



Northern Cape
Department of Education

%



Multi-Year Education Improvement Plan

Setting the province of the
Northern Cape ahead of
National Averages



Increasing the opportunities of the
Northern Cape young people



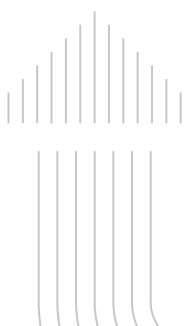
Dr Zamani Saul, Premier of the Northern Cape

“At the heart of a modern, growing and successful province is education. We won’t be able to modernise the province if we do not place emphasis on the education of our children.”



Mr Abraham Vosloo, MEC of Education, Northern Cape

“Northern Cape will be amongst the best in education, thanks to our strategic partnership with the NECT and stakeholders from the business community that have embraced this improvement plan.”





Everyday, the Northern Cape is becoming a Modern, Growing and Successful Province.

Our province's economy is being transformed through **diversification, empowerment, employment** and **sustainable development**.

Education is at the core of enabling every learner an opportunity to play a meaningful role in the Northern Cape, in South Africa and globally.

Framed by the National Development Plan (NDP) of 2012, the Northern Cape Provincial Growth and Development Plan (PGDP) Vision 2040 and the Department of Basic Education Priorities; the provincial department of education adopted a Five-Year strategy (2025-2029) aimed at meeting the provincial development goals and contributing to the national development goals.

To achieve these imperatives, the province puts forward a Multiyear Learning Improvement plan that serves to guide fast-tracking the pace of education improvement by –

- Outlining Priority Areas and key Change Levers for education improvement
- Clarify and define the roles that school communities and key partners like the private sector, teacher unions, and academia can play in the education system.
- Establishing a foundation to mobilise additional and complementary technical and material resources to support the schools and the different levels of the education sector.

As a foundation, the plan acknowledges and celebrates our achievements. It defines and intensifies our focus on persistent challenges. It outlines joint and disaggregated action steps towards our goals and establishes measures to ensure our progress. Additionally, it includes mechanisms for regular reviews and reporting of our progress. Importantly, it is a frame of reference and anchor to guide strategic planning across multiple five-year administrations.

Table of Contents

1. THE JOURNEY SO FAR5

72. WHAT IS THE PAIN?

3. VISION AND MISSION11

134. QUALITY INDICATORS

5.THE QUAD CHANGE COMPONENT14

166. PROGRAMME THEORY

7. STAKEHOLDER ENGAGEMENT23

258. QUALITY CULTURE

9. REVIEW AND IMPROVEMENT29

3010. RESOURCING THE PLAN

11. INVESTMENT PLAN34



1. The Journey So Far

Despite persistent educational challenges that the Northern Cape Province continues to grapple with, as discussed in the subsequent section, the province has achieved remarkable successes in the past five years or so. The key achievements are:

The Northern Cape Province has recorded a steady growth of the Senior National Certificate (NSC) pass rate - from **66%** in 2020 to **84,19%** in 2024, which represents an increase of **18%**.

Awarding bursaries to **225 ECD practitioners** to improve their qualifications in the 2024/25 financial year, up from **161 bursaries** in the 2023/24 financial year.

Learner performance in Grade 12 Maths at the rate of **60%** and above increased from **10.2%** in 2022 to **14.8%** in 2024 – an increase of 45%



EDUCATION

The performance of the Northern Cape learners in both SEACMEQ Reading and Mathematics has been on the rising trajectory, from **230** to **512** and **260** to **532** points respectively between 2000 and 2021.

The performance of the province in both South African Systematic Evaluation (SASE) Grade 3 Reading and Mathematics has been on the rise, from **230** to **5424** and **260** to **422** points respectively between 2000 and 2021.

The Grade 12 bachelor pass rate increased from **28.4%** in 2020 to **38.6%** in 2024 – an increase of 10.2%



SOCIO-ECONOMIC WELFARE

The current rate of HIV/AIDs prevalence stands at **8.9%** against the national average of **12.7%**.

The Northern Cape employment rate stands at **26,3%** compared to the national average of **32.2%** over the past ten years.

A decrease in teenage pregnancy, from **3 817** incidents in 2019 to **3 538** incidents in 2024 - through campaigns such as 'Not me. Not now'.

The table above indicates some key successes recorded by the Northern Cape Department of Education (NCDoE) in the past few years. The increase in the NSC pass rate by 18% between 2020 and 2024, the increase in the NSC bachelor pass rate by 10.2% between 2020 and 2024, the 45% increase in NSC Maths performance, the performance rise in both SEACMEQ Reading and Mathematics by 282 and 272 points respectively between 2000 and 2021 and the decrease in teenage pregnancy incidents from 3 817 in 2019 to 3 538 in 2024 are some of the achievements that should be celebrated by the Northern Cape Province.

It is also encouraging to observe that the Northern Cape Province is doing better than the national department/government on indicators such as employment rate - which stands at 26,3% compared to the national average of 32.2% over the past ten years, the current rate of HIV/AIDs prevalence - which stands at 8.9% against the national average of 12.7%, the performance of NCDoE in the recent SEACMEQ Reading - which stood at a score 532 compared to the national department's 505, and the NC's higher rate of school attendance which was 1.6% higher than that of the national department of basic education over the past ten years. It is very important for the Northern Cape Province to maintain the positive performance on these indicators whilst developing strategies to improve on those that are still lagging behind.

While the successes listed above are commendable, the NCDoE still has multiple areas of pain (challenges) to deal with. These include improving the matric pass rate even higher – the province needs to move from its lowest performing position in the matric results and rise up the performance table; drastically reducing pregnancy incidents – at 3 538 a year, teenage pregnancy incidents are still very much high; appointing teachers and support personnel in the special schools – this was indicated as a challenge in the 2024 annual report; and most importantly, ensuring that the recorded successes are sustained and progressively enhanced and utilised to improve systemic efficiency and the general learner performance.



2. What is the Pain?

“If you want to achieve excellence... as of this second, quit doing less-than-excellent work.” Thomas J. Watson

While the successes listed in the previous section are laudable, the Northern Cape Province still has multiple areas of pain - challenges- to address.

At first glance, education challenges appear to be confined to the classroom level. However, in reality, these challenges extend far beyond the classroom, impacting households and schools alike. The root cause of these challenges lies in how we, as communities and the education department, and schools, collectively utilise the combination of technical capabilities, technological opportunities, and resources available to us. Below are some of the key challenges that we face.

The challenges mentioned below are a select few, presented in comparison with other provinces. This comparison helps us benchmark our province and set competitive and ambitious yet realistic targets.

		10 years			Current		
		NC	National	Diff	NC	National	Diff
SOCIO-ECONOMIC WELFARE	Employment opportunities (rates compared to national averages)	26.3%	32.2%	-5.9	27.4%	31.9%	-4.5
	*Life Expectancy	~62.4	65	-2.6	62.7	66.6	-3.9
	Migration (Inter-provincial)	2.6	x	x	~2.6% share of migrants (2022 Census)	x	x
	HIV/AIDS Prevalence	x	17.3%	x	~8.9%	~12.7%	+3.8
	Infant mortality	x	23.13%	x	16.1 deaths per 1000 live births	22.9 deaths Per 1000 live births	-6.8
	Household income (average)	x	R 204 359	x	179 676	R204 359	-24 68
	NEET (youth not employed)	x	31.4%	x	50.3%	33.5%	+16.8



		10 years			Current		
		NC	National	Diff	NC	National	Diff
EDUCATIONAL	University entrance passes	31.1%	37.9%	-6.8%	38.6%	47.8%	-9.2%
	*NSC Math performance above 60%	12.57%	13.71%	-1.14%	14.8%	18%	-3.2%
	NSC Math Participation	24.56%	40.47%	-27.9%	19.8%	36.23%	-16.43%
	Reading levels (SASE Grade 3)	33%	36.6%	-3.5%	42.4%	43.8%	-14%
	Reading levels (SEACMEQ Grade 6)	405	508	-103	532	505	+27
	Mathematic Performance Levels (TIMSS Grade 9)	366	359	7	383	397	-14
	Access to ECD	23.4%	25%	-1.6%	25.4%	33.6%	-8.2%
	Post-school educational attainment	11.1%	15.2%	4.1%	13%	15.8%	-2.8%

*Northern Cape 10-year average life expectancy estimate based on available data from sources like Statistics South Africa and the Global Data Lab. *NSC Math performance above 60% covers 2018 – 2024.

The table illustrates the connection between educational outcomes and various indicators of overall well-being. While improvements in these indicators are influenced by the collective efforts of various stakeholders, the responsibility for championing and sustaining progress in educational outcomes lies primarily with the education department, supported by other relevant actor groups with particular emphasis on areas where Northern Cape Province is lagging behind the national averages.

The table highlights the areas where immediate improvements are required. These include –



HIGH CONCERN AREAS

- *Participation in Pure Mathematics [below national average by 28%. The year-on-year decline of 16,4% is concerning]*
- *Performance level and Trends of Reading levels [Mixed results – NC Cape needs to drive performance above 500 centre point]*
- *Performance level and Trends of Mathematics performance [Mixed results – NC Cape needs to drive performance above 500 centre point]*
- *Low access to ECD [23,4%]*
- *Low post-schooling attainment (11,1%) [although national ranges – 4,1% lower than national average and year-on-year decline of 2,8%*



MEDIUM CONCERN AREAS

- *University Entrance rates – [31.1% - that are lower than national average by 7% and declined]*
- *Mathematics performance above 60% [Although within national average range, the proportion is low low – 12,57% and there is a year-on year decline*



Current Technical Capacity of the system: Teacher Profiling

The table below highlights areas of concern (high and medium) in relation to teacher profiling in the Northern Cape Province.



HIGH CONCERN AREAS

- About 69% of senior educators in the NC were over 50 years of age. The NDoE will need to seriously factor this into its senior educator succession plan.
- Only 36% of school principals were women in 2021.
- The majority of educators who exit the schooling system in the NC are resignations. For instance, about 6% of educators under the age of 50 resigned between 2018 and 2019. The province will also need to pay attention to this resignation trend.



