricity service provider.

Water

12.(1) All Institutes and Centres must have basic water supply.

(2) Sufficient water-collection points and water-use facilities must be available at all Institutes and Centres to allow convenient access to, and use of water for drinking, personal hygiene and, where appropriate, for food preparation.

(3) The choice of an appropriate water supply technology must only be based on an assessment conducted on the most suitable water supply technology for each particular Institute and Centre.

(4) The sources of water supply contemplated in subregulation (1) may include—

(a) a municipal reticulation network;

(b) rain water harvesting;

(c) mobile tankers;

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(d) boreholes; or

(e) local reservoirs and dams.

(5) No Institute or Centre may function without potable water.

Sanitation

13.(1) All Institutes and Centres must have proper and sufficient sanitation facilities that are accessible to all, provide privacy and security and promote health and hygiene standards that comply with all relevant laws.

(2) The choice of appropriate sanitation technology must be based on an assessment conducted on the most suitable sanitation technology for each particular Institute or Centre.

(3) The sanitation facilities contemplated in subregulation (1) may include—

(a) water borne sanitation;

(b) small bore sewer reticulation;

(c) septic or conservancy tank systems; or

(d) composting toilets.

(4) All sanitation facilities must meet approved health, safety, and environmental standards.

(5) Plain pit and bucket latrines are not permitted in Institutes and Centres.

(6) Institutes and Centres must provide sanitation facilities that ensure accessibility for teachers with disabilities and which must include ramps, handrails, accessible toilet facilities that

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meet National Building Regulations, tactile signage, and visual aids in line with Universal Design and SANS 10400.

Library

14.(1) All Institutes and Centres must have a 21st-century educational library that—

(a) merges print and digital resources;

(b) is equipped with the latest technology; and

(c) promotes an environment of collaboration and inclusivity to foster lifelong learning, creativity and critical thinking.

(2) A library facility or media facility must consist of one or more of the following models:

(a) A mobile facility;

(b) a cluster facility;

(c) a training room facility;

(d) a centralised Centre facility;

(e) a community facility; or

(f) an ICT based facility.

Laboratories for Practical Work Training

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15.(1) All Institutes and Centres must be equipped with the necessary computers, workstations, display devices, apparatus and consumables to make it possible to conduct experiments and practical work.

(2) The apparatus and consumables referred to in subregulation (1) must be housed in a secure laboratory, a mobile laboratory, a classroom, workshop, storeroom or a safe container.

(3) The size of a storeroom in an Institute or Centre must be such that it is conducive for the safe storage of materials and equipment for practical work.

Technology and electronic connectivity

16.(1) All Institutes and Centres must be equipped with—

(a) ICT facilities with the required hardware and dedicated software, business intelligence tools and internet connectivity; and

(b) wired or wireless connectivity for purposes of communication.

(2) The following communication facilities must be provided:

(a) Telephone facilities;

(b) internet or intranet facilities;

(c) an intercom or public address system; and

(d) Information Communications Technology based solutions.

(3) Sufficient bandwidth must be provided to benefit all trainees.

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Perimeter security and safety

17.(1) Every Institute and Centre site must be enclosed by appropriate fencing to a height of at least 1,8 metres.

(2) Institute and Centre buildings must be equipped with safety and security measures, such as the following:

(a) Burglar proofing for all ground floor buildings and other built areas on ground level that are accessible;

(b) 24-hour security guard protection; and

(c) an alarm system.

(3) Institute and Centre buildings and other facilities must conform to all laws relating to fire protection.

Design considerations for training spaces and training support spaces

18.(1) Natural day lighting must be optimised when designing training rooms, in order to minimise the dependence on artificial lighting.

(2) Glare must, as far as reasonably practicable, be avoided.

(3) Ventilation must be natural ventilation and must include permanent wall vents and windows with opening sections so as to promote healthy conditions and the reduction of the risk of the spreading of diseases.

(4) In the provisioning of windows, ease of operation, natural ventilation requirements and maintaining an adequate level of safety must be taken into account.

