

GEC

Inclinations in 2026



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Hi!

Crysty Swift
DBE-E³



basic education

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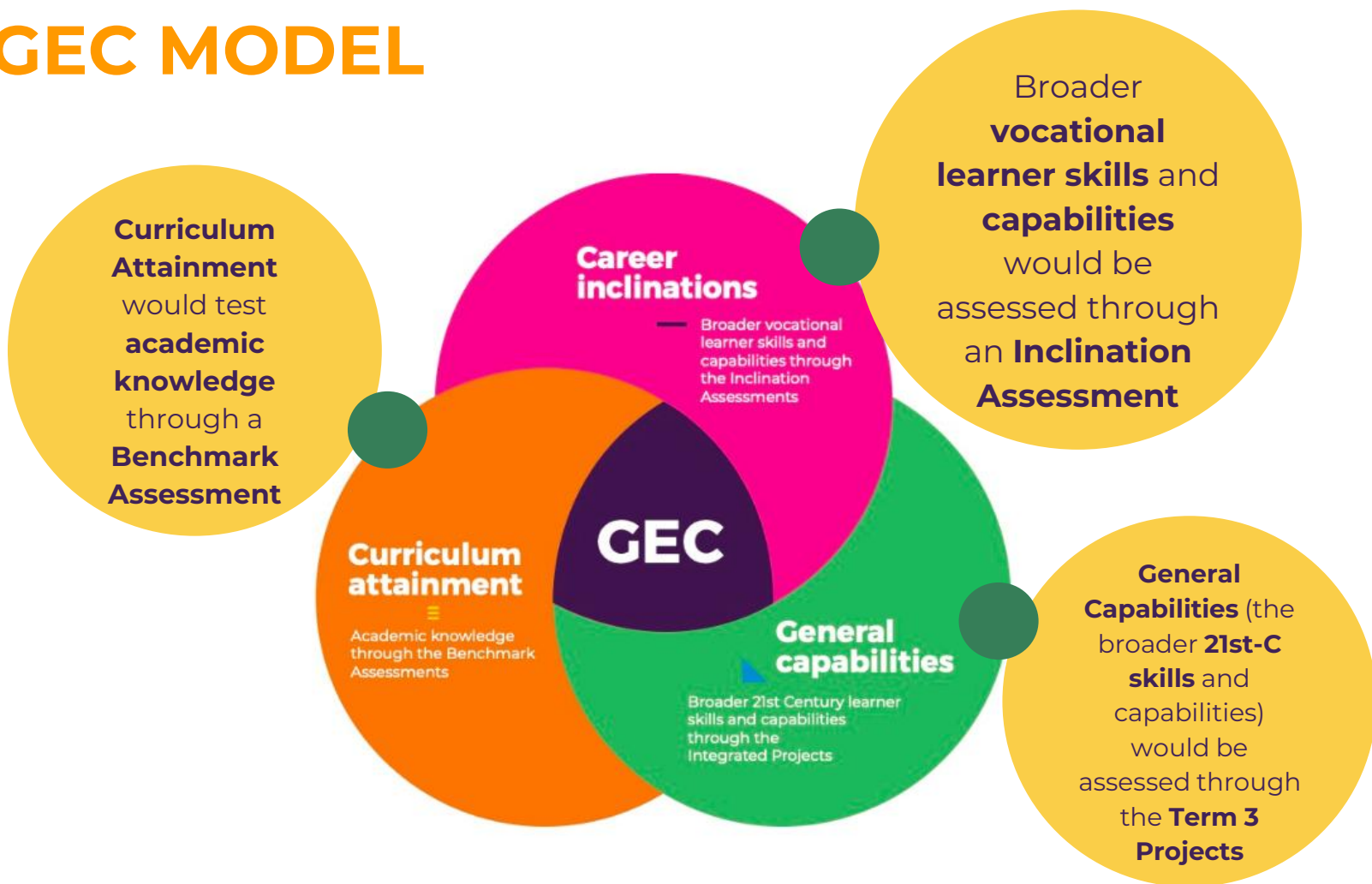
GEC FRAMEWORK

The GEC looks at the **whole** learner

-  Curriculum Attainment
-  21st Century Skills
-  Inclinations

Together, these give a **holistic** picture of the learner and their **potential pathway opportunities**.

GEC MODEL



INCLINATIONS

Learners in Grade 9 are making important decisions about:

- Subjects
- Pathways
- Their future

However, many learners might not:

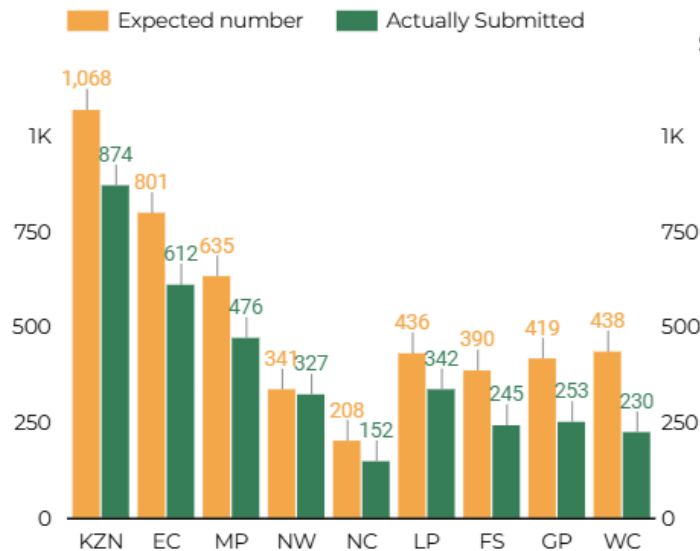
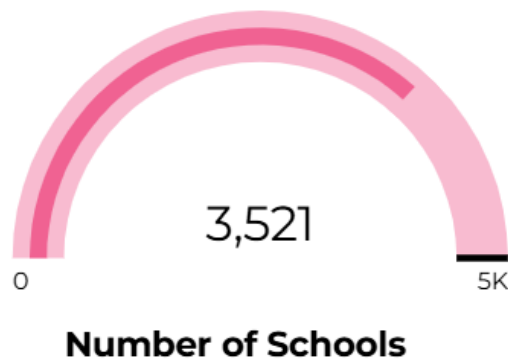
- Have the language to describe themselves
- Know what options exist
- Have had the opportunity to spend focused, guided time discussing their options with a teacher or a caregiver.

The intention of the Inclinations Assessment (or Quiz) is to help learners:

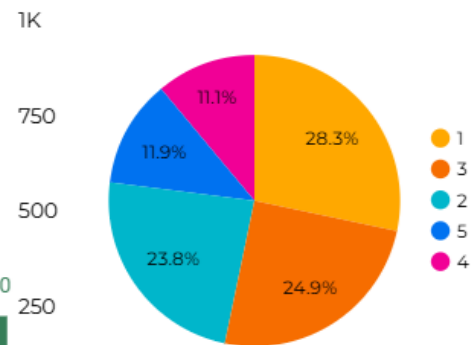
- **Understand** themselves
- **Explore** possibilities
- Start meaningful **conversations**

