

# 2026 GEC Master Training

Overview of 2025 GEC Midline & Endline Reflections Surveys

Summary of Item Analysis of 2025 Curriculum Test

Data Capturing Process - 2025 Curriculum Test



# Overview of the 2025 GEC Midline & Endline Reflections

The Midline Reflections Survey took place in October 2025. School Coordinators completed a Microsoft Form to provide feedback on the implementation of key GEC components—Learner Inclinations, Integrated Projects, and 21st Century Skills. The collected data was subsequently analyzed and reported.



The Endline Reflections Survey was conducted in January 2026, using a similar Microsoft Form. GEC School Coordinators reflected on the administration of the 2025 Curriculum Tests as well as the remaining GEC components: Learner Inclinations, Integrated Projects, and 21st Century Skills.





# Overview of the 2025 GEC Midline & Endline Reflections Findings

*Every child is a National Asset*

## High Participation and National Coverage

Over 3,000 schools participated at midline and 2,700 at endline ensuring national representation and system-level insights.

## Strong Compliance with GEC Components

Schools widely complied with administering Curriculum Tests, Integrated Projects, and development of 21st Century Skills.

## Structural and Operational Challenges

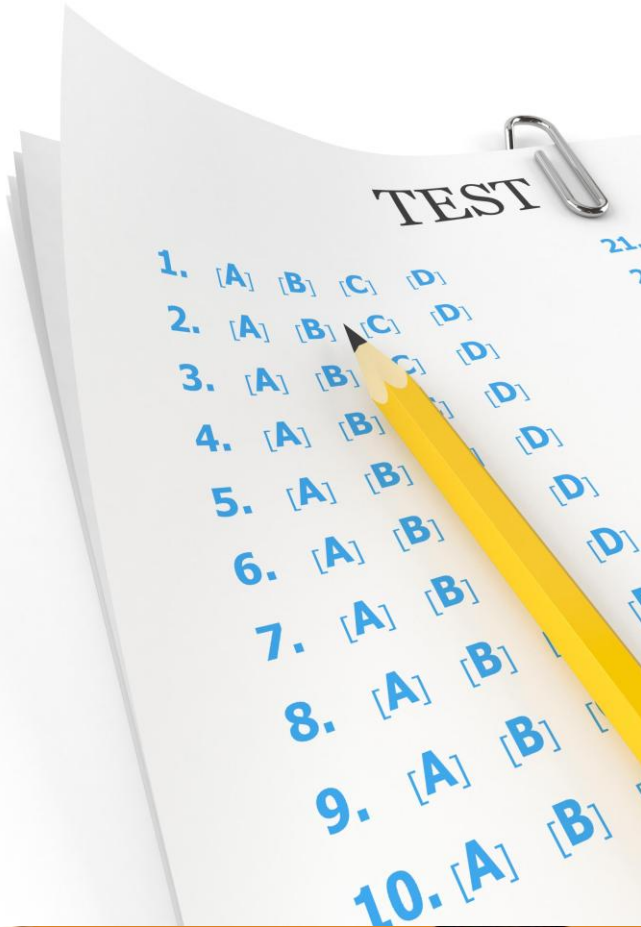
Reports highlight varied assessment quality, teacher training, administrative burden, and digital readiness across regions.

## Need for Strategic Improvements

Priority actions include improving assessments, reducing administrative load, strengthening teacher capacity, and addressing inequalities.



# Curriculum Tests: Participation and Quality Insights



- **High Participation and Compliance**
  - Nearly all schools successfully administered the 2025 Curriculum Tests with timely delivery and trained teachers.
- **Concerns About MCQ Quality**
  - Excessive use of multiple-choice questions limited assessment of higher-order thinking and encouraged guessing.
- **Subject-Specific Test Issues**
  - Math, Language, Natural Sciences, and EMS papers had alignment, difficulty, and clarity problems affecting assessment quality.
- **Need for Assessment Improvement**
  - There is a strong need to enhance assessment formats, quality assurance, and curriculum alignment for better learner outcomes.



# Integrated Projects: Implementation and Moderation

## High Implementation Rates

About 94% of schools implemented DBE Life Orientation and MST Integrated Projects, showing strong participation.

## Established Moderation Practices

Most schools conduct internal moderation, with some receiving additional district or provincial moderation support.

## Effective Data Management

98% of schools captured project marks on SASAMS, reflecting strong compliance with reporting requirements.

## Challenges and Support Needs

Issues like absenteeism and resource constraints highlight the need for targeted support in vulnerable schools.





# 21st Century Skills: Completion and System Barriers

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## Completion Rates and Uptake

Most schools successfully completed 21st Century Skills assessments, showing recognition of their importance.

## Administrative and Timing Challenges

Teachers face heavy administrative burden and timing issues in capturing 21st Century Skills data effectively.

