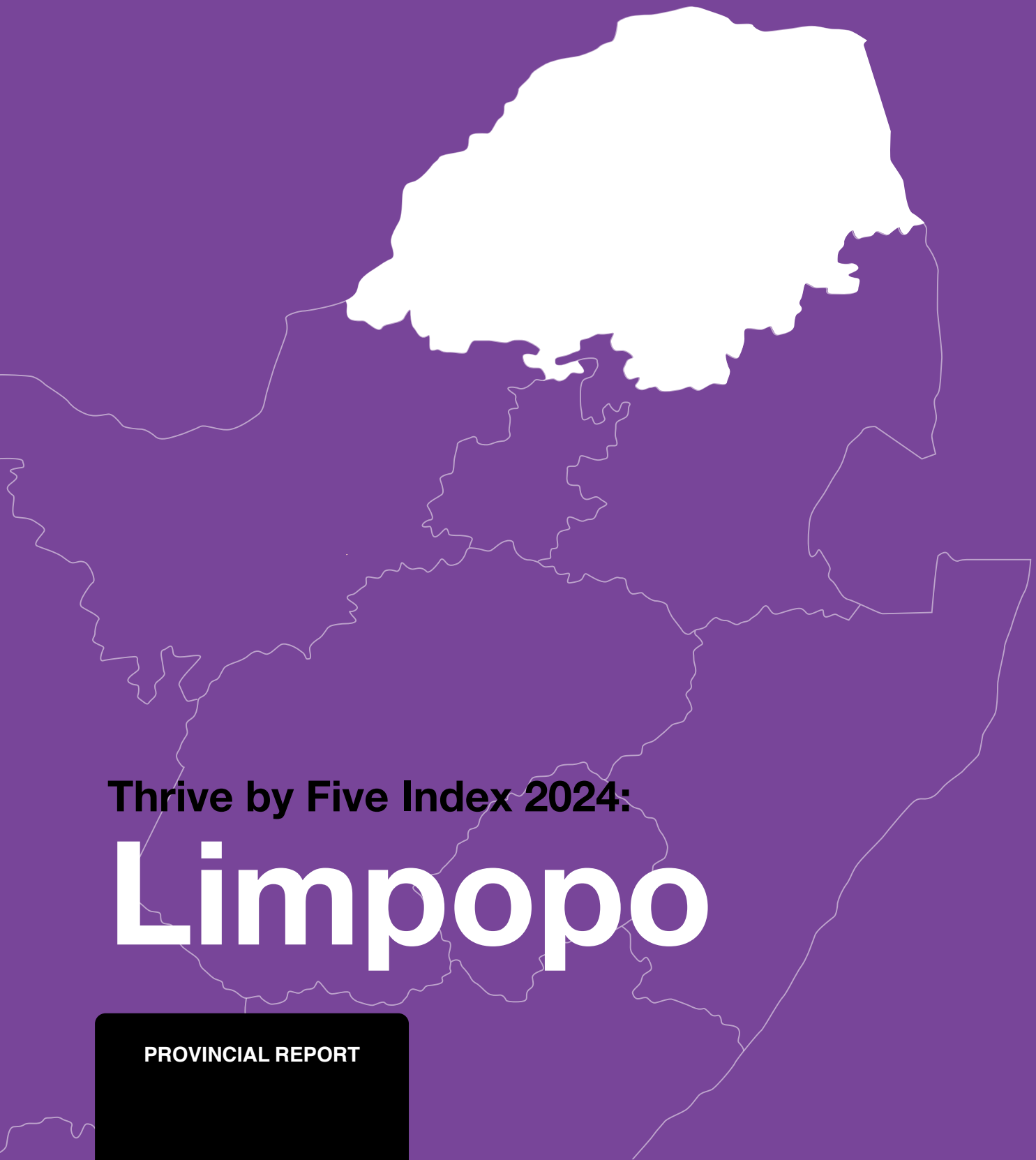
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Thrive by Five Index 2024:

Limpopo

PROVINCIAL REPORT

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About the Thrive by Five Index

The *Thrive by Five Index*, first launched in 2021, is the largest survey of preschool child outcomes in South Africa. It was established as a collaborative effort to track progress and promote positive change in Early Childhood Development.

The *Thrive by Five Index 2024* is the second in a planned series of cross-sectional, nationally and provincially representative studies conducted every three years. The 2024 survey was led by the Department of Basic Education and coordinated by DataDrive2030, with support from the FirstRand Foundation, the LEGO Foundation, This Day Foundation, and Yellowwoods.

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Limpopo Provincial Report

SEPTEMBER 2026

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Executive Summary

The ***Thrive by Five Index 2024*** is South Africa's second nationally and provincially representative assessment of the developmental status of four-year-old children. Building on the inaugural 2021 Index, it provides evidence on children's early learning, social-emotional functioning and physical growth, while also examining the quality of Early Learning Programmes (ELPs), household environments and other factors associated with children's development. The Index is intended to support evidence-based planning and action to improve children's readiness for school and long-term developmental outcomes.

This report presents the findings for Limpopo Province. It focuses on children aged 50–59 months who were enrolled in ELPs during the 2024 Index. The findings provide a cross-sectional picture of children's developmental status in the province. The Index assessed 628 children enrolled in 169 ELPs in Limpopo. Overall, 42% of four-year-old children attending an ELP in Limpopo are On Track for overall early learning, while 28% are Falling Behind and 31% are Falling Far Behind. Children perform best in Gross Motor Development, where 64% are On Track, followed by Emergent Literacy and Language at 44%. Outcomes are weaker in Cognition and Executive Functioning (37% On Track), Emergent Numeracy and Mathematics (35% On Track), and the weakest performing domain, Fine Motor Coordination and Visual Motor Integration (31% On Track).

Substantial disparities are evident within the province. Girls outperform boys across most developmental measures. Overall, 45% of girls are On Track for overall early learning compared with 38% of boys. Girls perform better in four of the five developmental domains, while boys perform marginally better in Gross Motor Development. This broadly reflects the gender pattern evident nationally. Socio-economic differences are particularly pronounced. Children attending the highest-fee 20% of ELPs are almost twice as likely to be On Track as children attending the remaining 80% (81% compared with 41%). Children attending higher-fee ELPs perform better across all developmental domains, with particularly marked differences in Cognition and Executive Functioning, Emergent Literacy and Language, and Fine Motor Coordination and Visual Motor Integration.

Development extends beyond early learning. In Limpopo, 58% of four-year-old children attending ELPs meet the expected standard for emotional readiness for school, while 70% meet the standard for social relations with peers and adults. Girls are more likely than boys to meet the expected standards in both areas: 63% of girls meet the standard for emotional readiness compared with 53% of boys, while 73% meet the standard for social relations compared with 66% of boys.

The province records a moderate or severe stunting rate of 9%, compared with 7% nationally. A further 28% of children show signs of mild stunting. Stunting remains an important developmental concern, particularly because national analysis found that moderately or severely stunted children are, on average, five months behind their non-stunted peers in early learning, while mildly stunted children are approximately two months behind.

The findings also highlight a marked difference between caregiver perceptions and measured developmental outcomes. Although only 42% of children are On Track for overall early learning, 97% of caregivers believe that their child is developing at the same rate as, or faster than, other children of the same age. This suggests there may be gaps in caregivers' awareness of developmental expectations and milestones for four-year-old children.

The *Thrive by Five Index* highlights the importance of integrated action across the early childhood development system. Improving children's outcomes in Limpopo will require continued attention to the quality of teaching and learning in ELPs, stronger support for boys and children attending lower-fee ELPs, sustained efforts to promote healthy growth and social-emotional development, and greater support for caregivers to recognise and promote children's development during the early years.

Introduction

Why the Thrive by Five Index matters

The first five years of life are a critical period for children's development. During these early years, rapid brain development lays the foundation for later learning, health and wellbeing. Children's development during this period is influenced by the quality of the care, nutrition, stimulation and learning opportunities they experience at home and in early learning settings.