INCLINATIONS RESULTS IN 2025

Schools that have submitted inclinations

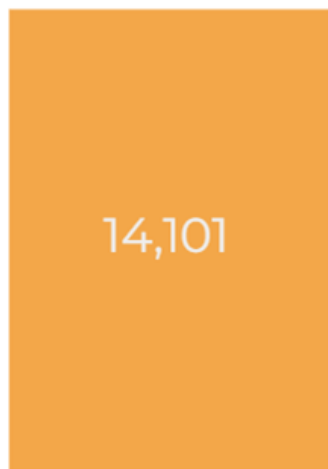


School quintiles



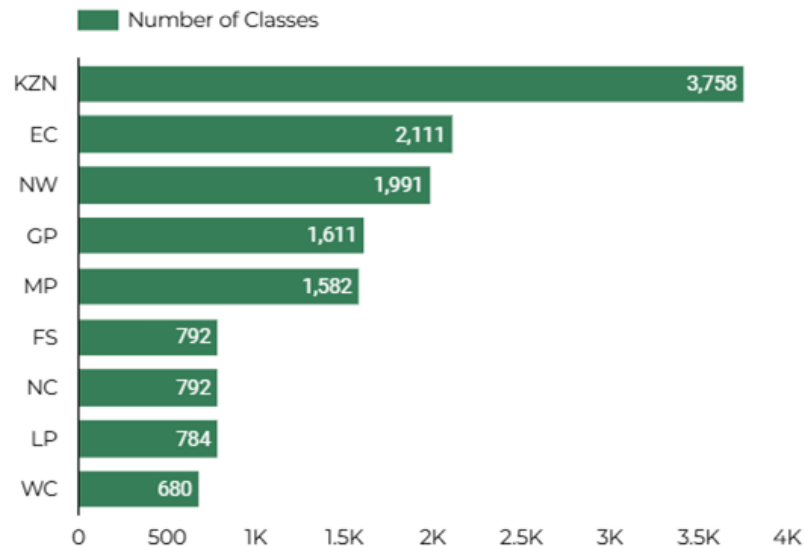
INCLINATIONS RESULTS IN 2025

Classes that have submitted inclinations



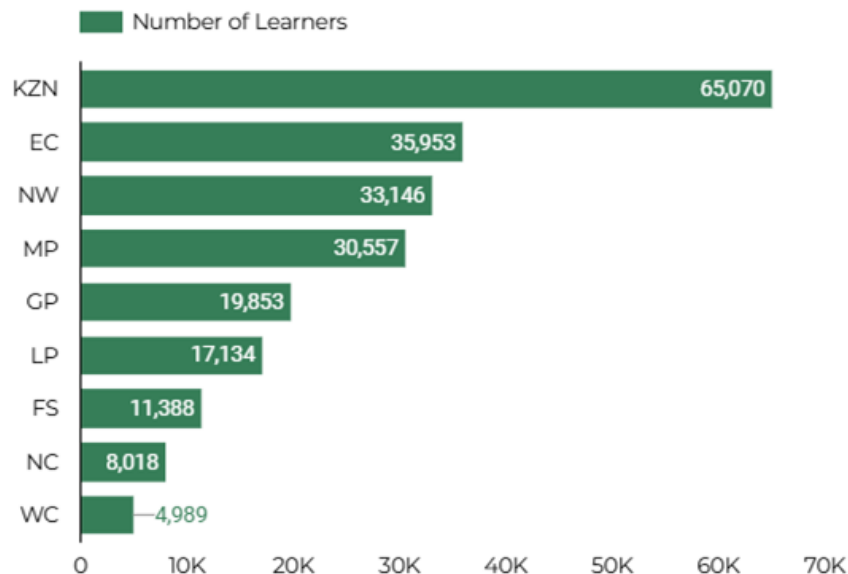
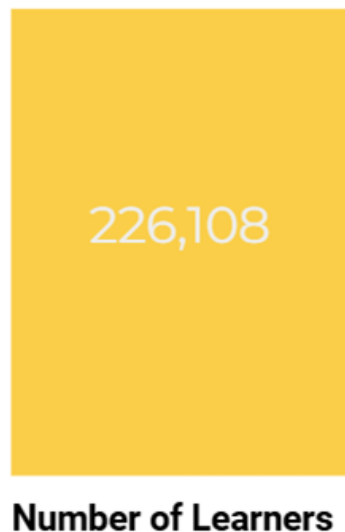
14,101

Number of Classes



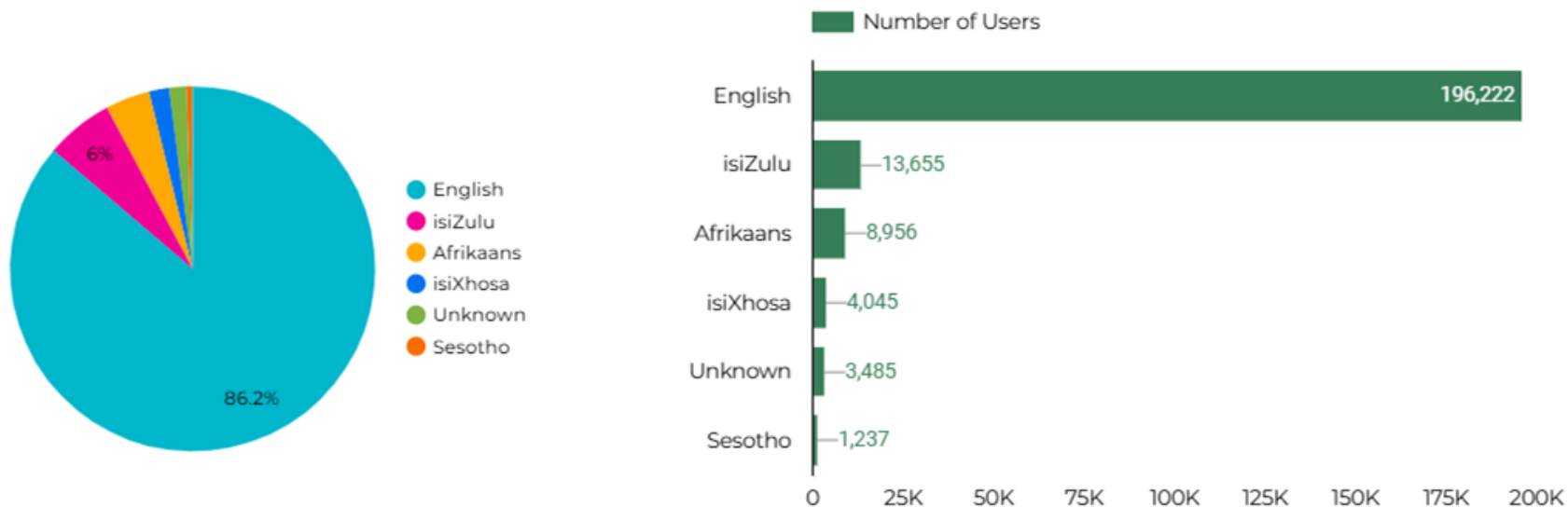
INCLINATIONS RESULTS IN 2025

Learners that have submitted inclinations (unique completions)