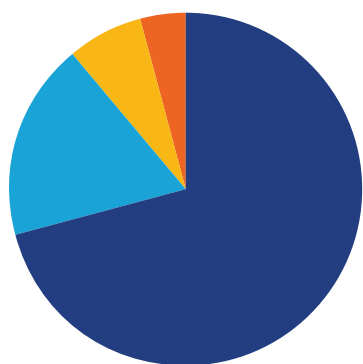
MEDIUM CONCERN AREAS

- About 42% of educators were 50 years or older in 2021. This is the teacher cohort that is nearing retirement age, and the NC will need to develop a replacement strategy for them.
- About 5.6% of the educators moved out of the NC Province between 2012 and 2019. This is the third-highest movement rate after North-West and Free State provinces.

Key statistics from internal data review

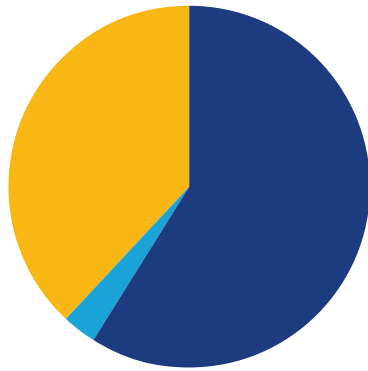
The tables below present key statistics on the current teacher workforce in the Northern Cape, based on data from EMIS and an estimated total of 11 174 educators in the system. The analysis covers years of service, average age, and the nature of appointments. These indicators offer critical insights into the province's teacher capacity and help identify potential risks and opportunities related to retention, succession planning, and overall workforce stability.

Table 1: Northern Cape Teachers No. of years in the System



	No. of Years in the System	No. of Teachers	%
	0 - 10 Years	7906	71%
	11 - 20 Years	2026	18%
	21 - 30 Years	733	7%
	31 - 40 Years	489	4%
	41 - 50 Years	18	0%
	50+ Years	2	0%
	TOTAL	11174	

Table 2: Nature of appointment



Nature of Appointment	No. of Teachers	%
Permanent	6592	59%
Substitute	383	3%
Temporary	4199	38%
TOTAL	11174	

Table 3: Age group of teachers in the Northern Cape



Age Group	No. of Teachers	%
20-29	1991	18%
30-39	2986	27%
40-49	1864	17%
50-59	3423	31%
60-69	890	8%
70+	20	0%
Total	11174	

As seen in the tables above, despite a healthy influx of new teachers (71% with 0–10 years’ service), the Northern Cape faces two key challenges. First, only 11% of educators have more than 20 years’ experience, suggesting potential gaps in deep pedagogical expertise and mentorship capacity. Second, with 31% of teachers aged 50–59 (and another 8% aged 60+), a significant cohort is approaching retirement—yet 38% of posts remain temporary, which may hinder long-term planning and retention. To strengthen stability and institutional memory, the department should prioritise transitioning high-performing temporary staff into permanent roles, bolster mid-career professional development, and implement robust succession-planning for the imminent wave of retirements.



3. Vision and Mission

The Northern Cape Department of Education initiated a review of its Vision, Mission, and Values to align the province's education system with its newly envisioned long-term success goals. The primary objective was to ensure strategic alignment with the priorities of the 7th administration and to assess the relevance of the department's mission and vision in addressing the evolving needs of the education system. The process involved reviewing the existing Vision and Mission statements, evaluating their alignment with the new strategic direction, and collecting stakeholder feedback for potential improvements.

Revised drafts of the Vision and Mission were proposed, and stakeholder input was solicited, with a consolidation deadline set for October 4, 2024. A total of 71 respondents participated in the review process.

The analysis of the survey results regarding the Vision and Mission of the Northern Cape's education system revealed a strong desire among respondents for improvement. A significant

majority of respondents indicated that the then-current vision required revision, with 78.9% advocating for change. The feedback suggested that the respondents were seeking a vision that not only inspires ambition but also authentically reflects the unique identity and challenges of the Northern Cape.

The survey further highlighted gaps in the then-current mission's measurability, with almost half of the respondents expressing doubts about its effectiveness. This indicated a need for the mission to be more actionable, enabling officials to track progress and outcomes effectively.

Lastly, the review indicated that the existing Values should remain unchanged, as they sufficiently reflect the operational behaviours needed to support the new strategy. Accountability, Honesty, and Excellence, emerged as non-negotiable core values for most respondents, underscoring a strong commitment to ethical conduct and high standards, thus, these remained unchanged.

THE NEW VISION AND MISSION

VISION:

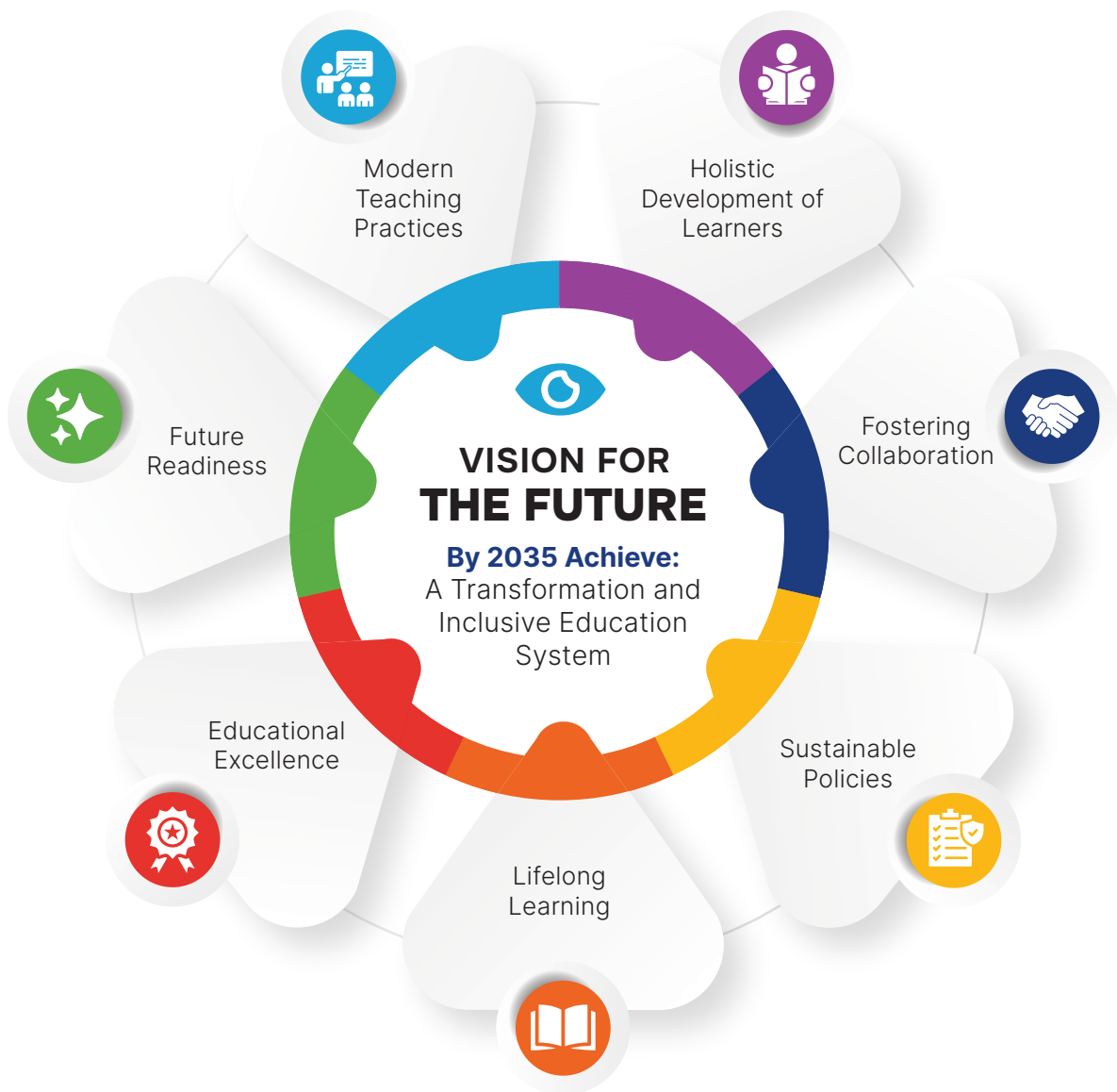
A transformative and inclusive education system that accelerates the Northern Cape's journey toward becoming a modern, growing, and successful province.

MISSION:

We aim to create an environment where modern teaching practices and the holistic development of learners are prioritised, by fostering collaboration amongst stakeholders, implementing sustainable policies, and encouraging lifelong learning, positioning the Northern Cape as a leader in educational excellence and future readiness.



To achieve the vision of the department, on behalf of its main stakeholders, i.e. learners and parents, the department aspires to provide a transformative and inclusive education system that is rooted in seven anchors:



The next step for the executive team is to implement a change management process aimed at creating awareness of the new Vision and Mission, and embedding their aspirations into the department's operations, behaviours, and organisational culture. This cultural alignment will be critical in enabling the department to achieve its new strategic goals. A report titled "Analysis of Survey Results: Vision, Mission, and Values of the Northern Cape's Education System", which was submitted to the department on 11 October 2024, includes recommendations that should guide the implementation of activities designed to drive behavioural change aligned with the new Vision and Mission, as well as awareness of the change.

