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Thrive by Five Index 2024:

Northern Cape

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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Northern Cape 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 the Northern Cape 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 363 children enrolled in 104 ELPs across 32 wards in the Northern Cape.

Overall, 40% of four-year-old children attending an ELP in the Northern Cape are On Track for overall early learning, while 24% are Falling Behind and 36% are Falling Far Behind. Children perform best in Emergent Literacy and Language, where 50% are On Track, followed by Gross Motor Development (40%), Emergent Numeracy and Mathematics (39%), and Cognition and Executive Function (38%). Fine Motor Coordination and Visual Motor Integration is the weakest-performing domain, with only 22% of children On Track. Early learning outcomes in the province are broadly similar to the national picture.

Differences in outcomes are evident within the province. Overall, 43% of girls are On Track for overall early learning compared with 37% of boys. Girls perform better than boys across four of the five developmental domains, while performance in Gross Motor Development is the same for girls and boys. However, these gender differences should be interpreted cautiously given the uncertainty around provincial estimates. Socio-economic differences are more pronounced. Children attending the highest-fee 20% of ELPs are almost twice as likely to be On Track as children attending the remaining 80% (64% compared with 34%). Differences are particularly marked in Cognition and Executive Function, Emergent Numeracy and Mathematics, and Fine Motor Coordination and Visual Motor Integration.

Development extends beyond early learning. In the Northern Cape, 52% of four-year-old children attending ELPs meet the standard for Emotional Readiness for School and 65% meet the standard for Social Relations with Peers and Adults. These outcomes are broadly similar to national estimates. Differences between girls and boys are small and are not statistically significant.

The province records a moderate or severe stunting rate of 10%, with a further 28% of children showing signs of mild stunting. These estimates are broadly similar to the national findings. Stunting remains an important developmental concern because national analysis found that moderately or severely stunted children were, on average, approximately five months behind their non-stunted peers in early learning, while mildly stunted children were approximately two months behind.

The findings also highlight a marked difference between caregiver perceptions and measured developmental outcomes. Although only 40% of children are On Track for overall early learning, 92% of interviewed PCGs reported that they believed their child was 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 Northern Cape also presents a mixed picture of the conditions surrounding children's development. Household circumstances differ substantially by ELP fee group, including caregiver education, employment and access to computers, internet connectivity and transport. Within ELPs, programme quality is broadly similar to the national picture, with relative strengths in Materials and Equipment, Learning Programme, and Planning and Assessment. Teaching Strategies is the weakest programme quality domain, with only 6% of ELPs receiving a Good rating, significantly below the national estimate of 17%.

The *Thrive by Five Index* findings point to priorities for strengthening early childhood development in the Northern Cape. These include improving teaching strategies and practitioner support, reducing inequalities in early learning opportunities between lower- and higher-fee ELPs, strengthening children's home learning environments, and addressing nutrition, food insecurity and social-emotional development. These priorities should build on existing provincial strengths, including comparatively high ELP registration, curriculum use and aspects of programme infrastructure and quality.

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 Northern Cape 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 the Northern Cape. 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], 52% of four-year-old children in the Northern Cape attend an ELP, a further 2% attend Grade R or school, while 46% are not enrolled in any form of organised early learning.

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

Northern Cape 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 the Northern Cape, the planned sample comprised 35 wards, 105 ELPs and 420 children. The realised sample included all 32 selected wards, 104 ELPs and 363 children, achieving 86% of the planned child sample. The final provincial sample included 170 boys and 193 girls, with a mean age of approximately 55 months.

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

Stages	Planned sample size	Realised sample size	Realised / planned
Wards	**35**	**32**	**91%**
ELPs	**105**	**104**	**99%**
Children	**420**	**363**	**86%**

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

Gender	% of sample	Mean age (months)	N
Boys	**47%**	**55.5**	**170**
Girls	**53%**	**55.1**	**193**

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

The Northern Cape sample reflects the linguistic diversity of the province. Setswana was the most commonly reported home language (41%), followed by English (28%) and Afrikaans (24%). 47% 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.

In line with the national trend, almost all ELPs in the Northern Cape (97%) charge fees . Among participating ELPs in the province, monthly fees range from R0 to R2,700.Fee quintiles were constructed using provincial fee thresholds to account for differences in fee levels 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. In the Northern Cape, the highest-fee quintile includes ELPs charging between R501 and R2,700 per month, compared with R801 to R6,400 nationally.

Table 3 compares the fee distribution and levels in the Northern Cape and national samples.