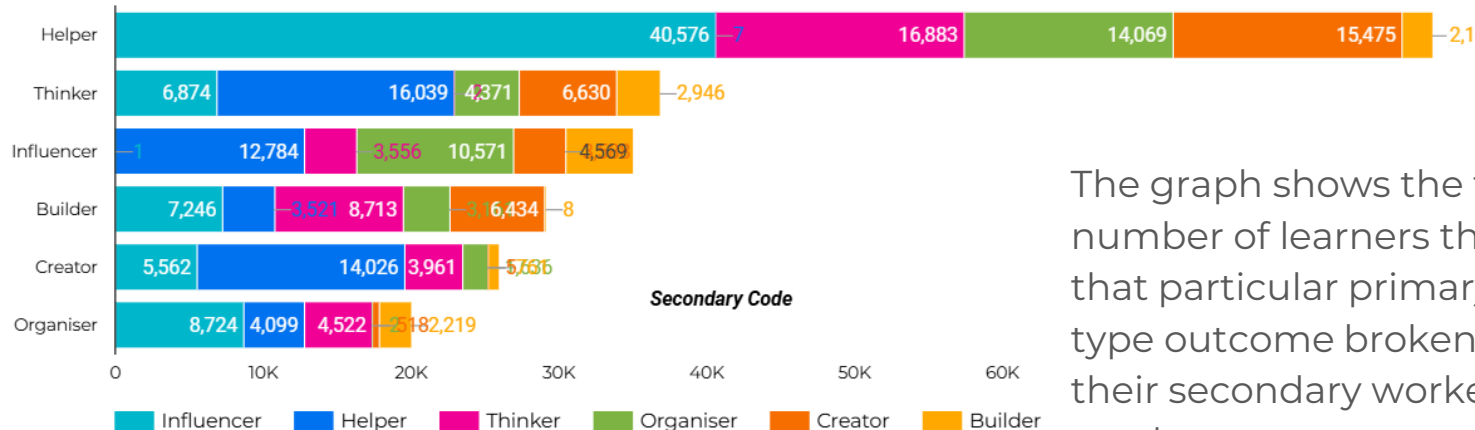
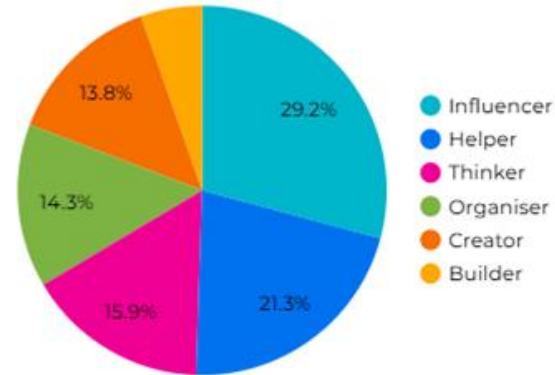
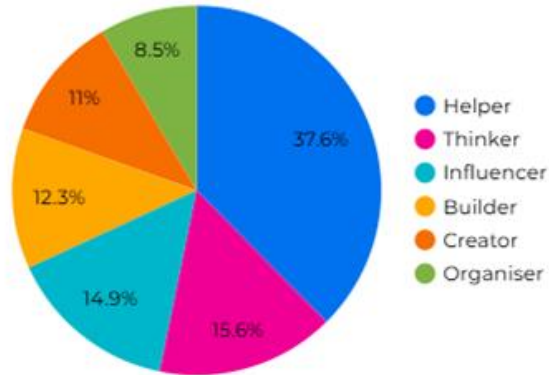


INCLINATIONS RESULTS IN 2025

Submissions per language



INCLINATIONS RESULTS IN 2025



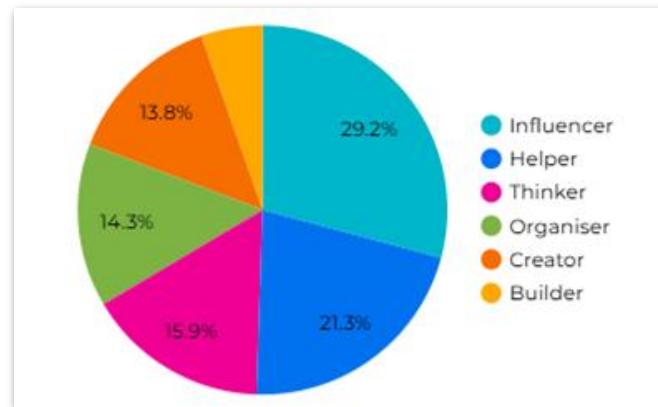
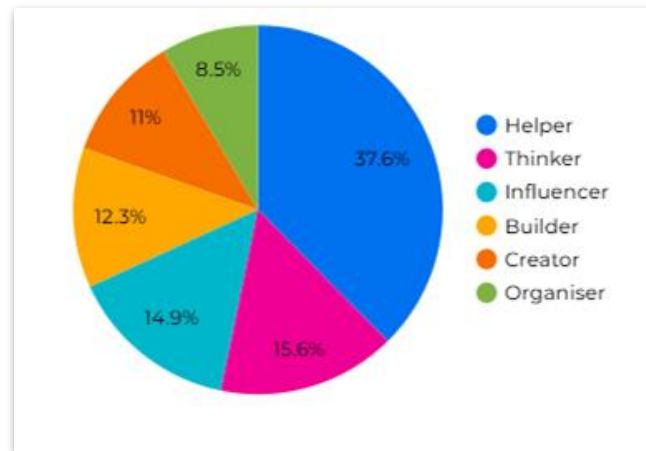
The graph shows the total number of learners that received that particular primary worker type outcome broken down by their secondary worker type result.

INCLINATIONS RESULTS IN 2025

Across all provinces:

- Helper is consistently the dominant primary worker type
- Thinker and Influencer typically emerge as the second most prominent worker types
- Creator, Builder, and Organiser appear in smaller but consistent proportions

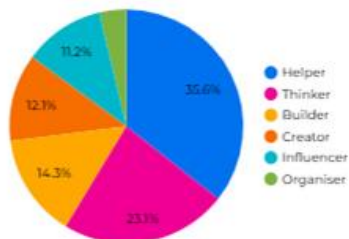
This indicates a strong national trend toward **social, relational, and service-oriented inclinations**, with secondary tendencies distributed across analytical, creative, and practical domains.



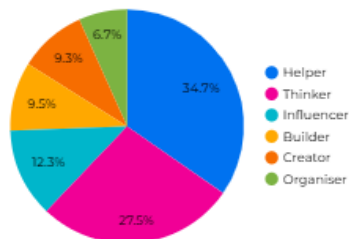
LOOKING BACK

Primary Worker Type

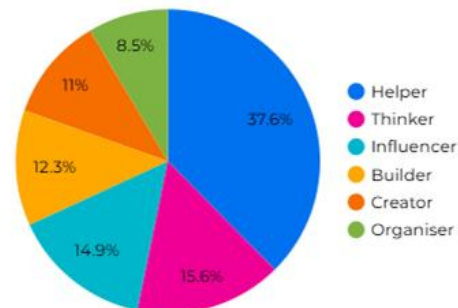
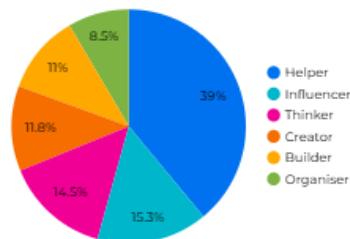
2022



2023

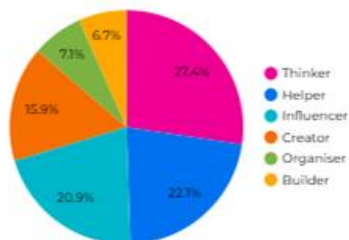


2024

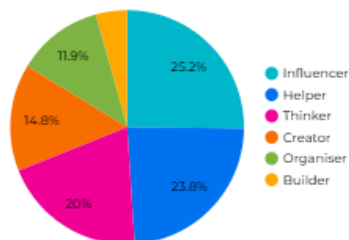


Secondary Worker Type

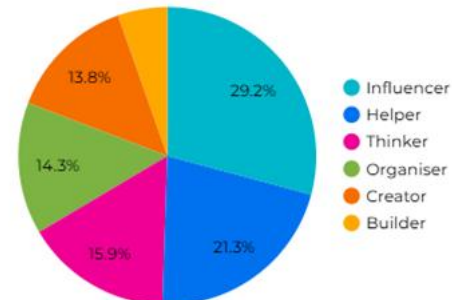
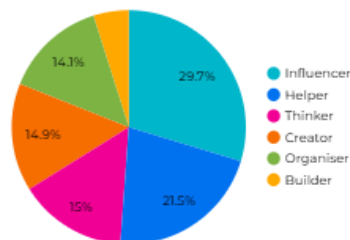
2022



