

SA-SAMS SNE alignment GEC Workshop 2026



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Discussion Points

Overview :

- Reflection on roll of EMIS & Systems

Data provision –

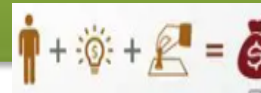
- Dates due – EMIS Calendar
- Roles & responsibilities (Policy owner collaboration)

Capturing of the GEC assessment Components on SA-SAMS

- Inclinations Assessment
- Integrated Project
- 21st Century Skills



25 304 school's
data with
learners collected
and verified



13 769 639 M Learners'
information related to
their school



Aim:

Review and correction of

DATA

- Types of schools
- SNE Learners
- Educator
- Learner performance
- SIAS



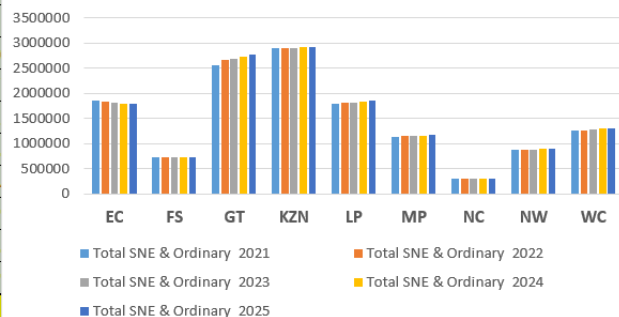
No of Learners in Ordinary & SNE by Province & Sector 2025

Province	Sector	Ordinary School	Special Needs Education Centres (SNE)	Ordinary Schools & SNE
EC	INDEPENDENT	80 937	0	80 937
	Public	1 703 754	10 599	1 714 353
EC Total		1 784 691	10 599	1 795 290
FS	INDEPENDENT	21 570	25	21 595
	Public	693 906	6 565	700 471
FS Total		715 476	6 590	722 066
GT	INDEPENDENT	343 932	2 920	346 852
	Public	2 340 853	82 693	2 423 546
GT Total		2 684 785	85 613	2 770 398
KZN	INDEPENDENT	68 176	303	68 479
	Public	2 836 165	22 814	2 858 979
KZN Total		2 904 341	23 117	2 927 458
LP	INDEPENDENT	89 844	75	89 919
	Public	1 754 594	9 111	1 763 705
LP Total		1 844 438	9 186	1 853 624
MP	INDEPENDENT	37 716	70	37 786
	Public	1 136 290	4 307	1 140 597
MP Total		1 174 006	4 377	1 178 383
NC	INDEPENDENT	8 260	0	8 260
	Public	303 977	1 948	305 925
NC Total		312 237	1 948	314 185
NW	INDEPENDENT	32 277	0	32 277
	Public	858 454	8 661	867 115
NW Total		890 731	8 661	899 392
WC	INDEPENDENT	73 882	1 398	75 280
	Public	1 212 282	21 281	1 233 563
WC Total		1 286 164	22 679	1 308 843
Grand Total		13 596 869	172 770	13 769 639

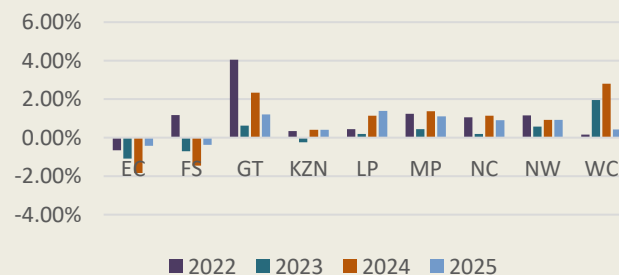
Comparison of 2021 to 2025 Learner Numbers

	Total SNE & Ordinary					Learner number Increase				% Increase			
	2021	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025
EC	1848053	1836084	1816384	1802963	1795290	-11969	-19700	-33121	-7673	-0.65%	-1.08%	-1.84%	-0.43%
FS	726713	735346	730258	724775	722066	8633	-5088	-10571	-2709	1.17%	-0.70%	-1.46%	-0.38%
GT	2564812	2672940	2689824	2737072	2770398	108128	16884	64132	33326	4.05%	0.63%	2.34%	1.20%
KZN	2893958	2903918	2896892	2915703	2927458	9960	-7026	11785	11755	0.34%	-0.24%	0.40%	0.40%
LP	1799130	1807018	1810648	1827906	1853624	7888	3630	20888	25718	0.44%	0.20%	1.14%	1.39%
MP	1134889	1149194	1154374	1165266	1178383	14305	5180	16072	13117	1.24%	0.45%	1.38%	1.11%
NC	304566	307820	308412	311353	314185	3254	592	3533	2832	1.06%	0.19%	1.13%	0.90%
NW	872601	882834	887874	891089	899392	10233	5040	8255	8303	1.16%	0.57%	0.93%	0.92%
WC	1264527	1266635	1291823	1303247	1308843	2108	25188	36612	5596	0.17%	1.95%	2.81%	0.43%
National	13409249	13561789	13586489	13679374	13769639	152540	24700	117585	90265	1.12%	0.18%	0.86%	0.66%

