

Multi-Year Education Improvement Plan (2025-2035)

Setting the Northern Cape
province ahead of national
averages



Increasing the opportunities for
Northern Cape young people

Launch Version 1.1



Every day, the Northern Cape is transforming: modern, growing and successful.

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

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



Foreword by the Premier

It gives me great pleasure to endorse the Northern Cape Department of Education's Multi-Year Education Improvement Plan 2035 (MYEIP 2035), a bold and visionary roadmap that embodies our collective determination to transform education as a cornerstone of social and economic progress.

Education has always been a fundamental pillar of the African National Congress's priorities, viewed not only as a human right, but as the most powerful instrument for breaking the cycle of poverty and inequality. This Plan reaffirms our commitment to the ANC's vision of a developmental state that invests in human capital as the foundation for a more inclusive, equitable and prosperous society.

Anchored in the National Development Plan (NDP) Vision 2030, which identifies education as the single most important investment in South Africa's future, the MYEIP 2035 aligns with national imperatives to improve quality learning outcomes, expand access and ensure that all learners acquire the skills and values needed to contribute meaningfully to our democracy and economy.

The Plan is also tightly aligned with our Provincial Growth and Development Plan (PGDP) and with the Department of Basic Education's strategic priorities. It offers a focused and practical framework to help the Northern Cape leap ahead of national performance averages, with the ultimate aim of unlocking the full potential of our youth and communities.

While we rightly celebrate our remarkable achievements, such as the 18% increase in the National Senior Certificate pass rate between 2020 and 2024, rising bachelor passes and continued improvements in SEACMEQ and SASE performance, we also acknowledge the long-standing challenges that still hinder progress. These include low participation in Mathematics, uneven reading outcomes, limited access to quality Early Childhood Development (ECD) and the need for urgent succession planning in our teaching workforce.

The MYEIP 2035 does not shy away from these realities. Instead, it confronts them with honest introspection, bold targets and actionable strategies underpinned by evidence-based planning, rigorous implementation,

ongoing professional development and a culture of accountability and social partnership.

At the heart of this Plan is our unwavering commitment to building an education system that responds to the needs of the poor, the vulnerable and the historically marginalised, irrespective of race, background or geography. Through deliberate investments in Early Grade Reading and Mathematics, ECD, Senior Phase improvement and the National Senior Certificate, we are laying the foundation for systemic efficiency, enhanced learner performance and improved life opportunities.

Importantly, the MYEIP 2035 is a social compact. It calls on all role players, educators, learners, parents, unions, the private sector, academia and civil society to work together in a spirit of unity and shared responsibility. It aims to mobilise additional technical and material resources, deepen community engagement and instil a culture of excellence, ethics and teamwork across the entire education system.

Together with the National Education Collaboration Trust (NECT) and the Department of Education, the Office of the Premier will spearhead the mobilisation of resources and support needed to realise this ambitious plan.

In closing, I call on every stakeholder across our Province to rally behind the MYEIP 2035. Let us approach this undertaking with urgency, determination and purpose.

Through unity of effort, we will not only sustain our current trajectory, but make the Northern Cape a model of educational excellence, transformation and inclusive development, in line with our vision of a modern, growing and successful Province.



Dr Zamani Saul
Premier of the Northern Cape



Foreword by the Member of the Executive Council for Education

It is with great commitment and a renewed sense of purpose that I present this Multi-Year Education Improvement Plan 2025-2035 (MYEIP 2035), a strategic blueprint aimed at transforming our education system and unlocking the full potential of every learner in our province. This plan represents not only a roadmap for academic improvement but also a call to action for all stakeholders to unite in pursuit of equitable, quality education for all.

Education remains the most powerful tool for addressing inequality and shaping a prosperous future. As such, we are proud to embark on this ambitious plan in partnership with the National Education Collaboration Trust (NECT), a vital ally in our shared mission to strengthen public education. The NECT brings with it a wealth of expertise, innovation and a proven track record of impactful support to the sector. This collaboration is rooted in shared values of accountability, inclusivity and a learner-centred approach.

Together, we are prioritising key focus areas that will drive systemic improvement across all grades, including:

- enhancing curriculum coverage and classroom practice;
- strengthening school leadership and management;
- building educator capacity through continuous professional development;
- promoting accountability and data-driven decision-making;
- improving infrastructure and learning environments; and
- deepening community and stakeholder involvement in education.

At the heart of this plan is a firm commitment to improve learner outcomes. Every initiative, intervention and partnership is designed with the learner in mind to ensure learners not only stay in school but thrive in a nurturing environment that promotes critical thinking, creativity and lifelong learning.

The Multi-Year Education Improvement Plan is more than a strategic document; it is a statement of intent. It reflects our collective resolve to build an education system that delivers quality learning and teaching at every level, from Foundation Phase to matric. It recognises that sustainable improvement requires consistency, collaboration and courageous leadership.

We are confident that this partnership with the NECT will serve as a catalyst for meaningful change. By aligning resources, leveraging expertise and fostering innovation, we are laying a strong foundation for a more effective, inclusive and resilient education system.

Let us move forward together, with clarity of vision, unity of purpose and an unwavering belief in the power of education to transform lives and communities.



Mr. Abraham Vosloo

**Member of the Executive Council for Education
Northern Cape Province**



Introduction



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 provincial development goals while contributing to national development goals.

To achieve these imperatives, the province puts forward a Multi-Year Education Improvement Plan 2025-2035 (MYEIP 2035) that serves to fast-track the pace of education improvement by,

- outlining priority areas and key change levers for education improvement;
- clarifying and defining the roles that school communities and key partners like the private sector, teacher unions and academia play in the education system; and
- establishing a foundation to mobilise additional and complementary technical and material resources to support schools and various 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 progress reports. The MYEIP 2035 it is a frame of reference and anchor to guide strategic planning across multiple five-year administrations.

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1. The Journey So Far

Despite persistent educational challenges in the Northern Cape, the province has achieved remarkable success in the past five years. Key achievements are noted below

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, an increase of **18%**.

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%.

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



EDUCATION

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

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

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 10 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 several notable 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 all celebratory achievements of the Northern Cape.

It is encouraging to observe that the Northern Cape is doing better than the national department on indicators such as employment rate, which stands at 26,3% compared to the national average of 32.2% over the past 10 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 of 532 compared to the national department's 505; and the Northern Cape's rate of school attendance, which was 1.6% higher than that of the National Department of Basic Education over the past 10 years. It is vital for the Northern Cape to maintain the positive performance on these indicators whilst developing strategies to improve those that are lagging.