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(5) Acoustic conditions must, as far as reasonably practicable, facilitate clear communication of speech between trainer and teacher, and amongst teachers, and must not impede teaching and learning activities.

(6) Background noise and reverberation must, as far as reasonably practicable, be reduced to a minimum.

(7) ICT laboratories are specialised spaces and must not be utilised for any purpose other than their intended purpose.

(8) Innovative design which is efficient, cost effective and appropriate to create an enabling and inclusive teaching and learning environment must be promoted.

Tools and equipment

19.(1) Tools and equipment are to be housed in individual laboratories, and no common storerooms and tool rooms are permitted.

(2) Inventory control and scrutiny must be conducted on a quarterly basis with a consolidation at the end of each academic year and a guideline for dealing with the inventory of consumable material must be provided.

(3) Tools and equipment must be reviewed regularly to identify items that are unserviceable or beyond economical repair.

(4) Before removal from use, such tools and equipment must be assessed for possible repair, safe reuse or redeployment in accordance with applicable asset management requirements.

Maintenance

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20.(1) Preventative maintenance, which includes the regular painting of buildings and sealing of roofs, must be conducted regularly to keep buildings and equipment in good condition.

(2) Corrective maintenance, which includes replacing broken windows, doors and gutters, must be done when necessary in order to ensure that operations continue safely.

Furniture

21.(1) Each space within an Institute and a Centre needs to have adequate and suitable furniture for the purpose it serves.

(2) In acquiring educational spaces, consideration must be given to the suitability of furniture for adult use, for specialist rooms, such as science labs, computer labs and for libraries, all of which have specific requirements in terms of furniture.

(3) Administration spaces must include furniture suitable for a reception area.

(4) Education support spaces must consider the purpose for each space, which must guide the procurement of suitable furniture for both indoor and outdoor areas, the latter described as recreational spaces.

Linking of Centres with schools

22. A Centre must support schools within its location, wherein the training of teachers from these schools is delivered.

Short Title and commencement

23. These Regulations are called the Regulations on the Minimum Norms and Standards for Provincial Teacher Development Institutes and District Teacher Development Centres, 2026, and come into operation on the date of publication in the *Gazette*.

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ANNEXURE

Table A: Training spaces

			Size norms per core areas m²			
	Number		Institute		Centre	
	Institute	Centre	Minimum	Maximum	Minimum	Maximum
Training room	10	6	60	72	48	60
Lecture theatre	1	0	100	120	0	0
Library	1	1	60	72	60	72
Science / practical work laboratory	1	1	60	72	60	72
Life Science Lab	1	0	60	72	0	0
ICT / computer room	3	1	60	72	48	60
Server room	2	1	15	20	12	15
Multipurpose room	2	2	60	72	48	60
Technology room	1	0	48	60	0	0
Media centre	1	0	60	72	0	0
Conference room	1	0	100	120	0	0
LTSM store	1	1	60	72	60	72
Storage space	6	4	12	15	10	12
Ablution facilities, including accessible toilet facilities	Minimum 3 male and 3 female facilities, including facilities accessible to persons with disabilities, subject to applicable building and sanitation requirements	Minimum 3 male and 3 female facilities, including facilities accessible to persons with disabilities, subject to applicable building and sanitation requirements	2.2x2.2	-	2.2x2.2	-

For purposes of this Table, a multipurpose room may include meetings, workshop and recreational uses, where appropriately designed and equipped.

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Table B: Administration spaces

			Size norms per core areas m²			
	Number		Institute		Centre	
	Institute	Centre	Minimum	Maximum	Minimum	Maximum
Office for the Head	1	1	15	20	12	15
Deputy Head	4	1	12	15	10	15
Provincial/District official's office, including subject advisors, specialists, IT specialists and programme coordinators	4	15	10	12	10	15
Administration office	6	4	12	15	12	15
Reception area	1	1	12	15	10	15
Lounge	1	1	15	25	0	0
Boardroom / meeting room	1	1	24	36	48	60
Storage areas/spaces	6	2	12	15	10	15
Strong room	1	1	6	10	6	10
Printing room	4	2	10	15	10	15
Staff room	1	1	48	60	48	60
* Pastoral care / sick room	1	1	12	15	12	15
Kitchenette	1	1	12	15	12	15