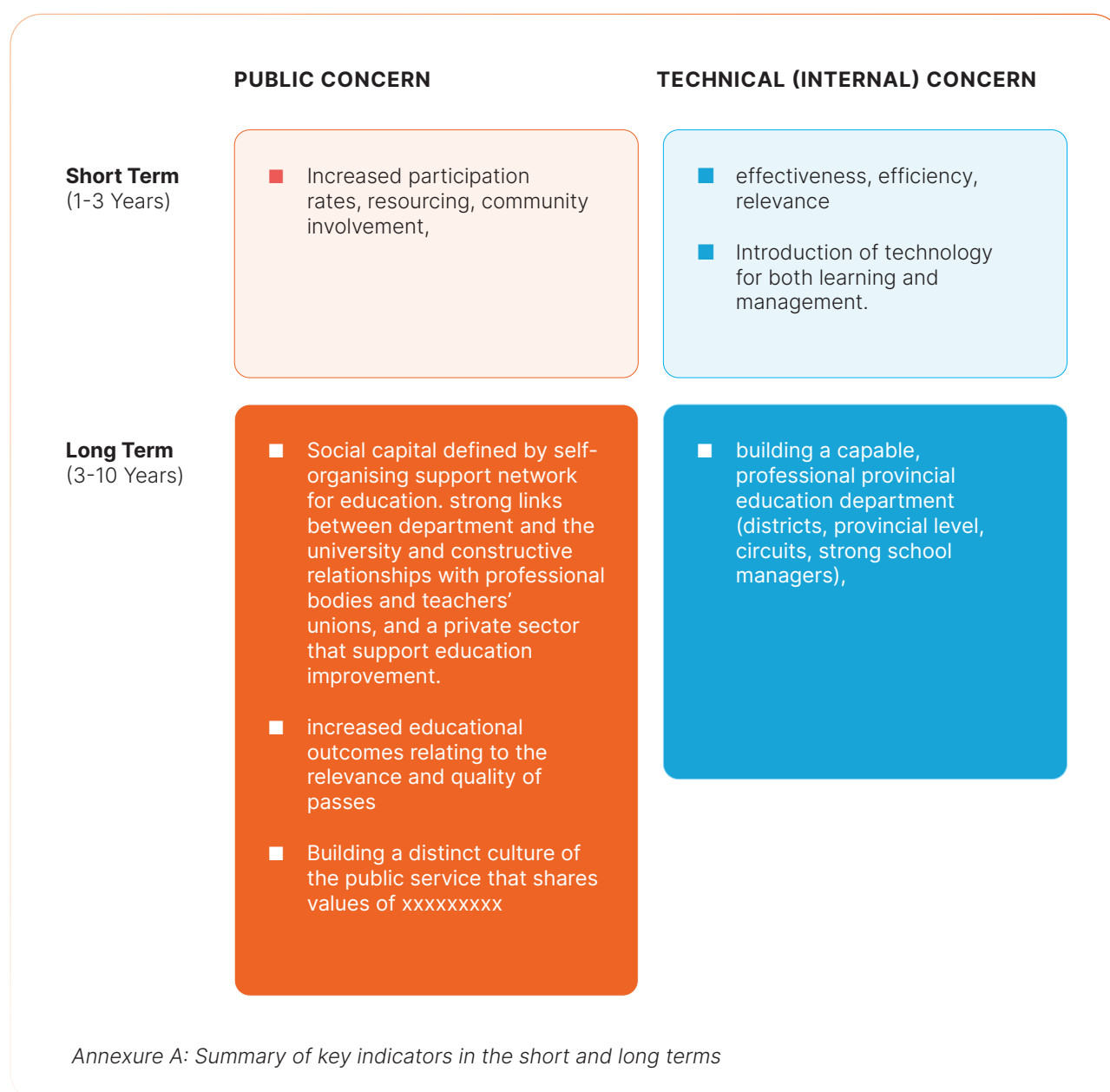


4. Quality indicators

This section of our plan presents measures of performance and outcomes of the educational institution or programs.

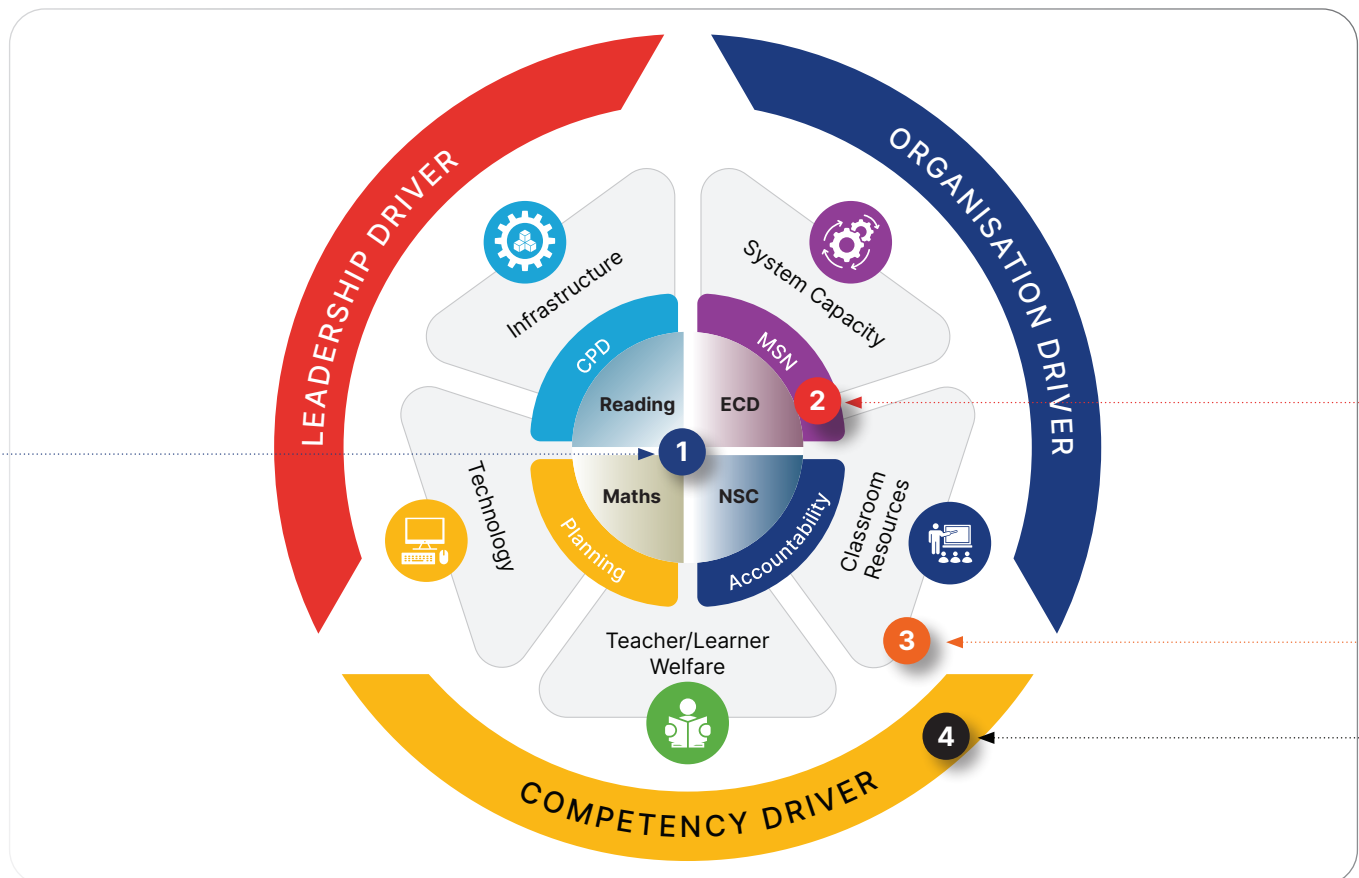
The key indicators are drawn from the MTDP, strategic plan, the APP as well as the province-specific pains identified in section 2 above. Therefore, they are the apex indicators that both the legislature, the public and the education department will work together to achieve.

- A balanced pursuit of both access and quality concerns. Access will pertain, for instance, to the newly acquired function of ECD.
- The two national education quality priorities singled out in the MTDP are the improvement of literacy and numeracy in the early grades.



5. The Quad Change Component

The Learning Improvement Model comprises three carefully selected components designed to enhance the focus and efforts of key actors: Core Priorities, Change Levers, Change Drivers and Enablers. These are outlined graphically in the Diagram below.



1

Core Priorities

The province's core priorities are focused on four key areas where improvement is most urgently needed. Early Grade Reading and Mathematics are two of these areas, followed by Early Childhood Development and the National Senior Certificate.

- Significant effort is required to enhance the quality of learning outcomes in Mathematics and Reading. In this regard, it is crucial to allocate the same level of effort to improving mathematics performance as it relates to reading.
- Deliberate and increased efforts are necessary to extend the provision of Early Childhood Development (ECD) to more than half of the

children who currently lack access. At the same time, the fundamental principles necessary for improving early learning in ECD centres must be established.

- On the National Senior Certificate, the province must make efforts to 1) increase mathematics participation and pass rates, 2) maintain high output levels, 3) Increase the number with excellent passes and 34) ensure that a significant number of learners exit with bachelor passes.

These priorities have been extracted from the national priorities in relation to the provincial dynamics to serve as a compass, guiding efforts to achieve the desired outcomes.



Change Levers

The province has identified four key levers—Planning, Continuing Professional Development, Social Capital, and Accountability—to drive change across the priority areas. These levers will be implemented to ensure that the province's efforts are effective and impactful.

- *Planning provides direction, fosters efficiency resource allocation and execution and improves goal achievement and overall success. The province will enhance its critical data analytic capabilities internally and in collaboration with the academic sector; improve educational planning encompassed in medium term and annual strategic planning; improve district and school level operational planning, and increase vertical alignment of plans between the schools, districts and the provincial levels.*
- *Teachers are the driving force behind converting policies and investments into learning outcomes. Continuing Professional Development serves as the lever that enhances the quality of the learning*

process. The province will employ a combination of specialised training and Professional Learning Committees to drive continuous improvement in the pedagogic content knowledge of Northern Cape teachers.

- *The networking and collaboration within the community will serve as a third lever to drive improvement. In this regard, universities, the private sector, teacher and management professional associations, and the communities will be connected to build the social capital required to implement the plan.*
- *A multi-layered, cascaded accountability system will be implemented to ensure the successful implementation of the program. Institutional and personal appraisal systems will be strengthened, and an accountability culture will be cultivated.*

These levers will ensure a permeation of the same intentions across the organisation.

Enablers

The following five enablers have been chosen: infrastructure, technology, system capacity, classroom resourcing and learner and teacher welfare.

Enablers empower teams and individuals to achieve desired outcomes. Whilst they are not central, they are critical.