While these successes are commendable, the NCDoE still has multiple areas of pain to address. These persistent challenges include uplifting the matric pass rate even higher (the province needs to move from its lowest performing position in the matric results and climb up the performance table); drastically reducing pregnancy incidents (at 3 538 a year, teenage pregnancy incidents are still 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 to improve systemic efficiency and general learner performance.



2. Our 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 – of challenges – to address.

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

The challenges below are a select few, presented in comparison with other provinces, as this assists in benchmarking our province and setting 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	14.2%	11.6%	~2.6% share of migrants (2022 Census)	13.9%	11.3%
	HIV/AIDS prevalence		17.3%	N/A	~8.9%	~12.7%	+3.8
	Infant mortality		23.13%		16.1 deaths per 1000 live births	22.9 deaths per 1000 live births	-6.8
	Household income (average)	R85 175	R 204 359	-R119 184	179 676	R204 359	-24 68
	NEET (youth not employed).	44.1%	31.4%	12.7%	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 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 actors, with particular emphasis on areas where the Northern Cape is lagging behind the national averages.

The table highlights areas requiring immediate improvements.



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 – 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.



HIGH CONCERN AREAS

- *About 69% of senior educators in the NC are 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 female 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.*



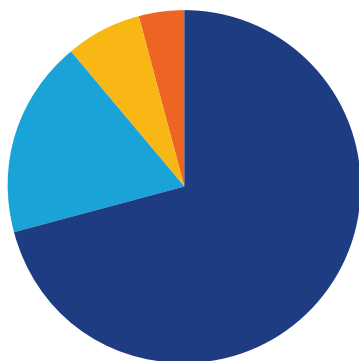
MEDIUM CONCERN AREAS

- *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

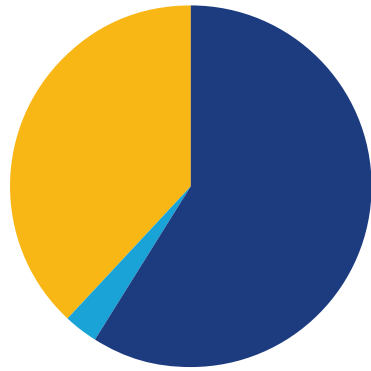
The tables below present key statistics on the current teacher workforce in the Northern Cape, based on data from EMIS and an estimated total of 11 174 educators in the system. The analysis covers years of service, average age and the nature of appointments. These indicators offer critical insights into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

Table 1: Years in the system for NC teachers



	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 for NC teachers



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

Table 3: Age groups for NC teachers



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 evident from these tables, 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 the transitioning of high-performing temporary staff into permanent roles, bolster mid-career professional development and implement robust succession-planning for the imminent retirement wave.



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 improvement.

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.

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 respondents are seeking a vision that not only inspires ambition but also authentically reflects the unique identity and challenges of the Northern Cape.

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

Lastly, according to the review, the existing values should remain unchanged as they sufficiently reflect the operational behaviours necessary 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. Therefore, these are unchanged.

THE NEW VISION AND MISSION

VISION:

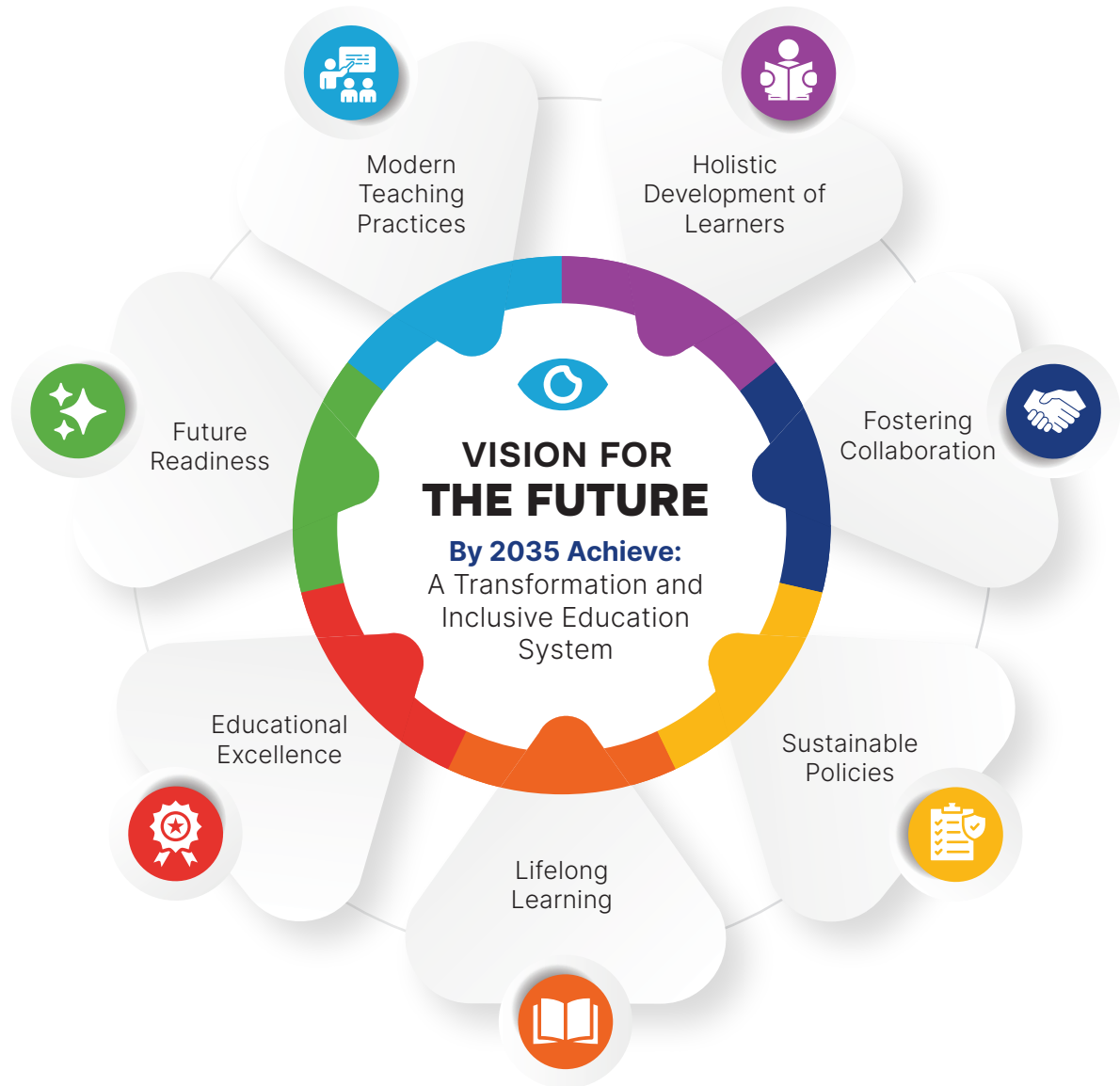
A transformative and inclusive education system that accelerates the Northern Cape’s journey toward becoming a modern, growing, and successful province.