Table 3: *Minimum and Maximum fees by quintile in the Northern Cape and nationally*

Fee bands	Northern Cape sample			National sample		
	Minimum fees	Maximum fees	Number children	Minimum fees	Maximum fees	Number children
Fee Quintile 1	**R0**	**R80**	**70**	**R0**	**R120**	**1,043**
Fee Quintile 2	**R81**	**R100**	**105**	**R121**	**R240**	**1,039**
Fee Quintile 3	**R101**	**R180**	**42**	**R241**	**R350**	**998**
Fee Quintile 4	**R181**	**R500**	**76**	**R351**	**R800**	**948**
Fee Quintile 5	**R501**	**R2,700**	**70**	**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 the Northern Cape and nationally*

80/20 Split	Northern Cape sample			National sample		
	Fee range	Number of ELPs	Number of children	Fee range	Number of ELPs	Number of children
Bottom 80%	**R0-R500**	**84**	**293**	**R0-R800**	**1,113**	**4,028**
Top 20%	**R501-R2,700**	**20**	**70**	**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 the Northern Cape 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 the Northern Cape. 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

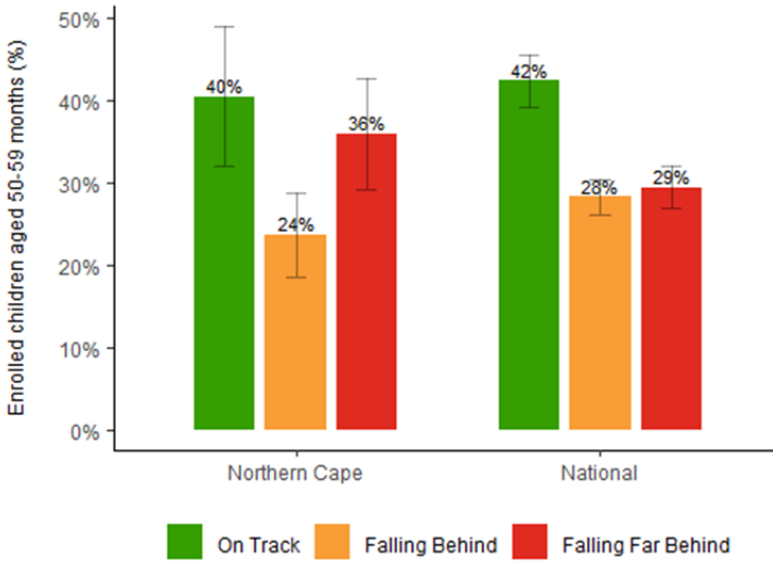
Early learning

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, 40% of four-year-old children attending ELPs in the Northern Cape are developmentally **On Track** for their age, while 24% are **Falling Behind** and 36% 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. The Northern Cape'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 the Northern Cape compared with the national average.*



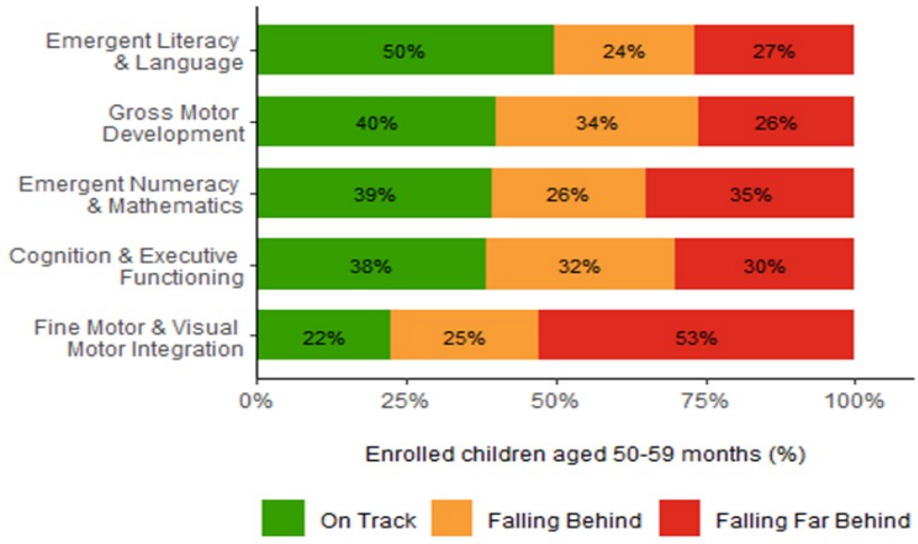
Source: Weighted estimates based on Thrive by Five Index 2024 data. Error bars show the 95% confidence interval around the estimates.

Performance across developmental domains

Children's performance varies across the five developmental domains assessed by the ELOM. The strongest performance in the Northern Cape is in Emergent Literacy and Language, where 50% of children are On Track. This is followed by Gross Motor Development (40%), Emergent Numeracy and Mathematics (39%), and Cognition and Executive Function (38%). Fine Motor Coordination and Visual Motor Integration is the weakest-performing domain, with only 22% of children On Track and 53% Falling Far Behind.

Overall, the pattern broadly mirrors the national findings, with Emergent Literacy and Language the strongest-performing domain and Fine Motor Coordination and Visual Motor Integration the weakest.

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

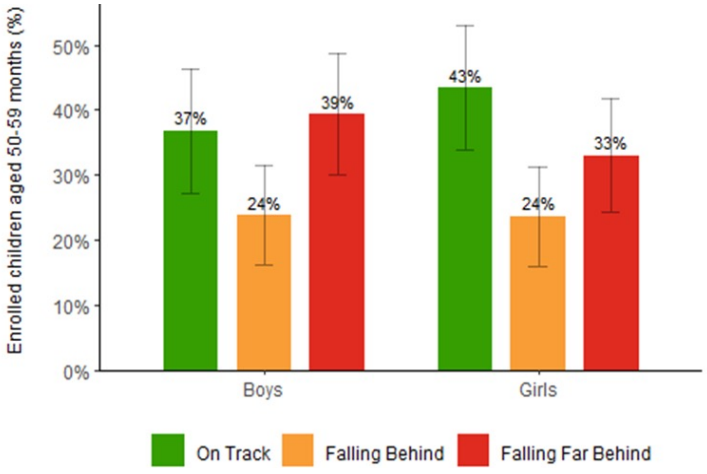


Source: Weighted estimates based on Thrive by Five Index 2024 data.