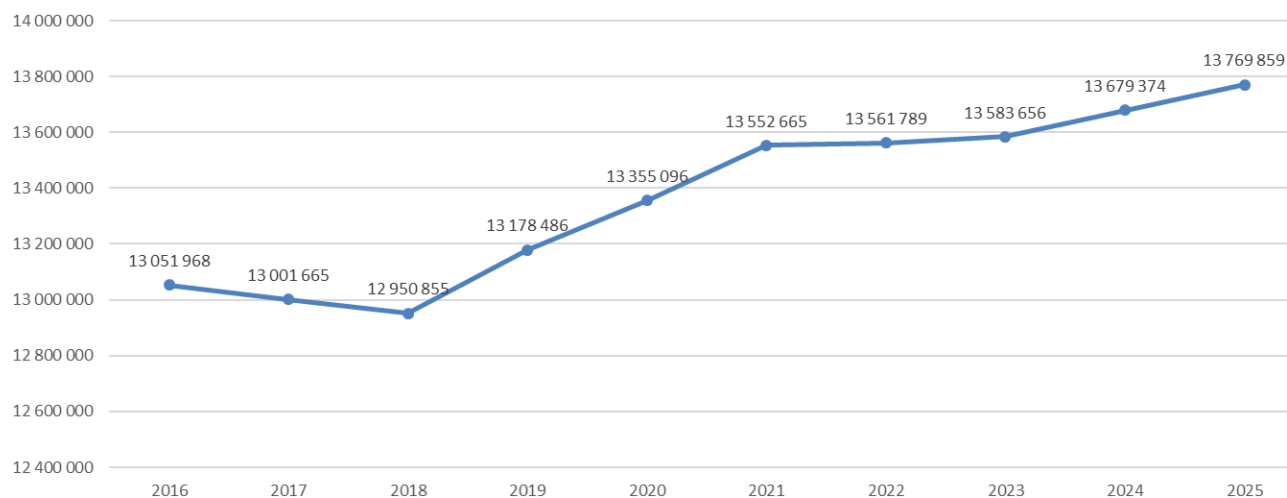
Learner number increase



% Learner increase



Enrolment over 10 years



The table above indicates enrolment increased from 13 051 968 in 2016 to 13 769 859 in 2025, representing a 6.5% growth.

Size of data collected by EMIS

>25 000
school's data
collected and
verified

>13.7M
Learners'
information
related to their
school
including daily
attendance and every
mark captured
per learner

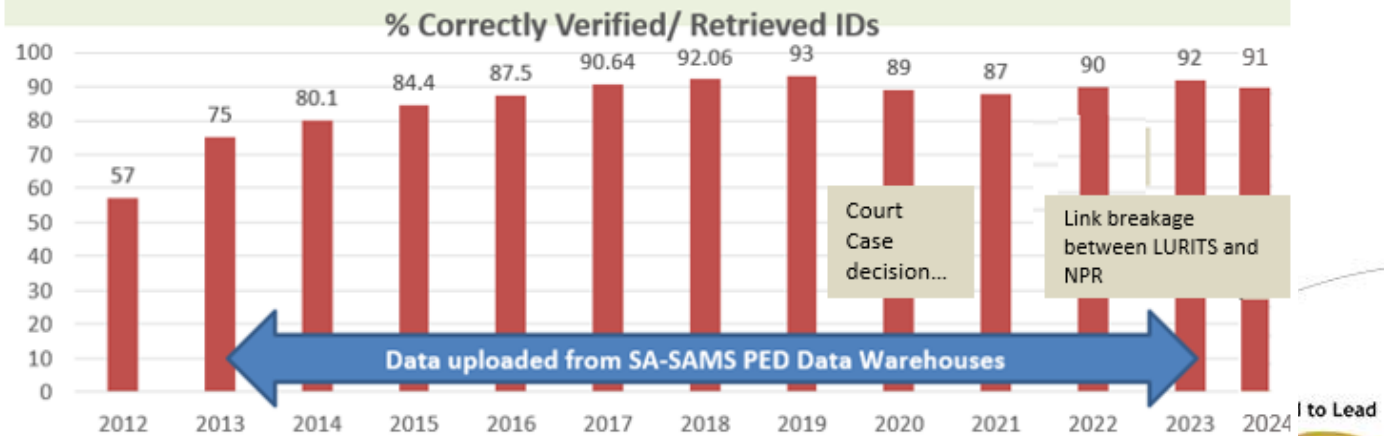
450K Educator
and Staff
information

Data verified
with DHA –
Captured ID's
>92% correct



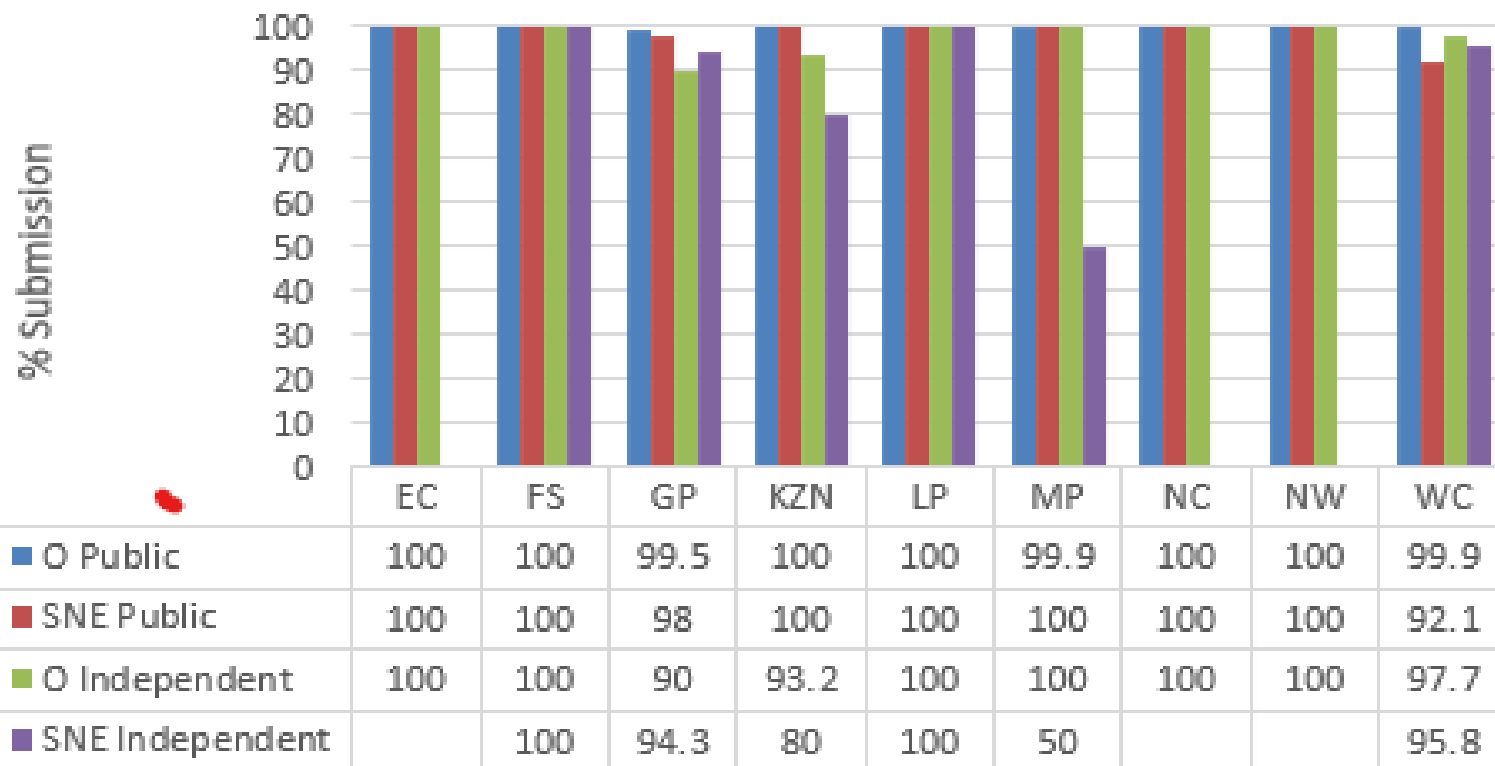
LURITS data validated against NPR (DHA) 2012 -2024