MISSION:

We aim to create an environment where modern teaching practices and 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 rooted in seven anchors.



The next steps for the executive team are to implement a change management process for creating awareness of the new vision and mission, and to embed 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 entitled Analysis of Survey Results: Vision, Mission, and Values of the Northern Cape's Education System, submitted to the department on 11 October 2024, includes recommendations to guide the implementation of activities designed to drive behavioural change aligned with the new vision and mission as well as awareness of the change.

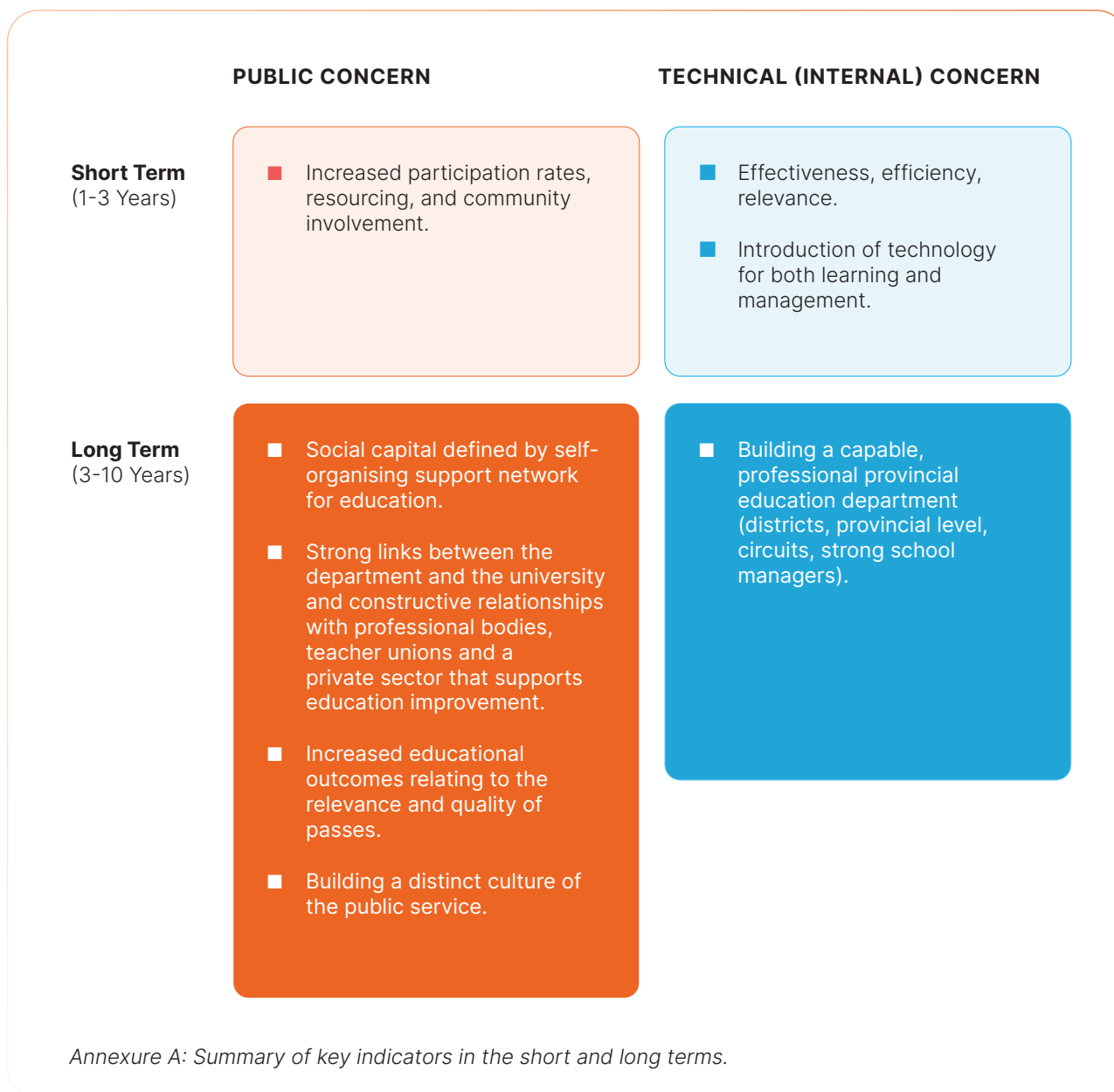


4. Quality Indicators

This section of our plan presents performance and outcome measures of the educational institution or programmes.

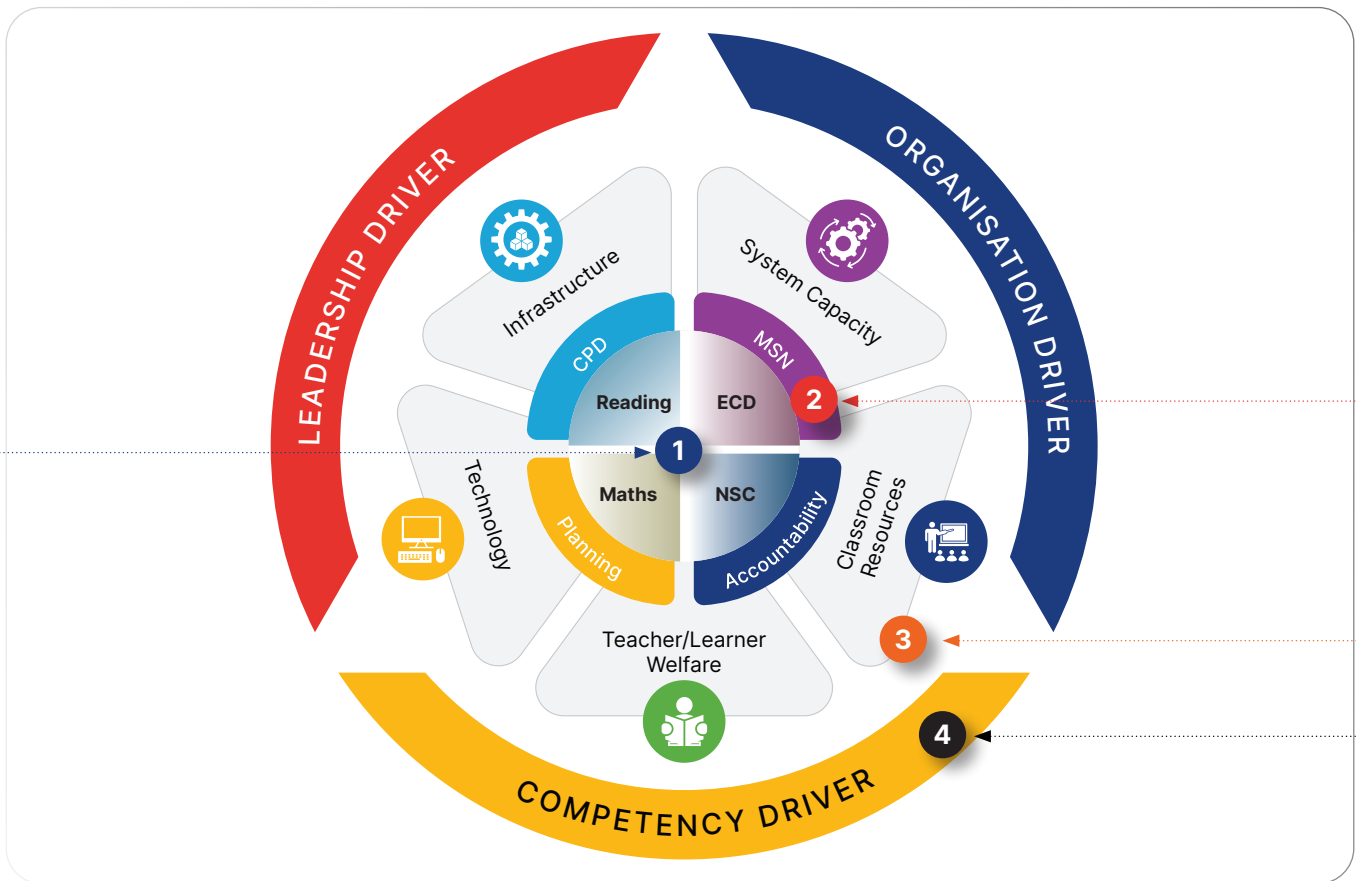
Key indicators are drawn from the MTDP, the strategic plan the APP and the province-specific pains identified in section 2. These are the apex indicators that the legislature, the public and the education department will work together to achieve.