Table C: Supporting spaces

			Size norms per core areas m²			
	Number		Institute		Centre	
	Institute	Centre	Minimum	Maximum	Minimum	Maximum
Security room	1	0	6	10	6	10
Dining room/hall	1	1	60	80	60	80

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DEPARTMENT OF BASIC EDUCATION

NO. 7801 **11 August 2026**

SOUTH AFRICAN SCHOOLS ACT, 1996

REGULATIONS ON THE NATIONAL EDUCATION INFORMATION SYSTEM, 2026

The Minister of Basic Education intends, in terms of section 61(1)*(aF)* of the South African Schools Act, 1996 (Act No. 84 of 1996), to make the Regulations set out in the Schedule hereto.

Any person who wishes to submit written comments or representations on the draft Regulations is invited to do so within 30 days from the date of publication of this Regulations by—

(a) posting such comments to the following address:
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Comments must be addressed to the Director: Legal Services, and marked for the attention of Adv Zukile Ntshwanti. Comments received after the closing date will not be considered.



SIVIWE GWARUBE, MP

MINISTER OF BASIC EDUCATION

DATE: 5 August 2026

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SCHEDULE

Definitions

1. In these Regulations, a word or expression to which a meaning has been assigned in the Act bears the meaning so assigned and, unless the context indicates otherwise—

"Act" means the South African Schools Act, 1996 (Act No. 84 of 1996);

"data manager" means a person responsible for overseeing the management, storage, security and organisation of education data within an education department and education institution;

"early childhood development" for the purpose of these Regulations means the physical, cognitive, emotional and social development of children from birth to school-going age, and includes early education, health, nutrition and parenting support;

"early childhood development programme" for the purpose of these Regulations means a structured and age-appropriate programme registered in terms of section 95 of the Children's Act, 2005 (Act No. 38 of 2005) to provide care, development, early learning opportunities or support for children from birth to school-going age;

"education data" means all information relevant to the planning and management of education that is collected, stored and processed by education institutions and education departments, including all information falling within the minimum data fields;

"education institution" means an established or registered institution that provides education as its primary purpose;

"Education Management Information System" means a system contemplated in regulation 3;

"Education Management Information System officer" means an official referred to in regulation 3(2);

"information officer" means an information officer as defined in section 1 of the Promotion of Access to Information Act, 2000 (Act No. 2 of 2000);

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"minimum data fields" means the core set of education data elements that are required to be collected, stored or processed through the Education Management Information System, as set out in Annexure A;

"non-teaching staff" means all staff members in permanent or temporary employment within a school other than principals, educators and officials of education departments;

"policy owner" means a directorate responsible for overseeing the creation, implementation, and enforcement of a specific policy within the department;

"school term" means a designated portion of the academic year during which an educational institution holds classes, typically lasting several weeks or months;

"school year" means the period of the year during which learners attend school;

"system administrator" means an official referred to in regulation 11(1).

Scope, application and objectives

2. (1) These Regulations apply to—

(a) education departments and education institutions that collect, store and process education data for education management and resource planning purposes; and

(b) education data collected, stored, processed and disseminated through the Education Management Information System.

(2) The objectives of these Regulations are to—

(a) facilitate the collection, storage, processing and dissemination of education data by education institutions, education departments, ECD centres and Home Education, using the national education information system; and

(b) provide a structured framework for managing education data in a way that ensures consistency, security, compliance and efficiency for the education sector.

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Education Management Information System

3.(1) The Education Management Information System is a system for the collection, processing, analysis, publication, dissemination and rendering of information services for the management of education resources and services that -

(a) is a coordinated education management information system;

(b) is approved for use by the Department and education departments; and

(c) facilitates the planning and management of education data at school, circuit, district, provincial and national levels.

(2) The Department of Basic Education, an education department, education district and education institute must appoint an official as an Education Management Information System officer.