Gender differences in learning outcomes

Differences in overall early learning outcomes between girls and boys are relatively small in the Northern Cape. Overall, 43% of girls are On Track compared with 37% of boys. The proportion Falling Behind is the same for girls and boys at 24%, while boys are somewhat more likely to be Falling Far Behind than girls (39% compared with 33%). Girls have somewhat stronger overall outcomes than boys, although the differences are relatively small.

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.

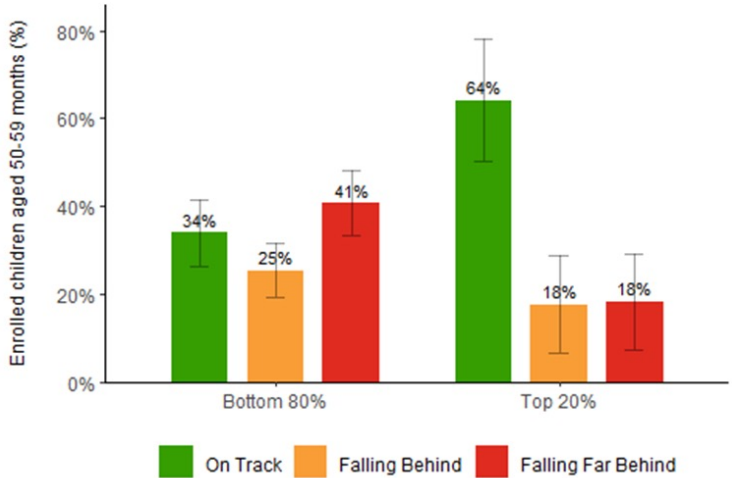
Differences by ELP fee group

Large differences in children's developmental outcomes are evident across ELP fee groups in the Northern Cape. Among children attending the highest-fee 20% of ELPs, 64% are On Track for overall early learning, compared with 34% of children attending the remaining 80% of ELPs. Children attending lower-fee ELPs are also more than twice as likely to be Falling Far Behind (41% compared with 18%).

Children attending higher-fee ELPs perform better across all five developmental domains. Differences are particularly marked in Cognition and Executive Function, Emergent Numeracy and Mathematics, and 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 (92% 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 40% of enrolled children in the Northern Cape 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.

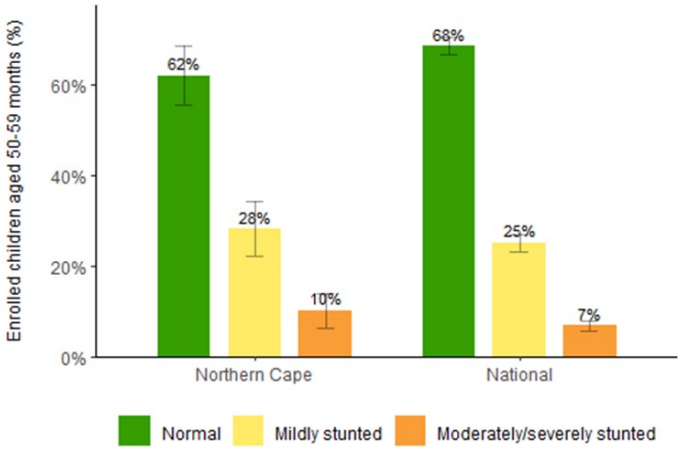
Physical growth

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

In the Northern Cape, 10% 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, compared with 25% nationally.

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 in early learning. Mildly stunted children are approximately two months behind.

Figure 5: *Stunting rates in the Northern Cape 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 the Northern Cape, 52% of children meet the expected standard for emotional readiness for school, while 65% meet the standard for social relations with peers and adults. Gender differences in social-emotional functioning are relatively small. In the Northern Cape, 53% of boys and 51% of girls meet the expected standard for emotional functioning, while 62% of boys and 67% of girls meet the standard for social relations.

Although just over half of children meet the expected standard, a substantial proportion enter school without the social-emotional skills expected for their age. National analysis found that stronger social-emotional functioning is associated with better 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 the Northern Cape.