## Digital Readiness Barriers

Many schools lack devices, internet, or electricity, hindering digital data capture and equity for learners.

## Need for Training and Standardization

Educators require clearer tools, rubrics, and training to standardise assessment of 21st Century Skills.



# Learner Inclinations: Access, Methods, and Impact

## Assessment Completion Methods

Most schools completed the assessment using WhatsApp Bot and paper-based versions, with some using both formats.

## Access and Equity Challenges

Digital poverty limits many learners' ability to complete digital assessments without teacher assistance.

## Positive Learner Outcomes

Teachers observed improved learner self-awareness, motivation, and career exploration from the assessments.

## Communication and Recommendations

Improved communication of results and recommendations focus on earlier administration and better digital infrastructure.



# Cross-Cutting System Challenges

## Resource Shortages Impact

Limited devices, printers, connectivity, and electricity worsen inequities in rural and high-poverty schools.

## Communication and Coordination Issues

Delays and inconsistent messaging increase confusion and administrative burdens for educators and management.

## Workload and Training Gaps

Large classes and uneven training limit effective assessment and data reliability in schools.

## Need for System Improvements

Stronger alignment, accountability, and capacity-building investments are essential for improved outcomes.



# Strategic Recommendations and Way Forward



## RECOMMENDATIONS

### Enhance Assessment Quality

Prioritize quality by reducing MCQ reliance, aligning with CAPS, and strengthening moderation and assurance.

### Expand Teacher Training

Deliver earlier and focused training on assessment design, SASAMS use, and digital tools to teachers.

### Simplify Administrative Processes

Streamline data capture, consolidate reporting, and improve system usability to reduce workload.

### Improve Digital Equity

Ensure equitable access to digital infrastructure so all learners can participate in digital assessments.

### Strengthen Coordination and Support

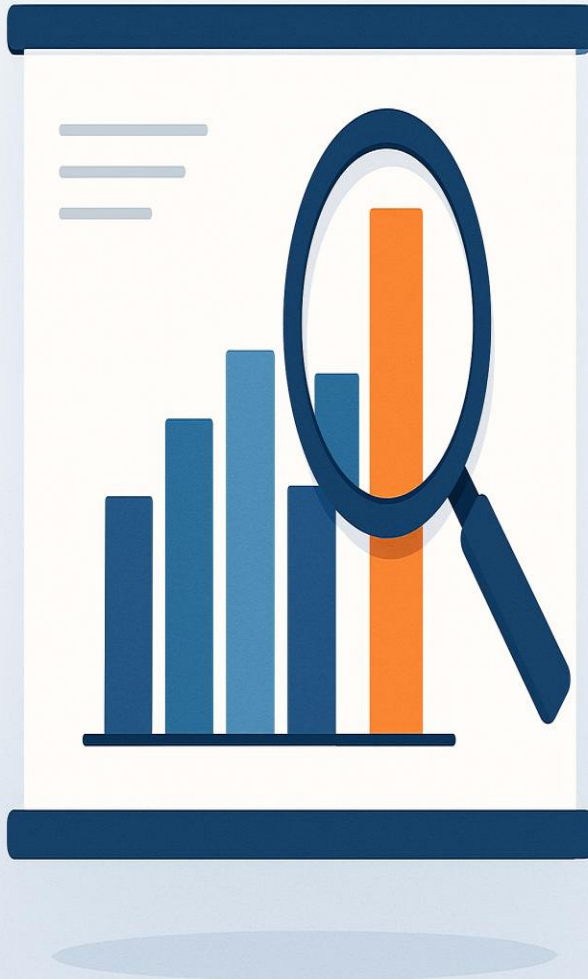
Enhance communication and collaboration among DBE, provinces, districts, and schools to sustain progress.



# Summary of the Item Analysis of the 2025 Curriculum Tests

This summary:

- highlights key performance trends and instructional priorities for effective decision-making.
- synthesizes data across language and non-language subjects for comprehensive learner analysis.
- Connects assessment results to teaching strategies promotes continuous improvement and targeted support.



## Overall Performance Overview

- Learner achievement in home languages varies from moderate to strong, showing differences in proficiency and teaching effectiveness.
- First additional languages show lower scores, especially in extended reasoning and writing tasks, indicating language transfer challenges.
- Assessment results highlight the need for teaching that balances foundational knowledge with higher-order thinking skills development.
- Learners perform **better on multiple-choice questions but struggle with open-ended questions** requiring explanation and calculation.



