

Provincial Reflections on the GEC 2025 Implementation

Limpopo Province

GEC MASTER TRAINERS

13 April 2026

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Introduction

- GEC pilot started in 2021 until in 2024 with a total number of 474 schools across the province.
- In 2025, 437 schools were added for the first level of implementation of GEC, $474+437= 911$ schools.
- In 2026, the province have decided to include all 372 remaining schools in the implementation of GEC.

Provincial Background

BRANCH: CURRICULUM MANAGEMENT & DELIVERY

Chief Directorate :ECD & GET	Chief Directorate :FET Schools	Chief Directorate :ECD & GET	Chief Directorate :E & A	Chief Directorate :CSS	Chief Directorate :CPTD
Directorate: ECD			Directorate: INTERSEN		
PURPOSE: To manage the provision of Early Childhood Development programmes.			PURPOSE: To manage and coordinate Intermediate and Senior Phases.		
FUNCTIONS 1, Manage and coordinate Pre-Grade R. 2. Manage and Coordinate Foundation Phase			FUNTIONS Manage and coordinate the development and implementation of policies, programmes and systems for 1. Humanities 2. Languages 3. Commercial Subjects		
1x Director - None			1 x Director - None		

Directorate:InterSen

Sub-Directorate :Humanities	Sub-Directorate :Languages	Sub-Directorate : Commercial Subjects
PURPOSE: To manage humanities.	PURPOSE: To manage languages.	PURPOSE: To manage Commercial subjects
FUNCTIONS: 1.Develop provincial guidelines strategies and learning programmes on InterSen. 2.Manage and coordinate InterSen. 3.Monitor and oversee programmes implementation based on learner performance 4.Monitor and oversee learner performance. 5.Manage the selection of textbooks ,additional material and the development of specification for stationery. 6.Provide Support to educators on specific immediate aspects of the curriculum.	FUNCTIONS: 1.Develop provincial guidelines strategies and learning programmes on InterSen. 2.Manage and coordinate InterSen. 3.Monitor and oversee programmes implementation based on learner performance 4.Monitor and oversee learner performance. 5.Manage the selection of textbooks ,additional material and the development of specification for stationery. 6.Provide Support to educators on specific immediate aspects of the curriculum.	FUNCTIONS: 1.Develop provincial guidelines strategies and learning programmes on InterSen. 2.Manage and coordinate InterSen. 3.Monitor and oversee programmes implementation based on learner performance 4.Monitor and oversee learner performance. 5.Manage the selection of textbooks ,additional material and the development of specification for stationery. 6.Provide Support to educators on specific immediate aspects of the curriculum.
1x CES - None 2x DCES - SS & LO	1x CES - Employed 2x DCES – HL & FAL	1x CES - None 2x DCES - EMS

How GEC is Coordinated or Managed

The Provincial Implementing Structure is maintained under the auspices of Chief Directors : GET ECD, and Exams and Assessment, EMIS & Inclusive Education.

Roles were divided amongst Sub/ Directorates as follows:

- Exam and Assessment – Administration of Curriculum Tests
- Curriculum (InterSen) - SBA , Marking and Moderation.
- Inclusive Education – Vocational and SOSs.
- EMIS – SASAMS & Data cultivation.

PROVINCIAL CORDINATING STRUCTURE

Provincial Subject Managers	District Subject Managers
GEC Assessment Coordinator ?? DD instead	District Assessment Coordinator (CES)
GEC Curriculum Coordinator	GEC District Curriculum Coordinators
EFAL & HL Provincial Managers	EFAL & HL District Managers
EMS & SS Provincial Managers	EMS & SS District Managers
NS Tech & Maths Provincial Managers	NS Tech & Maths District Managers
LO/LS Provincial Manager	LO/LS District Manager
PCTT	School Coordinators
PCTT	Subject Teachers



Role of the province in the implementation of GEC

- Interpret national GEC policy and adapt it to provincial context for implementation.
- Organise teacher training workshops on GEC Assessment and curriculum change.
- Coordinate and oversee GEC assessment and ensure standardization and moderation.
- Provide learning and support material to schools.
- Track school readiness and implementation progress.
- Support schools and districts in GEC implementation.



GEC Participation

Year	Mainstream Schools	School of Skills	Technical Schools	Total
2021	12	0	0	12
2022	36	03	01	40
2023	132	09	05	146
2024	449	08	14	478
2025	429	03	11	437
2026	335	0	37	372
Total Number of Grade Schools in the province as of 2026				1287



2025 GEC Implementation

Management of the GEC Implementation

SOS	TECHNICAL SCHOOLS	MAINSTREAM
Provincial DCES : Inclusive Education is responsible for coordination in collaboration with provincial or district subject managers.	Provincial DCES : MST Technical Schools is responsible for coordination in collaboration with provincial or district subject managers.	Provincial DCES : InterSen is responsible for coordination in collaboration with provincial and district subject managers.
Director :Inclusive Education is supervisor.	Director: MST is the Supervisor.	Chief Director : ECD GET is the Supervisor



Challenges and Mitigation Strategies

Challenges (Please the challenges experienced over the years)	Mitigations (Please indicate how this has been addressed)
Assessment officials from both E&A and IGCS are not participating (Without PAC ,only PCC.	A meeting was scheduled between Supervisors and officials of E&A ,InterSen and IGCS to allocate roles.
Interference by Managers of other chief directorates in managing and coordination of GEC implementation.	ADDG (E&A Chief Director) lead the entire GEC implementation in the province.
Unfunded mandate (Budget)	The budget is from Exam & Assessment ,hence the chief directorate lead.
Lack of stability in SOS and Technical schools.	Inclusive Education and MST chief directorates was roped in ,in 2026.
PCC faces difficulties in coordination without the assistance of PAC.	Provincial DD :E&A and ICGS:CES and District CES:E&A were roped in to assist.