The Thrive by Five Index was established to provide reliable national and provincial evidence on how young children in South Africa are developing before they enter formal schooling. First conducted in 2021, the Index is designed to monitor children's developmental outcomes, identify areas requiring attention, and support evidence-based planning across the early childhood development sector. The 2024 Index is the second in a planned series of nationally and provincially representative cross-sectional studies conducted every three years.

This report presents the findings for the Limpopo Province. It focuses on four-year-old children (50–59 months) attending ELPs and examines three key developmental outcomes:

- Early learning;
- Social-emotional functioning; and
- Physical growth.

The report also examines characteristics of ELPs, household circumstances and home learning environments to provide a broader understanding of the contexts in which children are developing.

Purpose of the Index

The *Thrive by Five Index 2024* was designed to:

- **Determine** the proportion of young children in SA who attend ELPs who are On Track for their age in three key areas of development: early learning, social-emotional functioning, and physical growth.
- **Monitor** trends in performance gaps and gains over time and across socio-economic groups.
- **Explore** a range of potential predictors of key child outcomes.
- **Track** progress towards local and global development goals.
- **Inform** decision-making and actions to improve developmental outcomes for young children.

Access to organised early learning in the Province

This report presents findings on the developmental outcomes of four-year-old children enrolled in ELPs across Limpopo. By focusing on children already participating in organised early learning, it provides insight into how these children are developing and into the environments in which they learn. The findings do not, however, represent children who are not enrolled in an ELP.

According to the *2024 General Household Survey*[1], 73% of four-year-old children in Limpopo attend an ELP, a further 10% attend Grade R or school, while 17% are not enrolled in any form of organised early learning.

[1] GHS 2024 analysis by Katharine Hall, Children's Institute UCT. July 2025

Limpopo Sample

The *Thrive by Five Index 2024* is the largest survey of preschool child outcomes conducted in South Africa to date. The study used a stratified, multistage sampling design to obtain nationally and provincially representative samples of children attending ELPs.

Across South Africa, the final sample included 5,001 children attending 1,388 ELPs in 414 wards. Within each participating ELP, children aged 50–59 months were randomly selected to participate in the study.

In Limpopo, the planned sample comprised 50 wards, 150 ELPs and 600 children. The realised sample included all 50 selected wards, 169 ELPs and 628 children, achieving 105% of the planned child sample. The final provincial sample included 294 boys and 334 girls, with a mean age of approximately 55 months.

Table 1: *Planned and realised samples for the 2024 Thrive by Five Index in Limpopo*

Stages	Planned sample size	Realised sample size	Realised / planned
Wards	**50**	**50**	**100%**
ELPs	**150**	**169**	**113%**
Children	**600**	**628**	**105%**

Table 2: *Gender distribution and mean age of children in the Limpopo sample*

Gender	% of sample	Mean age (months)	N
Boys	**47%**	**54.7**	**294**
Girls	**53%**	**54.5**	**334**

Source: Weighted estimates based on Thrive by Five Index 2024 data

The Limpopo sample reflects the linguistic diversity of the province. Sepedi was the most commonly reported home language (39%), followed by English (33%), Xitsonga (11%) and Tshivenda (11%). Almost two-thirds (64%) of children were reported to speak more than one language at home.

Children's socio-economic circumstances are a key lens for understanding disparities in developmental outcomes and access to opportunities. Economic circumstances are deeply connected to the resources and support systems available to young children. These circumstances significantly affect caregiver wellbeing, child health and nutrition, the home learning environment, and access to quality ELPs, all of which are major influences on developmental outcomes.

A core objective of the Index is to report on and monitor the performance gap between children from higher and lower socio-economic groups. Monthly ELP fees, reported by principals and validated through cross-checks with parent-reported data, are used as the most appropriate available proxy for children's socio-economic circumstances. Fees offer a practical reflection of what households are likely able to afford within their local context, providing a useful, if imperfect, indicator of relative economic means.

All ELPs in Limpopo charge fees (100%) which is consistent with the national figure of 97%. Among participating ELPs in the province, monthly fees range from R100 to R3,500. Fee quintiles were constructed using provincial fee thresholds to help account for notable differences in the cost of living between provinces. These quintiles were created at the ELP level by ordering ELPs according to the fees they charge and grouping them into five equal-sized categories based on the unweighted distribution of fees. Table 3 shows a comparison of the fee distribution and levels between the provincial and national samples.

Table 3: *Minimum and Maximum fees by quintile in Limpopo and nationally*

Fee bands	Limpopo sample			National sample		
	Minimum fees	Maximum fees	Number children	Minimum fees	Maximum fees	Number children
Fee Quintile 1	**R100**	**R190**	**119**	**R0**	**R120**	**1,043**
Fee Quintile 2	**R191**	**R210**	**134**	**R121**	**R240**	**1,039**
Fee Quintile 3	**R211**	**R350**	**147**	**R241**	**R350**	**998**
Fee Quintile 4	**R351**	**R1,500**	**129**	**R351**	**R800**	**948**
Fee Quintile 5	**R1,501**	**R3,500**	**99**	**R801**	**R6,400**	**973**

Source: Unweighted data from Thrive by Five Index 2024

To enable meaningful comparisons by socio-economic context, ELPs were grouped into two fee-based categories using provincial fee thresholds. The four lower fee quintiles constituted the lower-fee 80% of ELPs, while the highest fee quintile represented the top 20%.

Table 4 presents the minimum and maximum monthly fee ranges for these two categories, along with the number of ELPs and children included in each group. Throughout this report, child-level findings are presented for the full sample, as well as disaggregated by these ELP fee categories.

Table 4: *Proportion of ELPs and children in the Bottom 80% and Top 20% fee groups in Limpopo and nationally*

80/20 Split	Limpopo sample			National sample		
	Fee range	Number of ELPs	Number of children	Fee range	Number of ELPs	Number of children
Bottom 80%	**R100-R1,500**	**137**	**529**	**R0-R800**	**1,113**	**4,028**
Top 20%	**R1,501-R3,500**	**32**	**99**	**R801-R6,400**	**275**	**973**

Source: Thrive by Five Index 2024

More detailed technical information is available in the ***Thrive by Five Index 2024 Technical Report***

Measures

The study assessed children's development using standardised tools that have been developed or validated for use in the South African context. Early learning was assessed using the Early Learning Outcomes Measure (ELOM 4&5), which evaluates children's development across five domains:

- Gross Motor Development;
- Fine Motor Coordination and Visual Motor Integration;
- Emergent Numeracy and Mathematics;
- Cognition and Executive Function; and
- Emergent Literacy and Language.

Based on their performance, children were classified as:

- **On Track –** demonstrating developmental competencies expected for their age;
- **Falling Behind –** showing developmental delays that warrant attention; or
- **Falling Far Behind –** showing substantial developmental delays relative to age expectations.

The Social-Emotional Functioning (SEF) Rating Scale was used to measure children's social relations with peers and adults and their emotional readiness for school. It is administered as an interview questionnaire with the child's practitioner. Children's scores are categorised as either Meet the Standard (indicating the child performs at the expected level for their age) or Don't Meet the Standard.

Physical growth was assessed by measuring children's height and classifying height-for-age according to World Health Organization standards to identify stunting.

The Learning Programme Quality Assessment Tool (LPQA v2) was used to measure the quality of ELPs. It involves a two-hour observation of a class and has 22 items spread across five domains: Materials & Equipment, Planning & Assessment, Learning Programme, Teaching Strategies and Relationships & Interactions. The domain and total scores are categorised into three rating levels: Inadequate, Basic and Good.

Interviews with principals and practitioners and facility observations provided rich contextual data on early learning environments.

Interviews were also completed with primary caregivers (PCGs) of the assessed enrolled children. The vast majority of PCGs were biological mothers.

Limitations

The findings presented in this report describe four-year-old children attending ELPs in Limpopo during 2024. They do not represent children who were not enrolled in an ELP at the time of the Index.