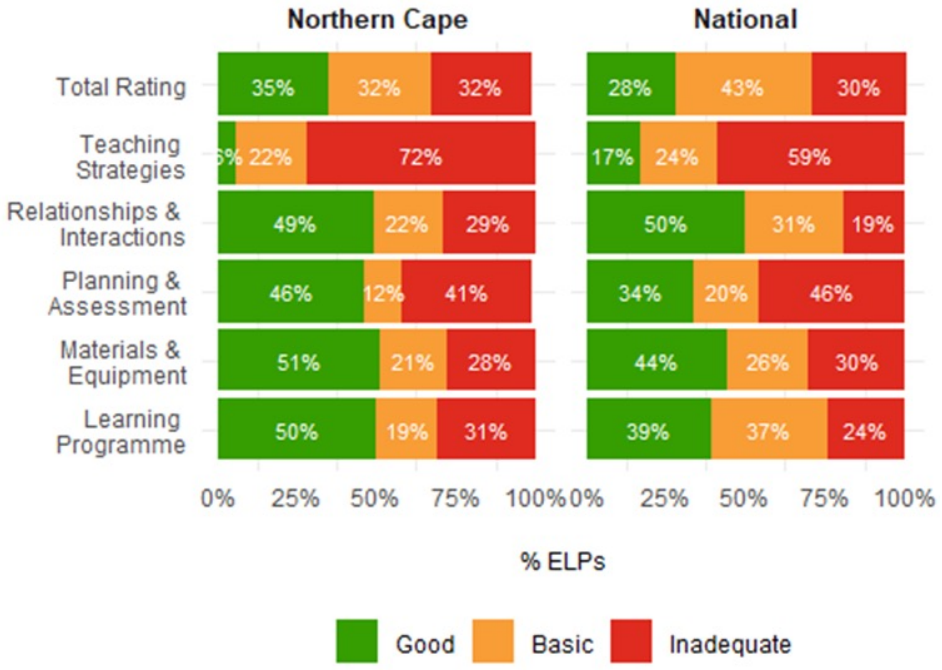
Programme quality

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.

The Northern Cape performs relatively well in Materials and Equipment, Learning Programme, Relationships and Interactions, and Planning and Assessment, with around half of ELPs receiving a Good rating in these domains. The province performs above the national level in Planning and Assessment, Materials and Equipment, and Learning Programme.

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



Source: Thrive by Five Index 2024 data.

Teaching Strategies is the province's weakest LPQA domain: only 6% of ELPs received a Good rating, while 72% were rated Inadequate. This is particularly important because Teaching Strategies was the only LPQA domain significantly associated with children's ELOM 4&5 outcomes in the national analysis.

ELP characteristics

Table 5 summarises key characteristics of the 104 ELPs sampled in the Northern Cape, with national figures provided for context. On average, ELPs in the province have been operating for 17 years, the same as nationally, and 89% have been operating for more than six years. Three-quarters (75%) were founded by either the current principal or a previous principal.

The average enrolment per ELP was 43 children, while attendance on the day of the Index averaged 34 children. The average observed class size was 16 children, compared with 19 nationally. ELPs were open for an average of 41 hours per week, compared with 46 hours nationally.

Most ELPs in the Northern Cape (63%) operated from purpose-built ECD centres, compared with 57% nationally. A further 10% operated from someone's home and 11% were located on school premises. While 5% of ELPs operated in someone's garage nationally, no ELPs operated in garages in the Northern Cape. Access to basic amenities was relatively high: 70% of ELPs had tap water in the building and 78% had a flush toilet on site, compared with 52% and 59% nationally. Most ELPs (83%) had an outdoor play area, broadly similar to the national figure of 87%.

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

Indicator	Northern Cape	National
General		
Average years in operation	17years	17 years
% More than 6 years in operation	89%	84%
Founded by current / past principal	75%	85%
Average number of enrolled children	43	45
Average attendance on day of survey	34	36
Average class size (observed)	16	19
Average hours open per week	41	46
N range	**95-104**	**1,381-1,388**
Infrastructure		
Purpose built ECD centre	63%	57%
In someone's house	10%	22%
On school premises	11%	8%
In the garage of someone's house	0%	5%
At a place of worship	8%	3%
Community hall / centre	1%	2%
Municipal building	6%	1%
Other	1%	1%
N range	**104**	**1,277-1,384**
Amenities		
Tap water in building	70%	52%
Flush toilet on site	78%	59%
Outdoor play area	83%	87%
N range	**104**	**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 the Northern Cape, 67% of ELPs reported being fully registered, compared with 55% nationally. A further 5% were conditionally registered and 8% were in the process of registration. Among ELPs reporting full or conditional registration, 95% were able to provide evidence of registration.

Parent fees were the primary source of income for 86% of ELPs in the Northern Cape, compared with 96% nationally. At the time of the Index, 44% of all ELPs received the government ECD subsidy, the same as nationally. Among ELPs with full or conditional registration, 50% received the subsidy, compared with 67% nationally.

Among subsidised ELPs, 54% reported always receiving the subsidy on time, similar to 53% nationally. However, only 38% reported always receiving the expected subsidy amount, compared with 60% nationally. Overall, 27% reported always receiving the expected amount and receiving it on time, compared with 38% nationally.

In addition, 18% of ELPs offered Grade R. Of these, 86% reported that the Grade R class was registered with the Department of Basic Education, compared with 48% nationally.