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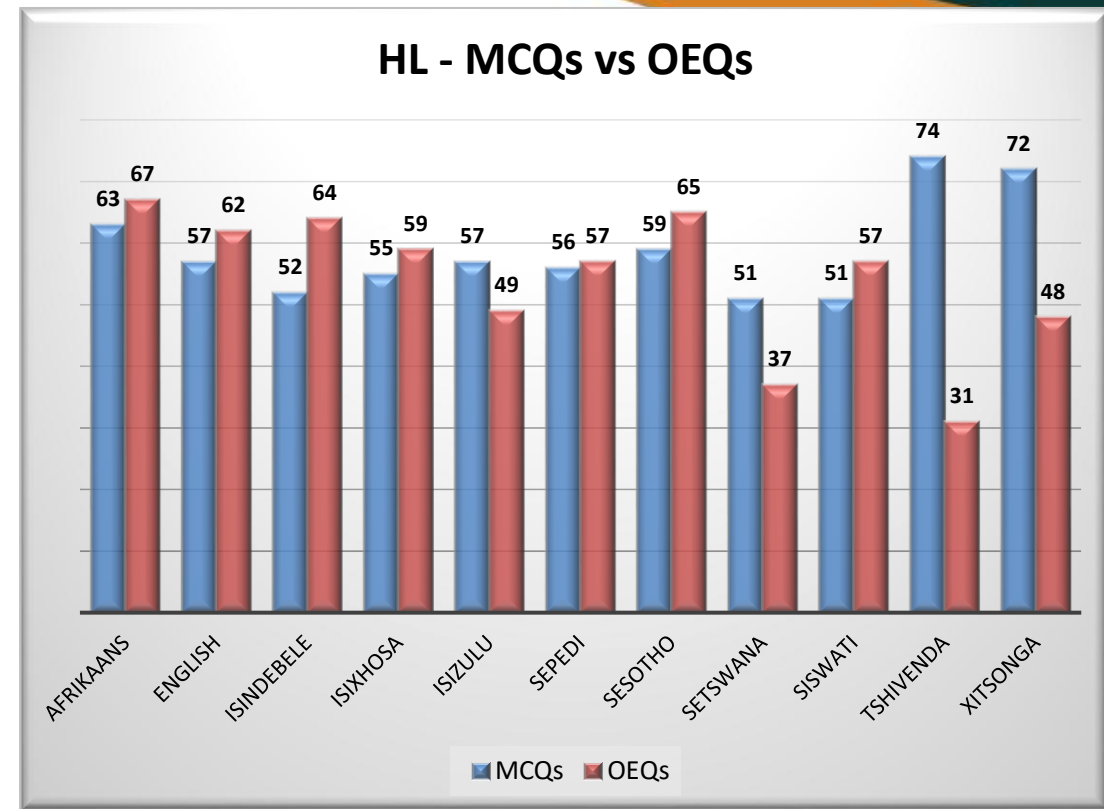


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# MCQs vs OEQs

| Home Language | MCQs | OEQs |
|---------------|------|------|
| Afrikaans     | 63   | 67   |
| English       | 57   | 62   |
| IsiNdebele    | 52   | 64   |
| IsiXhosa      | 55   | 59   |
| isiZulu       | 57   | 49   |
| Sepedi        | 56   | 57   |
| Sesotho       | 59   | 65   |
| Setswana      | 51   | 37   |
| Siswati       | 51   | 57   |
| Tshivenda     | 74   | 31   |
| Xitsonga      | 72   | 48   |