Provincial findings should be interpreted as a cross-sectional snapshot. The current provincial sample was not large enough to support reliable comparisons over time, although strengthening provincial trend analysis is planned for future rounds.

The provincial sample size also means that estimates are less precise than the corresponding national estimates. Comparisons between provincial and national findings should therefore be interpreted with appropriate caution, particularly where differences are small.

Despite these limitations, the Thrive by Five Index provides the strongest available evidence on the developmental status of young children attending ELPs in Limpopo. The findings offer an important evidence base to inform provincial planning, strengthen early childhood development services and improve children's readiness for school.

Child outcomes

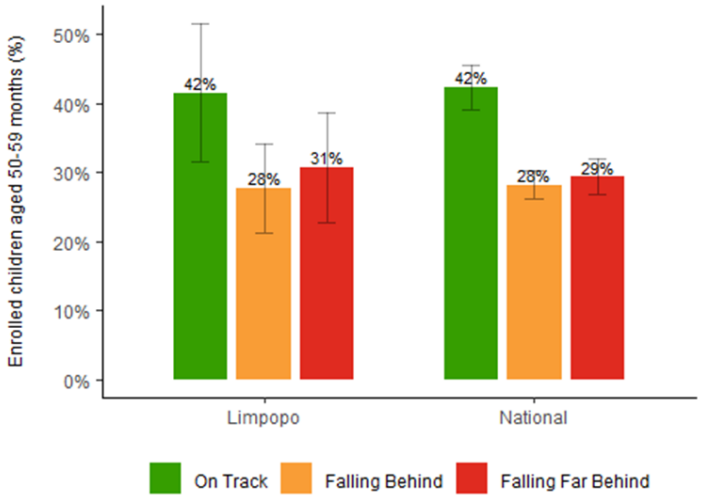
Early learning

Percentage children On Track

The *Thrive by Five Index* assesses children's early learning using the Early Learning Outcomes Measure (ELOM4&5), which measures children's development across five domains that are important for school readiness.

Overall, 42% of four-year-old children attending ELPs in Limpopo are developmentally **On Track** for their age, while 28% are **Falling Behind** and 31% are **Falling Far Behind.** These findings indicate that most children attending ELPs in the province have not yet developed the knowledge and skills expected for their age before entering formal schooling. Limpopo's overall early learning outcomes are similar to the national pattern.

Figure 1: *ELOM Total – Percentage of children On Track, Falling Behind and Falling Far Behind in Limpopo compared with the national average.*



Source: Weighted estimates based on Thrive by Five Index 2024 data. Error bars show the 95% confidence interval around the estimates.

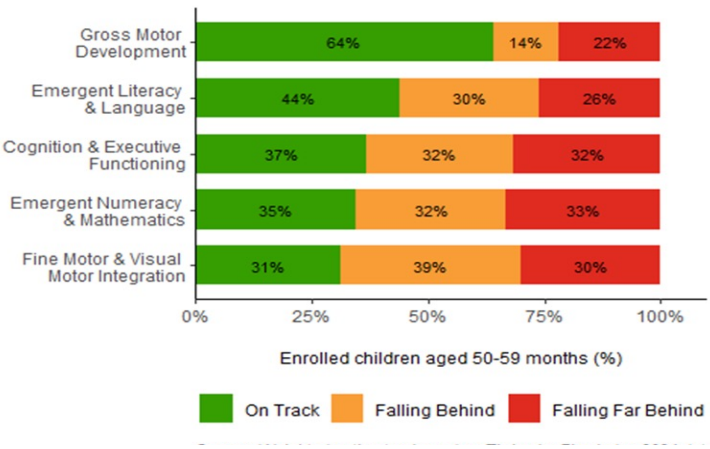
Performance across developmental domains

Children's performance varies across the five developmental domains assessed by the ELOM. The strongest performance is in Gross Motor Development, where 64% of children are **On Track**. Performance is weaker across the remaining domains: 44% of children are **On Track** in Emergent Literacy and Language, 37% in Cognition and Executive Functioning, 35% in Emergent Numeracy and Mathematics, and 31% in Fine Motor Coordination and Visual Motor Integration.

Fine Motor Coordination and Visual Motor Integration is the weakest-performing domain, with 31% of children **On Track**, while 39% are Falling Behind and 30% are **Falling Far Behind.** Cognition and Executive Functioning and Emergent Numeracy and Mathematics also present challenges, with around one-third of children classified as **Falling Far Behind** in each domain.

The overall pattern broadly mirrors the national findings, with Gross Motor Development the strongest-performing domain and Fine Motor Coordination and Visual Motor Integration among the weakest areas of performance.

Figure 2: *Percentage of children On Track, Falling Behind and Falling Far Behind in each developmental domain.*

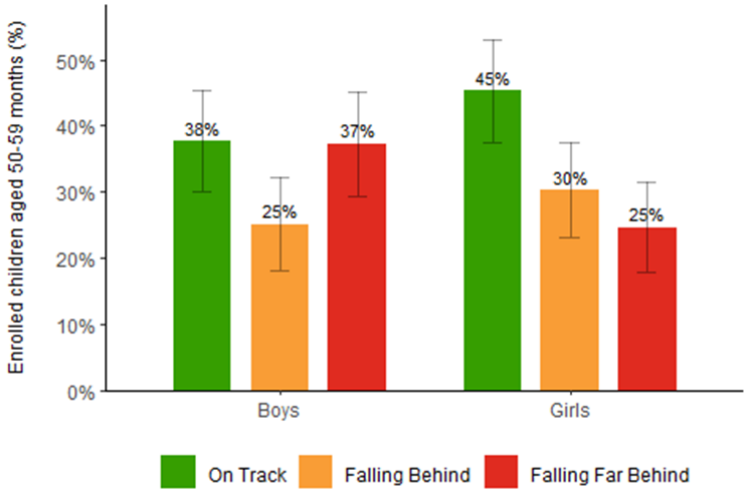


Source: Weighted estimates based on Thrive by Five Index 2024 data.

Gender differences in learning outcomes

Clear differences in developmental outcomes are evident between girls and boys. Overall, 45% of girls are On Track for overall early learning compared with 38% of boys. Girls outperform boys across most developmental measures, and boys are substantially more likely to be Falling Far Behind. This pattern is consistent with the national findings, where girls also perform better across most developmental measures.

Figure 3: *Percentage of children On Track, Falling Behind and Falling Far Behind by gender.*



Source: Weighted estimates based on Thrive by Five Index 2024 data. Error bars show the 95% confidence interval around the estimates.

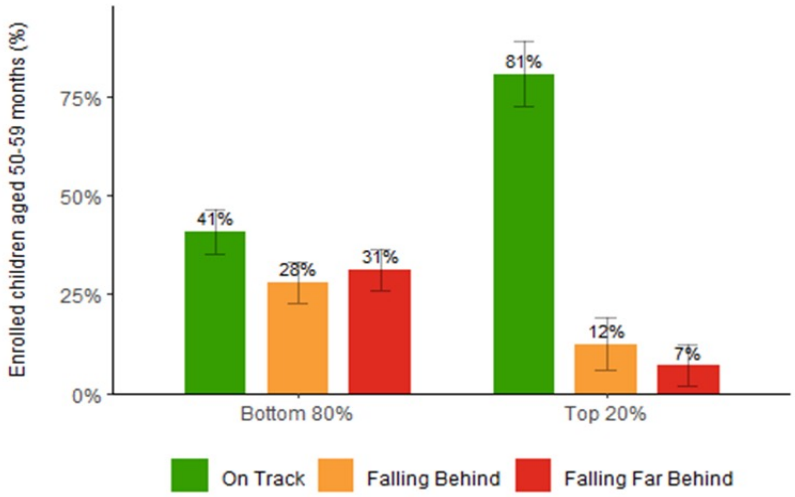
Differences by ELP fee group

Large differences in children's developmental outcomes are evident across ELP fee groups. Among children attending the highest-fee 20% of ELPs, 81% are **On Track** for overall early learning, compared with 41% of children attending the remaining 80% of ELPs.