- 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 improvement of numeracy in the early grades.



5. The Quad Change Component

The learning improvement model (LIM) comprises three carefully selected components designed to enhance the focus and efforts of key actors: Core Priorities, Change Levers and Change Drivers and Enablers as presented 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. It is crucial to allocate the same level of effort to improving mathematics performance as to reading.
- Deliberate, increased efforts are necessary to extend the provision of Early Childhood Development (ECD) to more than half of the

children who currently lack access. Also, 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 are based on national goals and tailored to the Northern Capes's context to guide efforts toward achieving the desired outcomes.



2

Change Levers

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

- *Planning provides direction, fosters efficient resource allocation 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 schools, districts and the provincial levels.*
- ■ *Teachers are the driving force behind converting policies and investments into learning outcomes. CPD 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.*
- *Networking and collaboration within the community will serve as a third lever to drive improvement. Universities, the private sector, teachers, professional management associations along with communities will be connected to build the social capital for implementing the plan.*
- *A multi-layered, cascaded accountability system will ensure the successful implementation of the programme. Institutional and personal appraisal systems will be strengthened and an accountability culture will be cultivated.*

These levers will permeate the same intentions across the entire organisation

3

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.

4

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 MEC will mobilise the private sector and garner societal support for the plan, ensuring that the necessary authority is in place for effective implementation. 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 a culture that support the implementation of practices.*
[Adapted from Active Implementation Research Network]

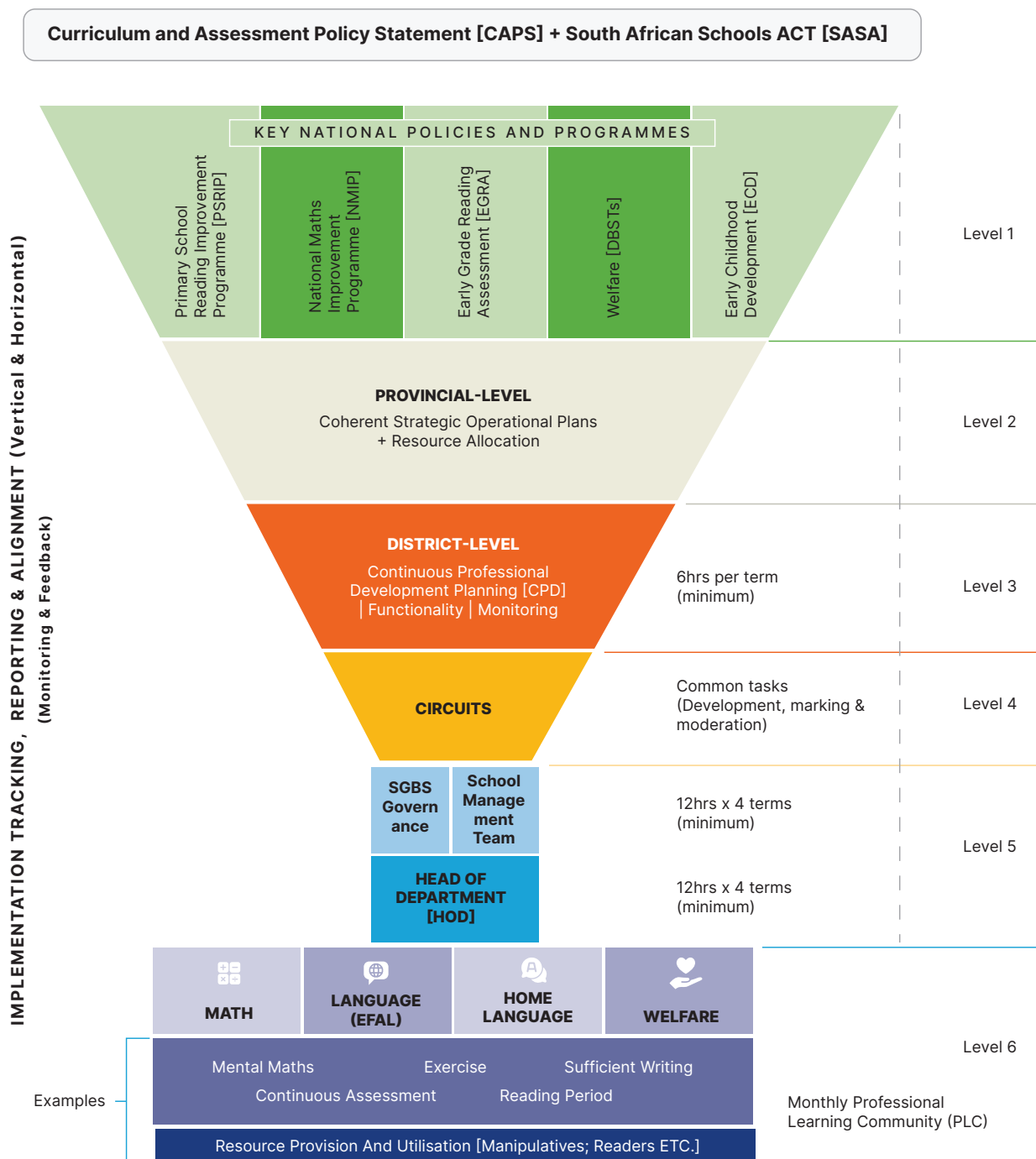
These plan drivers are the 'converting power engines' that promote long term systemic change and empower teams and individuals to achieve desired outcomes.