Implementation Drivers

Effective implementation and the sustainability of this plan will hinge on three Drivers: Leadership Drivers, Competency Drivers and Organisational Drivers.

- *Political and administrative leadership will be unleashed to generate the momentum behind the plan and address any adaptive issues or technical challenges that may arise. The Premier and the MEC will mobilise the private sector and garner societal support for the plan, ensuring that the necessary authority is in place to implement it effectively. The Department's executive will provide the technical expertise and leadership required to execute the plan.*

- *Deliberate efforts to improve critical staff competencies to drive implement.*
- *A build-up of effective organisational systems and culture that support the implementation of practices.*

[Adapted from Active Implementation Research Network]

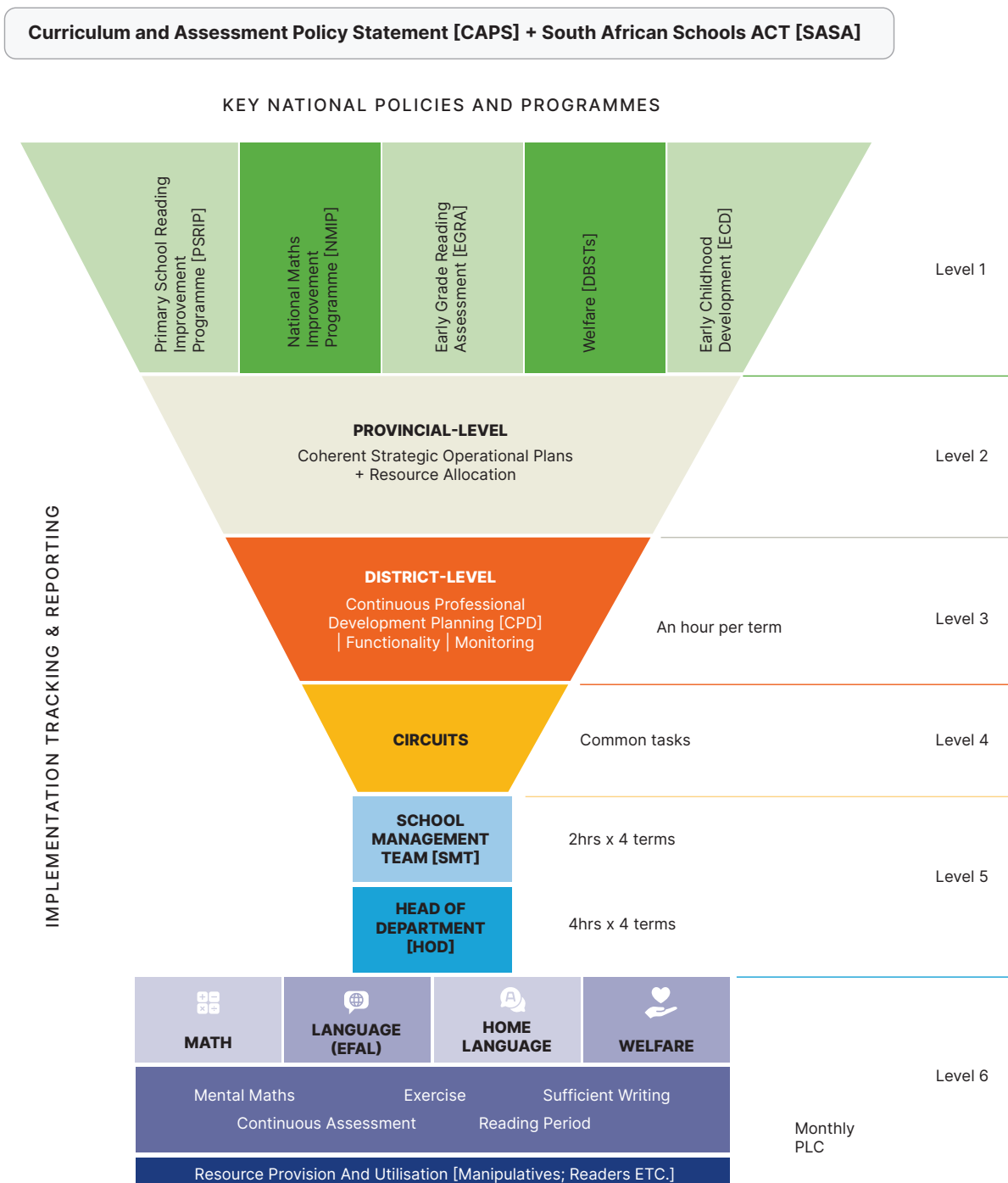
These plan drivers are the 'converting power engines' that promote long term systemic change and empower teams and individuals to achieve desired outcomes.

6. Programme Theory

The diagram below illustrates the “Programme Theory” that guides the implementation of the Multi-year Education Improvement Programme (MEIP). It maps out how the anticipated filtering of key national policies and programs will be integrated into the provincial strategic plans and programs, district operational plans, and school-level implementation plans.

Key to the Programme Theory is ensuring vertical alignment of the plans at the various levels of the delivery chain, and ensuring that these levels focus on key initiatives that improve learning outcomes

Figure 1: Conceptual framework for the Multi-year Education Improvement



The framework for the MEIP is anchored to two key policies, namely the curriculum and assessment policy (CAPS) and the school management and governance policy (SASA). Additional relevant policies for reference and reading are: the National Education Policy Act, Organisation, Roles and Responsibilities of Districts, and the Integrated Teacher Development policy.

The design of the framework comprises six levels (see levels 1 to 6 above) and the implementation tracking and reporting protocols, which run side by side. For each level, we provide practical action steps for key actors at each level to routinely execute and stay abreast of changes in education.



Level 1 (Key National Policies and Programmes) identifies four prioritised areas which are in line with the national priorities, namely: Primary School Reading Improvement Programme (PSRIP), National Mathematics Improvement Programme (NMIP), Early Grade Reading Assessment (EGRA), Learner and Teacher Welfare (through DBSTs) and Early Childhood Development (ECD). The logic in prioritizing these areas is that the above four early education interventions is likely to give learners a head start when it comes to acquiring foundational skills before the end of grade 6, which is a pre-requisite for further learning. More recently, the system, especially at the district level, has to address issues of access to ECD: registration of ECD sites, registration of learners under 5 (pre-grade R) and five-year-old learners for grade R. This requires the establishment of an ECD database. The second focus area is that of ECD quality, starting with grade R -curriculum, professional development and teacher support). The third area is that of resourcing and infrastructure, a Provincial responsibility.

Biannual PED brainstorming and problem-solving meetings where the PED branches meet to for at least four hours to improve vertical and horizontal integration and implementation of planned programmes related to the **Outputs from the APP**. The meeting will be led by the HOD.



Level 2 (Provincial Level – 9 Provincial Systems) is the layer in the education system that determines strategic and operational plans, resource allocation, pace of policy operationalisation and strategic oversight.

The HOD and DDGs **Drop All and Visit (DAV)** one Primary school and one secondary school on a single day, **twice per year**, to personally interact with the Principal, SMT members and teachers; thereby returning with evidence on what is working and what is not. This rich and real-time information could be analysed in the upcoming Provincial Management Meeting, that may lead to review of plans and programmes.





Level 3 (District level – 75 district systems) is the layer most favoured by researchers and policy makers as the preferred leverage point to bring about sustainable system-wide education improvement. Therefore, with provincial oversight, districts operationalise programme plans such as the District Improvement Plan, the District Reading/ Mathematics Plans and provincial plans.

1. The District Director and senior district managers **Drop All and Visit (DAV)** one Primary school and one secondary school on a single day, **twice per year**, to personally interact with the Principal, SMT members and teachers; thereby returning with evidence on what is working and what is not. This rich and fresh information could be analysed in the upcoming District Management Meeting, that may lead to review of plans and programmes.
2. Based on district priorities, a needs analysis and the performance appraisal data, the District Director schedules **CPD for relevant district officials** on specific topics (ECD, Reading, etc), for **at least one hour per term**.



Level 4 (Circuit level – 887 circuits nationally) is a subsystem of the district, managed by a Circuit Manager overseeing 20 to 30 schools on average. An important aspect of curriculum is the monitoring, quality assuring and administration of common tasks and examinations. In addition, periodic monitoring and reporting of Reading and Numeracy learner competencies is essential.

1. **Once per quarter, Circuit Managers track Reading competencies** of a cohort of grade 3 learners from a sample of 4 to 6 schools, using the EGRA tool. This longitudinal survey data will be analysed at a quarterly district meeting of Circuit Managers and FP Subject Advisers, chaired by the District Director. This survey would include the use of a common Reading Task, followed by questions to assess reading for understanding. The rapid Reading Survey could be done within 30 minutes, per learner.
2. The Circuit Manager schedules professionalisation development workshops for his/her SMTs for support and accountability. **Two hours per term** is dedicated to problem solving and generation of creative solutions based on monitoring evidence of circuit managers and policy requirements, such as in ECD, Reading competencies, Use of resources, etc.





Level 5 (School level – 23 000 public schools nationally) is the ‘production site’ where the core business of education, namely teaching and learning is executed. The Department Heads (DHs) have a dual responsibility – teaching and leading instruction, which calls for their continuous professional development.

The District (Subject Advisers and Circuit Managers) plan and convene **four Foundation Phase DH workshops (one per term) for four hours each** on relevant topics, such as subject content knowledge, pedagogy, assessment, use of resources, learner support, teaching large classes, multi-grade teaching, etc.



Level 6 (Classroom level) is the ‘factory floor’ where teachers and learners interact with the curriculum, which includes the Annual Teaching Plan and Assessment Protocols. The classroom outputs such as written exercises, assessment tasks, time on the task of teaching and learning and learner support time (remedial teaching, psychosocial support and enrichment exercises for talented learners) are the primary determinants of the quality and quantity of learning (outcome). The practice of teaching is in need of constant improvement due to learner diversity, curriculum demands, changing social context, technology and often changing or new policy.

The Department Head schedules, plans and leads a monthly meeting of one hour (also referred to as a Professional Learning Community - PLC) of teachers in a phase (eg FP phase) or a grade (eg grade 6 teachers) or Subject (eg Language) to address teacher challenges related to a range of issues such as mental mathematics, reading practice using available books, sufficient writing tasks, assessment using EGRA, use of manipulatives in teaching numeracy, etc.