Children attending higher-fee ELPs perform better across all developmental domains. Differences are particularly marked in Cognition and Executive Functioning, Emergent Literacy and Language, and Fine Motor Coordination and Visual Motor Integration. In Cognition and Executive Functioning, 64% of children attending higher-fee ELPs are **On Track**, compared with 36% in lower-fee ELPs. The corresponding figures are 65% compared with 44% for Emergent Literacy and Language, and 47% compared with 31% for Fine Motor Coordination and Visual Motor Integration.

These findings highlight substantial socio-economic inequalities in children's early learning outcomes within the province, mirroring the national picture and reinforcing the importance of ensuring that all children have access to high-quality early learning opportunities, regardless of the resources available to the ELPs they attend.

Figure 4: *Percentage of children On Track, Falling Behind and Falling Far Behind by Bottom 80% and Top 20% fee groups.*



Source: Weighted estimates based on Thrive by Five Index 2024 data. Error bars show the 95% confidence interval around the estimates.

Caregiver perceptions of children's development

Understanding how caregivers engage with their child's ELP and how they perceive their child's development is meaningful, as responsive caregiving depends on knowing and recognising a child's individual needs and strengths. Primary Caregivers (PCGs) were asked how they viewed their child's development compared to other children of the same age. Almost all caregivers (97% of those who were interviewed) believed their child was developing as quickly as or faster than other children their age. These perceptions were consistent across both higher and lower fee groups. This is in stark contrast to the ELOM 4&5 findings, which show that only 42% of enrolled children in Limpopo are developmentally On Track for early learning.

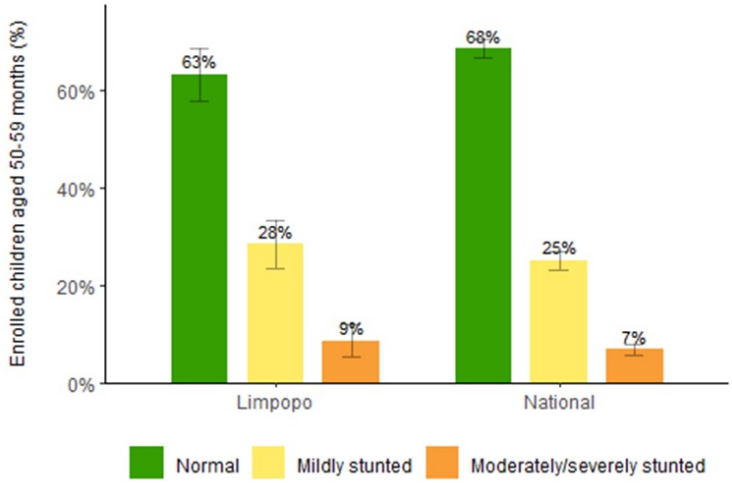
There are several likely reasons for this difference between perceived and actual performance. Firstly, PCGs were asked how their child was developing relative to other children of the same age, rather than whether they believed their child was meeting age-expected developmental milestones. This means that reference group effects may have influenced responses, as caregivers are likely to compare their child with other children in their immediate social context, whose developmental experiences may be similar. Secondly, caregivers may not always have clear information about what development typically looks like at this age, and some may also be hesitant to identify or report concerns about their child's development. This highlights the importance of raising public awareness around early development and increasing access to tools that help caregivers accurately understand and support their children's growth.

Physical growth

Children's physical growth was assessed by measuring height and classifying growth according to World Health Organization standards.

In Limpopo, 9% of children aged 50–59 months enrolled in ELPs are moderately or severely stunted, compared with 7% nationally. A further 28% show signs of mild stunting, similar to the national estimate of 25%. Children with growth faltering are less likely to meet the early learning standard. National findings show that by the age of four years, moderately or severely stunted children are on average five months behind their non-stunted peers when it comes to early learning. Mildly stunted children are approximately two months behind.

Figure 5: *Stunting rates in Limpopo compared with the national average.*



Source: Weighted estimates based on Thrive by Five Index 2024 data. Error bars show the 95% confidence interval around the estimates.

Social-emotional functioning

Children's readiness for school depends not only on cognitive development but also on their ability to regulate emotions and build positive relationships. The survey measured children's:

- Social Relations with Peers and Adults: This includes abilities such as cooperating independently, participating effectively in group activities, resolving conflicts without aggression, and comfortably seeking support, assistance, or information from familiar adults.
- Emotional Readiness for School: This encompasses skills such as effectively communicating with adults, appropriately expressing needs and emotions, demonstrating independence, adapting to changes in routine at home or school, showing confidence in new situations, and initiating activities.

In Limpopo, 58% of children meet the expected standard for emotional readiness for school, while 70% meet the standard for social relations with peers and adults. Girls are more likely than boys to meet the expected standard in both areas, continuing the gender pattern observed across early learning outcomes.

Emotional readiness presents the greater challenge, with 42% of children not meeting the expected standard. National findings show that emotional functioning is strongly associated with children's overall early learning outcomes, reinforcing the importance of supporting children's emotional wellbeing and relationships alongside cognitive development.

Early Learning Programmes

Access to an Early Learning Programme (ELP) is important, but the extent to which children benefit will depend on the quality of the programme. The Thrive by Five Index assessed programme quality using the Learning Programme Quality Assessment Version 2 (LPQA v2) Interviews were conducted with the Principal and practitioner who provided information on the characteristics of the ELP.

This section presents findings on programme quality and the characteristics of ELPs in Limpopo.

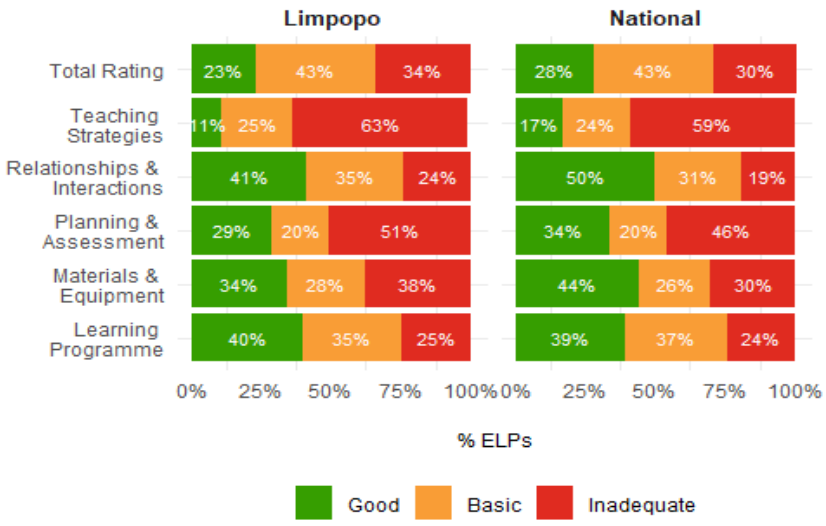
Programme quality

Learning programme quality matters. The Learning Programme Quality Assessment Tool (LPQA v2) measures the quality of a group learning programme for children aged 3–5 years in five domains aligned with the South African National Curriculum Framework (NCF):

- **Materials & Equipment:** Evaluates the learning materials and how they are organised in the classroom.
- **Planning & Assessment**: Examines curriculum use, programme planning, and child monitoring.
- **The Learning Programme:** Examines the daily schedule and the quality of numeracy, literacy, group times, and free-play sessions.
- **Teaching Strategies:** Evaluates the strategies used by ELP staff to support and extend children's learning and encourage independence.
- **Relationships & Interactions:** Examines interactions between children and staff and how staff encourage positive peer interactions.

Limpopo performs relatively well in warm, responsive relationships and classroom resources, but fewer than half of ELPs achieve a "Good" rating for teaching strategies, learning programmes and planning and assessment, suggesting considerable room for improvement in instructional quality.

Figure 6: *LPQA ratings, Limpopo compared with the national average.*



Source: Thrive by Five Index 2024 data.