6. Programme Theory

The diagram below illustrates the programme theory guiding the implementation of the Multi-Year Education Improvement Programme (MYEIP). It maps how the anticipated filtering of key national policies and programmes will be integrated into strategic provincial plans and programmes, district operational plans and school-level implementation plans.

A key aspect of the programme theory is ensuring that plans are aligned vertically across all levels of the delivery chain, with each level focusing on initiatives that improve learning outcomes

Figure 1: Conceptual framework for the Multi-Year Education Improvement Plan



The framework for the MYEIP is anchored to two key policies: 1) CAPS: the curriculum and assessment policy; and 2) SASA: the school management and governance policy. Additional relevant policies for reference include 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 tracking and reporting protocols, which run side by side. For each level, we provide practical action steps for key actors to execute routinely to drive changes in education.



Level 1 (Key National Policies and Programmes) identifies four prioritised areas aligned to national priorities: 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 prioritising these areas is that the above four early education interventions will likely give learners a head start in acquiring foundational skills before the end of Grade 6 as a pre-requisite for further learning.

More recently, the system, especially at the district level, has had to address issues of access to ECD: registration of ECD sites, registration of learners under five (pre-Gr R) and five-year-old learners for Gr R. This requires the establishment of an ECD database. The second focus area is ECD quality, starting with Grade R: curriculum, professional development and teacher support. The third area concerns resourcing and infrastructure, a provincial responsibility.

Biannual PED brainstorming and problem-solving meetings where the PED branches meet 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 – Nine Provincial Systems) is the education system layer 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 interact personally with the principal, SMT members and teachers, seeking evidence for what is working and what is not. This rich and real-time information will be analysed in the upcoming provincial management meeting to initiate a review of plans and programmes.



Level 3 (District Level – 75 district systems) is the layer favoured by researchers and policymakers 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 interact personally with the principal, SMT members and teachers, seeking evidence for what is working and what is not. This rich and fresh information will be analysed in the upcoming district management meeting to initiate a review of plans and programmes.
2. Based on district priorities, a needs analysis and performance appraisal data, the district director schedules **CPD for relevant district officials** on specific topics (ECD, Reading) 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 four to six 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 will include the use of a common reading task, followed by questions to assess reading for understanding. The rapid Reading Survey can be completed within 30 minutes, per learner.
2. The circuit manager schedules professional development workshops for SMTs for support and accountability. **Two hours per term** are dedicated to problem solving and the generation of creative solutions based on monitoring evidence of circuit managers and policy requirements, such as in ECD, reading competencies and use of resources.





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 to teach and to lead 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 and multi-grade teaching.



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. 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 (the outcome). The practice of teaching is in need of constant improvement due to learner diversity, curriculum demands, changing social context, technology and policy adaptation.

The department head schedules, plans and leads a monthly meeting of one hour (also referred to as a professional learning community) of teachers in a phase (e.g., Foundation Phase) or a grade (e.g., Grade 6 teachers) or a subject (e.g., Language) to address teacher challenges related to a range of issues such as mental mathematics, reading practice using available books, sufficiency of writing tasks, assessment using EGRA, or use of manipulatives in teaching numeracy.

		Assumptions	Actions / Intervention / Logic of Change	Anticipated / Desired Outcomes / Results																								
Level 2 - PROVINCIAL		<ul style="list-style-type: none"> If the key provincial plans informed by policies and programmes central to learning improvement are reviewed for successful implementation, districts and schools will deliver effective teaching and learning 	<ul style="list-style-type: none"> IF: Review of the implementation of key national policies and programmes; adjustment of strategic plans; APPs and budgets developed; monitoring and course-correction loops used, THEN: teaching and learning will improve in all schools in a sustainable manner 	<p>Short Term Outcome (3 years)</p> <ul style="list-style-type: none"> Meaningful and 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 <p>Medium Term Outcome (5 years)</p> <ul style="list-style-type: none"> Improved learner performance in national and international assessments in language, science and mathematics from the following baselines <table border="1"> <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
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Level 3 - DISTRICT	<ul style="list-style-type: none"> If key district plans informed by policies and programmes central to learning improvement are mediated for successful implementation, schools will deliver effective teaching and learning 	<ul style="list-style-type: none"> 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- and five-year cycles Monitoring implementation and impact of above plans Development and administration of common assessments in Gr 4 HL and Gr 5 Mathematics – three- and five-year cycles 	<ul style="list-style-type: none"> District plans that meet quality requirements (sufficiency, alignment, implementability) Implementation protocols (mediation, readiness and support) followed consistently for all plans and programmes Programme impact measured using a sample of schools, compared with targets 	<ul style="list-style-type: none"> 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 an M&E system for implementation and impact monitoring Three-year and five-year district targets met for Gr 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			<ul style="list-style-type: none"> ■ 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 	<ul style="list-style-type: none"> ■ Principals are aware of and understand the MIP ■ Evidence: minutes of principal meetings and slides ■ Circuit managers and subject advisers provide support to close implementation gaps ■ Evidence: reports on implementation readiness and support to close implementation gaps ■ Implementation of Readiness Assessment Tool 	<ul style="list-style-type: none"> ■ 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 Gr 4 HL and Gr 5 Mathematics, based on District Common Assessments
		<ul style="list-style-type: none"> ■ 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 	<ul style="list-style-type: none"> ■ 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 	<ul style="list-style-type: none"> ■ 90% of Gr 4/10-year-old learners read for meaning in African languages, assessed in district assessments at levels 1 and 2, measured using District Common Assessments ■ 90% of Gr 5 learners, assessed in District Common Assessments, demonstrate mastery of knowledge and skills at levels 1 and 	
	Level 5 - SCHOOL	<ul style="list-style-type: none"> ■ If the District Improvement Plan and the Reading and Mathematics Plans are 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 	Evidence: FP DH quarterly reports		

Assumptions		Actions / Intervention / Logic of Change	Anticipated / Desired Outcomes / Results	
			Short Term Outcome (3 years)	Medium Term Outcome (5 years)
<p>Level 6 - CLASS</p> <ul style="list-style-type: none"> ■ 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 		<ul style="list-style-type: none"> ■ 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 nor the responsibility of educators alone—it encompasses the shared efforts of learners, parents, teachers, civil society organisations, 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 implemented with mutual accountability. However, achieving such alignment requires deliberate planning and strategy, particularly in identifying and understanding the roles, influence and interests of various actors within the education ecosystem.