2023



2024



INCLINATIONS RESULTS IN 2025

Provincial Variations

While overall patterns are consistent, the data highlights important provincial nuances:

- **Eastern Cape:** Strong dominance of Helper (~41%), with Thinker and Influencer following
- **Free State:** Similar pattern, with a slightly more balanced distribution across secondary types
- **Gauteng:** More evenly distributed profile, with higher representation of Influencer (~18%) and Thinker (~18.5%)
- **KwaZulu-Natal:** Closely mirrors national pattern, with Helper (~35.8%) leading
- **Limpopo:** Notable outlier, with **Builder emerging as the second strongest worker type**, rather than Thinker or Influencer
- **Mpumalanga:** Strong Helper dominance (~38.9%), with balanced secondary distribution
- **Northern Cape:** Slightly higher representation of Thinker (~18.9%) compared to other provinces
- **North West:** Strong Helper dominance (~40.2%), consistent with national trend
- **Western Cape:** More evenly distributed profile, with **lower Helper dominance (~27%)** and higher representation of Thinker (~22.7%) and Influencer (~20%)

INCLINATIONS RESULTS IN 2025

Across all provinces, **Helper remains the dominant worker type**, forming a consistently strong baseline. Secondary worker types show moderate variation, with **Thinker and Influencer most commonly emerging as the next strongest preferences**.

Two provinces demonstrate more distinct patterns:

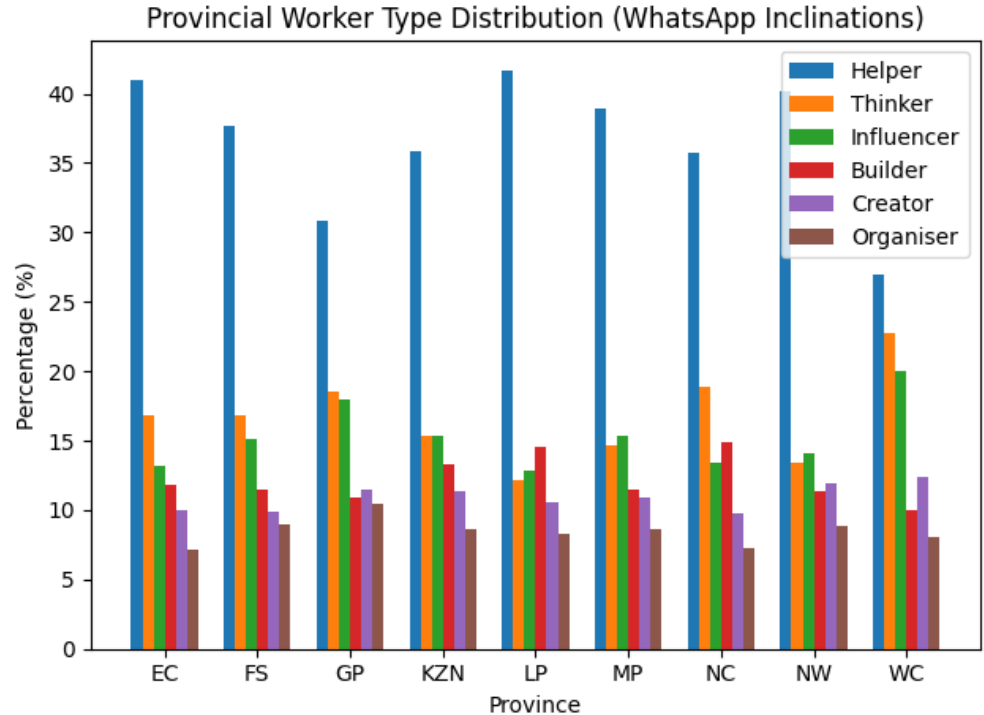
- **Limpopo**, where **Builder emerges more strongly** as a secondary inclination
- **Western Cape (and to some extent Gauteng)**, where the distribution is more balanced across multiple worker types

Overall, most provinces display **similar inclination profiles**, with variation occurring primarily in the relative strength of secondary worker types rather than the dominant pattern.

INCLINATIONS RESULTS IN 2025

This figure shows the comparative distribution of primary worker types across provinces (WhatsApp Inclinations Assessment).

The graph illustrates the consistent dominance of the 'Helper' worker type across provinces, with variation in secondary worker types such as Thinker, Influencer, and Builder.



INCLINATIONS RESULTS IN 2025

Key Insights:

The dominance of Helper suggests that learners are strongly oriented toward:

- Social interaction
- Care-based roles
- People-centred work

The presence of Thinker and Influencer as secondary types indicates:

- Cognitive/analytical potential
- Leadership and communication tendencies

Provincial variation highlights:

- The importance of context in shaping learner aspirations
- The need for locally responsive career guidance approaches

INCLINATIONS RESULTS IN 2025

Possible Implications for the GEC:

These patterns raise for discussion the importance of (esp when reviewed in conjunction with other results):

- Ensuring balanced exposure to a wide range of career pathways, particularly in:
 - Technical and vocational fields
 - STEM-related careers
- Strengthening the link between:
 - Inclinations and Subject Choices and Career Pathways
- Using provincial data to inform:
 - Targeted guidance strategies
 - Curriculum and pathway planning

GEC

Training 2026:
Documents



WHAT IS AN INCLINATION?

What is the Inclinations Assessment (or Quiz)?

- A self-assessment tool
- Based on the **Holland Code**
- Identifies:
 - Primary Inclination
 - Secondary Inclination

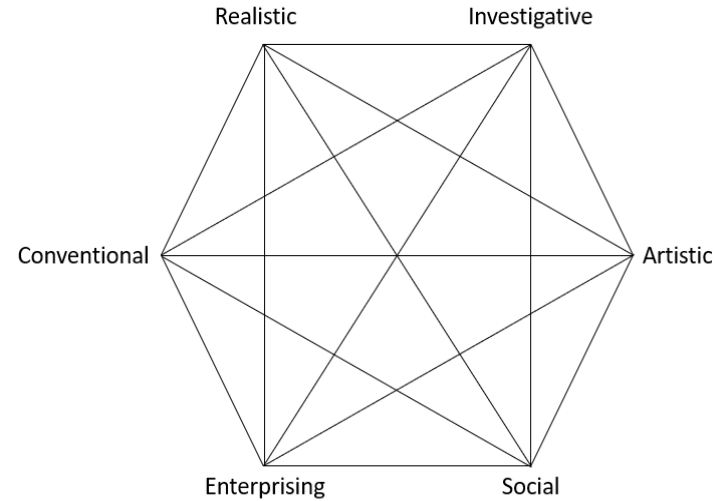
Helps learners reflect on:

- What they enjoy
- How they prefer to work
- What they might explore in future

THE HOLLAND CODE

Developed in the 1970s, the Holland Code is a popular, well researched and useful framework that **organises** a person's **dominant characteristics** into **six** different **categories** or **areas of interest**. These characteristics are helpful for exploring personal interests and the career choices that have the potential to be the most closely suited to those interests.

Holland's theory is also known as the **RIASEC** system. The acronym RIASEC refers to **Realistic** (R), **Investigative** (I), **Artistic** (A), **Social** (S), **Enterprising** (E), and **Conventional** (C) type classifications.