Teaching Strategies represent the province's weakest LPQA domain: only 11% of ELPs in Limpopo received a Good rating, while 63% were rated Inadequate. This is particularly important because Teaching Strategies was the only LPQA domain significantly associated with children's ELOM4&5 outcomes in the national analysis. Strengthening teaching strategies therefore represents an important opportunity to improve programme quality and support better early learning outcomes in the province.

ELP characteristics

Table 5 summarises key characteristics of the 169 ELPs sampled in Limpopo, with national figures provided for context. On average, ELPs in Limpopo have been operating for 17 years, with 83% having been open for more than six years. Most ELPs (86%) were founded by either the current principal or a previous principal, similar to the national figure of 85%.

The average enrolment per ELP was 47 children, while attendance on the day of the Index averaged 39 children. The average observed class size was 22 children, compared with 19 nationally. On average, ELPs operated for of 48 hours per week which was slightly higher than the national average of 46 hours.

There are higher rates of purpose-built ECD centres in Limpopo, when compared to the National average of 57%. More than three-quarters (76%) of ELPs operated from purpose-built ECD centres, compared with 57% nationally, 10% operated from someone's home and 4% were based on school premises.

However, access to some basic amenities was more limited. Only 31% of ELPs had tap water within the building, compared with 52% nationally. In contrast, 91% had an outdoor play area which is slightly higher than the national figure of 87%. Lastly, the table shows that 30% of ELPs had a flush toilet on site.

Table 5: *ELP origin, size and infrastructure, Limpopo compared to national*

Indicator	Limpopo	National
General		
Average years in operation	17 years	17 years
% More than 6 years in operation	83%	84%
Founded by current / past principal	86%	85%
Average number of enrolled children	47	45
Average attendance on day of survey	39	36
Average class size (observed)	22	19
Average hours open per week	48	46
N range	**168-169**	**1,381-1,388**
Infrastructure		
Purpose built ECD centre	76%	57%
In someone's house	10%	22%
On school premises	4%	8%
In the garage of someone's house	3%	5%
At a place of worship	5%	3%
Community hall / centre	1%	2%
Municipal building	0%	1%
Other	0%	1%
N range	**169**	**1,277-1,384**
Amenities		
Tap water in building	31%	52%
Flush toilet on site	30%	13%
Outdoor play area	91%	87%
N range	**169**	**1,386-1,388**

Source: Weighted estimates based on Thrive by Five Index 2024 data.
Note: Due to Don't know responses and Refusals, sample sizes (N) differed for questions.

ELP registration and income

In Limpopo, 66% of ELPs reported having full registration, compared with 55% nationally. A further 6% were conditionally registered, while 16% were in the process of registering and 10% were not registered. Among ELPs reporting full or conditional registration, 94% were able to provide evidence of registration.

Parent fees were the primary source of income for 99% of ELPs in Limpopo. At the time of the Index, 52% of all ELPs received the government ECD subsidy, compared with 44% nationally. Among ELPs with full or conditional registration, 71% received the subsidy, compared with 67% nationally.

Among subsidised ELPs, 75% reported always receiving the subsidy on time and 72% reported that they always received the expected amount. Overall, 58% reported always receiving both the expected amount and receiving it on time, substantially higher than the national figure of 38%.

In addition, 6% of ELPs offered Grade R, compared with 26% nationally. Of those offering Grade R, 74% reported that the Grade R class was registered with the Department of Basic Education, compared with 48% nationally.

Table 6: *Registration and income, Limpopo compared to National*

Indicator	Limpopo	National
Partial Care Facility Registration		
Fully Registered	66%	55%
Conditionally Registered	6%	8%
In Process	16%	18%
Not Registered	10%	15%
Lapsed Registration	3%	3%
Don't know	0%	1%
Of those who reported full / conditional registration - Able to provide evidence of registration (certificate)	94%	91%
N	**169**	**1,388**

Income		
Receives the ECD subsidy (% of ELPs with full or conditional PCF registration)	71%	67%
Receives ECD subsidy (% of ELPs)	52%	44%
% subsidised ELPs always receiving subsidy on time	75%	53%
% subsidised ELPs always receiving expected subsidy amount	72%	60%
% subsidised ELPs always receiving expected subsidy amount, and on time	58%	38%
Parent fees cited as the primary source of income	99%	96%
N range	**68-169**	**546-1,370**
Grade R		
Offers Grade R	6%	26%
Grade R registered with DBE	74%	48%
N range	**28-169**	**399-1,388**

Source: Weighted estimates based on Thrive by Five Index 2024 data.
Note: Due to Don't know responses and Refusals, sample sizes (N) differed for questions.

Employment conditions and staff retention

ELPs in Limpopo employed an average of five paid staff, including four paid teaching staff. Practitioners worked an average of 41 hours per week. Although the majority of principals and practitioners were women, 17% of principals and 21% of practitioners were men. This shows that in Limpopo the share of women running and working in ELPs is lower than the corresponding national figures of 95% and 96%.

Employment conditions varied. In Limpopo, 54% of practitioners had an employment contract, 62% received paid sick leave and 55% received paid holiday leave. Only 5% reported monthly earnings of R5000 or more for full-time employment, compared with 9% nationally.

Principals had worked at their current ELP for an average of 14 years, compared with 12 years nationally. Among practitioners, 14% had worked at their current ELP for less than one year, 38% for one to four years, 26% for five to ten years, and 19% for more than ten years. One in five practitioners (20%) reported that they were considering leaving the ECD profession, compared with 27% nationally.

Two-thirds (66%) of ELPs in Limpopo belonged to an ECD Forum, compared with 75% nationally.

Table 7: *Employment conditions and staff retention, Limpopo compared to national*

Indicator	Limpopo	National
Conditions of employment		
Number of paid staff (average of all paid staff)	5	6
Number of paid teaching staff (average)	4	4
Average hours worked per week	41	40
Practitioners earn above minimum wage	5%	9%
Practitioner has employment contract	54%	57%
Practitioner gets paid sick leave	62%	52%
Practitioner gets paid holiday leave	55%	48%
ELP is member of ECD Forum	66%	75%
% of principals who are female	83%	95%
% of practitioners who are female	79%	96%
N range	**125-169**	**1,107-1,388**
Retention and stability		
Principals - average years at current ELP	14	12
Practitioners - years at current ELP:		
<1 year	14%	11%
1-4 years	38%	32%
5-10 years	26%	33%
>10 years	19%	24%
% Practitioners thinking of leaving the ECD profession	20%	27%
N range	**145-169**	**1,206-1,383**

Source: Weighted estimates based on Thrive by Five Index 2024 data.
Note: Due to Don't know responses and Refusals, sample sizes (N) differed for questions.

Principal and practitioner qualifications

In Limpopo, 47% of principals had an NQF Level 5 or higher ECD qualification, compared with 27% of practitioners. A further 33% of principals and 32% of practitioners had an NQF Level 4 qualification.

However, 15% of principals and 32% of practitioners reported no formal ECD training. The proportion of principals with no formal ECD training was the same as the national figure of 15%, while the proportion among practitioners was similar to the national figure of 34%.

Table 8: *Principal and practitioner qualifications, Limpopo compared to national*

Indicator	Limpopo	National
Highest ECD qualification of principal		
None	15%	15%
NQF 1 / Accredited skills programme	4%	9%
NQF 4	33%	38%
NQF 5	36%	25%
Above NQF 5	11%	12%
N	**169**	**1,388**
Highest ECD qualification of practitioner		
None	32%	34%
NQF 1 / Accredited skills programme	8%	14%
NQF 4	32%	33%
NQF 5	22%	14%
Above NQF 5	5%	4%
N	**145**	**1,216**

Source: Weighted estimates based on Thrive by Five Index 2024 data.
Note: Due to Don't know responses and Refusals, sample sizes (N) differed for questions.