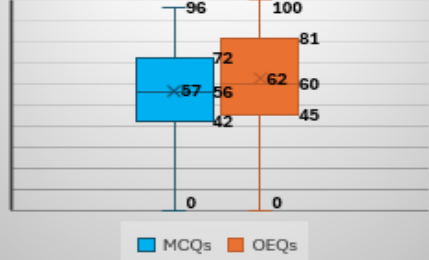
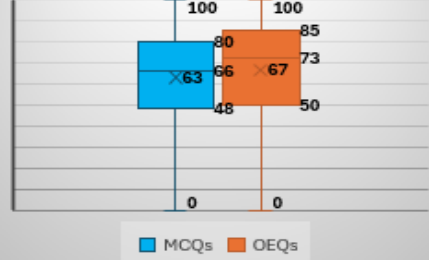
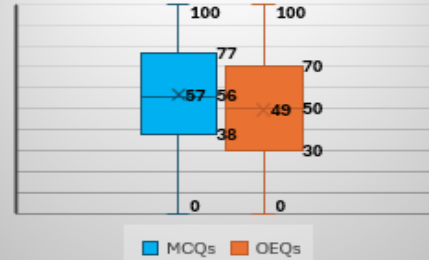
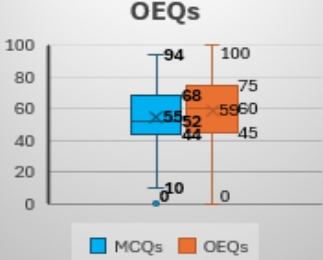
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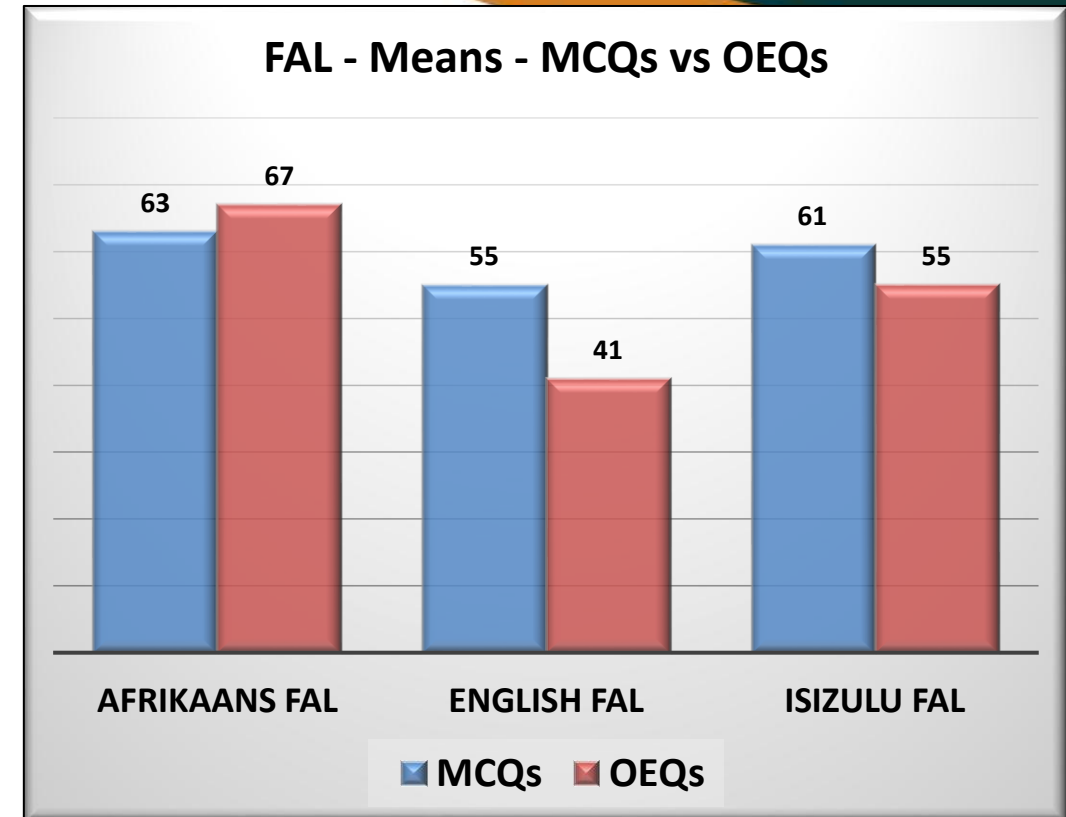
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| Hypothesis                               | MCQs advantages the overall score of a learner (MCQs+OEQs)                                                                                                                                                                                                                |      |                                                                                                                                                                                                                                                     |      |                                                                                                                                                                                                                                                                                       |      |                                                                                                                                                                                                                                                    |      |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| Stats                                    | English HL                                                                                                                                                                                                                                                                |      | Afrikaans HL                                                                                                                                                                                                                                        |      | IsiZulu HL                                                                                                                                                                                                                                                                            |      | IsiXhosa HL                                                                                                                                                                                                                                        |      |
|                                          | MCQs                                                                                                                                                                                                                                                                      | OEQs | MCQs                                                                                                                                                                                                                                                | OEQs | MCQs                                                                                                                                                                                                                                                                                  | OEQs | MCQs                                                                                                                                                                                                                                               | OEQs |
| Means                                    | 57                                                                                                                                                                                                                                                                        | 62   | 63                                                                                                                                                                                                                                                  | 67   | 57                                                                                                                                                                                                                                                                                    | 49   | 55                                                                                                                                                                                                                                                 | 59   |
| Std Deviation                            | 19                                                                                                                                                                                                                                                                        | 23   | 20                                                                                                                                                                                                                                                  | 25   | 23                                                                                                                                                                                                                                                                                    | 26   | 17                                                                                                                                                                                                                                                 | 20   |
| Means Diff (D)                           | -5                                                                                                                                                                                                                                                                        |      | -4                                                                                                                                                                                                                                                  |      | 8                                                                                                                                                                                                                                                                                     |      | -4                                                                                                                                                                                                                                                 |      |
| n                                        | 522                                                                                                                                                                                                                                                                       |      | 442                                                                                                                                                                                                                                                 |      | 302                                                                                                                                                                                                                                                                                   |      | 258                                                                                                                                                                                                                                                |      |
| r                                        | 0.75                                                                                                                                                                                                                                                                      |      | 0.77                                                                                                                                                                                                                                                |      | 0.8                                                                                                                                                                                                                                                                                   |      | 0.58                                                                                                                                                                                                                                               |      |
| 1 tailed, paired sample t-test (p-value) | 4.82162E-07                                                                                                                                                                                                                                                               |      | 1.0628E-06                                                                                                                                                                                                                                          |      | 9.52E-15                                                                                                                                                                                                                                                                              |      | 9.99E-05                                                                                                                                                                                                                                           |      |
| Box & Whisker                            |                                                                                                                                                                                         |      |                                                                                                                                                                  |      |                                                                                                                                                                                                    |      |                                                                                                                                                                 |      |
| Interpretation                           | <p>The r value = 0.75 indicates a strong positive correlation which implies that learners with high MCQs scores also have high OEQs scores.</p> <p>The mean difference is negative (MCQs did not produce higher scores than OEQs), and the p-value is far below 0.05.</p> |      | <p>The r value = 0.77 indicates a strong positive correlation which implies that learners with high MCQs scores also have high OEQs scores.</p> <p>OEQs result in higher overall scores than MCQs, and the result is statistically significant.</p> |      | <p>The r value = 0.8 indicates a strong positive correlation which implies that learners with high MCQs scores also have high OEQs scores.</p> <p>The positive mean difference indicates higher scores for MCQs, and the p-value shows extremely strong statistical significance.</p> |      | <p>The r value = 0.58 indicates a strong positive correlation which implies that learners with high MCQs scores also have high OEQs scores.</p> <p>Learners perform better in OEQs than MCQs, and the difference is statistically significant.</p> |      |
| Conclusion                               | <p>Hypothesis is rejected.</p> <p>MCQs do not advantage the overall score in English HL</p>                                                                                                                                                                               |      | <p>Hypothesis is rejected.</p> <p>MCQs do not advantage the overall score in Afrikaans HL</p>                                                                                                                                                       |      | <p>Hypothesis is <u>accepted</u>.</p> <p>MCQs do advantage the overall score in IsiZulu HL</p>                                                                                                                                                                                        |      | <p>Hypothesis is rejected.</p> <p>MCQs do not advantage the overall score in IsiXhosa HL</p>                                                                                                                                                       |      |