From SA-SAMS data that is successfully uploaded to LURITS, the following was correctly verified or retrieved from DHA since LURITS was introduced and implemented



Institutions Response Rate Per Province 2025

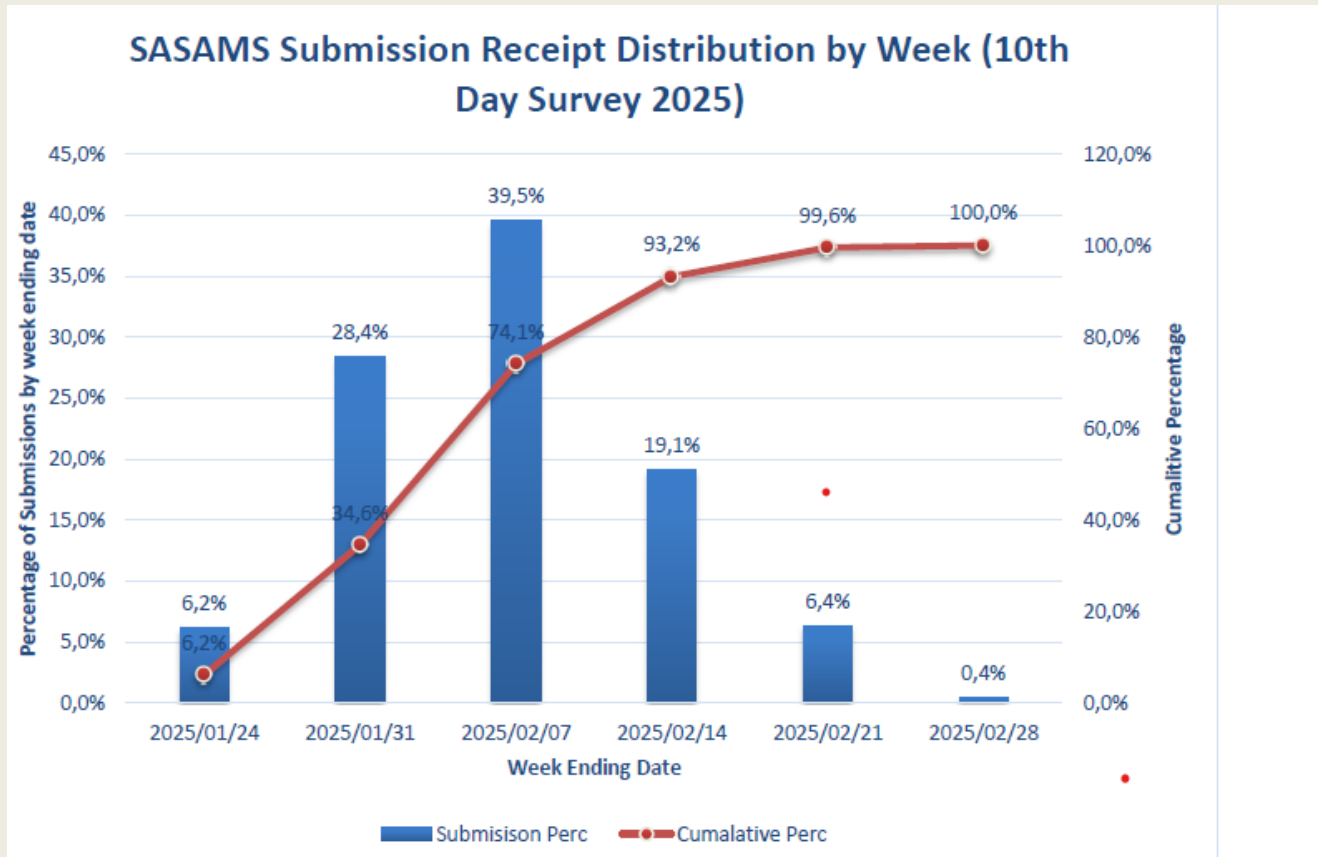
% Completeness of data responses



Data Collection

- providing complete data sets with reliable information regularly

Date that data is expected BUT....