Curricula and in-service training

In Limpopo, 80% of practitioners reported using a curriculum, compared with 77% nationally. Among those using a curriculum, only 28% reported having accompanying learning resources, substantially lower than the national figure of 56%. Most ELPs (68%) using a curriculum reported using national curricula or standards (NCF/CAPS/ELDA/NELDS), while 21% were using other curricula and 11% were using their own, compared with 58% nationally.

During 2023 and 2024, 21% of principals and 36% of practitioners received in-service training, lower than the national figures of 47% and 50%, respectively. Among practitioners who received training, 59% were trained by the national or provincial Department of Basic Education, compared with 35% nationally. No practitioners reported receiving training from non-governmental organisations, compared with 36% nationally.

Table 9: *Curricula and training reported in use, Limpopo compared to national*

Indicator	Limpopo	National
Training		
Principal received in-service training in past 2 years	21%	47%
Practitioner received in-service training in the past 2 years (2023-2024)	36%	50%
Training provided to practitioners by NGOs	0%	36%
Training provided to practitioners by DBE (national / provincial)	59%	35%
Training provided to practitioners - all other training providers	41%	39%
N range	**52-169**	**590-1,388**
Curriculum use		
Practitioners use curriculum	80%	77%
Of those with a curriculum, what % have accompanying learning resources	28%	56%
N range	**118-145**	**968-1,223**
Type of curriculum used		
National curriculum / standards (NCF/CAPS/ELDA/NELDS)	68%	58%
Other	21%	39%
Own curriculum	11%	3%
N range	**169**	**944-1,179**

Source: Weighted estimates based on Thrive by Five Index 2024 data .
Note: "Other" category contains curriculum names with less than 2% uptake in the province.
Due to Don't know responses and Refusals, sample sizes (N) differed for questions

Inclusion of children with disabilities and additional support needs

The Index examined the extent to which ELPs accommodate children with disabilities and additional support needs. Children with disabilities were not directly assessed as part of the Thrive by Five child assessments. However, principals were asked whether their ELP enrolled children aged four years and older with significant functional difficulties related to seeing, hearing, walking or moving, communicating or learning.

One-third (31%) of ELPs in Limpopo reported accommodating at least one child with a disability, indicating that many ELPs are already providing opportunities for inclusive early learning.

Strengthening inclusive early learning remains an important priority for improving equitable access to quality education for all children. Continued investment in practitioner support, specialised services and accessible learning environments is also needed to enable ELPs to better meet the needs of children with disabilities.

Health and nutrition services

ELPs play an important role in supporting children's health and nutrition alongside learning.

Department of Health (DoH) services reached a smaller proportion of ELPs in Limpopo than nationally across several key services. During 2023 and 2024, 52% of ELPs received Vitamin A supplementation, 41% received immunisation services and 34% received deworming services, compared with 60%, 65% and 61% nationally, respectively. Growth monitoring was reported by only 12% of ELPs, compared with 25% nationally. Vision screening (18%) and hearing screening (16%) were similar to the national figures, while 18% of ELPs received developmental screening, compared with 21% nationally. Overall, 24% of ELPs reported receiving none of the listed health and nutrition services, compared with 19% nationally.

These findings are particularly important given that 9% of children attending ELPs in Limpopo are moderately or severely stunted, with a further 28% showing signs of mild stunting. The integration of nutrition, health monitoring and early learning therefore provides an important opportunity to improve children's health and developmental outcomes through coordinated service delivery. ELPs can serve as important platforms for delivering essential child health services, while the relatively limited reach of several services in Limpopo suggests scope to strengthen health outreach to ELPs across the province.

Table 10: *DoH official visited ELP in 2023 or 2024, Limpopo compared to national*

Indicator	Limpopo	National
Vision screening	18%	17%
Hearing screening	16%	16%
Developmental screening	18%	21%
Growth monitoring	12%	25%
Immunisations	41%	65%
Deworming	34%	61%
Vitamin A	52%	60%
Provide nutrition training / support	20%	15%
Other	1%	2%
None	24%	19%
N	**169**	**1387**

Source: Weighted estimates based on Thrive by Five Index 2024 data

Home language and Language of Learning and Teaching

Children learn most effectively when opportunities for learning are available in languages they understand, particularly during the early years.

Limpopo is characterised by considerable linguistic diversity. The Index therefore examined the alignment between children's home language and the Language of Learning and Teaching (LoLT) used within ELPs.

For 68% of children, the language used by the practitioner matched the child's main home language, similar to the national figure of 71%. This was 68% among children attending the lower-fee 80% of ELPs and 59% among those attending the highest-fee 20%.

When children's full multilingual language profiles were considered, 91% of children had at least one home language that matched the language used in the classroom, similar to the national figure of 90%. This was 91% among children attending both the lower-fee 80% and the highest-fee 20% of ELPs.

These findings suggest that most children in Limpopo experience learning in at least one of their home languages, although the match with children's main home language is less consistent. Continued attention to language matching and multilingual teaching practices could further strengthen children's opportunities for learning and school readiness.

Table 11: *Alignment between home language and language of learning and teaching (LoLT), Limpopo compared to national*

Language combinations	Limpopo			National
	Bottom 80% ELP Fees	Top 20% ELP Fees	Total	
The child's main home language (as reported by PCG) matches the language that the practitioner uses in the classroom (as observed by the assessor)	68%	59%	68%	71%
Any of the child's home languages match the language that the practitioner uses in the classroom (as observed by the assessor)	91%	91%	91%	90%
N	**453**	**60**	**513**	**3,841**

Source: Weighted estimates based on Thrive by Five Index 2024 data.

Household profile and nurturing care

Children's development is shaped not only by their experiences in ELPs, but also by the care, resources and relationships available within their homes and communities.

Primary Caregiver (PCG) interviews were completed for 513 of the 628 assessed children in Limpopo, representing 82% of the provincial child sample. Most PCGs were the child's biological mother (75%); 10% a grandmother, 6% were the biological father, and 9% another caregiver.

Employment, education, assets, and basic services

Household circumstances differed substantially between children attending the lower-fee 80% of ELPs and those attending the highest-fee 20%.

Overall, 56% of PCGs in Limpopo had completed Grade 12. This ranged from 55% among PCGs of children in the lower-fee 80% of ELPs to 93% among those in the highest-fee 20%. PCG unemployment was 58% overall, compared with 45% nationally, and differed markedly by fee group: 59% in the lower-fee group compared with 7% in the highest-fee group.

Access to a working cellphone was universal at 100%. However, access to other assets differed markedly by fee group. A functional laptop or computer was available in 28% of households in the lower-fee group and 74% in the highest-fee group. Internet access through a connection in the dwelling was reported by 10% and 78%, respectively, while ownership of a working motor vehicle was reported by 33% and 70%. Only 11% of households had a tap inside the dwelling, compared with 27% nationally. This differed substantially by fee group, with 10% of households in the lower-fee group having a tap inside the dwelling compared with 62% in the highest-fee group.

Table 12: *Employment, assets and basic services, Limpopo and national*

Indicator	Limpopo sample			National
	Bottom 80% ELP Fees	Top 20% ELP Fees	Total	
PCG completed grade 12	55%	93%	56%	56%
PCG is unemployed	59%	7%	58%	45%
Household has access to a working cellphone	100%	98%	100%	100%
Functional laptop/computer in the home	28%	74%	29%	29%
Internet is mainly accessed by connection in the dwelling	10%	78%	11%	23%
HH has a motor-car in working order	33%	70%	34%	36%
Main water source: tap inside dwelling	10%	62%	11%	27%
N	**453**	**60**	**513**	**3,841**

Source: Weighted estimates based on Thrive by Five Index 2024 data
Note: Due to Don't know responses and Refusals, sample sizes (N) differed for questions

Home Learning Environment

Access to children's books varied across households in Limpopo. Overall, 19% of sampled households had no children's books, 20% had one, 54% had two to five, and 7% had more than five.

Differences were evident by ELP fee group. Among households whose children attended the lower-fee 80% of ELPs, 19% had no children's books and only 6% had more than five. In the highest-fee 20%, 11% had no children's books and 39% had more than five.