Challenges and Mitigations

Challenges

(Please the challenges experienced over the years)

Mitigations

(Please indicate how this has been addressed)

Officials opted to focus on Senior Certificate (SC) other than GEC ,as the former remunerate them.

Provincial Core Training Team and some district GEC Coordinators takes the lead. However remuneration is necessary.

Infusion and recording of 21st century skills was not well understood by both facilitators and teachers.

EMIS official organised the second online training to strengthen understanding.



2025 GEC Teacher Training

Levels	Mainstream	SoS	Technical Schools
1 st level	PCTT trains the School Coordinators and Subject Advisors at provincial level.	PCTT trains the School Coordinators and Subject Advisors at provincial level.	PCTT trains the School Coordinators and Subject Advisors at provincial level.
2 nd level	District GEC Coordinators in collaboration with Subject Advisors trains teachers under the support of PCTT.	District GEC Coordinators in collaboration with Subject Advisors trains teachers under the support of PCTT.	District GEC Coordinators in collaboration with Subject Advisors trains teachers under the support of PCTT.
Reason for the model	As adopted the model from Limpopo Implementing structure.	SoS trains the School Coordinators and Subject Advisors at provincial level.	Technical schools are managed more or less the same as mainstream



Challenges and Mitigation Strategies

Challenges	Mitigation Strategies
Training of teachers is inadequate sometimes half a day due to lack of budget.	PCTT adopted to train School Coordinators for two to three days centrally to strengthen implementation at school level.
Lack of support by Principal and DMT in teacher training.	Advocacy in a form of road show targeting DMT in all districts is underway in June 2026.
Teacher Development is not participating.	Supervisor shall engage Teacher Development to participate in teacher training.



Monitoring of the GEC Assessment Model

Monitoring

1. Provincially new and old implementing schools are sampled based on high enrolment and low quintiles (1,2&3) for monitoring by PCTT.
2. District Coordinators select both old and new implementing schools based on the high enrolment and low quintiles (1,2 & 3).
3. PCTT make follow-up visits to schools where challenges have been identified



Findings from GEC monitoring

ASSESSMENT COMPONENT	FINDINGS
Inclination Assessment	There is a great achievement on the part of inclination implementation than the previous years ,especially after the introduction of hard copy inclination,
Integrated Project	Integrated projects are also well understood and implemented with a bit of hiccup in the infusion of 21 st century skills.
Assessment of the 21 st Century	Infusion of 21 st Century skills in the integrated projects (Observation and recording) need further training of teachers.
Curriculum Test	The printing of Curriculum Test by the E & A, and the preparation of statistics by CES:E&A made it simple to administer without any hiccups.

General Overview of the GEC Implementation in 2025

Achievements

- General improvement in the overall implementation of GEC was realised.
- Printing of Curriculum Test has improved drastically, and administration of is stable.
- Adequate advocacy and training of School Coordinators for two/three days strengthens the implementation at school level.
- Marking guidelines are distributed timeously.
- Central moderation of scripts and preparation of item analysis was well carried out.
- Stable funding from E&A necessitates improved implementation



Areas of improvement

- Full participation of assessment officials (PAC) in GEC implementation.
- Learner's results of inclination are not received on time.
- Understanding of infusion of 21st Century skills in the integrated projects.
- Teacher training should be funded by teacher development.
- Provides guidelines to schools in printing the Integrated Projects.
- Anticipate to quality assure the marking of integrated projects.



2026 GEC Implementation Improvement Plan



GEC Implementation Improvement Plan

- An arranged supervisor's meeting will cement the collaboration of PAC and PCC for smooth implementation.
- Supervisors' meeting shall discuss how to rope in Teacher Development.
- Supervisor's planned advocacy road show shall address the printing of integrated project with principals and CM.
- PCTT shall develop a plan to quality assure marking of integrated projects



Additional Information

- Officials leading Mainstream, SoS and Technical Schools shall work collaboratively.
- PEDs should provide guidelines to schools in printing the Integrated Projects.
- Teacher training should be a minimum duration of 40 hours / 3 to 4 days.
- Improve the Inclination results approach to further relate the talents of learners to different types of careers.
- Ensure the effective and stable implementation of GEC in SoS and Technical schools.

Conclusion

Conclusion

- Approval of GEC policy will lessen hiccups in the implementation process.
- National advocacy is vital countrywide to lessen hiccups.
- Effective GEC implementation is reliant on the collaboration between Circuit Managers, Principals and School Coordinators.
- Teachers should be the nucleus in the development of assessment tasks and research.
- Assessment should be a continuous process.

Every child is a National Asset

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