



MKHULISE

YOUNG MINDS
DEVELOPMENT PROGRAMME

Annual Report 2025

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Foreword by the Chairperson of the Mkhulise Board

The Mkhulise Young Minds Development Programme began with a single school, Sithokozile Secondary, but it was never intended to end there. The late Mr Hans Beier's vision was far greater: to create a continuum of learning and opportunity that stretches from early childhood through to the world of work. He believed that for young people to thrive, education and industry must walk hand in hand.

That vision is now being realised. As it comes to the end of its second year, Mkhulise now reaches across seven ECDs, six primary schools, four high schools, and is impacting some 8,500 learners by strengthening teaching and learning in literacy and mathematics, building digital skills, and preparing learners for the new world of work.

This year also marks an important milestone - the formal establishment of the Mkhulise NPO. We are deeply grateful to the Caversham Institute for having held the financial reins so responsibly until this point, enabling a smooth transition to a fully independent structure.

The Beier Group's values have always gone beyond compliance. A true "licence to operate," as I have often said, is not granted by regulation but by the respect earned through service and by caring for, and supporting, those around you. Mkhulise embodies this ethos: it is business and education working side by side to build capability, dignity, and hope.

On behalf of the Mkhulise Board, I extend heartfelt thanks to all who continue to make this possible — our funders in particular the Get it Done Foundation, our partners especially the Pinetown District of the KwaZulu-Natal Department of Education and our dedicated service providers without whom this would not have been possible.

Together, we are giving life to a vision that continues to grow and building an enduring foundation for learning, opportunity and work readiness.

Your Sincerely



Mr Warren Sachs
Chairperson of the Mkhulise NPO

4th November 2025



1. Our Foundations



The Mkhulise Young Minds Development Programme (Mkhulise) is a collaborative education initiative established by the Beier Group in partnership with the KwaZulu-Natal Department of Education, community-based ECD centres, and local schools in the Pinetown–KwaDabeka District.

Its purpose is to strengthen teaching, learning, and leadership from early childhood through to post-school pathways, ensuring that every learner has the literacy, numeracy, and life skills needed to participate meaningfully in South Africa’s changing economy.

Since 2023, Mkhulise has evolved into a structured non-profit company (NPC) with Section 18A status, enabling direct donor participation. The programme now connects:



forming a vertically integrated learning ecosystem that supports approximately 254 teachers, 48 school management team members, 475 ECD children and 8500+ learners across the education value chain.

The vision of Mkhulise was developed by the late Hans Beier, former Chair of the Beier Group who sought to build a business and a wider ecosystem.

"For young people to dream beyond their immediate horizons and to view their horizons as attainable realities."

As a company, Beier’s legacy is one of manufacturing excellence growing from traditional textiles production into industrial textile and PPE products employing nearly 2000 people in its divisions across South Africa today.

"We are a proud manufacturer with a long history and we believe that manufacturing is key to South Africa’s future economic growth - so we want to support and foster kids that want to share this exciting future with us."

Warren Sachs, CEO, Beier Group

Core funders of the programme during 2025 were the Beier Group, the Get It Done Foundation, and The Victor Daitz Foundation.

Lead Implementation Partners include Caversham Institute, Performance Solutions Africa (PSA), Izingcweti Ziyafunda and Digital Democracy.

2. Our Particular Intentions



There are several elements to the Mkhulise programme which we consider distinctive in the context of South Africa. We would like to test these with an emphasis on the collection of sound data and measures and then share our learnings with the Department of Basic Education and other interested stakeholders.

2.1

Partnerships and Nodal Development

The Get It Done Foundation (GIDF) has been instrumental in advancing the concept of nodal development. This is an approach that promotes educational improvement and work readiness from the bottom up, with key institutions at the centre to ensure sustainability and local ownership.

In the case of Mkhulise, this has involved three critical stakeholder groups:

- **Industry:** The Beier Group, which has provided training facilities, event support, and material resources on an ongoing basis, forming the bedrock of the programme.
- **Government:** The Pinetown (NPN) District of the Department of Education, which has guided priorities and ensured that Mkhulise remains fully aligned with district improvement plans. District leaders including the District Director, Circuit Manager and Subject Advisors, have actively supported implementation and intervened when needed.
- **Training Providers:** Mkhulise service providers and the Elangeni TVET College which is providing post-school initiatives such as the Centre of Excellence for Footwear Design, as well as technical and trade support for senior school learners.

Mkhulise is also committed to linking with other nodal initiatives to share learning and scale impact. Discussions have already been held with the Greater Hammarisdale Development Forum. A conference planned for December 2025 will bring together partners including the KHULA Foundation, to strengthen collaboration and build a broader ecosystem for sustainable community development.