Duties of Head of Department

4. A Head of Department must—

(a) ensure that all education data identified for collection and submission is provided to the Department of Basic Education in accordance with these Regulations; and

(b) sign off all education data before submitting it to the Department of Basic Education.

Duties of national Education Management Information System officer

5. An Education Management Information System officer within the Department of Basic Education must—

(a) coordinate, approve and control the release of official statistics and education data to all stakeholders, including the Department of Basic Education, in accordance with reporting cycles or special requests;

(b) ensure that education data released adheres to the Protection of Personal Information Act, 2013 (Act No. 4 of 2013);

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(c) ensure that the Education Management Information System is developed and maintained in line with Information Standards defined in the National Education Information Policy (2004) and promote the effective use of Education Management Information System by education institutions;

(d) approve education data collection projects;

(e) monitor compliance and collaborate with other provincial and national information officers to advance the Education Management Information System; and

(f) organise regular meetings with all provincial Education Management Information System officers in the furtherance of the Education Management Information System.

Duties of provincial Education Management Information System officer

6. An Education Management Information System officer in an education department must—

(a) coordinate, approve and control the release of official provincial Education Management Information System statistics and data to all relevant institutions and authorised parties;

(b) ensure that education data released adheres to quality standards as required by the Department of Basic Education and the Protection of Personal Information Act, 2013 (Act No. 4 of 2013);

(c) collaborate with all other Education Management Information System officers in the furtherance of the Education Management Information System; and

(d) provide advice on the improvements of electronic and non-electronic information systems.

Duties of district Education Management Information System officer

7. An Education Management Information System officer in each education district must—

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(*a*) coordinate and control the release of education data from education institutions to all information users, including both external and internal stakeholders such as provincial and district officials, the Department of Basic Education and academic researchers, in accordance with established information reporting cycles or in response to special information requests; and

(b) ensure that statistics and education data submitted comply with Information Standards defined in the National Education Information Policy (2004) with regard to accuracy and presentation.

Duties of an education institution's Education Management Information System officer

8. An education institution Education Management Information System officer must—

(a) coordinate and control the release of education data to all information users, including external and internal stakeholders, such as provincial and district officials, the Department of Basic Education and academic researchers, in accordance with reporting cycle and special information requests ensuring data adherence to established standards and requirements;

(b) ensure that a business process is developed and adhered to during data processing and migration between systems and data is consistent across systems; and

(c) establish effective and rigorous record-keeping, data verification, data capturing and data handling methodology and sign-off procedures to ensure clean, accurate, reliable and consistent quality data.

Duties of principal or head of education institution

9. The principal or head of an education institution must—

(a) sign off all education data relating to his or her education institution;

(b) submit signed education data to the relevant education department; and

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(c) ensure that education data submitted is accurate and complies with data specifications established by the Department of Basic Education.

Duties of data managers

10. Each data manager must—

(a) ensure that education data collected and submitted to the Department of Basic Education is accurate, accessible, and utilised effectively; and

(b) comply with relevant regulations and policies relating to data collected by the Department of Basic Education.

Duties of system administrator

11.(1) An education department and education institute must appoint an official as a system administrator who will be responsible for the deployment, maintenance and support of the Education Management Information System in that education department or education institution.

(2) A system administrator must—

(a) manage user access and permissions;
(b) provide technical support to employees;
(c) perform data backups;
(d) identify system requirements and install upgrades; and
(e) manage software updates, handle patches and monitor data security.

Data collection, submission and reporting

12.(1) All education institutions must capture and provide all education data through the Education Management Information System, in accordance with the data reporting obligations specified in subregulation (3).

(2) Learner enrolment and educator information for Grade R in registered Early Childhood Development Programmes must be collected through the Education Management Information System in accordance with the data reporting obligations specified in subregulation (3).