To this end, the following stakeholder mapping exercise uses a power-interest framework tailored to the context of the Northern Cape Department of Education. 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, more effectively manage expectations, 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
Teacher 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
<ul style="list-style-type: none"> 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, and Petra Diamonds—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

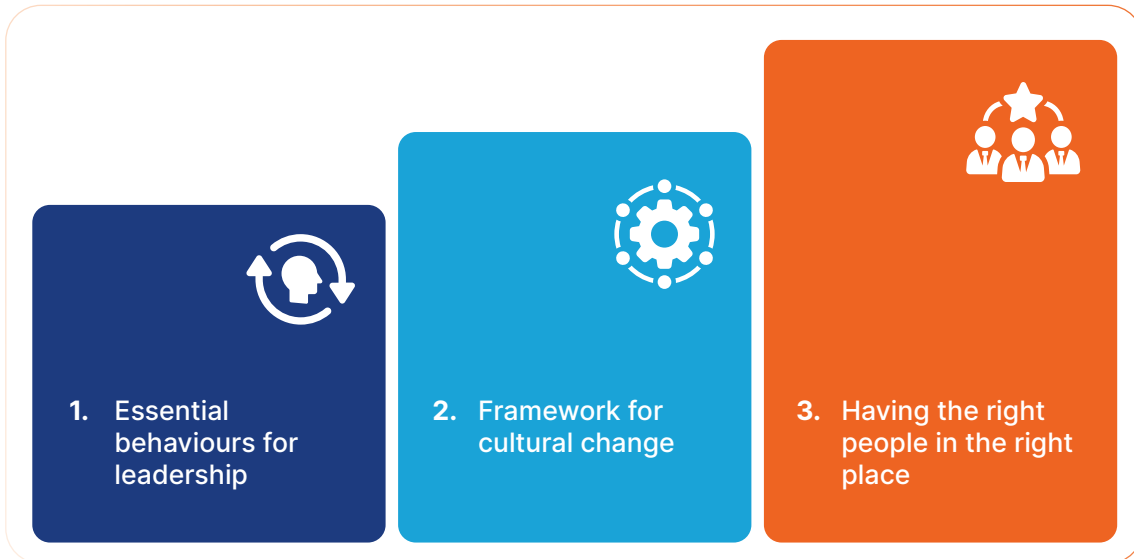
We are what we repeatedly do. Excellence, then, is not an act, but a habit. - Aristotle

What is Organisational Culture?

Bossidy and Charan (2011:89) define organisational culture as the sum of an organisation's shared values, beliefs and behavioural norms. They suggest that an individual's 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 are inseparable from achieving successful outcomes, particularly when change and positive results are expected.

These authors present three essential building blocks for the successful execution of strategy.



Under the first building block, emphasis is 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 risks and barriers that could hinder execution. Knowing one's people also enables leaders to accurately assess an organisation's capacity to implement new strategy and drive necessary changes. Without this insight, leaders risk decisions that are misaligned with the organisation's realities.

The authors stress the importance of leaders being known by their people. This involves being accessible and confident and demonstrating genuine concern for others, while also being open, transparent with information, and decisive. This is

crucial, they argue, because people in any organisation respect leaders who are trustworthy, leaders who inspire confidence, and leaders who are 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.

1. Be realistic and communicate: This means avoiding an overly optimistic or unrealistic view of the future and resisting the tendency to ignore or downplay an organisation's 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 an implementation plan. The key message is that there should be a small number of clear, easily understood priorities—ideally three to four at a time—since resources are always limited. Thus, an environment with ambiguous priorities is often characterised by unnecessary warfare over who gets what and why, setting a tone for an organisational culture which is not conducive to effective implementation.

3. The next important building block is follow through, which highlights the need for a mechanism to ensure that everyone fulfils their agreed-upon responsibilities.

4. The remaining building blocks are rewarding performance and expanding people's capabilities through on-the-job coaching by the leader. This can occur in reflection management meetings in which progress is assessed in a safe environment. The focus should be on fostering healthy accountability, reflecting openly on progress, identifying obstacles and brainstorming alternative solutions together as a team. A leader should exhibit four qualities: authenticity, self-awareness, self-mastery and humility.

For a 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 misaligned, 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 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.

Cultural change begins with the beliefs that departmental officials hold about their work, as these beliefs shape behaviour. The next steps involve identifying the current organisational culture and defining the ideal culture needed for the department to achieve its desired outcomes over the next one to five years. Once these new beliefs are established, they serve as a foundation for driving attitude change and further development.

To guide the transformation of attitude change, 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 not, how should the culture be changed and what specific cultural shift is required?

With the review of the vision and mission and values, 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, as a word cloud, capture key themes of 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 a safe, supportive environment.

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

To further strengthen a positive organisational culture that enables effective execution and sustainable results, the next step is to embed accountability as a core value and reinforce positive behaviours. Recommendations include mechanisms for how the department will do the following:

a. **Celebrate Excellence:** Develop recognition programmes 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 programmes.

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 the importance of ethical conduct in all aspects of the organisation's operations, aligning with stakeholders' vision of a moral, corruption-free work culture.

This book (The Discipline of Getting Things Done by Larry Bossidy and Ram Charan, with Charles Burck) will be made available to the department as part of the programme. It will serve as a framework to reinforce the building blocks necessary for driving positive execution and achieving 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