# MCQs vs OEQs

| Subject       | MCQs | OEQs |
|---------------|------|------|
| Afrikaans FAL | 63   | 67   |
| English FAL   | 55   | 41   |
| IsiZulu FAL   | 61   | 55   |



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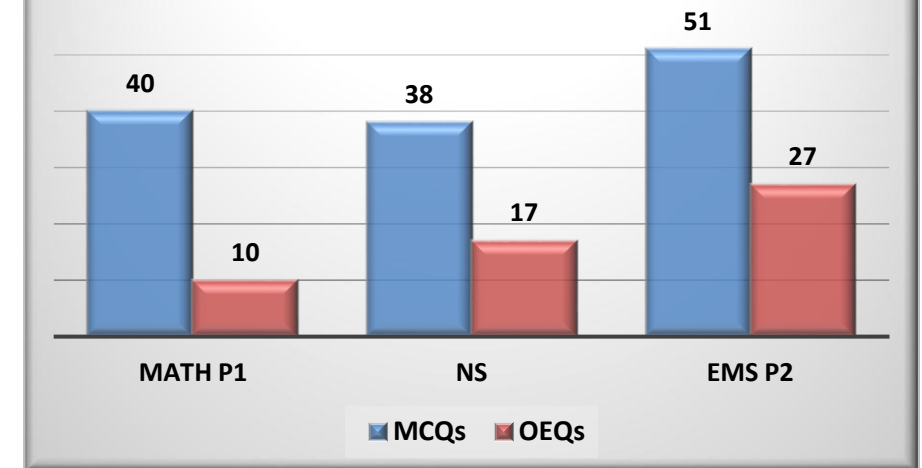
# OVERVIEW