Why using SA-SAMS:

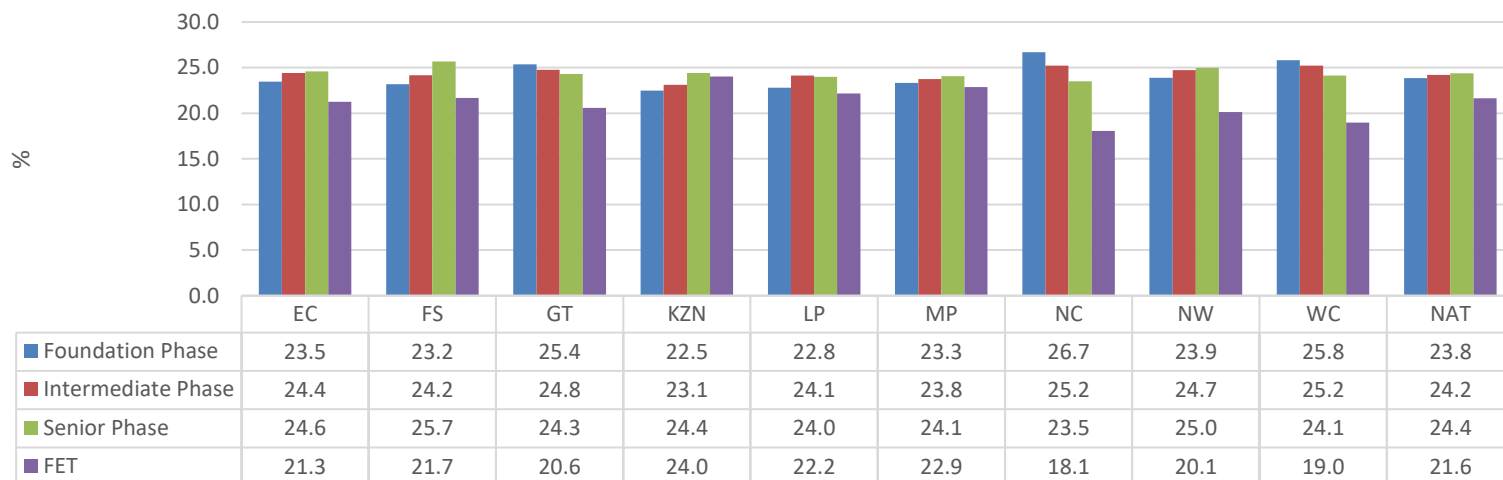
- Value of SA-SAMS – Standardised Implementation
 - Capturing and Collection & data warehouse

APP4.2.4 Q4 2024/2025 DRAFT	Total number of schools		Schools using SA-SAMS for reporting to district & province for T4			% Usage of SA-SAMS	
	Public Schools	Independent Schools	# Public ordinary submitted	# Public SNE submitted	# Ind schools submitted	Total # of public schools on submitting SA-SAMS databases	Independent schools on submitting SA-SAMS databases
Eastern Cape	5 010	310	4 950	45	294	99.7	94.8
Free State	931	84	907	24	84	100.0	100.0
Gauteng	2 016	901	1 868	148	901	100.0	100.0
Kwazulu-Natal	5 827	287	5 739	75	256	99.8	89.2
Limpopo	3 619	243	3 584	35	243	100.0	100.0
Mpumalanga	1 635	142	1 617	18	139	100.0	97.9
North West	1 466	125	1 434	32	116	100.0	92.8
Northern Cape	555	46	544	11	46	100.0	100.0
National without WC	21 059	2 138	20 643	388	2 079	99.87	97.2

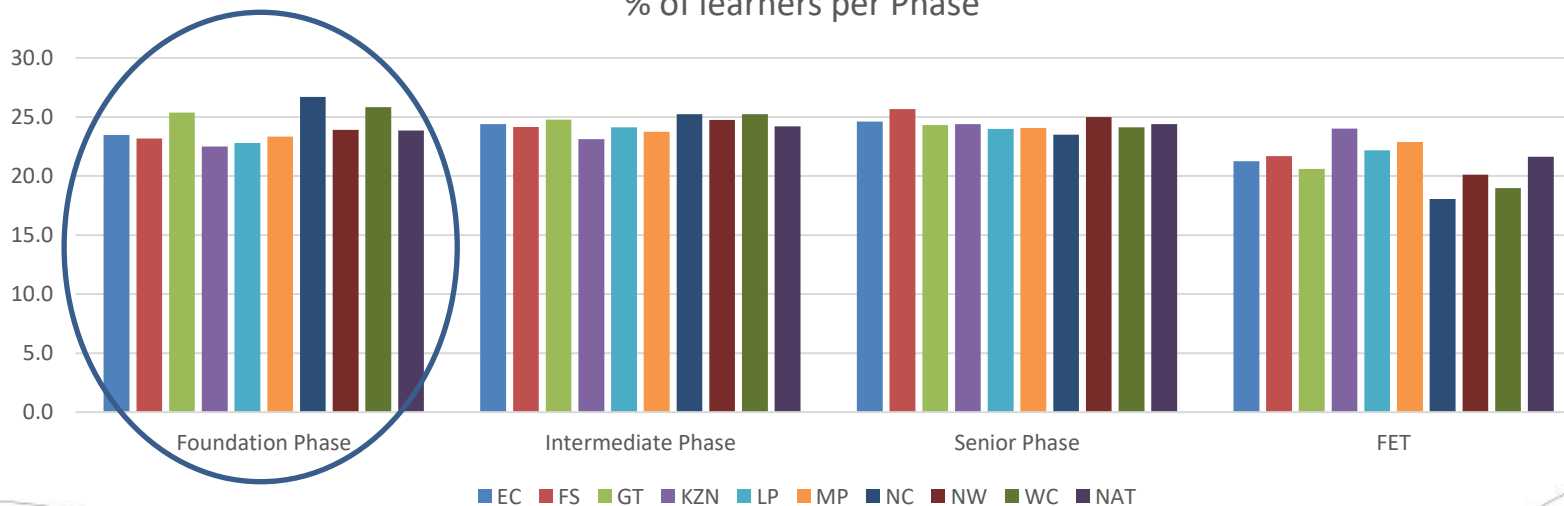
- **Readiness of data for collection & **Accountability