Overall, 30% of PCGs in Limpopo reported reading to their child at least three times a week, compared with 36% nationally. This was reported by 30% of PCGs in the lower-fee group and 44% in the highest-fee group.

Fathers had lived in 40% of sampled households at some point during the previous six months, compared with 45% nationally. Overall, 70% of fathers were not involved in any of the measured home learning activities, compared with 60% nationally, while only 11% had participated in home learning activities at least three times during the previous week, compared with 18% nationally. Father involvement differed substantially by fee group: 71% of fathers in the lower-fee group were not involved in home learning activities, compared with 25% in the highest-fee group. Conversely, 11% of fathers in the lower-fee group participated in home learning activities at least three times during the previous week, compared with 58% in the highest-fee group.

The national Thrive by Five findings show a positive association between high levels of father involvement and children's early learning outcomes. More specifically, the association was only statistically significant when comparing children with no reported father involvement to those whose fathers had engaged in play-based activities with them three or more times in the past week. These findings reinforce the importance of encouraging fathers and father figures to participate in activities such as reading, storytelling, singing, playing, counting and drawing with children.

National analysis also found that access to books was positively associated with children's Early Learning Outcomes Measure (ELOM4&5) scores after accounting for child age, child gender and ELP fee level. Children living in households with 10 or more books scored an average of 6.6 points higher than those living in households with no books, a meaningful and statistically significant difference.

Table 13: *Home learning environment (HLE), Limpopo and national*

Indicator	Limpopo			National
	Bottom 80% ELP Fees	Top 20% ELP Fees	Total	
Books and reading				
No children's books in the home	19%	11%	19%	26%
1 children's book in the home	21%	2%	20%	19%

Books and reading				
2-5 children's books in the home	54%	47%	54%	45%
More than 5 children's books in the home	6%	39%	7%	10%
PCG reads books to child ≥3×/week	30%	44%	30%	36%
N	**453**	**60**	**513**	**3,841**
Father involvement				
Father lives in the household	39%	76%	40%	45%
Father not involved in HLE activities	71%	25%	70%	60%
Father did HLE activities 3+times in the past week	11%	58%	11%	18%
N	**453**	**60**	**513**	**3,841**

Source: Weighted estimates based on Thrive by Five Index 2024 data
Note: Due to Don't know responses and Refusals, sample sizes (N) differed for questions

Health, hunger and social protection

The Index collected information on children's health, household food security and access to social protection. At the time of the Index, the means-tested Child Support Grant (CSG) reached 86% of enrolled children in Limpopo, compared with 78% nationally. Pro-poor targeting is evident, with CSG uptake of 87% among children attending the lower-fee 80% of ELPs, compared with 19% among those attending the highest-fee 20%. Almost all PCGs (99%) reported that their child had a birth certificate.

Reported food insecurity was relatively low in Limpopo. Overall, 4% of PCGs reported that a household member had skipped meals due to food shortages in the previous three months, compared with 6% nationally. A further 2% reported that a child had skipped meals over the same period, the same as the national figure.

In Limpopo, 4% of enrolled children were born with a low birth weight (less than 2,500 grams), compared with 11% nationally. The national findings indicate that low birth weight was significantly associated with lower early learning scores. On average, children born with low birth weight scored 2.9 points lower on the ELOM 4&5 compared with their peers. In addition, 10% of children in the province were born prematurely (before 37 completed weeks), compared with 13% nationally.

Reported alcohol and tobacco use during pregnancy was low, with 1% of mothers reporting alcohol consumption and no mothers reporting that they smoked while pregnant. These figures should, however, be interpreted with caution, as self-reported behaviours that carry social stigma may be subject to underreporting. Overall, 9% of children were reported to have been exposed to at least one of the measured pregnancy or birth risk factors, compared with 21% nationally.

Table 14: *Health, hunger and social protection, Limpopo and national*

Indicator	Limpopo sample			National
	Bottom 80% ELP Fees	Top 20% ELP Fees	Total	
Social protection				
Child has birth certificate	99%	100%	99%	98%
Child receives Child Support Grant	87%	19%	86%	78%
N	**453**	**60**	**513**	**3,841**
Hunger				
Household member skipped meals due to food shortage (past 3 months)	4%	3%	4%	7%
Child skipped meals (past 3 months)	2%	2%	2%	2%
N	**453**	**60**	**513**	**3,841**
Pregnancy related risks				
Mother smoked during pregnancy	0%	2%	0%	3%
Mother consumed alcohol during pregnancy	1%	0%	1%	4%
Premature birth (<37 weeks)	10%	16%	10%	13%
Low birth weight (<2.5 kg)	4%	10%	4%	11%
Overweight (>4kg)	6%	7%	6%	6%
Exposure to at least one pregnancy / birth risk factor	9%	16%	9%	21%
N	**453**	**60**	**513**	**3,841**

Source: Weighted estimates based on Thrive by Five Index 2024 data
Note: Due to Don't know responses and Refusals, sample sizes (N) differed for questions

Caregiver social connectedness and daily functioning

Responsive caregiving during the preschool years plays a critical role in child development, particularly for children exposed to early adversity. Responsive caregiving refers to a caregiver's timely and developmentally appropriate responses to a child's cues, as well as ongoing emotional support and engagement in activities that promote learning. The capacity of PCGs to provide responsive care is often constrained by structural stressors such as poverty, gender inequality and unsafe communities, while strong social support can help buffer these pressures and support responsive caregiving.

Two aspects of PCG wellbeing were included in the PCG interview: social connectedness and daily functioning. PCGs were asked to select the most appropriate response from a short list of options for each of four statements shown in Table 15.

Overall, indicators of PCG coping in Limpopo were broadly similar to the national findings. Social support from family was reported more frequently than support from friends. Most PCGs (84%) agreed or strongly agreed that their family tries to help them, similar to 85% nationally. However, only 43% reported that they could count on their friends when things go wrong, compared with 51% nationally.

Most PCGs reported low levels of difficulty with daily tasks and social interactions. One-third (33%) found taking care of things at home somewhat, very or extremely difficult, compared with 39% nationally. A smaller proportion (11%) reported difficulty getting along with other people, compared with 18% nationally.

These findings should be interpreted with caution. The indicators presented capture only a limited dimension of caregiver wellbeing and do not provide a comprehensive measure of stress or mental health. As such, they may underestimate the broader challenges faced by caregivers. Nonetheless, the findings indicate that while most PCGs report relatively low levels of difficulty with daily functioning, access to support from friends is more limited than support from family.

Table 15: *Primary caregiver social connectedness and daily functioning, Limpopo and national*

Social functioning indicator		Limpopo Responses	National Responses
Social connectedness	**"My family tries to help me"**		
	Agree/strongly agree	84%	85%
	Disagree/strongly disagree	16%	15%
	"I can count on my friends when things go wrong"		
	Agree/strongly agree	43%	51%
	Disagree/strongly disagree	57%	49%
Daily functioning	**"In the last 4 weeks, I found taking care of things at home"**		
	Not difficult	67%	61%
	Somewhat difficult	21%	26%
	Very/extremely difficult	12%	13%
	"In the last 4 weeks, I found getting along with other people"		
	Not difficult	89%	82%
	Somewhat difficult	5%	13%
	Very/extremely difficult	6%	5%
N		**497-513**	**3,836-3,841**

Source: Weighted estimates based on Thrive by Five Index 2024 data
Note: Due to Don't know responses and Refusals, sample sizes (N) differed for questions

Conclusion and key recommendations

The Limpopo findings present a mixed provincial picture. Overall, 42% of four-year-old children attending ELPs are On Track for overall early learning. Outcomes are strongest in Gross Motor Development and weakest in Fine Motor Coordination and Visual Motor Integration. Girls perform better than boys across most developmental measures, and children attending the highest-fee 20% of ELPs have substantially stronger early learning outcomes than those attending the remaining 80%, with 81% On Track compared with 41%.