| Hypothesis                               | MCQs advantages the overall score of a learner (MCQs+OEQs)                                                                                                                                                                                                                                                                                                            |      |                                                                                                                                                                                                                                                                                          |      |                                                                                                                                                                                                                                                                                               |      |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| Stats                                    | Afrikaans FAL                                                                                                                                                                                                                                                                                                                                                         |      | English FAL                                                                                                                                                                                                                                                                              |      | IsiZulu FAL                                                                                                                                                                                                                                                                                   |      |
|                                          | MCQs                                                                                                                                                                                                                                                                                                                                                                  | OEQs | MCQs                                                                                                                                                                                                                                                                                     | OEQs | MCQs                                                                                                                                                                                                                                                                                          | OEQs |
| Means                                    | 60                                                                                                                                                                                                                                                                                                                                                                    | 41   | 55                                                                                                                                                                                                                                                                                       | 41   | 61                                                                                                                                                                                                                                                                                            | 55   |
| Std Deviation                            | 20                                                                                                                                                                                                                                                                                                                                                                    | 24   | 19                                                                                                                                                                                                                                                                                       | 22   | 24                                                                                                                                                                                                                                                                                            | 29   |
| Means Diff (D)                           | 19                                                                                                                                                                                                                                                                                                                                                                    |      | 14                                                                                                                                                                                                                                                                                       |      | 6                                                                                                                                                                                                                                                                                             |      |
| n                                        | 442                                                                                                                                                                                                                                                                                                                                                                   |      | 472                                                                                                                                                                                                                                                                                      |      | 71                                                                                                                                                                                                                                                                                            |      |
| r                                        | 0.74                                                                                                                                                                                                                                                                                                                                                                  |      | 0.7                                                                                                                                                                                                                                                                                      |      | 0.82                                                                                                                                                                                                                                                                                          |      |
| 1 tailed, paired sample t-test (p-value) | 5.31E-07                                                                                                                                                                                                                                                                                                                                                              |      | 1.48E-58                                                                                                                                                                                                                                                                                 |      | 3.62E-03                                                                                                                                                                                                                                                                                      |      |
| Box & Whisker                            | <p>AfrFAL - MCQs vs OEQs</p>                                                                                                                                                                                                                                                                                                                                          |      | <p>EngFAL - MCQs vs OEQs</p>                                                                                                                                                                                                                                                             |      | <p>IsiZuluFAL - MCQs vs OEQs</p>                                                                                                                                                                                                                                                              |      |
| Interpretation                           | <p>The r value = 0.74 indicates a strong positive correlation which implies that learners with high MCQs scores also have high OEQs scores. The p-value is far below the conventional significance level (0.05), indicating a statistically significant difference. However, the negative mean difference shows that learners performed better in OEQs than MCQs.</p> |      | <p>The r value = 0.7 indicates a strong positive correlation which implies that learners with high MCQs scores also have high OEQs scores. The p-value is well below 0.05, and the positive mean difference indicates that MCQs contribute to higher overall scores compared to OEQs</p> |      | <p>The r value = 0.82 indicates a strong positive correlation which implies that learners with high MCQs scores also have high OEQs scores. The p-value is statistically significant and the mean difference is positive, showing that learners perform better overall when MCQs are used</p> |      |
| Conclusion                               | <p><b>Reject hypothesis</b><br/>MCQs do not advantage the overall score for Afrikaans FAL learners; in fact, OEQs are associated with higher performance.</p>                                                                                                                                                                                                         |      | <p><b>Accept hypothesis</b><br/>MCQs significantly advantage the overall performance of learners in English FAL</p>                                                                                                                                                                      |      | <p><b>Accept hypothesis.</b><br/>MCQs advantage the overall score for IsiZulu FAL learners</p>                                                                                                                                                                                                |      |

# MCQs vs OEQs

| Subject | MCQs | OEQs |
|---------|------|------|
| Math P1 | 40   | 10   |
| NS      | 38   | 17   |
| EMS P2  | 51   | 27   |

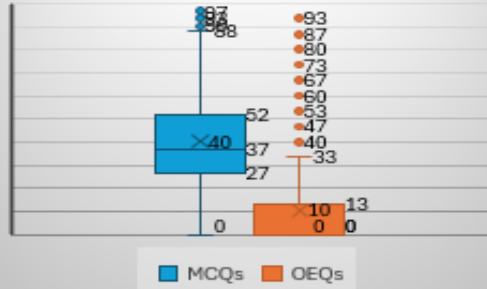
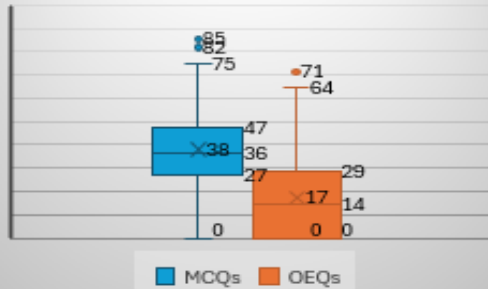
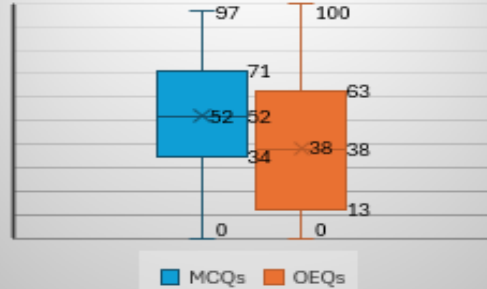
Non-Languages - MCQS vs OEQS