Why using SA-SAMS: Learner Distribution

% of learners per Phase

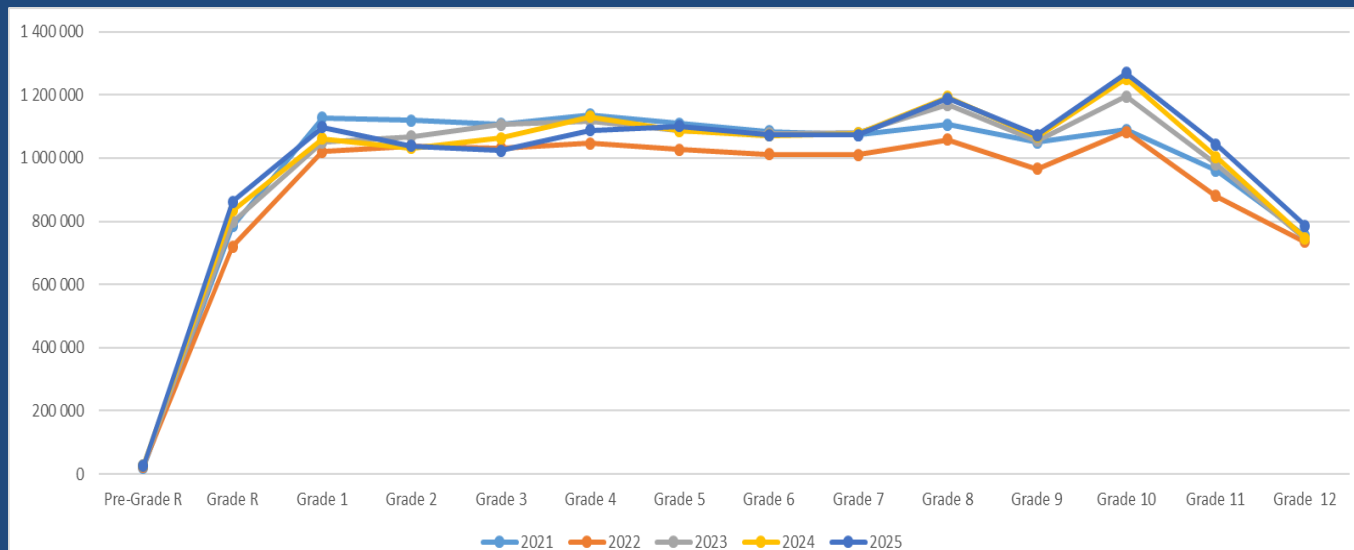


% of learners per Phase

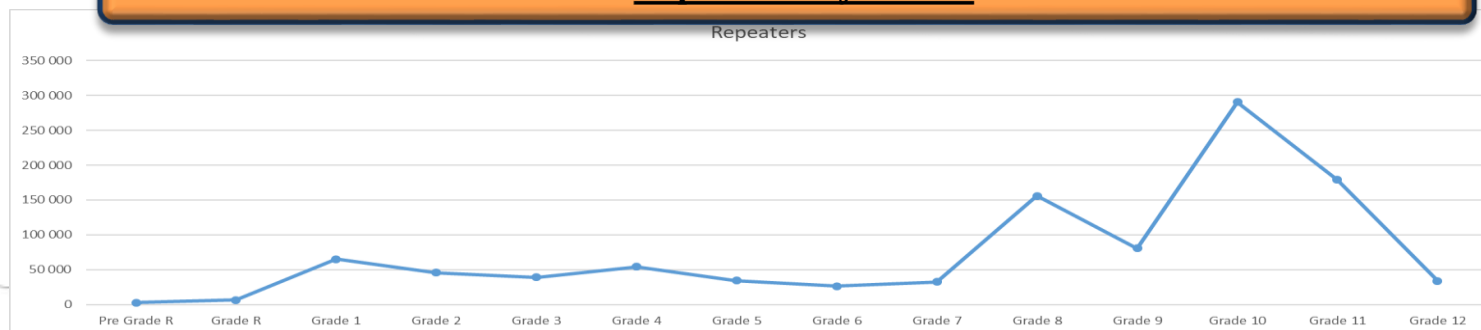




Enrolment by Grade between 2021 and 2025



Repeaters by Grade



SINGLE SOURCE - SOUTH AFRICAN SCHOOL ADMINISTRATION AND MANAGEMENT SYSTEM



Operational data verified by PED
consolidated in LURITS



Operational data verified by PED
consolidated in National LURITS



SA-SAMS serves as the foundation of the Learner Unit Record Information and Tracking System (LURITS), supplying unit level data on institutions, learners, and educators. By using operational data, it minimises the need for separate surveys by various programmes, thereby saving resources and supporting quality assurance (QA).

- SA-SAMS is provided to schools at no cost, with no licence fees required.
- **Provincial Education Departments are responsible for implementing the system in schools and offering user support.**
- The use of a standardised format strengthens QA processes and enhances accountability, also ensuring that data remains credible and complete.
- **To align with POPIA and data security requirements, SA-SAMS has built in access control to specific data fields. Data submissions as well as access to data access is restricted to aligned with POPIA .**
- As the system owner, the Department of Basic Education (DBE) maintains and updates the SA-SAMS package quarterly to ensure alignment with policy requirements
- **DDD** is an **EMIS** Dashboard where **SA-SAMS** is the source

DDD is used for monitoring

- (not reporting)



data
driven
districts



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Vision - an Integrated Education Information System