	Assumptions	Actions / Intervention / Logic of Change	Anticipated / Desired Outcomes / Results	Medium Term Outcome (5 years)																								
Level 2 - PROVINCIAL	■ If the key provincial plans informed by the policies and programmes central to learning improvement, are reviewed for successful implementation; the districts and the schools will effectively deliver teaching and learning	■ Review of the implementation of key national policies and programmes; adjustment of the strategic plans; APPs and budgets developed, monitoring and course-correction loops used; teaching and learning will improve in all schools in a sustainable manner.	■ Meaningful/strengthened educational planning, budgets centred around the improvement of learning outcomes (mathematics and reading), increased access to ECD ■ Monitoring and reporting that meaningfully track implementation	■ Improved learner performance in national and international assessments in language, science and mathematics from the following baselines <table><thead><tr><th>Grade</th><th>Large scale assessment</th><th>Baseline</th><th>NECT Proposed Targets (2030)</th></tr></thead><tbody><tr><td>3 lit</td><td>Systemic Evaluation (2022)</td><td>44%</td><td>60%</td></tr><tr><td>4 lit</td><td>PIRLS (2021)</td><td>284 literacy scores</td><td>350 literacy scores</td></tr><tr><td>3 math</td><td>Systemic Evaluation (2022)</td><td>27%</td><td>50%</td></tr><tr><td>5 math</td><td>TIMSS (2023)</td><td>361 points</td><td>400</td></tr><tr><td>9 math</td><td>TIMSS (2023)</td><td>383 points</td><td>400</td></tr></tbody></table>	Grade	Large scale assessment	Baseline	NECT Proposed Targets (2030)	3 lit	Systemic Evaluation (2022)	44%	60%	4 lit	PIRLS (2021)	284 literacy scores	350 literacy scores	3 math	Systemic Evaluation (2022)	27%	50%	5 math	TIMSS (2023)	361 points	400	9 math	TIMSS (2023)	383 points	400
Grade	Large scale assessment	Baseline	NECT Proposed Targets (2030)																									
3 lit	Systemic Evaluation (2022)	44%	60%																									
4 lit	PIRLS (2021)	284 literacy scores	350 literacy scores																									
3 math	Systemic Evaluation (2022)	27%	50%																									
5 math	TIMSS (2023)	361 points	400																									
9 math	TIMSS (2023)	383 points	400																									
Level 3 - DISTRICT	■ If the key district plans informed by the policies and programmes central to learning improvement, are mediated for successful implementation; the schools will effectively deliver teaching and learning	■ The development, mediation and implementation of district improvement plan, reading plan and mathematics plan. ■ District targets set and communicated for gr 4 HL and gr 5 mathematics – three year and five year ■ Monitoring implementation and monitoring impact of above plans ■ Development and administration of common assessments in gr 4 HL and grade 5 mathematics – three- and five-year cycles	■ District Plans that meet quality requirements (sufficiency, alignment, implementability, etc) ■ Implementation protocols (mediation, readiness, and support) consistently followed for all plans and programmes ■ Programme impact measured using a sample of schools and compared with targets.	■ District plans across Province use a common planning template ■ District plans meet quality assurance criteria provided by the province ■ Common Implementation protocols followed: mediation, implementation readiness assessment, course-correction, timeous support ■ Province uses a M&E system for implementation and impact monitoring. ■ Three year and five year district targets met for grade 4 HL and gr 5 Mathematics, based on District Common Assessments.																								



	Assumptions	Actions / Intervention / Logic of Change	Anticipated / Desired Outcomes / Results	
			Short Term Outcome (3 years)	Medium Term Outcome (5 years)
Level 4 - CIRCUIT		■ Circuit managers mediate plans and programmes to schools, using a summarised version ■ Circuit managers and Subject Advisors assess implementation readiness and build capacity to close gaps, using a tool ■ Circuit Managers consult and jointly set three- and five-year circuit targets with Principals for gr 4 HL and gr 5 Mathematics	■ Principals are aware and understand the MLP. ■ Evidence: Minutes of Principal Meetings and slides ■ Circuit Managers and Subject Advisors provide support to close implementation gaps ■ Evidence: Reports on Implementation Readiness and support to close implementation gaps ■ Implementation Readiness Assessment Tool	■ Circuit Managers track and support schools to meet annual Reading and Mathematics targets in the prioritised grades ■ Evidence: Minutes of principal meetings ■ Three year and five-year Circuit targets met for grade 4 HL and gr 5 Mathematics, based on District Common Assessments.
Level 5 - SCHOOL	■ If the District Improvement Plan, and the Reading and Mathematics Plans are understood and adopted by the SMTs in a circuit, then the resulting SIPs will have activities on (a) CPD, (b) use of resources and (c) school targets for literacy and mathematics	■ SMT schedules quarterly CPD activities ■ SMT procures Reading and Mathematics resources ■ SMT and teachers set achievable targets for Reading (gr 4 HL) and Mathematics (gr 5) and monitor progress in achieving targets	■ Improved quality of teaching Reading and Mathematics in FP ■ Consistent use of manipulatives in teaching mathematics in FP ■ Consistent use of Reading Books in teaching and learning Reading in FP Evidence: FP DH quarterly reports	■ 90% of Grade 4/ ten-year old learners read for meaning in African languages, assessed in district assessments at levels 1 and 2, measured using Common District Assessments ■ 90% of Grade 5 learners, assessed in district common assessments demonstrate mastery of Knowledge and Skills at levels 1 and 2

	Assumptions	Actions / Intervention / Logic of Change	Anticipated / Desired Outcomes / Results	
			Short Term Outcome (3 years)	Medium Term Outcome (5 years)
Level 6 - CLASS	■ If teachers understand, adopt and use the (a) pedagogy, (b) assessment practices, and (c) resources in teaching reading and mathematics, then learners in early grades will demonstrate mastery of skills required in CAPS	■ Use of pedagogy advocated for Reading and use of CPA approach in mathematics teaching ■ Teaching with resources to facilitate conceptual understanding ■ Consistent and balanced learner assessment to collect evidence of learning: during lessons, exercise books, tests and examinations ■ Use of assessment evidence for diagnosis, correction and re-teaching	As in level 5 above	As in level 5 above



7. Stakeholder engagement

Achieving quality education is a complex and collaborative pursuit that requires the active involvement of a broad range of stakeholders. It is not confined to the classroom or the responsibilities of educators alone—it encompasses the shared efforts of learners, parents, teachers, civil society organizations, businesses, and government. Each of these actors brings unique strengths and responsibilities that, when aligned, contribute to a more effective and holistic education system. Their engagement is essential to not only support academic achievement but also to foster environments—both in schools and communities—that are conducive to learning and development.

Effective stakeholder collaboration improves coherence in how quality education is defined, delivered, and evaluated. It ensures that educational initiatives are grounded in a shared vision and are implemented with mutual accountability. However, achieving such alignment requires deliberate planning and strategy, particularly in identifying and understanding the roles, influence, and interests of different actors within the education ecosystem.

To this end, the following stakeholder mapping exercise applies a power-interest framework to the Northern Cape Department of Education's context. This approach will guide the Department in categorising key stakeholders based on their level of influence and interest in educational outcomes, and in tailoring engagement strategies accordingly. By doing so, the Department can foster stronger partnerships, manage expectations more effectively, and direct resources and efforts where they are likely to have the most impact in advancing long-term educational goals.

Table 4: NCDoE Stakeholder Mapping Exercise

Stakeholder	Interest	Influence (Power)	Engagement Strategy
District Education Offices	High – implementation	High	Manage closely
School Principals and SMTs	High – school-level operations	Medium to High	Keep informed and involved
Teachers' Unions (e.g., SADTU, NAPTOSA)	High – working conditions and policy influence	Medium to High	Keep satisfied and consulted
School Governing Bodies (SGBs)	High – governance and accountability	Medium	Engage regularly
Learners and Student Representative Councils	High – directly affected	Low to Medium	Keep informed and empowered
Parents and Guardians	High – education outcomes	Low to Medium	Keep informed
National Department of Basic Education (DBE)	High – oversight & funding	High	Manage closely



Stakeholder	Interest	Influence (Power)	Engagement Strategy
Funders and Development Partners (e.g., Mining Companies)	High – support and funding	Medium to High	Keep satisfied and aligned
According to the Trialogue Business in Society Handbook 2024, three of South Africa’s top 10 contributors to corporate social investment (CSI) in the 2023/24 financial year—Anglo American (R1.4 billion), Sibanye-Stillwater (R605 million), and Kumba Iron Ore (R367.2 million)—have significant operations in the Northern Cape. Mining plays a pivotal role in Northern Cape’s economy, contributing significantly to GDP and serving as a key driver for CSI. Leveraging mining corporations’ commitment to local development, fundraisers can align proposals with corporate priorities, demonstrating how investments in early education will yield sustainable economic and social returns for both the industry and the broader community. Other prominent mining companies with operations in the Northern Cape include Assmang, South32, Petra Diamonds, and others—each representing potential partners in driving sustainable, inclusive growth through education.			
Municipalities and Local Government	Medium – service delivery overlap	Medium	Collaborate when relevant
Civil Society / NGOs in Education	Medium – advocacy & service delivery	Low to Medium	Engage and coordinate
Higher Education Institutions	Medium – teacher development	Medium	Partner strategically
Media	Medium – public perception	Medium	Monitor and inform strategically



8. Quality Culture

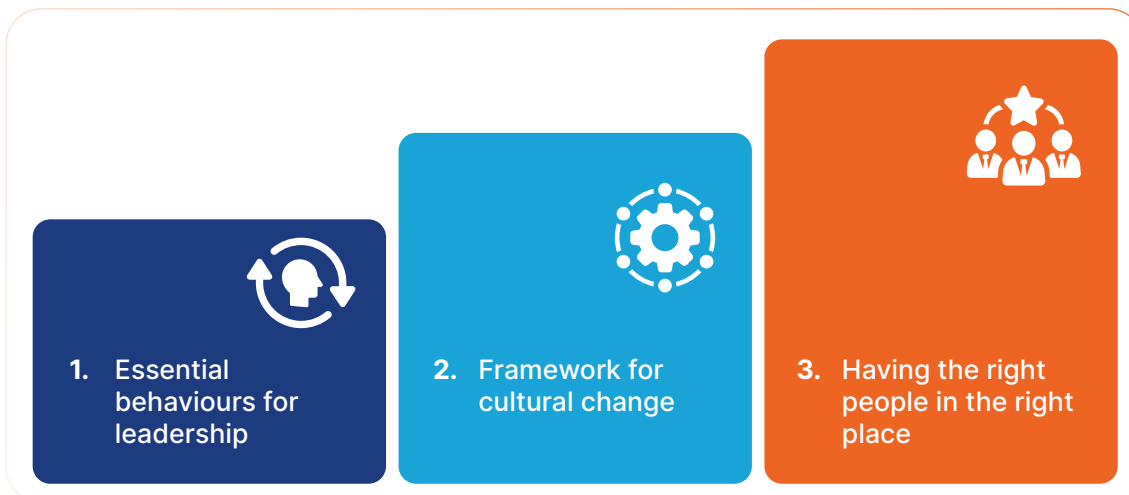
We are what we repeatedly do. Excellence, then, is not an act, but a habit. – Aristotle

What is Organisational Culture?