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(3) The data reporting obligations referred to in subregulations (1) and (2) are as follows:

(a) All education institutions must ensure that all minimum fields (as specified in Annexure A) are captured, verified, complete and accurate prior to submission;

(b) Education departments and institutions must submit all required data within the timeframes prescribed by the Department, including any annual, quarterly, or ad hoc reporting period (Annexure B);

(c) All education departments and institutions must implement appropriate internal processes to ensure compliance with data quality standards as stipulated in the South African Statistical Quality Assessment Framework (SASQAF);

(d) All data required must be submitted to the designated provincial and national information system, including the National Data Warehouse, in a format and manner determined by the Department;

(e) The Education Management Information System officer of the relevant education department or education institution must confirm and approve the education data before submission.

(4) The National Data Warehouse shall serve as the central repository for the storage and management of all education data reported at education institution, ECD centres, Home Education, circuit, district, provincial, and national levels.

(5) Education departments must ensure that quality assured, complete and valid education data is submitted to the Department of Basic Education.

(6) Policy owners at all levels of the education system must verify the completeness and validity of the education data.

(7) The education data management processes that are instituted at provincial level must comply with the policy directives established by the Department of Basic Education.

(8) The Department of Basic Education must maintain and publish the master list for all education institutions as per the Master List Standard as published in Government Gazette No. 35526.

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(9) The Department of Basic Education must keep records of all registered Home Education learners provided by education departments in the National Data Warehouse (which is a centralised, integrated repository of data collected from all education institutions, ECD centres and Home Education sector).

(10) All education institutions and education departments must cooperate with any data quality audits, evaluations, or verification processes initiated by the Department, and must provide access to records, supporting documents and information requests.

Compliance and access control

13.(1) Education departments and education institutions must ensure that measures are established and maintained to protect the integrity and confidentiality of personal information collected by such education institutions and education departments.

(2) Education departments and institutions must keep and maintain a register of personnel who have access to databases containing personal information.

(3) Education departments must safely and accessibly store education data reflecting the current education system and historical profiles of the education system from the past, in accordance with information standards defined in the National Education Information Policy (2004).

Short title and commencement

14. These Regulations are called the National Education Information System Regulations, 2026, and come into operation on a date determined by the Minister by notice in the Gazette.

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Annexure A

MINIMUM DATA FIELDS

(a) Education data specified in the fields below is required for purposes of the Education Management Information System and information is not limited to the minimum list.

(b) Any expansion of minimum data fields must be discussed and reviewed during Technical Committee on e-Education meetings and must receive formal approval from the Heads of Education Department Committee (HEDCOM) Sub-Committee on e-Education (established in accordance with provisions of the National Education Policy Act, 1996 (Act No. 27 of 1996) before implementation.

(c) Core school-based education data fields must be completed, verified and submitted as stipulated in the master list standard.

Learner and Parent Information	**Human Resources**	**Curriculum**	**School Finance & Asset Management**	**Extra-curricular**	**School Governing Bodies & School Management reports**
(a) Learner's name(s) and surname (b) Registration Number, date registered (c) Date archived with reason (d) Learner's date of birth (e) Learner's ID or passport number (f) National Status, Country of origin (g) Previous school	(a) Personnel position and Post level. (b) The SACE number of all teaching staff (c) The number years of Teaching experience	(a) Correct subjects are assigned to all learners. (b) Subject classes with learners. (c) Weights of all subjects, (d) Programme of assessment for all subjects	(a) Annual School Budget; (b) Auditors and Audit results; (c) Asset registers, Infrastructure register; and (d) LTSM – textbooks	(a) Co-currilar and extracurricular activities offered; (b) Learner participation; and (c) Scholar Transport &	(a) SGB elections and membership; (b) Subcommittees and members; (c) Governance records information; (d) School Health & Safety