Table 6: *Registration and income, Northern Cape compared to National*

Indicator	Northern Cape	National
Partial Care Facility Registration		
Fully Registered	67%	55%
Conditionally Registered	5%	8%
In Process	8%	18%
Not Registered	8%	15%
Lapsed Registration	11%	3%
Don't know	1%	1%
Of those who reported full / conditional registration - Able to provide evidence of registration (certificate)	95%	91%
N	**104**	**1,388**

Income		
Receives the ECD subsidy (% of ELPs with full or conditional PCF registration)	50%	67%
Receives ECD subsidy (% of ELPs)	44%	44%
% subsidised ELPs always receiving subsidy on time	54%	53%
% subsidised ELPs always receiving expected subsidy amount	38%	60%
% subsidised ELPs always receiving expected subsidy amount, and on time	27%	38%
Parent fees cited as the primary source of income	86%	96%
N range	**46-104**	546-1,370
Grade R		
Offers Grade R	18%	26%
Grade R registered with DBE	86%	48%
N range	**17-104**	**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 the Northern Cape employed an average of seven paid staff, including five paid teaching staff. Practitioners worked an average of 33 hours per week. Almost all principals and practitioners were women: 98% of principals and 100% of practitioners.

Employment conditions were broadly similar to the national picture. In the Northern Cape, 55% of practitioners had an employment contract, 48% received paid sick leave and 46% received paid holiday leave. Only 14% of practitioners reported monthly earnings of R5000 or more , compared with 9% nationally.

Principals had worked at their current ELP for an average of 10 years. Among practitioners, 16% had worked at their current ELP for less than one year, 37% for one to four years, 32% for five to 10 years, and 12% for more than 10 years. Overall, 26% of practitioners reported that they were considering leaving the ECD profession, the same as nationally.

In the Northern Cape, 59% of ELPs belonged to an ECD Forum, compared with 75% nationally.

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

Indicator	Northern Cape	National
Conditions of employment		
Number of paid staff (average of all paid staff)	7	6
Number of paid teaching staff (average)	5	4
Average hours worked per week	33	40
Practitioners earn above minimum wage	14%	9%
Practitioner has employment contract	55%	57%
Practitioner gets paid sick leave	48%	52%
Practitioner gets paid holiday leave	46%	48%
ELP is member of ECD Forum	59%	75%
% of principals who are female	98%	95%
% of practitioners who are female	100%	96%
N range	**74-104**	**1,107-1,388**
Retention and stability		
Principals - average years at current ELP	10	12
Practitioners - years at current ELP:		
<1 year	16%	20%
1-4 years	37%	36%
5-10 years	32%	27%
>10 years	12%	15%
% Practitioners thinking of leaving the ECD profession	26%	26%
N range	**92-104**	**1206-1383**

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 the Northern Cape, 57% of principals had an NQF Level 5 or higher ECD qualification, compared with 26% of practitioners. A further 17% of principals and 37% of practitioners had an NQF Level 4 qualification.

However, 23% of principals and 36% of practitioners reported no formal ECD qualification. This was higher than the national figures of 15% for principals and 34% for practitioners.

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

Indicator	Northern Cape	National
Highest ECD qualification of principal		
None	23%	15%
NQF 1 / Accredited skills programme	1%	9%
NQF 4	17%	38%
NQF 5	37%	25%
Above NQF 5	20%	12%
N	**104**	**1,382**
Highest ECD qualification of practitioner		
None	36%	34%
NQF 1 / Accredited skills programme	1%	14%
NQF 4	37%	33%
NQF 5	17%	14%
Above NQF 5	9%	4%
N	**92**	**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 the Northern Cape, 93% of practitioners reported using a curriculum, compared with 77% nationally. Among practitioners using a curriculum, 71% reported having accompanying learning resources, compared with 56% nationally. Of the curricula used, 41% were based on national curricula or standards (NCF/CAPS/ELDA/NELDS), while 42% were other curricula and 17% were developed by the ELP.

During 2023 and 2024, 33% of principals received in-service training, compared with 47% nationally. Among practitioners, 47% received in-service training, similar to the national figure of 50%. Among practitioners who received training, 50% were trained by the national or provincial Department of Basic Education, compared with 35% nationally, while 12% received training from NGOs, compared with 36% nationally.

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

Indicator	Northern Cape	National
Training		
Principal received in-service training in past 2 years	33%	47%
Practitioner received in-service training in the past 2 years (2023-2024)	47%	50%
Training provided to practitioners by NGOs	12%	36%
Training provided to practitioners by DBE (national / provincial)	50%	35%
Training provided to practitioners - all other training providers	45%	39%
N range	**41-104**	**590-1,388**
Curriculum use		
Practitioners use curriculum	93%	77%
Of those with a curriculum, what % have accompanying learning resources	71%	56%
Type of curriculum used		
National curriculum / standards (NCF/CAPS/ELDA/NELDS)	41%	58%
Other	42%	39%
Own curriculum	17%	3%
N range	**85-92**	**944-1179**

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 survey 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.

26% of ELPs in the Northern Cape 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. Health services reached many ELPs in the Northern Cape during 2023 and 2024. Almost three-quarters received Vitamin A supplementation (73%) and deworming services (72%), both higher than the national figures of 60% and 61% respectively. Immunisation services reached 61% of ELPs, compared with 65% nationally.

Preventative screening services were less common. Vision screening was provided to 19% of ELPs, hearing screening to 17%, developmental screening to 18%, and growth monitoring to 22%. These figures were broadly similar to national levels. Overall, 23% of ELPs reported receiving none of the listed health and nutrition services, compared with 19% nationally.