The vision is to create a system that will support **all levels** with

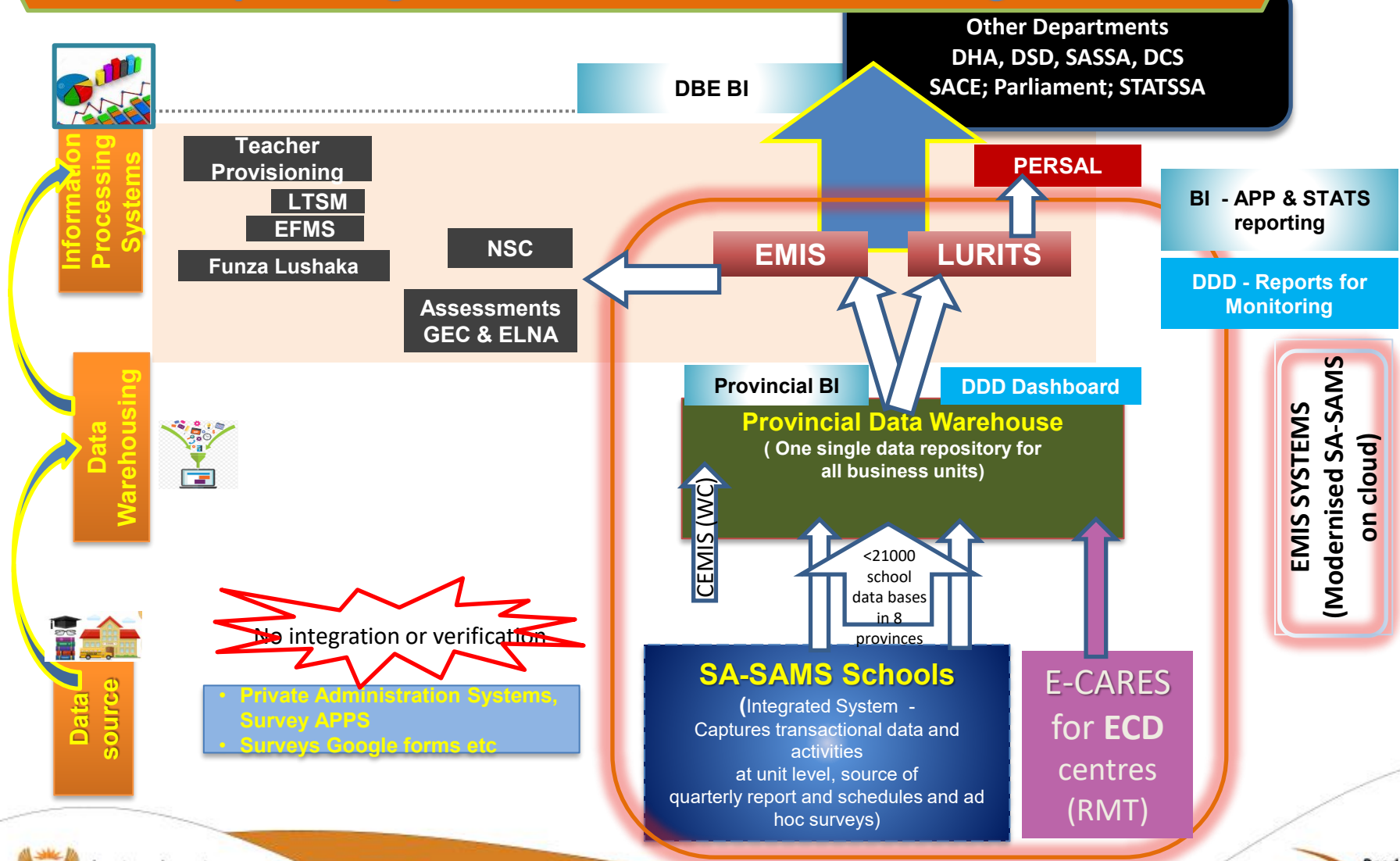
- data management
- reporting on the performance of all in education
- support and strategy in the districts / province

- **Single data source to have the same data at all levels**
 - All data should be generated and collected from a **single source system at institutional level (Standardising data)**
 - All operational and transversal systems must be **integrated** and available for use at **both a provincial and national level**
 - The **reporting layer (or business intelligence) will be a single layer on top of the operational systems** to provide one single integrated view of the truth
- **administration for up-to-date data**
 - **Save resources – no more recapturing with data entry mistakes**
 - Easy to use and integrated system
 - Leads to more frequent uploads with operational data vs survey data
- **Apply better data quality assurance**
 - Use systems with **built in data integrity**
 - **Follow EMIS processes (QA and collection)**
 - Improve **accountability on district level** using the data
 - **Employ technical personnel for user and data base support and quality assurance**



Flow of data

INTEGRATING DATA SYSTEMS IN THE EDUCATION SECTOR - providing reliable information faster & regular



DATA SOURCE – AN INTEGRATED EDUCATION INFORMATION SYSTEM

The intention of a national learner tracking system is to collect the unit record data of each learner in the country from Grade R to Grade 12 and to track the movement of each learner from school to school throughout the learner's school career.



Identify learners without ID numbers;

Identify duplicate learners in the system;

Identify learners that exit the system at any point;

Track the movement and migration of learners in the system;

Provide a full progression history of the learner in the system;

Provide accurate data for planning and resourcing purposes.

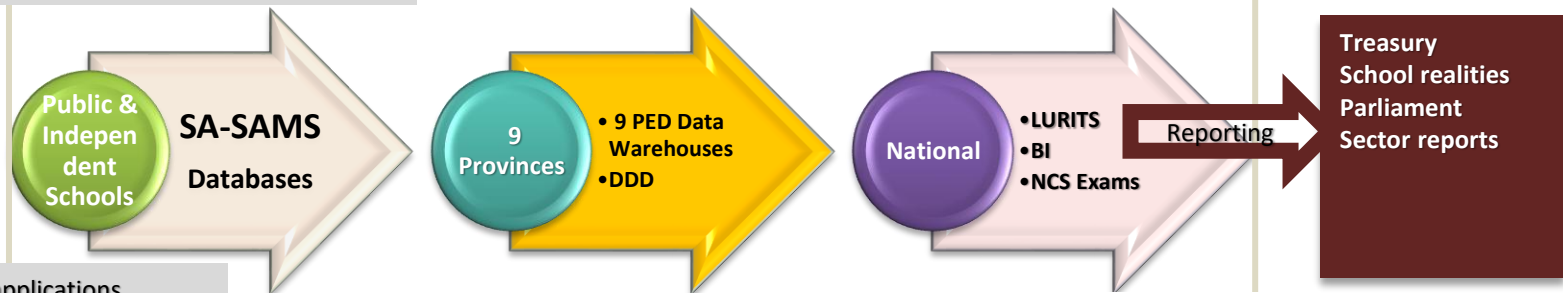
The EMIS Directorate maintains a series of information systems/applications to source and supply data for the education sector

-Collection method changed from aggregated data (that was reported manually through two surveys) to unit level data (received electronically by PEDs quarterly)

Data Verification and validation: PED, District & PED

- Using a standard data source assist with policy implementation and monitoring in all PED's. Data validation rules built on source application and quality assurance processes support data integrity and completeness.
- PED validation process start with rules built in upload tools and verification processes