Bossidy and Charan (2011:89) describe organisational culture as the sum of an organisation's shared values, beliefs, and behavioural norms. They argue that individuals' beliefs, behaviours, and value systems are inseparable from their work. As such, organisational culture is a critical factor in the successful execution and implementation of strategy, serving as a key driver in achieving the intended outcomes.

The Discipline of Getting Things Done by Larry Bossidy and Ram Charan, with Charles Burck, will serve as the guiding framework for this section, illustrating how organisational culture and leadership is inseparable from achieving successful outcomes, particularly when change and positive results are expected.

In the book, the authors present three essential building blocks for the successful execution of strategy. These are:



They argue that key themes to successful execution of strategy include:

Under the first building block, emphasis is placed on the importance of leaders truly knowing their people and their organisation. The type of understanding required is referred to as “domain knowledge”; a deep, granular familiarity with all aspects of operations, especially the risks and barriers that could hinder execution. Knowing one's people also enables leaders to accurately assess the organisation's capacity to implement the new strategy and drive necessary changes. Without this insight, leaders risk making decisions that are misaligned with the organisation's realities.

The authors further highlight the importance of leaders being known by their people. This involves being accessible, confident, and demonstrating genuine concern for



others, while also being open, transparent with information, and decisive. They argue, this is crucial because people in any organisation look to leaders they can trust, leaders who inspire confidence and are perceived as capable of guiding them through challenging times.

The authors identify additional six essential building blocks for any leader aiming to drive positive change and enhance organisational performance. These are:

1. Be realistic and communicate: This involves avoiding an overly optimistic or unrealistic view of the future, and resisting the tendency to ignore or downplay the organisation's real challenges.

2. Identify clear goals and priorities: This speaks to the importance of first setting the right goals, which requires the leader to have a deep understanding of both the organisation and the environment in which it operates, as well as the capabilities (people) required for execution. Once the right goals are set, **the next step is establishing priorities**, followed by setting benchmarks and establishing how to implement. The key message is that there should be a few priorities that are easily understandable (clarity is key) to everyone and their benchmark is three to four priorities at a given time, as there will always be a competition for resources. Thus, an environment without well-thought-out and clear priorities and ambiguity is often characterised by unnecessary warfare over who gets what and why and sets the tone for the organisational culture, which will not be conducive for effective implementation.

3. The next important building block is follow through, which speaks to the need to set a follow through mechanism to ensure everyone does what they are expected and agreed to do.

4. The remaining building blocks include rewarding performance, and expanding people's capabilities through on-the-job coaching by the leader. This can easily occur during reflection management meetings, where progress is assessed without creating a fearful environment. Instead, the focus should be on fostering healthy accountability, reflecting openly on progress, identifying obstacles, and brainstorming alternative solutions together as a team. As well as knowing yourself as a leader and to exhibit four qualities, i.e. authenticity, self-awareness, self-mastery and humility.

For the new strategy to be successfully executed, the Department must understand its current organisational culture in relation to implementation and operations. It may need to assess whether the existing culture aligns with the behaviours required to achieve the new strategic objectives. If there is misalignment, a structured process will be necessary to shift beliefs and behaviours in ways that directly impact the desired outcomes. Bossidy and Charan (2011) refer to these as social operating mechanisms.



Below is a proposed framework for cultural change in the Northern Cape, aimed at fostering a disciplined approach to execution that is directly linked to measurable departmental results.

Framework for Cultural Change

A key principle of this framework is that each responsible entity contributing to the strategic outcomes must identify how they need to work differently to achieve the desired results.

Fundamental to cultural change are the beliefs that departmental officials hold about their work, as these beliefs drive behaviours. As next steps, an identification of the current culture is key, and then identifying what it needs to be ideally in order for the department to achieve the desired outcomes in the next year to five years. Once the new beliefs are set, they can then be used as an agenda for attitude change and further development

To guide the transformation on attitude change, the following critical questions should be addressed:



1. What is the current organisational culture?
2. Is it the right culture to drive the required change?
3. If it is not, how should the culture be changed and what specific cultural shift is required? And state from what to what?

As we conclude this section, at the time when the review of the Vision and Mission and Values exercise happened, the respondents were asked to complete this statement:

"This is what we look like in the Northern Cape when we are working at our very best."

Their responses were visualised in a word cloud to capture key themes about the aspirational culture of the province.



The dominant themes were:

- **Excellence and Achievement:** The most prominent words were “Excellent” and “Excellence.” Related terms such as “Achievers”, “Winners”, and “Goal-driven” also emerged, reinforcing the importance of high performance and results-driven work.
- **Motivation and Positivity:** Words like “Motivated”, “Winning”, “Happy”, and “Positive” suggest that stakeholders associate peak performance with a positive, energising work culture.
- **Teamwork and Unity:** Words such as “Teamwork”, “Unity”, and “Inclusive” point to the value placed on collaboration and a shared sense of purpose.
- **Ethical Conduct:** Terms like “Honesty”, “Moral Uprightness”, and “Free of Corrupt Mentality” highlight the importance of integrity in the province’s vision of excellence.
- **Community Impact:** Words like “Caring”, “Safe Schools”, and “Uplifting the Underdog” suggest a strong focus on social responsibility and creating a safe, supportive environment.

The overwhelming focus on Excellence and Achievement reinforce that high standards are central to the recipient’s vision for the education system in the Northern Cape province. Furthermore, the emphasis on Positivity, Teamwork, and Ethics reflects a desire for a values-driven work culture that prioritises collaboration, motivation, and integrity.

As the next step in fostering a positive organisational culture that supports effective execution and leads to results, it is crucial to build a culture centred on accountability, as discussed earlier, and reinforce positive behaviours. Some recommendations to explore include mechanisms for how the department will:

a. **Celebrate Excellence:** Develop recognition programs that highlight examples of excellence at all levels of the organisation, celebrating achievements and reinforcing a high-performance culture.

b. **Foster Positivity:** Create initiatives to boost morale and positivity within the workplace, such as team-building activities and employee wellness programs.

c. **Strengthen Teamwork:** Provide opportunities for cross-departmental collaboration to reinforce the value of teamwork and inclusivity in the education system.

d. **Reinforce Ethics:** Continue to communicate and emphasise the importance of ethical conduct in all aspects of the organisation’s operations, aligning with stakeholders’ vision of a moral, corruption-free work culture.

The book will be made available to the department as part of the programme, which will be used as one of the frameworks to help reinforce the building blocks necessary for driving positive execution and achieving the envisioned results. However, this may require an overhaul of attitudes, behaviours, and organisational artefacts that currently act as barriers rather than enablers.



9. Review and improvement

To ensure the continued relevance, accountability, and responsiveness of the Multi-Year Improvement Plan (MYIP), a robust framework for **Review and Improvement** will be implemented. This system-wide mechanism is not merely evaluative but developmental - aimed at fostering a culture of reflection, adaptation, and shared accountability.