These findings are particularly important given that 10% of children aged 50–59 months attending ELPs in the Northern Cape are moderately or severely stunted, with a further 28% showing signs of mild stunting. ELPs therefore provide an important platform for supporting children's health, nutrition and development alongside early learning.

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

Indicator	Northern Cape	National
Vision screening	19%	17%
Hearing screening	17%	16%
Developmental screening	18%	21%
Growth monitoring	22%	25%
Immunisations	61%	65%
Deworming	72%	61%
Vitamin A	73%	60%
Provide nutrition training / support	13%	15%
Other	0%	2%
None	23%	19%
N	**104**	**1,388**

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.

The Index examined the alignment between children's home languages and the Language of Learning and Teaching (LoLT) used within ELPs in the Northern Cape.

For 83% of children, the language used by the practitioner matched the child's main home language, compared with 71% nationally. This varied considerably by fee group, from 62% among children attending the highest-fee 20% of ELPs to 88% among children attending the lower-fee 80% of ELPs.

When children's full multilingual language profiles were considered, 96% had at least one home language that matched the language used in the classroom, compared with 90% nationally. This was 100% among children attending the highest-fee 20% and and 95% among those attending the lower-fee 80% of ELPs . These findings suggest that most children in the Northern Cape experience learning in a language that is familiar to them.

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

Language combinations	Northern Cape			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)	62%	88%	83%	71%
Any of the child's home languages match the language that the practitioner uses in the classroom (as observed by the assessor)	100%	95%	96%	90%
N	**230**	**49**	**279**	**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 279 of the 363 assessed children in the Northern Cape, representing 77% of the provincial child sample. Most PCGs were the child's biological mother (63%); 18% a grandmother, 10% an aunt, 6% were the biological father, and 3% 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% in the Northern Cape.

Overall, 51% of PCGs had completed Grade 12. This ranged from 40% among PCGs of children attending the lower-fee 80% of ELPs to 90% among those attending the highest-fee 20%. PCG unemployment was 36% overall, compared with 43% in the lower-fee group and 12% in the highest-fee group.

Access to a working cellphone was nearly universal at 99%. However, access to other household assets differed markedly by fee group. A functional laptop or computer was available in 19% of households in the lower-fee group compared with 70% in the highest-fee group. Internet access through a connection in the dwelling was reported by 15% and 68% respectively, while ownership of a working motor vehicle was reported by 23% and 77%.

Overall, 31% of households had a tap inside the dwelling. This was reported by 28% of households in the lower-fee group and 40% in the highest-fee group.

Table 12: *Employment, assets and basic services, Northern Cape and national*

Indicator	Northern Cape			National
	Bottom 80% ELP Fees	Top 20% ELP Fees	Total	
PCG completed grade 12	40%	90%	51%	56%
PCG is unemployed	43%	12%	36%	45%
Household has access to a working cellphone	99%	100%	99%	100%
Functional laptop/computer in the home	19%	70%	30%	29%
Internet is mainly accessed by connection in the dwelling	15%	68%	27%	23%
HH has a motor-car in working order	23%	77%	34%	36%
Main water source: tap inside dwelling	28%	40%	31%	27%
N	**230**	**49**	**279**	**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 differed across households in the Northern Cape. Overall, 30% of sampled households had no children's books, 17% had one, 41% had two to five, and 12% had more than five.

Among households whose children attended the lower-fee 80% of ELPs, 33% had no children's books and 9% had more than five. In the highest-fee 20%, 20% had no children's books and 20% had more than five.

Overall, 37% of PCGs reported reading to their child at least three times a week, similar to the national figure of 36%. This differed by fee group, from 33% among PCGs of children attending the lower-fee 80% of ELPs to 52% among those attending the highest-fee 20%.

Fathers had lived in 35% of sampled households at some point during the previous six months, compared with 45% nationally. More than half (54%) of fathers were not involved in any of the measured home learning activities, while 25% had participated in home learning activities at least three times during the previous week. Father involvement differed by fee group, with 21% of fathers in the lower-fee group participating in home learning activities at least three times in the previous week, compared with 42% in the highest-fee group. The national Thrive by Five findings show a positive association between high levels of father involvement and children's learning outcomes early learning and development. 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 found that access to books was positively associated with children's ELOM 4&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.

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

Indicator	Northern Cape			National
	Bottom 80% ELP Fees	Top 20% ELP Fees	Total	
Books and reading				
No children's books in the home	33%	20%	30%	26%
1 children's book in the home	22%	1%	17%	19%
2-5 children's books in the home	36%	59%	41%	45%
More than 5 children's books in the home	9%	20%	12%	10%
PCG reads books to child ≥3x/week	33%	52%	37%	36%
N	**230**	**49**	**279**	**3841**

Father involvement				
Father lives in the household	32%	51%	35%	45%
Father not involved in HLE activities	60%	34%	54%	60%
Father did HLE activities 3+times in the past week	21%	42%	25%	18%
N	**230**	**49**	**279**	**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. All children in the Northern Cape sample were reported to have a birth certificate. Overall, 72% received the Child Support Grant (CSG), compared with 78% nationally. CSG receipt differed substantially by ELP fee group: 87% of children attending the lower-fee 80% of ELPs received the grant, compared with 19% of those attending the highest-fee 20%.