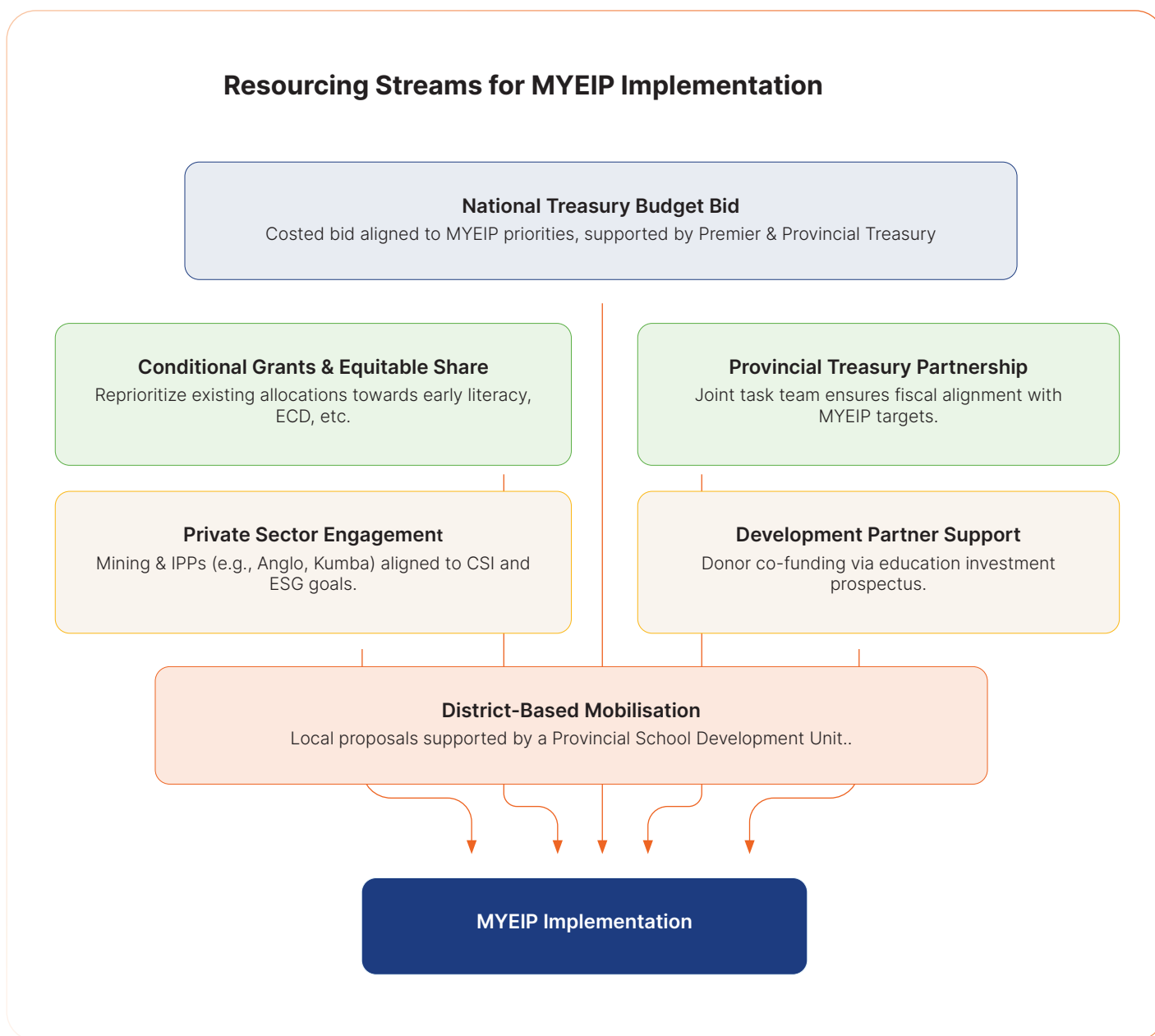
To ensure continued relevance, accountability and responsiveness of the Multi-Year Education Improvement Plan (MYEIP), a robust framework for Review and Improvement will be implemented. This system-wide mechanism will not be merely evaluative but also developmental, aimed at fostering a culture of reflection, 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 are 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 Three Years):** A comprehensive, independent review of the entire MYEIP 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 MYEIP 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 Education 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.



Primary Resourcing Streams:

- **Budget Bid to National Treasury:** A formal and costed budget bid aligned to the MYEIP 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 MYEIP 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 MYEIP'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 MYEIP-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.

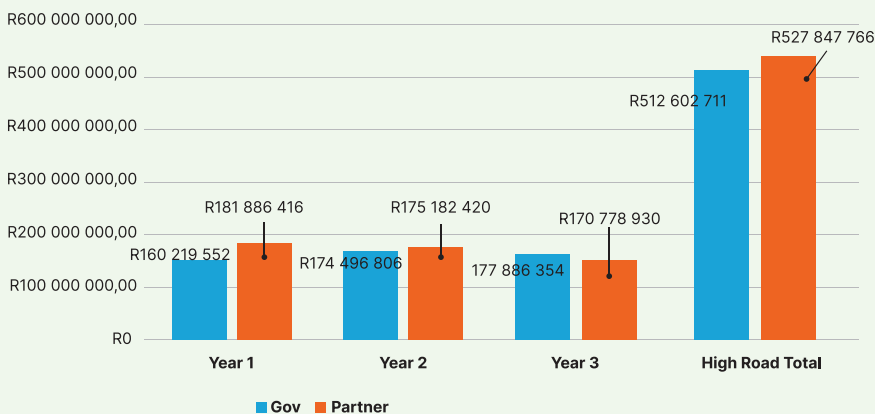
Northern Cape Resourcing

The Northern Cape resourcing plan includes High, Middle, and Low Road options. The High Road nearly doubles the total funding compared to the Low Road, largely due to allocations for ECD (R627m) and Matric Support (R283m). The Middle Road presents a balanced option, including partial support for 10 ECD classrooms, with a total investment of R636 million. Government funding remains constant across all options (~R512m), while partner contributions vary significantly from R527m in the High Road to R123m in the Middle Road and only R54m in the Low Road.

	Government	Partners	Total
High Road (with ECD and matric support)	R512 602 711,46	R527 857 765,75	R1 040 460 477,21
Middle Road (with support of 10 ECD)	R512 602 711,46	R123 271 390,00	R635,874,101.46
Low Road (without ECD and matric support)	R512 602 711,46	R53 691 630,75	R566 294 342,21

High Road Option A

*High Road
(Inc. EDC and Matric)*



HIGHLIGHTS

Total Contribution (three years):

- Government: R512 million
- Partners: R527 million
- Combined Total: R1, billion

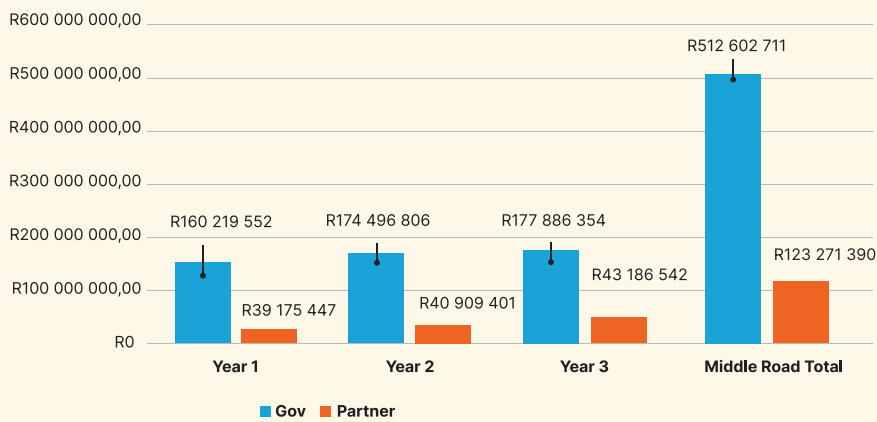
The High Road option includes Early Childhood Development (ECD) and Matric Support. Within ECD, approximately **R486 million** has been allocated for classroom and sanitation infrastructure.