AN INCLINATIONS CODE

Holland's "research shows that personalities seek out and flourish in career environments they fit and that jobs and career environments are classifiable by the personalities that flourish in them". Holland also wrote of his theory that "the choice of a vocation is an expression of personality". Furthermore, while Holland suggested that people can be "categorised as one of six types", he also argued that "a six-category scheme built on the assumption that there are only six kinds of people in the world is unacceptable on the strength of common sense alone". But a six category scheme that allows a simple ordering of a person's resemblance to each of the six models provides the possibility of 720 different personality patterns."

This personality type or category type is called a Worker or Worker Type.

THE INCLINATIONS

What this is NOT

- ✗ Not a test
- ✗ Not fixed
- ✗ Not telling learners what to do
- ✗ A psychometric test

What this IS

- ✓ A reflection tool
 - ✓ A conversation starter
 - ✓ A guide
- 👉 This is critical to how Learners experience and engage with the report

MULTIPLE PATHWAYS

There is more than one path to success

Learners can choose:



Skills / Occupational

- Practical, hands-on work
- Examples: electrician, mechanic, builder



Vocational / College

- Training for a specific job
- Examples: IT technician, designer



University / Academic

- Study for a profession
- Examples: teacher, doctor, engineer

WHAT'S NEW IN 2026

What's has changed in 2026?

- Time of Implementation (Term 2/ Y1 as subject choice/Y4 as pathways)
- Shift from **Worker Types to Inclinations Codes**
- Stronger focus on:
 - Reflection (not labels)
 - Learner choice
- New access options:
 -  WhatsApp
 -  Web
 -  Paper-based
- Clearer links to:
 - Subjects
 - Pathways

2025 vs 2026 INCLINATIONS CODES

2025	2026
*Builder	Realistic
*Thinker	Investigative
Creator	Artistic
Helper	Social
*Influencer	Enterprising
Organiser	Conventional



👉 Everyone has a mix of these

PRIMARY & SECONDARY

Understanding Results

Each Learner receives:

- **Primary Inclination**
- **Secondary Inclination**

👉 These may:

- Match
- Differ
- Even feel opposite

✓ That is normal

✓ That is useful

ACCESS OPTIONS

How learners complete the assessment

-  WhatsApp (TeacherConnect)
-  Web version
-  Paper-based

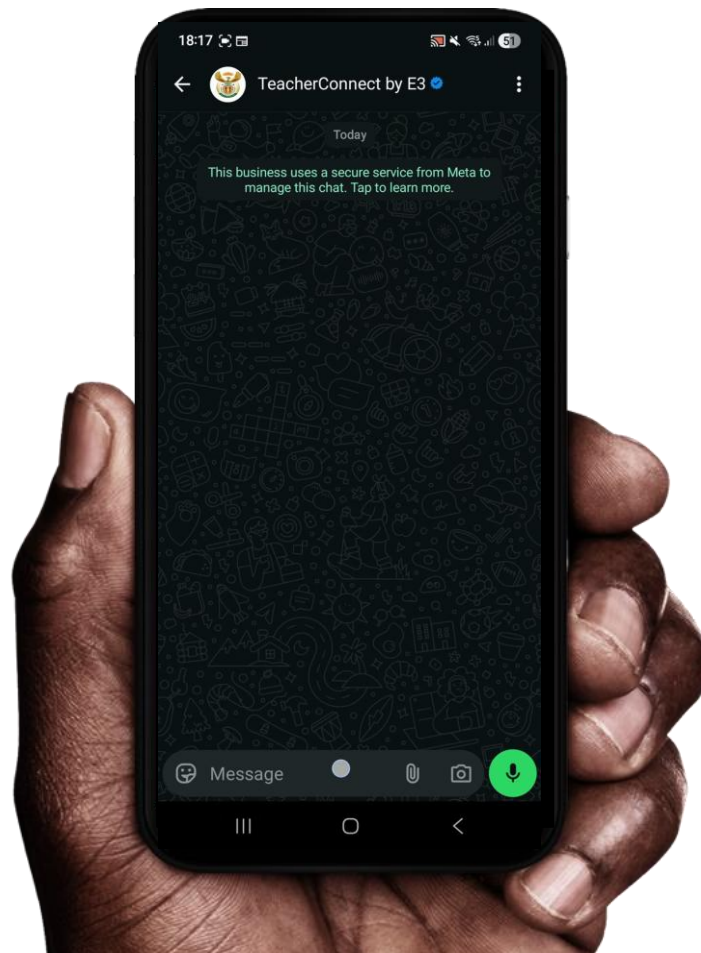
 Designed for **all contexts**

WHATSAPP

Housed within DBE's
TeacherConnect WhatsApp bot

- Send **IGO** to 060 060 33 33
- 60 questions
- Takes ± 45 minutes
- Immediate results (PDF)
- Available in 5 languages
 - a. Afrikaans
 - b. English
 - c. isiXhosa
 - d. isiZulu
 - e. Sesotho

⚠ Must complete in one sitting
(resets if idle)



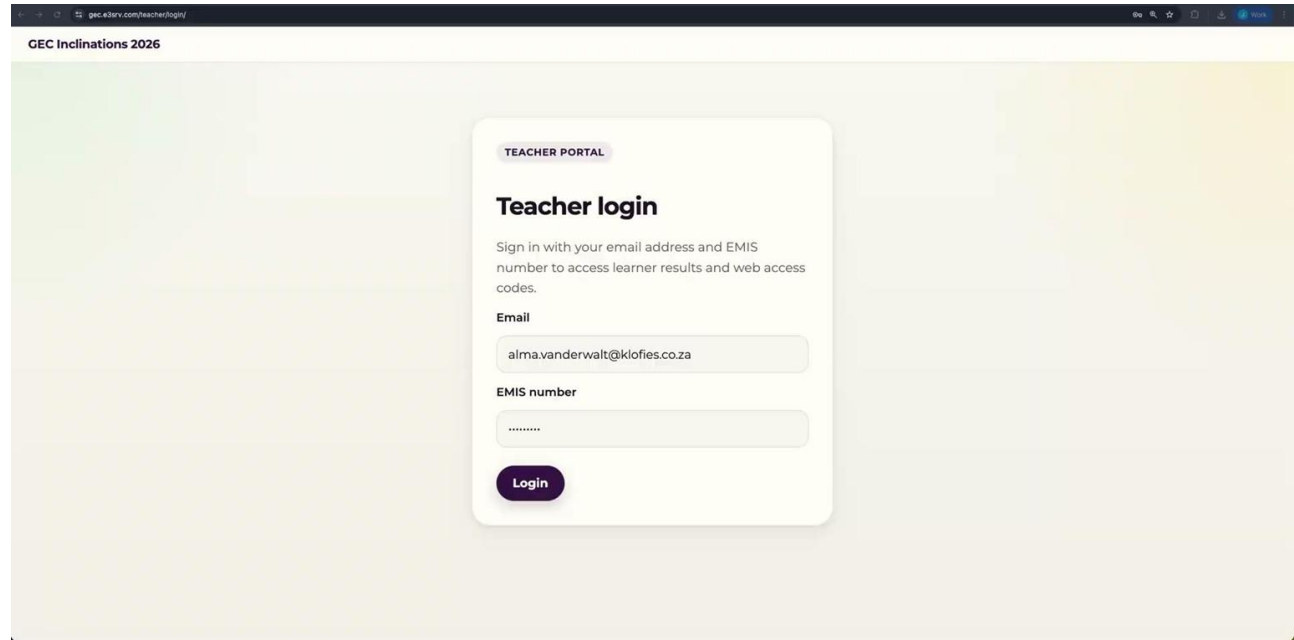
WHATSAPP

DBE's WhatsApp bot, TeacherConnect, has been used to mediate the Inclinations Assessment since 2021.