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# OVERVIEW

| Hypothesis                               | MCQs advantages the overall score of a learner (MCQs+OEQs)                                                                                                                                                                                                                                                                                                                                                                  |      |                                                                                                                                                                                                                                                                                                                                                                                               |      |                                                                                                                                                                                                                                                                                                                                                                 |      |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| Stats                                    | Mathematics P1                                                                                                                                                                                                                                                                                                                                                                                                              |      | Natural Sciences                                                                                                                                                                                                                                                                                                                                                                              |      | Economic Management Sciences P2                                                                                                                                                                                                                                                                                                                                 |      |
|                                          | MCQs                                                                                                                                                                                                                                                                                                                                                                                                                        | OEQs | MCQs                                                                                                                                                                                                                                                                                                                                                                                          | OEQs | MCQs                                                                                                                                                                                                                                                                                                                                                            | OEQs |
| Means                                    | 40                                                                                                                                                                                                                                                                                                                                                                                                                          | 10   | 38                                                                                                                                                                                                                                                                                                                                                                                            | 17   | 52                                                                                                                                                                                                                                                                                                                                                              | 38   |
| Std Deviation                            | 18                                                                                                                                                                                                                                                                                                                                                                                                                          | 17   | 14                                                                                                                                                                                                                                                                                                                                                                                            | 17   | 22                                                                                                                                                                                                                                                                                                                                                              | 29   |
| Means Diff (D)                           | 30                                                                                                                                                                                                                                                                                                                                                                                                                          |      | 21                                                                                                                                                                                                                                                                                                                                                                                            |      | 14                                                                                                                                                                                                                                                                                                                                                              |      |
| n                                        | 735                                                                                                                                                                                                                                                                                                                                                                                                                         |      | 678                                                                                                                                                                                                                                                                                                                                                                                           |      | 357                                                                                                                                                                                                                                                                                                                                                             |      |
| r                                        | 0.7                                                                                                                                                                                                                                                                                                                                                                                                                         |      | 0.61                                                                                                                                                                                                                                                                                                                                                                                          |      | 0.8                                                                                                                                                                                                                                                                                                                                                             |      |
| 1 tailed, paired sample t-test (p-value) | 1.82E-286                                                                                                                                                                                                                                                                                                                                                                                                                   |      | 3.15E-171                                                                                                                                                                                                                                                                                                                                                                                     |      | 1.79E-40                                                                                                                                                                                                                                                                                                                                                        |      |
| Box & Whisker                            | <b>Math - MCQs vs OEQs</b>                                                                                                                                                                                                                                                                                                                |      | <b>NS - MCQs vs OEQs</b>                                                                                                                                                                                                                                                                                   |      | <b>EMS P2- MCQs vs OEQs</b>                                                                                                                                                                                                                                                  |      |
|                                          | <p>The r value = 0.7 indicates a strong positive correlation which implies that learners with high MCQs scores also have high OEQs scores.</p> <p>The p-value is extremely small (<math>\ll 0.05</math>). Therefore, the null hypothesis is rejected. There is very strong statistical evidence that MCQs significantly advantage learners' overall scores in Mathematics P1.</p> <p><b>The hypothesis is accepted.</b></p> |      | <p>The r value = 0.61 indicates a strong positive correlation which implies that learners with high MCQs scores also have high OEQs scores.</p> <p>The p-value is far below the 0.05 significance level. The null hypothesis is rejected. This indicates that MCQs provide a statistically significant advantage over OEQs in Natural Sciences.</p> <p><b>The hypothesis is accepted.</b></p> |      | <p>The r value = 0.8 indicates a strong positive correlation which implies that learners with high MCQs scores also have high OEQs scores.</p> <p>With an extremely small p-value, the result is highly significant. The null hypothesis is rejected, showing that MCQs significantly improve overall learner scores in EMS P2. The hypothesis is accepted.</p> |      |
| Conclusion                               |                                                                                                                                                                                                                                                                                                                                                                                                                             |      |                                                                                                                                                                                                                                                                                                                                                                                               |      |                                                                                                                                                                                                                                                                                                                                                                 |      |

Good teaching  
practice exposes  
misconceptions,  
not hide them.

<http://math4teaching.com>

### **Language Learning Challenges**

Learners struggle with grammar rules, spelling, punctuation, and text interpretation, showing weak metalinguistic awareness.

### **Mathematical Misconceptions**

Misunderstandings in algebra, word problem translation, and graph interpretation reflect fragile conceptual math understanding.

### **Science Conceptual Gaps**

Learners show confusion in scientific inquiry, circuits, and environmental processes, indicating weak practical experiment skills.

### **EMS Subject Difficulties**

Misunderstandings in labour processes, business planning, and economic terms suggest rote memorization over understanding.



# Strengths Observed Across Subjects

## Languages Strength

Learners excel at literal comprehension and visual literacy, interpreting texts and images accurately.

## Mathematics Competence

Learners show proficiency in basic numerical operations and identifying points on Cartesian planes.

## Natural Sciences Recall

Learners perform well in recall tasks including definitions, classifications, and scientific term identification.

## EMS Understanding

Learners demonstrate grasp of everyday business concepts and familiar economic scenarios.