The Source and flow of data



Data applications

Requirements received and SA-SAMS is updated and released to schools quarterly



At school - Data is captured, verified and signed off



Data is verified and signed off by district and provincial level by various policy owners



Data for Monitoring



Data for reporting planning

School Realities



EMIS portal - GIS



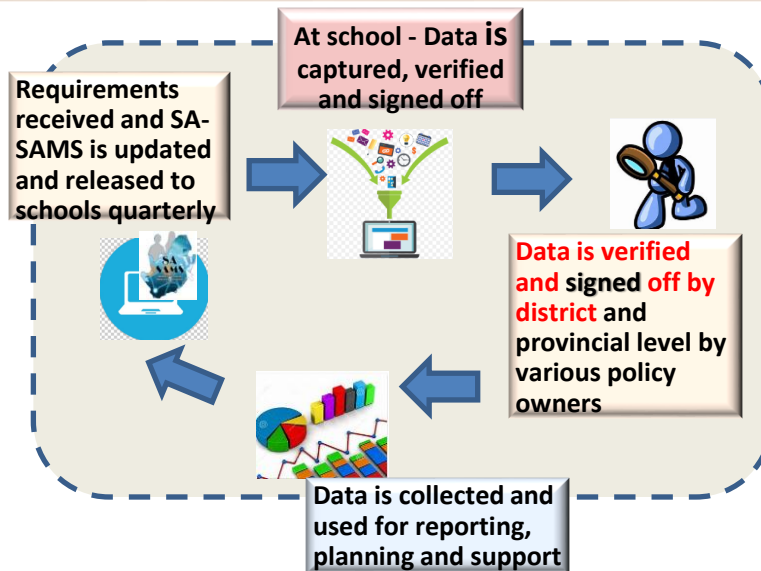
Data Quality & Credibility

Collaboration between **SYSTEM OWNER** and **DATA/POLICY OWNER**

reporting process flow – involving district for quality checks
Preparing , capturing, quality assurance and reporting of data

SA-SAMS is **policy driven** and is quarterly updated to sector needs.

This ensures **uniformity of policy implementation and standardizing reporting** e.g. CAPS assessment and learner promotions.



System owner

- Maintain system
- Train users
- E collection for reports

Data / Policy owner

- Circular instructions to PED and schools
- District/PED to monitor **completeness** of submissions
- **Verify printed & signed reports** generated by SA-SAMS

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• PAM/SIAS – Inclusive education

- Exams - NSC Gr 12 learner registration forms per school

- Planning - Check / monitor printed Monthly attendance
- Head count – learner & edu

- Curriculum - Check / monitor printed Subject Mark sheet

- CM/ DM- Check printed quarterly schedule

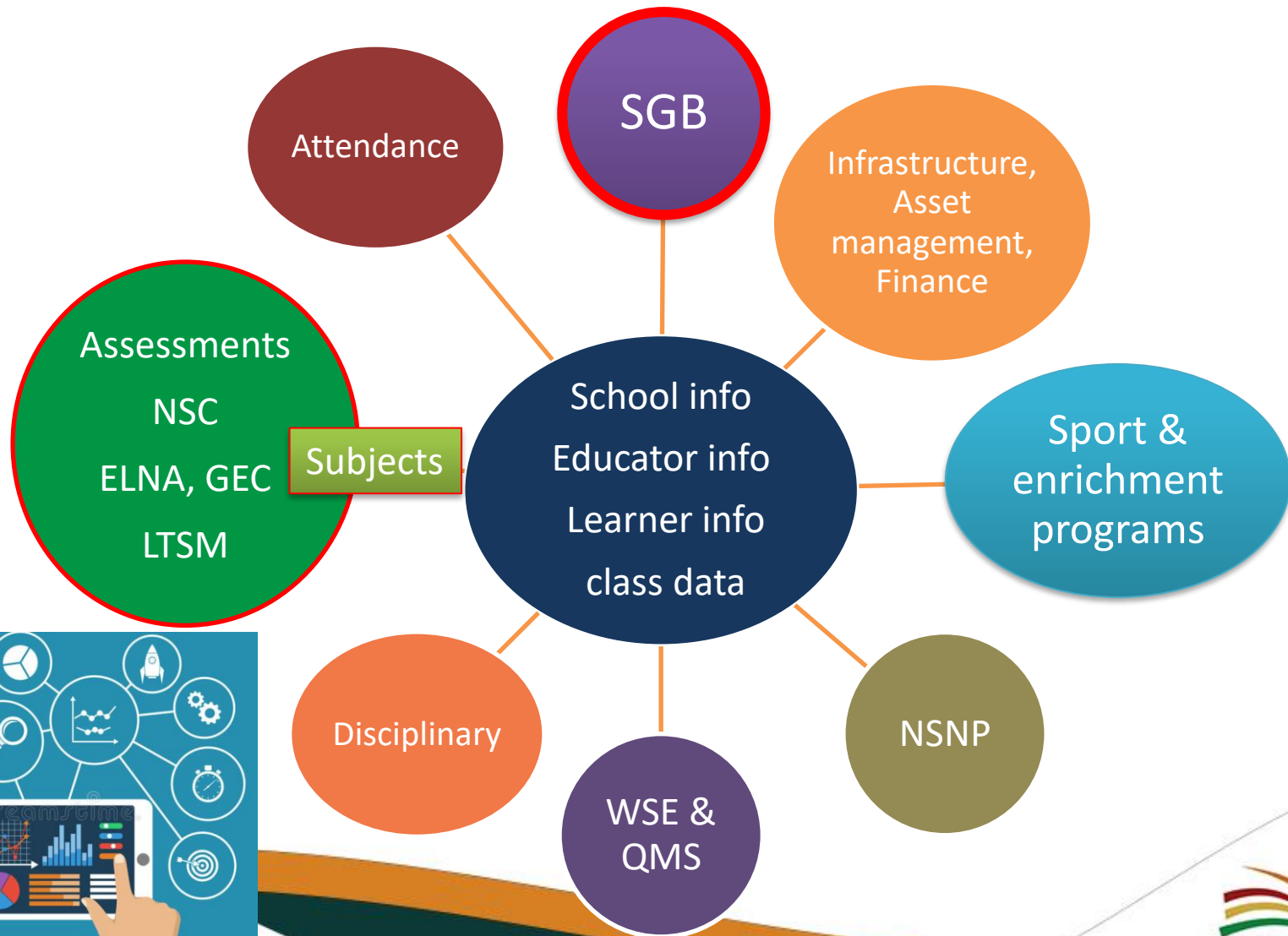
- Safety – Monitor/Check printed monthly incident