Beyond functioning as an assessment tool, the WhatsApp-based implementation also integrates **pathway guidance** and **support** directly into the user journey. Learners are also provided with:

- Broadened **explanations of their results**, supporting understanding of their dominant Inclinations Codes
- Connections to potential career **pathways**, helping to contextualise their Inclinations within real-world opportunities
- Content and guidance to **support subject choice decisions**, linked to future learning trajectories

WEB



The screenshot shows a web browser window with the address bar displaying 'gec.k12nv.com/teacher/login/'. The page title is 'GEC Inclinations 2026'. The main content area features a light yellow background with a central white login card. The card is titled 'TEACHER PORTAL' in a small purple box, followed by 'Teacher login' in bold. Below this, a message states: 'Sign in with your email address and EMIS number to access learner results and web access codes.' There are two input fields: 'Email' with the value 'alma.vanderwalt@klofies.co.za' and 'EMIS number' with a masked value '*****'. A purple 'Login' button is at the bottom of the card.

TEACHER PORTAL

Teacher login

Sign in with your email address and EMIS number to access learner results and web access codes.

Email

alma.vanderwalt@klofies.co.za

EMIS number

Login

- No timeout/reset
- Data-light
- Good for computer labs

PAPER-BASED

Step 1: Learners complete the quiz

Step 2: Learners calculate their scores

Step 3: Learners identify:

- Primary Inclination
- Secondary Inclination

Step 4: Learners hand results to teacher

Step 5: Teacher captures results

👉 This is a manual but structured process



PAPER-BASED

Your Inclinations Code

Your results are a starting point to help you explore subjects, skills, and future pathways.

Step 1: How to Answer

Read each statement carefully.

- If the statement sounds like you then fill in the circle (colour it in using your pen or pencil)
- If this does not sound like you, leave the circle empty (don't make a mark in it, leave it blank)

Remember that there are no right or wrong answers. You should choose what feels true for you! Don't think too long about the answer- your first answer is often best!

Step 2: Count Your Circles

Count the number of times you have filled in a circle.

- Go down each of the columns and count how many times you have a filled-in circle
- Add the number into the space below the column (eg. 0, 1, 2, 3 etc) in the **empty** block that is above the letters RIASEC.

Step 3: Add Up Your Scores

You will have two columns of scores for: R, I, A, S, E, C

Now:

- Add the two scores together for each letter.
- Write the total in the combined block.

Example:

If you scored **5** for **R** in column one and **6** for **R** in column two, your total is **11**.

Step 4: Find Your Inclinations Code

Look at your totals.

- Find the **two highest numbers**
- Take the letters that match those numbers

The highest = **PRIMARY** Inclinations Code

The second highest = **SECONDARY** Inclinations Code

💡 **If your scores are the same:**

That's okay!

You may relate to more than one type. Think about which one feels most like you.

[illegible]

INCLINATIONS CODES

REALISTIC (R): You enjoy practical, hands-on activities and working with things you can see and do. You prefer learning by doing rather than sitting and listening. You may enjoy: ● Building, fixing, or making things ● working outdoors or with tools ● physical, active tasks Possible pathways: ● Electrician ● Mechanic ● Engineer Potential Subjects: Technical Studies, Physical Sciences, Maths	INVESTIGATIVE (I) You enjoy thinking deeply, asking questions, and solving problems. You like understanding how things work and exploring ideas. You may enjoy: ● solving problems and analysing information ● maths and science activities ● researching and discovering new ideas Possible pathways: ● Scientist ● Doctor ● Data Analyst Potential Subjects: Maths, Physical Sciences, IT	ARTISTIC (A) You enjoy creating, expressing ideas, and thinking in new ways. You prefer flexible environments where you can be imaginative. You may enjoy: ● drawing, designing, writing, or performing ● expressing ideas creatively ● exploring new and original ways of thinking Possible pathways: ● Designer ● Writer ● Musician Potential Subjects: Visual Arts, Music, Languages
SOCIAL (S) You enjoy working with people and helping others learn and grow. You feel comfortable in group settings and supporting others. You may enjoy: ● helping, teaching, or supporting others ● working in teams ● talking and listening to people Possible pathways: ● Teacher ● Nurse ● Social Worker Potential Subjects: Life Sciences, History, Languages	ENTERPRISING (E) You enjoy leading, organising, and taking initiative. You like making decisions and turning ideas into action. You may enjoy: ● leading projects or activities ● motivating or influencing others ● starting new ideas or initiatives Possible pathways: ● Business Owner ● Manager ● Salesperson Potential Subjects: Business Studies, Economics, Maths	CONVENTIONAL (C) You enjoy working in structured environments with clear tasks and systems. You like being organised and working with information. You may enjoy: ● organising information or data ● following clear steps and processes ● working with numbers or records Possible pathways: ● Accountant ● Administrator ● Data Capturer Potential Subjects: Accounting, Business Studies, Maths

A REFLECTION MOMENT

Your Inclinations Codes are there to help you understand:

- what you enjoy
- how you like to learn and work
- what this could mean for your future

There is no single “right” answer - and that’s okay.

Think About This

- Do these results feel right?
- What surprised you?
- What do you want to try next?
- Who can you talk to about these results?

- 👉 A teacher
- 👉 A parent or caregiver
- 👉 A mentor

Explore More with TeacherConnect

You can continue your journey by chatting to TeacherConnect.

- learn more about your inclinations
- explore subjects and skills
- get support and guidance

📱 Scan the QR code or send **IGO** on WhatsApp
(0600603333) to get started.

A square QR code with a black and white pixelated pattern, used for linking to the TeacherConnect WhatsApp chat. It is located in the bottom right corner of the page, below the text about scanning the code.

[illegible]

PAPER-BASED

10. I like to try to influence or persuade people						
11. I like to do experiments	●					
12. I like to teach or train people				○		
13. I like trying to help people solve their problems				○		
14. I like to take care of animals	○					
15. I wouldn't mind working 8 hours per day in an office						○
16. I like selling things					○	
17. I enjoy creative writing			○			
18. I enjoy science	●		●			
19. I am quick to take on new responsibilities				●		
20. I am interested in healing people				○		
21. I enjoy trying to figure out how things work	●					
0 2 0 1 1 0 R I A S E C						
Total						
31. I like acting in plays				○		
32. I am a practical person	●					
33. I like working with numbers or charts		●				
34. I like to get into discussions about issues				●		
35. I am good at keeping records of my work						○
36. I like to lead					○	
37. I like working outdoors	○					
38. I would like to work in an office						○
39. I'm good at math		○				
40. I like helping people				●		
41. I like to draw			●			
42. I like to give speeches					●	
0 0 1 2 1 0 R I A S E C						
Total						
Grand Total						
0 2 1 3 2 0 R I A S E C						

MY INCLINATIONS CODES:

S

I

COMPARISON

Feature	WhatsApp		
Questions	60	60	
Languages	5	5	
Auto report	Yes	Yes	
Data needed	Low	Medium	None
EMIS needed	Yes	Yes	Yes

The **EMIS** number makes sure each learner's results go to the right school- if it's missing or incorrect, the report cannot be found.



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UNDERSTANDING THE REPORT

What learners receive

- A PDF report for WhatsApp and Web
- A printed template report as part of the paper-based modality
- All reports include:
 - a. Primary and Secondary codes
 - b. Descriptions
 - c. Possible subject choices
 - d. Possible pathways

It is important to remember that the report is used for **reflection** and **discussion** purposes.



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UNDERSTANDING THE REPORT

Your Inclinations Code

Your results are a starting point to help you explore subjects, skills, and future pathways.