Food insecurity was more common in the Northern Cape than nationally. Overall, 19% of PCGs reported that a household member had skipped meals because of food shortages during the previous three months, compared with 6% nationally. In addition, 9% reported that a child had skipped meals, compared with 2% nationally. Food insecurity was more common among households whose children attended the lower-fee 80% of ELPs: 22% reported that a household member had skipped meals and 11% that a child had skipped meals.

In the Northern Cape, 14% of children were born prematurely and 12% had a low birth weight, broadly similar to the national figures of 13% and 11% respectively. Overall, 22% of children were exposed to at least one of the measured pregnancy or birth risk factors, compared with 18% nationally. During pregnancy, 11% of mothers were reported to have smoked and 7% to have consumed alcohol, compared with 3% and 4% nationally. These figures should be interpreted with caution, as self-reported behaviours that carry social stigma may be subject to underreporting.

Table 14: *Health, hunger and social protection, Northern Cape and national*

Indicator	Northern Cape Sample			National
	Bottom 80% ELP Fees	Top 20% ELP Fees	Total	
Social protection				
Child has birth certificate	100%	100%	100%	98%
Child receives Child Support Grant	87%	19%	72%	78%
N	**230**	**49**	**279**	**3,841**
Hunger				
Household member skipped meals due to food shortage (past 3 months)	22%	5%	19%	6%
Child skipped meals (past 3 months)	11%	5%	9%	2%
N	**230**	**49**	**279**	**3,841**
Pregnancy related risks				
Mother smoked during pregnancy	14%	0%	11%	3%
Mother consumed alcohol during pregnancy	7%	7%	7%	4%
Premature birth (<37 weeks)	17%	2%	14%	13%
Low birth weight (<2.5 kg)	13%	5%	12%	11%
Overweight (>4kg)	5%	2%	4%	6%
Exposure to at least one pregnancy / birth risk factor	25%	11%	22%	18%
N	**230**	**49**	**279**	**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 social connectedness in the Northern Cape were broadly similar to the national picture. Most PCGs (85%) agreed or strongly agreed that their family tries to help them, the same as nationally, while 56% reported that they could count on friends when things go wrong, compared with 51% nationally.

Most PCGs also reported low levels of difficulty with daily functioning. Almost three-quarters (74%) reported no difficulty taking care of things at home, compared with 61% nationally. This means that 26% reported some level of difficulty with this task. In addition, 92% reported no difficulty getting along with other people, compared with 82% nationally, while 8% reported some level of difficulty.

These findings should be interpreted with caution. The indicators capture only a limited dimension of caregiver wellbeing and do not provide a comprehensive measure of stress or mental health.

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

Social functioning indicator		Northern Cape Responses	National Responses
Social connectedness	**"My family tries to help me"**		
	Agree/strongly agree	85%	85%
	Disagree/strongly disagree	15%	15%
	"I can count on my friends when things go wrong"		
	Agree/strongly agree	56%	51%
	Disagree/strongly disagree	44%	49%
Daily functioning	**"In the last 4 weeks, I found taking care of things at home"**		
	Not difficult	74%	61%
	Somewhat difficult	18%	26%
	Very/extremely difficult	8%	13%
	"In the last 4 weeks, I found getting along with other people"		
	Not difficult	92%	82%
	Somewhat difficult	6%	13%
	Very/extremely difficult	2%	5%
N		**274-279**	**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 Northern Cape findings present a mixed provincial picture. Overall, 40% of four-year-old children attending ELPs are On Track for overall early learning. Outcomes are strongest in Emergent Literacy and Language and weakest in Fine Motor Coordination and Visual Motor Integration. Girls have somewhat stronger overall outcomes than boys, although the differences are relatively small. More substantial differences are evident by ELP fee group: 64% of children attending the highest-fee 20% of ELPs are On Track, compared with 34% of children attending the remaining 80%.

These differences are reflected in the environments surrounding children. Household access to education, books, digital resources and transport differs markedly by ELP fee group. ELP conditions also present a mixed picture. The Northern Cape has relatively high levels of ELP registration and curriculum use, while 44% of ELPs receive the ECD subsidy. However, only 38% of subsidised ELPs always receive the expected subsidy amount, and Teaching Strategies is the weakest programme quality domain.

The evidence therefore points to inequalities that extend across children's early learning outcomes and household learning opportunities. These coexist with concerns about physical growth and food insecurity. In the Northern Cape, 10% of children are moderately or severely stunted, while 19% of PCGs reported that a household member had skipped meals because of food shortages during the previous three months. Social-emotional outcomes are stronger in Social Relations with Peers and Adults, where 65% of children meet the expected standard, than in Emotional Readiness for School, where 52% meet the standard.

The difference between caregiver perceptions of child development and measured developmental outcomes is also notable. While 40% of children are On Track for overall early learning, 77% of interviewed PCGs reported that they believed their child was developing at the same rate as, or faster than, other children of the same age.