- The High Road option includes consistent capital projects such as large-scale infrastructure developments. However, these projects do not typically attract potential funders as they tend to be 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.

Middle Road Option B

Middle Road (W/t support 10/25 EDC classroom and playgrounds)



HIGHLIGHTS

Middle Road Option (with support for 10 ECD single classes and play areas)

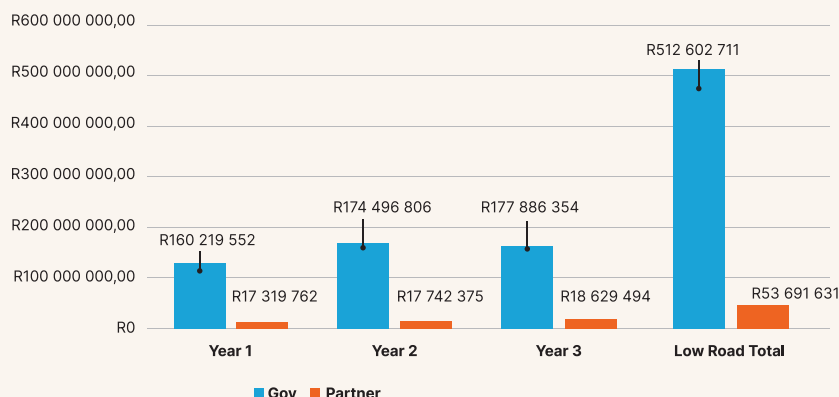
- Government: R512 million
- Partners: R123 million
- Total: R636 million

This option represents a moderate **investment model** that includes partial support for **ECD infrastructure with furniture and playgrounds** to deliver focused improvements in foundational education outcomes in the province.

- The Middle Road option offers a more balanced approach than the Low Road yet is less capital-intensive than the High Road. It enables meaningful infrastructure gains without overwhelming funding requirements.
- This model provides a pragmatic pathway for both government and partners to co-invest, targeting early learning infrastructure and preserving momentum in key areas like reading, maths and welfare.
- This option leverages private sector contributions, specifically for 10 ECD classrooms and play areas. It enhances donor confidence through visible, manageable projects with clear educational returns.

Low Road Option C

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 private sector partnerships, focusing on cost-effective initiatives that 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 and Middle Road options be prioritised as the preferred pathways to attract external partners. These options present lean, cost-effective investment models with a strong focus on high-impact priorities such as reading, maths and welfare, which are more likely to gain traction with private sector and donor support.

The Middle Road, in particular, offers an enhanced version of the Low Road by including targeted ECD infrastructure support, specifically the development of 10 single ECD classrooms

equipped with furniture and playgrounds. This provides tangible, visible outcomes that funders can rally behind without requiring the extensive capital investment of the High Road.

Simultaneously, government must continue to fulfil its core responsibilities by ensuring the provision of foundational infrastructure for ECD and continued support for Matric learners, even if scaled-back. This dual strategy allows for meaningful progress in critical education areas while remaining financially sustainable and attractive to development partners.



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
1	1	Access and quality of ECD	501,502,503,504, POI 607	Access to Gr R increased from 34 325 learners to 151 000 learners in 2030
2	1,6	Reading and Literacy	204, 207	Increase achievement in PIRLS Gr 4 from 284 points in 2021 to 300 points in 2026 and 500 points in 2031
3	1,6	Numeracy and Mathematics	205, 206	Increase achievement in TIMSS Gr 5 from 373 points in 2023 (baseline) to 400 in 2027 and 475 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 60% 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 20% by 2035
6	Cross-cutting	Partnership with private sector, Unions and Community organisations		50% of Standards for Service Delivery for the province and districts are met by 2030 and 80% 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 90% of Subject Advisers and 80 % 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 cultural' focus area, and six priorities under the focus area of 'education and technical'. 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 10 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 public service by the provincial and district offices	<p>#1 Adopt and mediate clear Standards for Service Delivery by Province and districts in year 1</p> <p>#2 Gather feedback from users to evaluate service quality, annually, starting in year 2; collect data from surveys and interviews.</p>	
	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)	<p>#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.</p> <p>#5 Support, organise and incentivise a Provincial MEC Indigenous Knowledge Systems Research Project, annually, for learners, to promote indigenous languages and culture. This is part of R&D programme.</p>	
	Providing universal access to ECD	<p>#6 Draft, consult, adopt and mediate an Integrated Provincial ECD Plan</p> <p>#7 Design and develop an ECD Administration and Reporting System (eCares), train users to collect data for planning and budgeting.</p>	
	Grade 4 learners able to read with meaning (international benchmarking)	#9 Increase achievement in PIRLS assessment from 306 points in 2016 (baseline) to 500 in 2026	

Grade 5 learners demonstrate grade-level competencies in mathematics (international benchmarking)	Increase Participation and Performance in mathematics in FET	#10 Increase achievement in TIMSS assessment from 373 points in 2015 (baseline) to 400 in 2027	Increase achievement in TIMSS assessment from 373 points in 2015 (baseline) to 475 in 2031
		#11 Increase participation rate in mathematics from 19,8% (2 494 learners) in 2024 to 2794 (22%) 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 3000 (25%) learners in 2030
		#12 Increase performance rate in mathematics (>60%) from 14,8% in 2024 to 16% in 2027. NB: National 2024 performance rate is 18%	Increase performance rate in mathematics (>60%) from 14,8% in 2024 to 18% in 2030
		#13 Increase bachelor passes from 38,6% in 2024 to 45% in 2027. NB: National 2024 bachelor passes is 47.8 %	Increase bachelor passes from 50% in 2024 to 60% in 2030.
		#14 Increase learner retention rate (Gr 9-11) from 66% in 2024 to 75% in 2027	Increase learner retention rate (Gr 9-11) from 66% in 2024 to 80% in 2030
Improve system efficiency: increasing learner retention and progression rates		#15 Decrease learner progression rate (Gr 4-11) from 11.6% in 2024 to 9.6% in 2027	Decrease learner progression rate (Gr 4-11) from 11.6% in 2024 to 6% in 2030

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

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

Notes

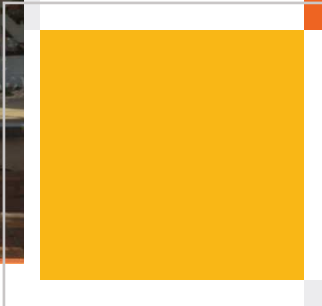


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