THE DIFFERENT CODES

 Realistic (R) You enjoy practical, hands-on activities and working with things you can see and do. You may enjoy: • building, fixing, or making things • working outdoors or with tools • physical, active tasks	 Investigative (I) You enjoy thinking deeply, asking questions, and solving problems. You may enjoy: • solving problems and analysing information • maths and science activities • researching and discovering new ideas	 Artistic (A) You enjoy creating, expressing ideas, and thinking in new ways. You may enjoy: • drawing, designing, writing, or performing • expressing ideas creatively • exploring new and original ways of thinking
 Social (S) You enjoy working with people and helping others learn and grow. You may enjoy: • helping, teaching, or supporting others • working in teams • talking and listening to people	 Conventional (C) You enjoy working in structured environments with clear tasks and systems. You may enjoy: • organising information or data • following clear steps and processes • working with numbers or records	 Enterprising (E) You enjoy leading, organising, and taking initiative. You may enjoy: • leading projects or activities • motivating or influencing others • starting new ideas or initiatives

UNDERSTANDING THE REPORT

YOUR INCLINATIONS PROFILE

PRIMARY CODE:

REALISTIC (R)

You enjoy practical, hands-on activities and working with things you can see and do.
You prefer learning by doing rather than sitting and listening.

You may enjoy:

- building, fixing, or making things
- working outdoors or with tools
- physical, active tasks

You may be developing skills in:

- using tools and equipment
- problem-solving in practical situations
- working with your hands

You may enjoy exploring subjects such as:

Technology, Engineering Graphics & Design, Physical Sciences, Agricultural Studies

You could explore roles such as:

Technical trades, engineering support, construction, agriculture, logistics

YOUR INCLINATIONS PROFILE

SECONDARY CODE:

CONVENTIONAL (C)

You enjoy working in structured environments with clear tasks and systems.
You like being organised and working with information.

You may enjoy:

- organising information or data
- following clear steps and processes
- working with numbers or records

You may be developing skills in:

- organisation and attention to detail
- accuracy and record-keeping
- working with systems and processes

You may enjoy exploring subjects such as:

Accounting, Mathematics, Business Studies, Information Technology

You could explore roles such as:

Administration, finance, data management, business support roles

UNDERSTANDING THE REPORT



A REFLECTION MOMENT

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THE IMPORTANCE OF THE TEACHER

Our Teachers are key to understanding the Inclinations report. They are there to help the Learner by:

- Explain the Assessment (or Quiz)
- Supporting them to access the relevant information
- Encourage completion
- Facilitate a discussion around the results.

👉 The value comes from the **conversation, not just the result**

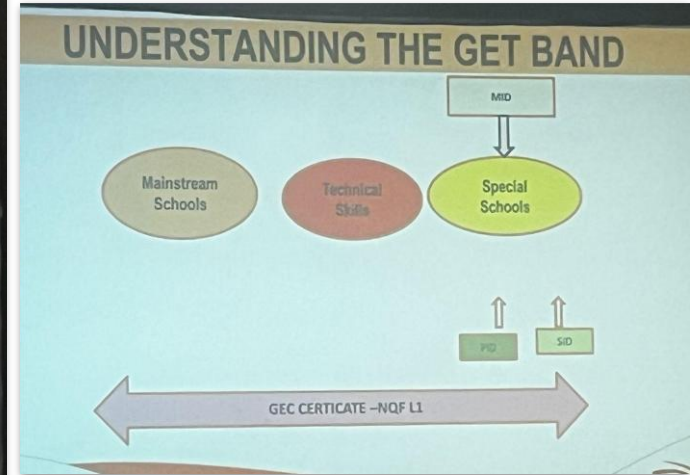


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THE IMPORTANCE OF THE TEACHER

LEARNERS EXITING GET BAND			
School	Learner Intellectual Ability	Subjects	Pathway
Mainstream (Academic)	Do not have any intellectual disabilities	Academic subjects i.e :Languages; EMS, Technology, Math;SS,CA	FET Phase TVET Colleges
Mainstream (Vocational)	Do not have any intellectual disabilities	Occupational and Vocational Subjects-No technology and EMS I.e Technology subjects (Mechanical/Civil, Electrical),Agricultural Sciences	FET Phase TVET Colleges
School of Skills	No intellectual disabilities Moderate intellectual disabilities Severe intellectual disabilities	National Level and School Level (DBE provides framework)	TVET Colleges Apprenticeships, trade tests, and direct work placement



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IMPORTANT MESSAGES FOR LEARNERS

It is important for the Learner to understand that:

- They may agree with your results, or you may not- both are okay
- The results are not fixed and can change over time
- They have more than one strength, and that is a good thing
- There is more than one path they can take

👉 This is about **exploring who they are**, not making a final decision

This is **particularly important in the paper-based model** where there are common occurrences of having the same number of points for more than one Inclination.



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IMPLEMENTATION CONSIDERATIONS

- Introduce the Inclinations Assessment in **Term 3**, building on what learners have already explored in **Grade 8 about interests, strengths, and career awareness**
 - Complete the assessment **before the Integrated Project**, as it will help learners think more clearly about themselves and make the project tasks easier to engage with
 - Allow approximately **45 minutes of uninterrupted time** for completion
 - Encourage learners to complete it **independently**, answering honestly based on what feels true to them
- 👉 Doing the Inclinations **first** helps learners approach the project with **greater confidence, clarity, and self-awareness**



IMPLEMENTATION CONSIDERATIONS (cont)

- Encourage learners to complete it **independently**, answering honestly based on what feels true to them
- 👉 Doing the assessment first helps learners approach the project with **greater confidence, clarity, and self-awareness**

What to watch for

- Learners overthinking
- EMIS errors
- Incomplete assessments
- Misunderstanding results



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IMPLEMENTATION CONSIDERATIONS

Based on discussions in previous years, Learners were encouraged to do the Inclinations. Those Learners who would repeat the Inclinations.

In Year 1, this would assist with subject choice.
In Year 4, this would assist with pathways.

Since this is the first year that Y1 and Y4 Learners will do Inclinations- **your feedback is important!** Please keep an eye out for the midline and endline assessments to ensure that the Inclinations can be further strengthened.

EMIS number is important for all Schools however **EMIS and Class** will be vital for schools who are implementing in Year 1 and Year 4.



INTRO TO TEACHER PORTAL

For Learners who are complete the WhatsApp assessment: their results are available to teachers on the **Teacher Portal**.

This allows Teachers to:

- Track who has completed the Assessment
- Access learner reports (which are named)
- Support learners effectively by being able to access