- Others QMS , SSE & SIP, PAM, Finance, ELNA, GEC, LTSM, etc



Data Integration on Source - SA-SAMS

Standard data available for multiple usages , users and reports -> SAVING RESOURCES



DATA SOURCE: SA-SAMS

SA-SAMS is modularised for ease of use and access control

Data fields are integrated saving resources and to improve data integrity



THE MOSSIE PRIMARY

2025



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SA-SAMS : School Administration and Management System MAIN MENU

1. School General Information	11. Financial Assistant
2. Human Resource Information	12. Curriculum Related Data
3. Learner and Parent Information	13. Timetabling Assistant
4. Learner Listing	14. Physical Resources
5. Governance Information	15. Library Module
6. Standard Letters and Forms	16. Security and Database Functions
7. Export Data	17. Lurits Approval Module
8. Annual National Assessment	
9. National Assessment	
10. School Reports	User Preferences



Grade: Subject: SysTest: Validate All

Term	Task Description (English) (Yellow = Formal Task)	Status	Common Test/ Task	Activity Count	Topic Count	Planned Date	Raw Task Total	Term Weight %	Include in SBA Year Mark	SBA Weight %
Term4	1 GEC Collaboration - Formal	Open	Yes	10	1	2026/10/08	10	20.00	No	
Term4	2 GEC Communication - Formal	Open	Yes	12	1	2026/10/08	10	20.00	No	
Term4	3 GEC Creativity - Formal	Open	Yes	12	1	2026/10/08	10	20.00	No	
Term4	4 GEC Critical thinking - Formal	Open	Yes	13	1	2026/10/08	10	20.00	No	
Term4	5 GEC Metacognition - Formal	Open	Yes	13	1	2026/10/08	10	20.00	No	

Grade: Subject: SysTest: Validate All

Term	Task Description (English) (Yellow = Formal Task)	Status	Common Test/ Task	Activity Count	Topic Count	Planned Date	Raw Task Total	Term Weight %	Include in SBA Year Mark	SBA Weight %
Term3	Artistic - Formal	Open	No	0	1	2026/09/15	20	16.67	No	
Term3	Conversional - Formal	Open	No	0	1	2026/09/15	20	16.67	No	
Term3	Enterprising - Formal	Open	No	0	1	2026/09/15	20	16.67	No	
Term3	Investigative - Formal	Open	No	0	1	2026/09/15	20	16.67	No	
Term3	Realistic - Formal	Open	No	0	1	2026/09/15	20	16.66	No	
Term3	Social - Formal	Open	No	0	1	2026/09/15	20	16.66	No	
Term 3 Totals:							120	100.00		



SysTest: Validate All

Grade: Subject:

Term	Task Description (English) (Yellow = Formal Task)	Status	Common Test/ Task	Activity Count	Topic Count	Planned Date	Raw Task Total	Term Weight %	Include in SBA Year Mark	SBA Weight %
Term4	Project 1 (Project) - Formal	Open	No	7	1	2026/10/08	100	50.00	No	
Term4	Project 2 (Project) - Formal	Open	No	3	1	2026/10/08	100	50.00	No	
Term 4 Totals:							200	100.00		

Activities for Task :

Activity (Yellow = Formal)	Date	Mark	Weight %
Creative Arts 1 - Formal		50	8.50
Creative Arts 2 - Formal			
Economics Management Science - Formal			
First Additional Language - Formal			
Home Language - Formal			
Life Orientation - Formal			
Social Sciences - Formal			

DB: ☒ Local DB ☐ Data\NO\EduSolEmis.New ☐ Data\NO\EduSolEmis.Old ☐ Compare (New vs Old)

Grade: Subject:

Grid Options: ☐ Display Activities ☐ Display Afrikaans and Vernacular (If Applicable)

Official Tasks & Activities Only

v26.0.1 : C:\Users\Vanderwesthuizen.C\OneDrive - Department of Basic Education\Desktop\2\Data\800009415LA: 2026/04/15											
331	Mathematics (Gr 09) Subject NOT Validated										
Official Task ID	Term	Planned Date	Task Description (Yellow = Formal Task)	Task Type	Common Test/ Task	Activity Count	Topic Count	Raw Task Total	Term Weight %	Include in SBA Year Mark	SBA Weight %
248611	Term1	2026/01/30	Baseline Assessment		No	0	1	50	0.00	No	
248612	Term1	2026/03/16	1	Assignment	Yes	0	1	50	40.00	Yes	20.00
248613	Term1	2026/03/16	2: Test	Test	Yes	0	1	50	60.00	Yes	15.00
Term 1 Totals:								150	100.00		
248614	Term2	2026/06/11	3	Investigation	Yes	0	1	50	40.00	Yes	15.00
248615	Term2	2026/06/11	4: Test		Yes	0	1	75	60.00	Yes	20.00
Term 2 Totals:								125	100.00		
248616	Term3	2026/09/16	5	Project	Yes	0	1	50	40.00	Yes	15.00
248617	Term3	2026/09/16	6: Test	Control test	Yes	0	1	50	60.00	Yes	15.00
Term 3 Totals:								100	100.00		
248618	Term4	2026/10/08	2 GEC Communication		Yes	3	1	10	0.00	No	
248619	Term4	2026/10/08	4 GEC Critical thinking		Yes	3	1	10	0.00	No	
248620	Term4	2026/10/08	5 GEC Metacognition		Yes	3	1	10	0.00	No	
248621	Term4	2026/11/25	7	End-of-year	Yes	2	1	150	40.00	No	



Thank you