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. Teaching Strategies are the weakest programme-quality domain in the Northern Cape, despite the province performing relatively well in overall programme quality, Materials and Equipment and the Learning Programme. National analysis identified Teaching Strategies as the only observed programme-quality domain significantly associated with ELOM 4&5 outcomes. The province already has strong curriculum use, with 93% of practitioners using a curriculum and 71% of those having accompanying learning resources. The priority should therefore be to translate these existing strengths into stronger classroom practice through practical training, coaching and follow-up support.

2. **Target support for developmental domains where Northern Cape children struggle most.**
   Strengthen play-based learning activities, practitioner support and learning materials for Fine Motor Coordination and Visual Motor Integration, where only 22% of children are On Track, making it the weakest developmental domain in the province. Emergent Numeracy and Mathematics (39% On Track) and Cognition and Executive Functioning (38%) also warrant attention. Particular consideration should be given to boys, with 37% On Track overall compared with 43% of girls. Support should therefore prioritise activities that build fine motor, visual-motor, early numeracy and executive-functioning skills while ensuring that both boys and girls are actively engaged.

3. **Prioritise quality improvement in lower-fee ELPs.**
   Direct additional resources and quality support towards ELPs serving poorer communities, where developmental disadvantage is greatest. Only 34% of children attending the lower-fee 80% of ELPs are On Track, compared with 64% in the highest-fee 20%. The differences are particularly marked in Cognition and Executive Functioning, Emergent Numeracy and Mathematics, and Fine Motor Coordination and Visual Motor Integration. Quality-improvement initiatives should therefore prioritise practitioner coaching and access to appropriate play and learning materials in lower-fee ELPs to help narrow these substantial inequalities.

4. **Use the province's registration and subsidy platform to drive quality.**
   Build on the Northern Cape's comparatively strong registration position while improving subsidy reach and reliability. 67% of ELPs are fully registered and a further 5% conditionally registered, while 95% of those reporting full or conditional registration could provide evidence of registration. However, only 44% of all ELPs receive the ECD subsidy, and just 27% of subsidised ELPs report always receiving both the expected amount and receiving it on time. The province should use its relatively strong formalisation base to expand access to available funding and strengthen payment reliability, while using public funding as a platform for sustained improvements in ELP quality and practitioner support.

5. **Close critical infrastructure, health and nutrition gaps around ELPs.**
   Build on existing health-service strengths while addressing nutrition, screening and household food-security concerns. The Northern Cape records comparatively strong reach for deworming (72%) and Vitamin A supplementation (73%), while 61% of ELPs received immunisation services. However, developmental screening reached only 18%, growth monitoring 22%, vision screening 19% and hearing screening 17% of ELPs. At the same time, 10% of children are moderately or severely stunted and a further 28% mildly stunted, while 19% of PCGs reported that a household member had skipped meals because of food shortages and 9% reported that a child had skipped meals. Strengthening coordinated health, nutrition, screening and referral support through ELPs should therefore remain a provincial priority.

6. **Mobilise families around simple home learning and developmental milestones.**
   Expand access to children's books and promote regular reading, storytelling, counting, drawing and play at home, including active engagement of fathers and father figures. Overall, 30% of households have no children's books, while only 37% of PCGs read to their child at least three times a week. More than half (54%) of fathers did not participate in any of the measured home learning activities during the previous week. Findings suggest an awareness gap: around 77% of interviewed caregivers believe their child is developing at the same rate as or faster than other children of the same age, while only 40% of children are On Track. Caregiver communication should therefore combine practical home-learning ideas with accessible information about developmental milestones and children's developmental progress.

7. **Reach children who remain outside organised early learning.**
   According to the 2024 General Household Survey, approximately 46% of four-year-old children in the Northern Cape 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 the Northern Cape 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 the Northern Cape

District	Municipality	Ward ID	# sampled ELPs	# sampled children
Frances Baard	Dikgatlong Local Municipality	30902007	4	18
	Magareng Local Municipality	30903002	1	3
	Phokwane Local Municipality	30904003	3	10
		30904007	1	4
	Sol Plaatje Local Municipality	30901001	2	4
		30901003	1	4
		30901018	4	16
		30901022	2	8
		30901025	2	8
John Taolo Gaetsewe	Ga-Segonyana Local Municipality	34502001	6	19
		34502008	2	8
		34502010	3	16
		34502015	6	23
	Gamagara Local Municipality	34503004	3	12
		34503006	2	7
	Joe Morolong Local Municipality	34501006	6	18
		34501007	4	14
		34501009	8	26
		34501011	5	21
		34501013	6	20
Namakwa	Hantam Local Municipality	30605005	1	2
Pixley ka Seme	Emthanjeni Local Municipality	30703002	2	6
		30703004	1	3
	Siyancuma Local Municipality	30708001	1	4
		30708007	2	8
	Ubuntu Local Municipality	30701001	1	3
		30701004	1	1

District	Municipality	Ward ID	# sampled ELPs	# sampled children
Pixley ka Seme	Umsobomvu Local Municipality	30702003	1	6
		30702004	1	3
		30702005	2	8
		30702006	2	8
		30702007	2	9
Z F Mgcawu	!Kheis Local Municipality	30804004	1	3
	Dawid Kruiper Local Municipality	30807002	3	11
		30807006	1	2
		30807011	1	4
		30807015	3	5
	Tsantsabane Local Municipality	30805001	5	13
		30805005	2	5



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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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