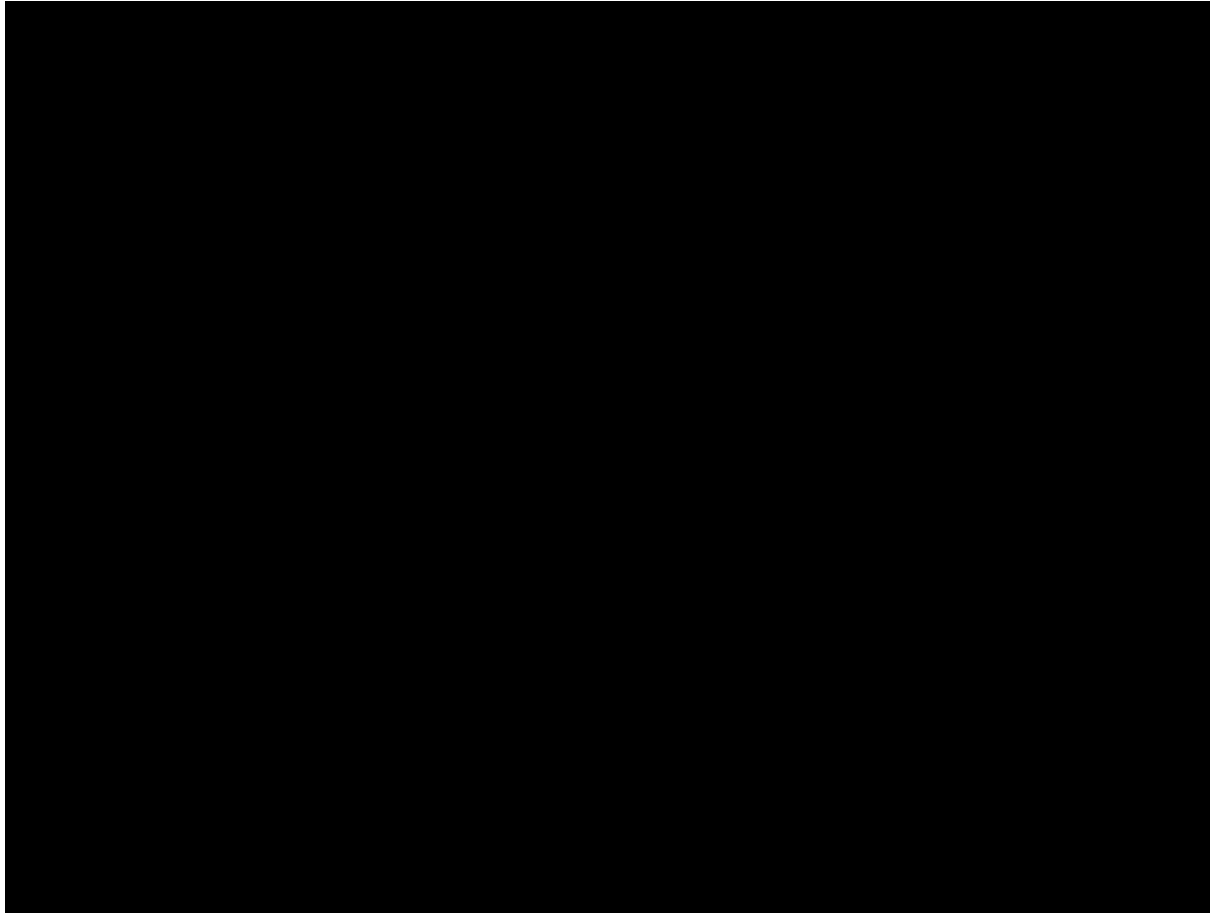
The **EMIS** number makes sure each learner's results go to the right school- if it's missing or incorrect, the report cannot be found.



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THE TEACHER PORTAL



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INTRO TO TEACHER PORTAL

To access the tool, Provincial Officials are requested to have their School Coordinators share their Name, Surname, Province, email address and EMIS shared with the DBE-E³ team.

The School Coordinator, or Teacher, needs to add their email address and EMIS (remember to drop the '0' at the start) and click 'Log In'

This process was implemented to protect Teachers from sharing their details and to ensure that the right Teacher has access to the right report. Colleagues are welcomed to give input into this method.



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VIEWING THE REPORT

The reports for all the Learners who have done the Assessment, the mobile number they used, the date and time they used it, the name, surname and class name they entered as well as a link to the assessment will be shown. Click on the name of the Inclinations Code and the report will open in a new window.

Results for BERGRIVIER SEKONDÊR112473340

[Download Excel](#)[Logout](#)

Timestamp	Mobile Number	First Name	Surname	Class	Inclinations Code
					Results
					Organiser-Helper
					Creator-Thinker



TROUBLE SHOOTING

If your Schools are stuck, please first ask them:

- Is this the email that was provided to DBE-E³ (some changes in staffing or responsibilities may have taken place)
- Try drop (ie remove) the '0' from the start of the EMIS (in some cases the EMIS has been provided differently to what the school uses)
- Is this school on the list that was provided to DBE-E³?
- Have they been able to access the FAQs on TeacherConnect and might they be able to look there?

If they still aren't able to log in, please ask them to send an email to:

gec@ecubed-dbe.org



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I my name is Kate I want to be a chef ,be my mother don't me be a chef

My name is Asisipho Ngindi from Free State ..I grow up in Welkom.I m a good listener and also I love to help others.. I m in grade 9 learn and I like to learn something new everyday.. Also I m a sport guy who always want to have fun with others players .. The sport that I play it is rugby 🏉 and many people say "rugby it is the dangerous sport to play in or around the world"..But me I love it no matter what also I like to exercise to keep my body healthy.. I like to motivate my team mate when we all give up .And lose hope

I loved it it was also easy to answer

Hi I enjoyed everything about the questions I had to find myself and these questions helped me alot

I m a learn who like to o learn something new everyday..

And also I love to do my school work even when I feel I am tired..But the is something that is always pushing me to do my work... After school I go to the gym and sections for my sport because I m a sport guy ..I love my sport with my whole heart rugby is in blood like it drive me crazy .. I love to exercise my body and feel better about myself 🥳👏😓 And I always motivated myself and my team mate

It was very interesting filling out these survey but mabye you should think of more jobs that are also not quite ideal for most parents to let their kids choose

gec@ecubed-dbe.org

INCLINATIONS

A few emails have come through to the GEC help desk that are showing indications of confusion among the Schools as to how to do the Inclinations Assessment.

About my career [Inbox x](#) [Info x](#)



Atlasaona Mosome mosomeatlasaona53@gmail.com [via](#) ecubed-dbe.org
to hello ▾

Hi I am a learner in Kgomotso Comprehensive School I need help with a GEC PROGRAM

IGO [Inbox x](#) [Info x](#)

GEC [Inbox x](#) [Info x](#)

Caregiver Provide personal care and assistance to those In need [Inbox x](#) [Info x](#)



Anam Sindaku anamsindaku4@gmail.com [via](#) ecubed-dbe.org
to hello ▾

Wed, Jul 23, 6:47 PM (15 hours ago)

Hi how are you doing I'm doing well I want to be one day a caregiver provide personal care and assistance to those in need and I want to be a physiotherapist

to hello ▾

My teacher at school told us to contact you and said when we contact this number will get 80 questions then after we are done it will tell us our career and then say yenza .

I am trying to do learner inclinations

I need you to restart all the questions on my GEC project.

Mathematics [Inbox x](#) [Info x](#)

to hello ▾

Inclination test for grade 9

na nompumelelokumba98@gmail.com [via](#) ecubed-dbe.org

The GEC contact teacher did not assist my child she has been waiting for to long now

Grade 9 GEC

to hello ▾

Can you ask me questions that I want to be

Pls give me tips on how to play a quiz game on WhatsApp

to hello ▾

Looking for gec certificate

I need help



Lwazi Mngoma lwazimngoma11@gmail.com [via](#) ecubed-dbe.org
to hello ▾

Can you inform me when will I get my report

to hello ▾

Hi gec please

I want to do something that my teacher told me about you and it is important for grade 9



Lwazi Mngoma lwazimngoma11@gmail.com [via](#) ecubed-dbe.org
to hello ▾

Can you send me my yenza report plz

BRINGING IT ALL TOGETHER

The Teacher Portal helps the Teacher:

- Track completion
- Access reports
- Support learners

But the most important part is: **The conversation the Teacher has with the learner.**

The Teacher moves this from 'data' to *conversation*.

- Does this feel like you?
- What do you agree with?
- What surprised you?
- What would you like to explore?

The goal is reflection, not correctness



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GEC

Thank you.



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