These differences are reflected in the environments surrounding children. Household access to education, books, digital resources, transport and basic services differs markedly by ELP fee group. ELP conditions also vary: parent fees are the main income source for 99% of ELPs, 52% receive the ECD subsidy, and only 5% of practitioners earn above the minimum wage. At the same time, Limpopo records strengths in subsidy reliability among funded ELPs and curriculum use, although access to accompanying learning resources and in-service training is more limited.

The evidence therefore points to inequalities that extend across children's learning outcomes, ELP resources and household learning opportunities. These inequalities coexist with continuing concerns about social-emotional functioning and physical growth: 58% of children meet the standard for emotional readiness for school, 70% meet the standard for social relations with peers and adults, and 9% are moderately or severely stunted, with a further 28% showing signs of mild stunting.

The marked difference between caregiver perceptions of child development and measured developmental outcomes highlights the importance of supporting caregivers to recognise children's developmental progress before they enter formal schooling.

Key recommendations

1. **Make teaching quality the province's top quality-improvement priority.**
   Focus practitioner training, coaching and support on practical teaching strategies that extend children's thinking, participation and independence. Only 11% of Limpopo ELPs achieved a Good rating for Teaching Strategies, while 63% were rated Inadequate, making this the weakest programme-quality domain in the province. National analysis also identified Teaching Strategies as the only observed programme-quality domain significantly associated with ELOM 4&5 outcomes. This is particularly important in Limpopo given that only 36% of practitioners and 21% of principals received in-service training during 2023 and 2024. The province should therefore strengthen both access to training and its practical application, coaching and follow-up support.

2. **Target support for developmental domains where Limpopo children struggle most.**
   Strengthen play-based learning activities, practitioner support and learning materials for Fine Motor Coordination and Visual Motor Integration, Emergent Numeracy and Mathematics, and Cognition

and Executive Functioning. Fine Motor Coordination and Visual Motor Integration is the weakest-performing domain, with only 31% of children On Track, followed by Emergent Numeracy and Mathematics at 35% and Cognition and Executive Functioning at 37%. Particular attention should also be given to the poorer outcomes among boys: 38% of boys are On Track overall compared with 45% of girls, with girls outperforming boys across most developmental measures.

3. **Prioritise quality improvement in lower-fee ELPs.**
   Direct additional resources and support towards ELPs serving poorer communities, where developmental disadvantage is greatest. Only 41% of children attending the lower-fee 80% of ELPs are On Track, compared with 81% in the highest-fee 20%. Children in higher-fee ELPs perform better across all developmental domains, with particularly marked differences in Cognition and Executive Functioning, Emergent Literacy and Language, and Fine Motor Coordination and Visual Motor Integration. Resource constraints are also evident: although 80% of practitioners use a curriculum, only 28% of those using one have accompanying learning resources, compared with 56% nationally. Support should therefore include targeted coaching, curriculum resources and minimum packages of play and learning materials, particularly for the developmental domains where children are struggling most.

4. **Use the province's registration and subsidy platform to drive quality.**
   Build on Limpopo's comparatively strong registration and subsidy position to strengthen programme quality, sustainability and practitioner conditions. 66% of ELPs report being fully registered, compared with 55% nationally, while 52% of all ELPs receive the ECD subsidy. Among ELPs with full or conditional registration, 71% receive the subsidy. Subsidy reliability is also a relative strength: 58% of subsidised ELPs report always receiving both the expected amount and receiving it on time, compared with 38% nationally. However, 99% of ELPs still rely primarily on parent fees and only 5% of practitioners earn above the minimum wage. The province should use its relatively strong formalisation and subsidy platform to extend support to eligible ELPs while progressively strengthening programme sustainability, practitioner remuneration and working conditions.

5. **Close critical infrastructure, health and nutrition gaps around ELPs.**
   Prioritise basic infrastructure and strengthen integrated health and nutrition services through ELPs. Although 76% of Limpopo ELPs operate from purpose-built ECD centres, only 31% have tap water inside the building. Health outreach is also limited: only 12% of ELPs received growth monitoring, 18% developmental screening, 41% immunisation services, 34% deworming and 52% Vitamin A supplementation during 2023 and 2024, while 24% received none of the health and nutrition services measured by the Index. This is particularly important given that 9% of children are moderately or severely stunted and a further 28% show signs of mild stunting. Strengthening DBE–Health collaboration should therefore focus on expanding preventive health services, growth and developmental screening, nutrition support and referral pathways through ELPs.

6. **Mobilise families around simple home learning and developmental milestones.**
   Expand access to children's books and promote frequent reading, storytelling, counting, drawing and play at home, including greater involvement of fathers and father figures. Although 19% of households have no children's books, only 30% of caregivers read to their child three or more times a week, and 70% of fathers did not participate in any of the measured home learning activities. Father involvement is particularly limited among children attending lower-fee ELPs, where 71% of fathers were not involved in measured home learning activities. Findings also suggest an awareness gap: 97% of caregivers believe their child is developing at the same rate as or faster than other children of the same age, while only 42% of children are actually On Track. Caregiver communication should therefore combine practical home-learning activities with accessible information about developmental milestones and how to recognise when a child may need additional support.

7. **Reach children who remain outside organised early learning.**
   According to the 2024 General Household Survey, 17% of four-year-old children in Limpopo are not enrolled in any form of organised early learning. Expanding access must continue alongside efforts to improve quality for children already enrolled.

The recommendations presented above reflect the key priorities emerging from Limpopo findings and stakeholder engagement. They should be read alongside the national Thrive by Five Index 2024 recommendations, which provide a broader framework for strengthening early learning across South Africa. The full national recommendations are available in the ***Thrive by Five Index 2024 Recommendations Brief***

Addendum: Sampled wards and number of ELPs and children assessed in Limpopo

District	Municipality	Ward ID	# sampled ELPs	# sampled children
Capricorn	Blouberg Local Municipality	93501005	3	12
		93501018	2	8
	Lepele-Nkumpi Local Municipality	93505009	3	12
		93505019	3	12
	Molemole Local Municipality	93503016	3	12
	Polokwane Local Municipality	93504002	3	12
		93504018	4	14
		93504019	4	16
		93504022	4	14
		93504023	3	11
		93504025	3	11
		93504033	4	14
		93504039	4	16
Mopani	Ba-Phalaborwa Local Municipality	93304011	5	17
		93304018	3	12
	Greater Giyani Local Municipality	93301013	3	12
		93301024	3	12
		93301028	3	12
	Greater Letaba Local Municipality	93302018	4	16
		93302023	3	12
	Greater Tzaneen Local Municipality	93303001	3	12
		93303015	5	10
		93303019	3	12
		93303021	3	12
	Maruleng Local Municipality	93305001	2	7
Sekhukhune	Elias Motsoaledi Local Municipality	94702010	3	12
		94702013	3	12
		94702014	4	15
		94702017	1	4
	Ephraim Mogale Local Municipality	94701007	5	18

District	Municipality	Ward ID	# sampled ELPs	# sampled children
Sekhukhune	Fetakgomo Tubatse Local Municipality	94706013	3	12
		94706038	5	20
	Makhuduthamaga Local Municipality	94703001	4	16
		94703020	3	12
		94703026	4	13
Vhembe	Collins Chabane Local Municipality	93405009	3	11
		93405022	3	12
	Makhado Local Municipality	93404003	3	12
		93404009	3	10
		93404010	3	10
		93404024	4	16
	Thulamela Local Municipality	93403006	4	15
		93403024	3	12
		93403029	3	12
Waterberg	Bela-Bela Local Municipality	93606005	3	12
		93606008	4	15
	Lephalale Local Municipality	93602003	4	11
	Mogalakwena Local Municipality	93607031	1	4
		93607032	6	21
	Thabazimbi Local Municipality	93601002	4	11



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The Thrive by Five Index 2024 is led by the Department of Basic Education and coordinated by DataDrive2030, with the support of the FirstRand Foundation, the LEGO Foundation, This Day, and Yellowwoods.

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