## Key Weaknesses and Risk Areas



### LANGUAGE

- Spelling
- Plurals
- Punctuation



### MATHEMATICS

- Algebra
- Equation solving
- Graph interpretation



### NATURAL SCIENCES

- Electricity
- Climate impact
- Measurement



### BUSINESS EDUCATION

- Abstract concepts
- Labour relations
- Strategic planning

### Language Structure Challenges

Weaknesses in spelling, plurals, punctuation, and voice reduce writing quality and comprehension in language tasks.

### Mathematics Risk Areas

Learners struggle with algebra, equation solving, and graph interpretation, showing conceptual breakdowns in math.

### Natural Sciences Application Issues

Difficulties in applying knowledge to electricity, climate impact, and measurement affect science learning outcomes.

### Business Education Weaknesses

EMS learners find abstract business concepts, labour relations, and strategic planning challenging to grasp.



## TEACHING RECOMMENDATIONS

- Higher-order thinking
- Concrete examples
- Grammar microlessons
- Algebra remediation



## Teaching Implications and Recommendations

### Shift to Higher-Order Thinking

Instruction should emphasize reasoning, explanation, and application beyond simple recall of facts.

### Diverse Teaching Strategies

Use concrete examples, guided practice, and learner discussions to reteach low-performing concepts effectively.

### Subject-Specific Recommendations

Languages need microlessons on grammar; Mathematics requires algebra remediation; Sciences benefit from inquiry learning.

### Building Learner Confidence

Frequent short constructed-response tasks help students articulate thinking and reduce anxiety in open-ended questions.



# 2025 GEC Data Capturing Process

## Purpose and Scope

### Accurate Data Capture

The process focused on capturing and consolidating learner assessment data from sampled schools into a reliable dataset.

### Verification and Validation

Multiple verification and validation layers ensured inconsistencies and gaps were addressed to maintain data integrity.

### Compliance and Auditability

Strict adherence to standards enabled auditability and traceability of each record back to its original source.

### Structured Reporting

Structured outputs were generated for national reporting and system-level educational analysis to aid decision-making.



# Human and Technical Resources Deployed

## Technical Infrastructure

Thirty-two laptops connected to a central server ensured secure data storage and regular backups.

## Human Resource Team

Trained data capturers and support staff formed an efficient team for accurate data collection.

## Training and Coordination

Comprehensive training and effective coordination ensured consistency and real-time progress monitoring.

## Logistical Support

Workspace setup and equipment maintenance supported a productive and stable work environment.



# Programme Implementation

## Structured Management Approach

A structured approach managed activities, timelines, and responsibilities throughout the project lifecycle ensuring smooth execution.

## Clear Communication Channels

Communication channels were established to address questions, escalate issues, and share updates effectively among team members.

## Monitoring and Flexibility

Close monitoring of productivity and quality metrics enabled timely interventions, while flexibility addressed unforeseen challenges.



# Structured Programme and Daily Workflow

## Targeted Training Sessions

Training prepared data capturers on rules, system use, and common error patterns for accurate data entry.

## Systematic Daily Workflow

Daily cycles involved data capturing, verification, and query resolution to ensure steady progress and error detection.

## Accountability and Task Allocation

Attendance tracking and task distribution ensured workload balance and team accountability throughout the project.

## Quality Control and Backups

Supervisors reviewed outputs continuously and regular data backups protected against data loss.



# Quality Assurance

## Integrated QA Framework

Quality assurance was embedded throughout the data capturing workflow to prevent, detect, and correct errors continuously.

## Risk-Informed QA Measures

QA focused on known risks like transcription errors, document misalignment, and incomplete records to enhance accuracy.

## Supervisory Reviews & Validations

Supervisory reviews, spot checks, and validations formed a layered approach to assure data quality and integrity.

## Documentation and Traceability

Documentation ensured that all quality decisions and corrections were traceable and justified for transparency.



# Key Findings

## Consistency Through Standardization

Using standardized templates improved data consistency and revealed common strengths in data capturing processes.

## Challenges in Documentation Quality

Persistent issues with documentation quality highlight the need for clearer guidelines and support at the school level.

## Value of Centralized Data Capturing

Centralized data management helps identify systemic issues not visible in isolated data handling.

## Informing Future Improvements

Insights from data capturing inform improvements in assessment, training, and communication strategies.



# Common Irregularities & Systemic Challenges

*Every child is a National Asset*

## **Data Irregularities Identified**

Common issues included missing marks, outdated templates, and conflicting information across mark sheets.

## **Sampling and Completeness Issues**

Oversampling and incorrect learner selection impacted data completeness and comparability.

## **Impact on Verification Efforts**

Challenges increased verification time and effort, showing impact of upstream compliance gaps.

## **Need for Systemic Improvements**

Clearer guidance, better training, and stronger quality controls are essential for future improvements.



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