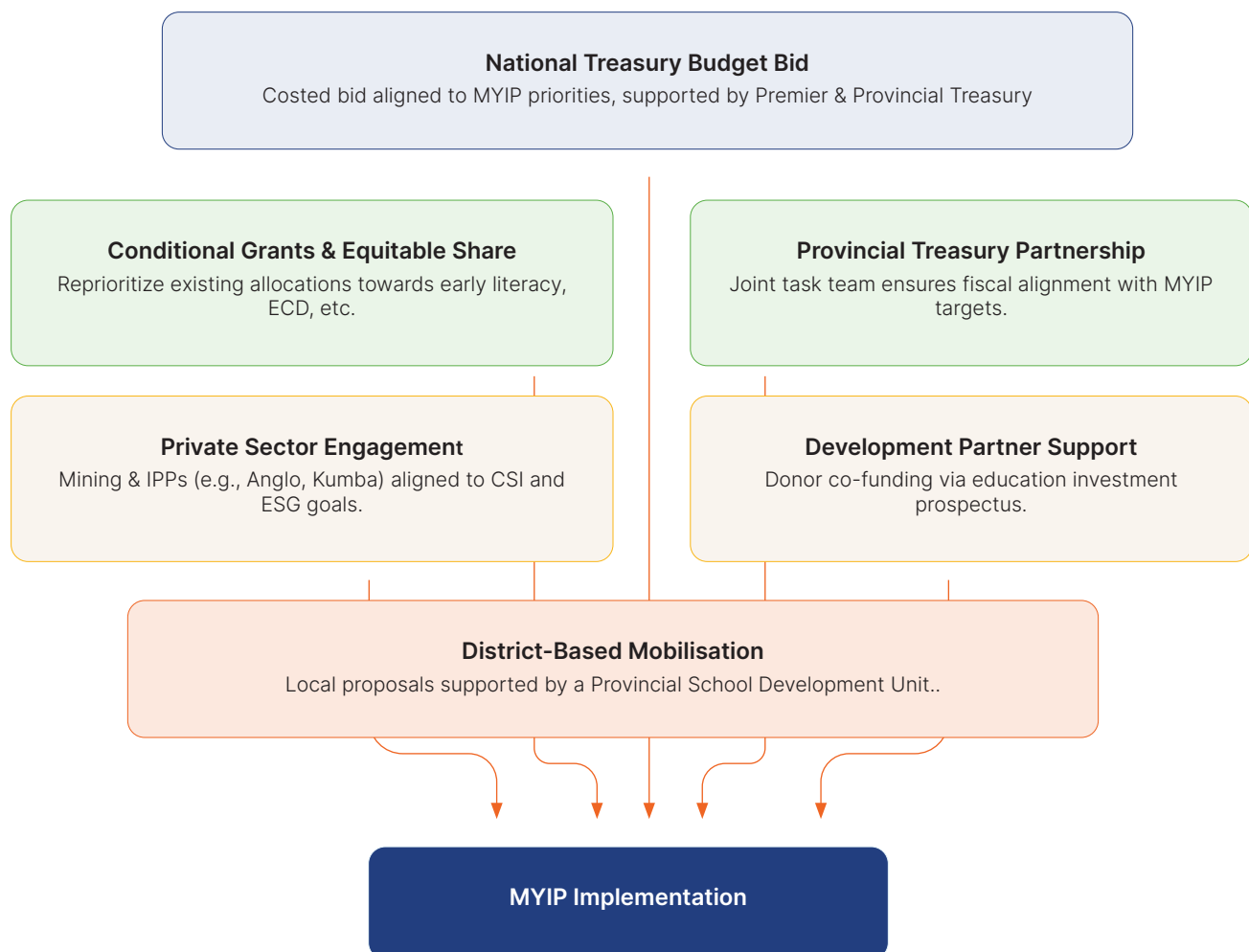
Key Components of the Review and Improvement Framework:

- **Annual Self-Assessments:** All schools and districts will conduct internal self-assessments aligned with the provincial quality indicators. This process will use a standardised rubric co-developed with the NECT, teacher unions, and academia, allowing schools to reflect critically on implementation reliability, teaching quality, learner outcomes, and resource utilisation.
- **Public Participation and Feedback:** The province will institutionalise community engagement platforms where learners, parents, SGBs, and local stakeholders are invited to review school performance and provide feedback. School Performance Forums will be held annually to ensure that local communities remain active participants in shaping the education agenda.
- **School Scorecards:** A provincial scorecard system will be introduced for each school, summarising key indicators such as literacy and numeracy performance, infrastructure readiness, teacher development progress, learner welfare, and school leadership quality. These scorecards will be publicly accessible via the provincial education department's website and school noticeboards.
- **Public Reporting and Provincial Education Barometer:** The Department will publish an annual "Northern Cape Education Barometer" — a user-friendly public report summarising key system-wide data, trends, and insights. The Barometer will be tabled at the Provincial Legislature and made available to the public to enhance transparency and advocacy.
- **Independent External Reviews (Every 3 Years):** A comprehensive, independent review of the entire MYIP will be commissioned every three years. This review, conducted by the NECT, will assess implementation impact, contextual relevance, stakeholder engagement, and sustainability. Its findings will directly inform plan adjustments, budget prioritisation, and policy shifts.
- **Linked to Indicators and Theory of Change:** All review activities will be mapped to the MYIP indicators outlined in Annexure A. Progress towards short-, medium-, and long-term outcomes (e.g., increased access to ECD, improvement in PIRLS/TIMSS scores, teacher development metrics) will be monitored with a clear theory of change logic.

10. Resourcing the Plan

The success of the Multi-Year Improvement Plan hinges on mobilising adequate, predictable, and diversified financial and technical resources. A multi-stakeholder resourcing strategy will be pursued, anchored in provincial leadership, fiscal realism, and public-private collaboration.

Resourcing Streams for MYIP Implementation



Primary Resourcing Streams:

- **Budget Bid to National Treasury:** A formal and costed budget bid aligned to the MYIP priorities will be prepared and submitted National Treasury. This bid will be developed in consultation with the Northern Cape Provincial Treasury and supported by the Office of the Premier. Emphasis will be placed on high-return investment areas such as early grade literacy and numeracy, ECD infrastructure, and teacher development.
- **Conditional Grants and Equitable Share Leverage:** The Department will align and reprioritize existing conditional grants and equitable share allocations toward the MYIP priority pillars. Strong budget programme performance frameworks will be introduced to ensure resource-to-impact tracking.
- **Provincial Treasury Partnership:** A joint task team between the Department of Education and the Northern Cape Provincial Treasury will be established to review and align Medium-Term Expenditure Framework (MTEF) allocations to the MYIP's three- and five-year targets. This ensures upstream fiscal commitment and downstream programme continuity.
- **Private Sector Engagement (Mining, IPPs, CSI):** Leveraging the province's mining-rich economic profile, targeted partnerships will be developed with companies such as Anglo American, Kumba Iron Ore, Assmang, and South32. CSI alignment workshops will be conducted biannually to showcase how MYIP-linked investments in education yield sustainable socio-economic returns. Independent Power Producers (IPPs) will also be engaged through structured ESG-aligned investment proposals.
- **Donor and Development Partner Support:** The Department will prepare an "Education Investment Prospectus" outlining co-funding opportunities, performance-based incentives, and social return on investment (SROI) projections for development agencies and NGOs with interest in foundational learning, digital education, and youth development.
- **District-Driven Resource Mobilisation:** District will be capacitated to prepare district proposals targeting community trusts, NGOs, and philanthropic foundations. A provincial team will offer technical support to under-resourced schools in grant writing, budget tracking, and impact reporting.

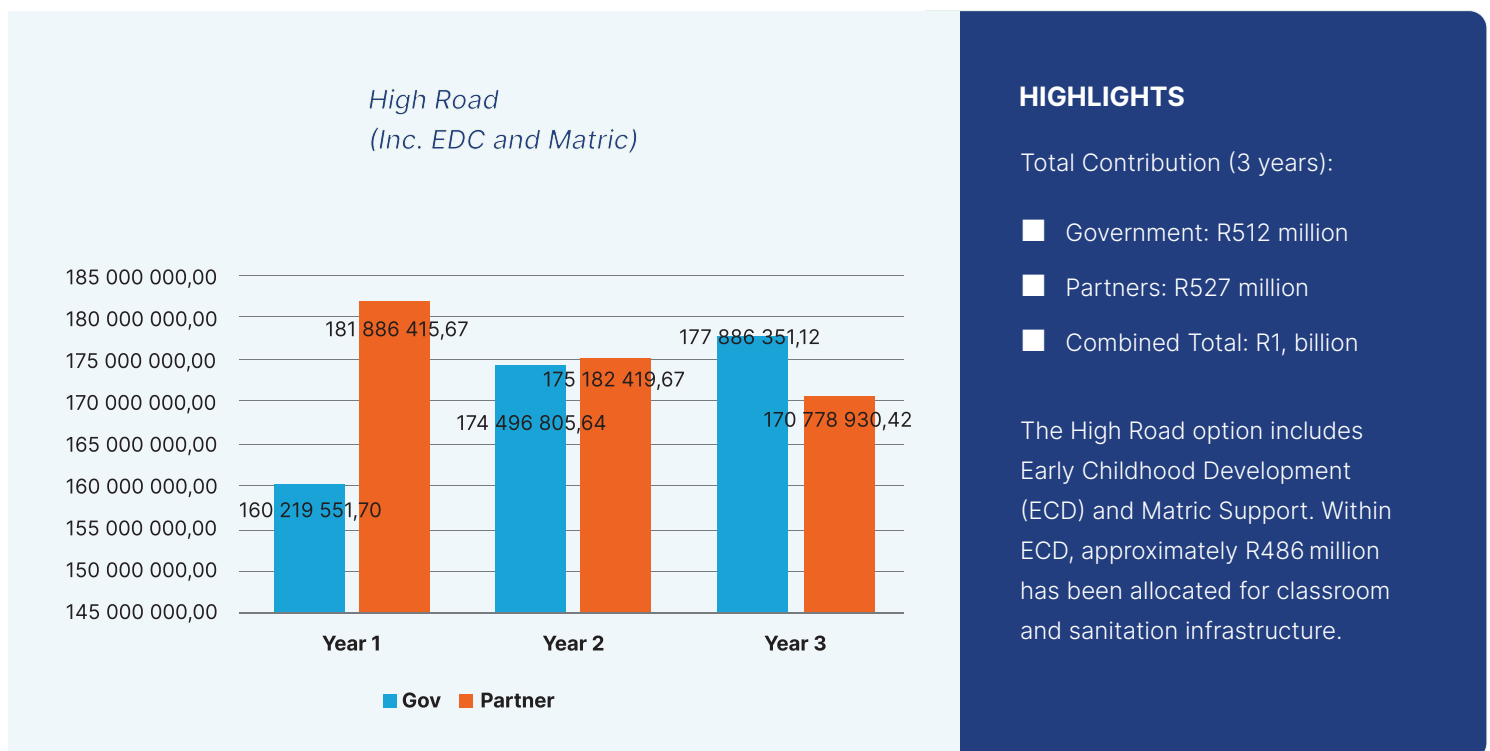
A **Resource Mobilisation and Oversight Committee**, chaired by the Head of Department and inclusive of Treasury, the Office of the Premier, and key stakeholders, will be established. This committee will review quarterly disbursements, assess fund absorption capacity, and ensure that financial flows translate into improved learning outcomes.

Northern Cape Resourcing

The Northern Cape resourcing plan consist of high and low road options as detailed below. The High Road option almost doubles the funding compared to the Low Road, mainly because it includes ECD (R627m) and Matric Support (R283m). Government funding remains constant across both options (~R512m). The Low Road reduces partner contributions significantly (from R527m → R54m). It should be noted that the High Road option includes Early Childhood Development (ECD) and Matric Support. Within ECD, approximately R486 million has been allocated for classroom and sanitation infrastructure.