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(h) Contact number and address and relationship emergency contacts (i) Learner's disability status (j) Learner's grade (k) Learner's address (l) Learner's mode of transport (m) Learner's orphan status (n) The learner's home language (o) Language of Leaning and Teaching (LOLT) (p) Learner's class (q) Learner's Pregnancy if applicable (r) Learner's illnesses, psychological Information, barriers to learning (s) SIAS (t) Learner's attendance (u) Reasons for absenteeism. (v) Discipline procedures (w) Drug testing (x) Code of conduct (y) Drug random search	(d) The qualification levels of the educators. (e) Fundza Lushaka scheme (f) The subject specialisations of the Educator (g) Teaching Load for all Educators (h) Non-teaching staff are captured on SA-SAMS. (i) Archive personnel that left the institution with correct date (j) Personnel position and remuneration type. (k) Ensure that the attendance register is kept up to date (l) Capture the correct reasons for absenteeism (m) QMS (n) Contact number and address and	(e) Ensure that the dates of assessments are during school terms. (f) Marks for all tasks. (g) results per subject for every quarter (h) learner performance for every term; and (i) promotion requirement at the end of the year	assigned and retrieval.	NSNP (if applicable)	records information; (e) SSE, SIP and APIP; (f) SGB and Management reports; and (g) Timetable

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	relationship emergency contacts.				

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ANNEXURE B

COLLECTION DATES

Data must be submitted to Department of Basic Education as per the schedule below.

Table 1: Submission dates for Ordinary and Special Schools

Reference Period	Data collection	Data used for reporting	Date for submission to Department of Basic Education
Term 1:	• Learner Registration collection • LURITS upload & feedback files • SNAP	• NSC registration	**First Tuesday of March**
Term 2:	• Term 1 Learner performance collection • Approved data for reporting (verified data) • LURITS upload with marks, maintenance & updated feedback files	• 1st Q APP 4.2.4 report with upload evidence • Treasury submission, Publications, NNSSF (payment & Resource Allocation)	**First Tuesday of May**

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Reference Period	Data collection	Data used for reporting	Date for submission to Department of Basic Education
Term 3	• Term 2 Learner performance collection • LURITS upload with marks, corrections & new feedback files back/ Maintenance	• Q2 APP 4.2.4	**Last Friday of July**
Term 4:	• Term 3 Learner performance collection	• December upload evidence of Q3 & status report on promotion collection	**Last Friday of October**
Term 1 of following year	• Term 4 Learner promotion collection • Q4 APP 4.2.4 reporting • T4 LURITS upload with promotion marks, corrections & new feedback files back	Learner promotion	**Last Friday January of following year**

(a) All registered Early Childhood Development centres offering Grade R are required to submit education data to their respective education departments as per the schedule below.

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(b) All registered Early Childhood Development Programmes offering Grade R are required to submit data to their respective education departments as per the schedule below.

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Table 2: Submission dates for Early Childhood Development

Reference Period	Data collection	Data used for reporting	Date: Provincial Education Department Collection & Submission to Department of Basic Education
Quarter 1:	• Learner Registration collection • Learner enrolment • Learner performance collection	• APP Reporting • CG reporting?	**Last Friday of the quarter**
Quarter 2:	• Learner Registration collection • Learner enrolment • Learner performance collection	• APP Reporting • CG reporting	**Last Friday of the quarter**
Quarter 3:	• Learner Registration collection • Learner enrolment • Learner performance collection	• APP Reporting • Enrolment	**Last Friday of the quarter**
Quarter 4:	• Learner Registration collection • Learner enrolment • Learner performance collection	• APP Reporting • Enrolment	**Last Friday of the quarter**

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All education departments must extract (from the Home Education Registration System) and submit the required education data of registered Home Education learners to the Department of Basic Education for reporting as per the schedule below.

Table 3: Submission dates for Home Education

Reference Period	Data collection	Data used for reporting	Date: Provincial Education Department Collection & Submission to Department of Basic Education
Quarter 1:	• Learner Registration collection • Learner enrolment	• Reporting	**Last Friday of the quarter**
Quarter 2:	• Learner Registration collection • Learner enrolment	• Reporting • New registrations	**Last Friday of the quarter**
Quarter 3:	• Learner Registration collection • Learner enrolment	• Reporting • New registrations	**Last Friday of the quarter**
Quarter 4:	• Learner Registration collection • Learner enrolment	• Reporting • New registrations	**Last Friday of the quarter**

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