	Government	Partners	Total
High Road (With ECD and matric support)	512 602 711,46	527 857 765,75	1 040 460 477,21
Low Road (Without ECD and matric support)	512 602 711,46	53 691 630,75	566 294 342,21

High Road Option A

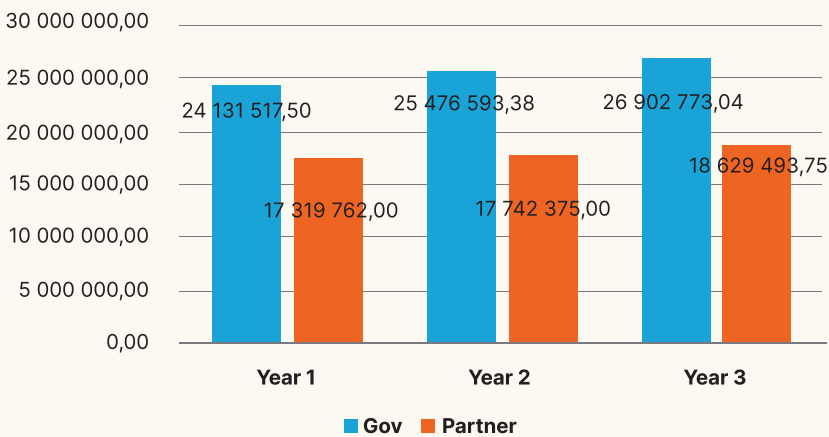


- The High Road option includes consistent capital projects, such as large-scale infrastructure developments. However, these projects often do not attract potential funders as they tend to be highly capital intensive and require extended periods for completion.
- This underscores the need for blended financing models and phased implementation strategies to ensure sustainability and continued donor interest.



Low Road Option B

Low Road
(W/t EDC and Matric)



HIGHLIGHTS

Low Road Option (Without ECD and Matric Support)

- Government: R512 million
- Partners: R53 million
- Total: R566 million

This option reflects a lean investment model, excluding ECD and Matric Support, and requires a combined contribution of just over R566 million to sustain core education improvement initiatives in the province.

- The Low Road option reflects a bare-minimum approach, prioritising only the most essential interventions to support education improvement in the province.
- This pathway would rely heavily on leveraging partnerships with the private sector, focusing on cost-effective initiatives that can deliver measurable impact with limited resources. While less ambitious, it provides a pragmatic foundation for sustaining progress in critical areas of learning and teaching.

Recommendation

It is recommended that the Low Road option be considered as the preferred pathway to attract external partners, given its lean, cost-effective structure and focus on high-impact priorities such as Reading, Maths, and Welfare. At the same time, government must continue to play its role by ensuring the provision of necessary infrastructure for ECD and support for Matric learners, so that core systemic needs are not neglected.



11. Investment Plan

The High-level Investment Plan below shows the priority areas, envisaged outcomes with targets and the budget implications for the next 10 years (2025-2035).

No	Level	Priority Area	SOIs	Outcome after 5 to 10 years	Projected budget (R)		
					2025-2030	2030-2035	Total
1	1	Access and quality of ECD	501,502,503,504, POI 607	Access to grade R increased from 384 502 learners (73%) to 500 199 learners (95%) in 2030			
2	1,6	Reading and Literacy	204, 207	Increase achievement in PIRLS grade 4 from 284 points in 2021 to xxx points in 2026 and xxx points in 2031			
3	1,6	Numeracy and Mathematics	205, 206	Increase achievement in TIMSS grade 5 from 373 points in 2023 (baseline) to xxx in 2027 and xxx points in 2031			
4	6	Quality of NSC outcomes	702,703,704,705	Increase Bachelor passes in NSC from 38,6% in 2024 to 50% in 2030 and xxx in 2035			
5	6	Vocational and technical education	201, 606	Increase percentage of focus schools offering academic and vocational streams from 11% (16/140) to 14% (20/140) by 2030 and xxx % by 2035			
6	Cross-cutting	Partnership with private sector, Unions and Community organisations		X % of Standards for Service Delivery for the province and districts are met by 2030 and x % met by 2035 Number of school community engagements to combat racism, sexism, hate speech, GBV and other forms of intolerance to address inter-generational violence and trauma across society – from 0 in 2024 to 5 per year by 2030			
7	1,6	Learner well-being and support		Number of learners benefiting from the National School Nutrition Programme – from 270 000 in 2024 to 280 000 in 2030			



8	2,3,4	Capacity of the state: Provincial and district offices`		APPs for 2025-2035 developed, mediated to districts and implementation readiness assessments conducted by May District Plans for 2025-2035 developed, mediated to schools and implementation readiness assessments conducted by May				
9	5	School leadership, management and governance		60% of schools use SA-SAMS and other data for curriculum management by 2030 and 70% use data by 2035				
10	Cross-cutting	Technology use for management and administration		Use of DDD by xx % of Subject Advisers and yy % of Circuit Managers for planning and monitoring curriculum delivery				



Annexure A: Summary of key indicators in the short and long terms

The table below shows three priority areas under the socio-economic and culture focus area and six priorities under the focus area of education and technical area. Tracking indicators or milestones are formulated for the medium term (1-3 years) and the long term (4 – 10 years). There are five tracking indicators associated with socio-economic and cultural issues, and ten indicators to track progress in the education and technical areas.

Focus Area	Priority	Tracking indicators (1-3 years)	Tracking indicators (4-10 years)																	
Socio-Economic and Cultural	Strengthening the culture of the public service by the Provincial and district offices	#1 Establish, adopt and mediate clear Standards for Service Delivery by Province and districts in year 1 #2 Gather feedback from users to evaluate service quality, annually, starting in year 2; collect data from surveys and interviews.																		
	Building social capital to implement the APP	#3 HOD convenes annual meetings (February- March) to share SP and APP for progress report, mediation and inputs with Teacher Unions, Funders, Private sector, NGOs, Universities and TVET Colleges																		
	Raising awareness and pride in local arts, culture and indigenous knowledge (from APP)	#4 Support, organise and incentivise a Provincial MEC Schools Choral Eisteddfod, annually, to promote indigenous music as an art form. Involve CBOs at district level. #5 Support, organise and incentivise a Provincial MEC Indigenous Knowledge Systems Research Project, annually, for learners, to promote indigenous languages and culture, annually. Part of R&D Programme.																		
	Providing universal access to ECD	#6 Draft, consult, adopt and mediate an Integrated Provincial ECD Plan #7 Design and develop an ECD Administration and Reporting System (eCares); train users to collect data for planning and budgeting.	#8 Increase access to ECD using the ffg targets by 2030: <table><tr><th>Age group (yr)</th><th>Learners</th><th>Baseline</th></tr><tr><td></td><td>Baseline</td><td>Target</td></tr><tr><td>0-2</td><td>744 729 (22%)</td><td>1 029 706 (30%)</td></tr><tr><td>3</td><td>603 658 (50%)</td><td>850 201 (70%)</td></tr><tr><td>4</td><td>690 372 (59%)</td><td>989 861 (85%)</td></tr><tr><td>5-5,5</td><td>384 502 (73%)</td><td>500 199 (95%)</td></tr></table>	Age group (yr)	Learners	Baseline		Baseline	Target	0-2	744 729 (22%)	1 029 706 (30%)	3	603 658 (50%)	850 201 (70%)	4	690 372 (59%)	989 861 (85%)	5-5,5	384 502 (73%)
Age group (yr)	Learners	Baseline																		
	Baseline	Target																		
0-2	744 729 (22%)	1 029 706 (30%)																		
3	603 658 (50%)	850 201 (70%)																		
4	690 372 (59%)	989 861 (85%)																		
5-5,5	384 502 (73%)	500 199 (95%)																		
Educational and Technical	Grade 4 learners able to read with meaning (international benchmarking)	#9 Increase achievement in PIRLS assessment from 306 points in 2016 (baseline) to xxx in 2026	Increase achievement in PIRLS assessment from 306 points in 2016 (baseline) to xxx in 2031																	



	Grade 5 learners demonstrate grade-level competencies in mathematics (international benchmarking)	#10 Increase achievement in TIMSS assessment from 373 points in 2015 (baseline) to xxx in 2027	Increase achievement in TIMSS assessment from 373 points in 2015 (baseline) to xxx in 2031
	Increase Participation and Performance in mathematics in FET	#11 Increase participation rate in mathematics from 19,8% (2 494 learners) in 2024 to xxxx learners in 2027. NB: National 2024 participation rate is 36,23%	Increase participation rate in mathematics from 19,8% (2 494 learners) in 2024 to xxxx learners in 2030
		#12 Increase performance rate in mathematics (>60%) from 14,8% in 2024 to xxxx percent in 2027. NB: National 2024 performance rate is 18%	Increase performance rate in mathematics (>60%) from 14,8% in 2024 to xxxx percent in 2030
	Achievement in bachelor passes in NSC examinations	#13 Increase bachelor passes from 38,6% in 2024 to xxx % in 2027. NB: National 2024 bachelor passes is 47,8 %	Increase bachelor passes from xxx in 2024 to xxx % in 2030.
	Improve system efficiency: increasing learner retention and progression rates	#14 Increase learner retention rate (grade 9-11) from xxx % in 2024 to xxx % in 2027 #15 Increase learner progression rate (grade 4-11) from xxx % in 2024 to xxx % in 2027	Increase learner retention rate (grade 9-11) from xxx % in 2024 to xxx % in 2030 Increase learner progression rate (grade 4-11) from xxx % in 2024 to xxx % in 2030

The table below shows indicators that are once off, indicators with annual targets, indicators with three- and five-year targets

Once off Indicators		Annual Targets	Three Year and Five- Year Targets
# 1, 6 and 7	These indicators require development of standards, strategy or plan	These indicator targets aim to establish and strengthen multi-stakeholder networks and partnerships	These indicator targets require a longer time period to achieve and are usually measured at intervals of 3 or 4 or 5 years.
		# 2, 3, 4 and 5	# 8,9,10,11,12,13,14,15

Notes







Contact Us



+27 12 752 6200



info@nect.org.za



www.nect.org.za



G Floor, Block D, Lakefield Office Park 272, West Ave, Centurion