2.2

PLCs and Key Education Transition Points (Grade RR and R, Grades 7–8)

There have been a number of initiatives in South Africa to set up Professional Learning Communities (PLCs) between teachers within the same classes and even across schools at the same grades. We have not however seen many examples of PLCs working across the transition points between institutions i.e. ECD, primary and secondary schools.

There is some evidence internationally (UK, India and Kenya) that sustaining PLCs across institutions is dependent on several key factors:

- Protected time and external facilitation at start-up
- Demonstration lessons and tight, practice-focused tasks
- Blended follow-up coaching (face-to-face and virtual).

The set up of PLCs in the Mkhulise programme has been guided by these factors. Then as regards the transition points themselves, we can point to several learnings.

The Grade RR and Grade R PLC which has only recently started, has surfaced three recurring gaps:

- Inconsistent learner profile handovers across the grades
- Limited knowledge and skills to offer literacy and numeracy using play based methods
- Shortages of teaching materials and reading books

The Grade 7 and Grade 8 PLC which has been operational for nearly two years, started off addressing the problem of the “twin drops” of academic results and leaving school altogether. Attendees at PLC meetings include principals, deputies, department heads and district officials. Several initiatives have been undertaken which include:

- Reassigning some of the school’s stronger teachers to Grade 8 duties and at the same time fostering a culture of professionalism which regards the teacher at Grade 8 as just as important as teachers at any other level
- The development of subject clusters (Maths, Languages, now Science) - these clusters have begun co-designing standardised assessments where none existed before - they will help to more accurately assess learner capabilities and align expectations between teachers at the different grade levels
- Steps taken to encourage much greater use of the Data Driven Districts (DDD) Dashboard to analyse learner performance and to undertake the necessary remediation; comprehensive learner records will in future be handed over firstly, on a manual basis and then digitally using the DDD to its full extent.

These data and responses are still at an early stage of development, and additional time will be required to gather further evidence and assess the full impact of the measures introduced.

2.3

Practice Assessment Instruments

The challenge we are addressing is how to measure the real impact of training and coaching on classroom and management practice and, ultimately, on learner outcomes. While attendance and participation data are easy to collect, they tell us little about whether professional development is genuinely changing how teachers teach or how managers lead. To close this gap, Mkhulise has developed a set of coaching and observation rubrics that translate qualitative shifts in practice into measurable data. These instruments are applied systematically during school visits and feedback sessions, providing a consistent baseline and enabling comparison across time, schools, and individuals.

Each rubric is linked to base data collected at the start of the coaching cycle, ensuring that progress can be tracked for every participant. The rubrics cover key domains such as lesson preparation, classroom organisation, learner engagement, use of assessment, and reflection on practice. For school leaders, the management rubric measures areas such as school planning, timetabling, curriculum management and financial management.

By aligning the coaching process with these structured indicators, the programme can quantify changes in practice. For example, identifying that a teacher has moved from “Emerging” to “Proficient” in the use of formative assessment or that a principal now leads regular PLC sessions.

We have, and will, continue to test the instruments for reliability and validity with the intention of providing credible, evidence-based linkages between capacity building and the quality of teaching and management.

As the dataset grows, the programme will be able to identify which specific teaching and management practices most strongly correlate with improved learner performance. This will make it possible to refine training content, prioritise high-impact behaviours, and provide targeted support to individuals or schools that need it most. Over time, these insights will enable Mkhulise to contribute to the broader knowledge base on what works in improving education outcomes in resource-constrained settings.

2.4

Digital Curriculum Tracking

Currently most of the tracking of curriculum, where it is done, is undertaken on a manual basis which often limits effective verification and analysis. Schools have been introduced to the DDD Dashboard which has prompted better tracking of formal assessments and individual learner results.

However, there is very little monitoring and tracking of informal tasks and assessments and these vary quite significantly across schools. A curriculum tracking instrument has been developed for the Mkhulise schools which will enable them to track their informal assessments in detail from the individual learner to the level of the department head and then to the principal and deputy principal. The instrument has been introduced to the schools but to be effective the schools will require higher levels of digital capability – this includes more laptops, the set up of software as well as improved digital and data proficiency.

Various steps have been taken to address the above including digital literacy training for school leadership, loading of MSO 365, supply of laptops (3 per primary school) and these foundations are slowly starting to bear fruit. However, it will be some years before these instruments are being used effectively across all grades and subjects.

Another important factor are the behaviours which are associated with the tracking of the curriculum. In this regard, significant emphasis has been placed on getting department head review meetings up and running effectively so that learner performance is closely tracked and effective remediation is undertaken. The same process needs to be repeated at School Management Team level where there are more systemic reviews of progress in covering the curriculum.

2.5

Learner Assessments

While formal assessment results are currently tracked at Grades 3 and 5 for language and numeracy, it has become clear that these assessments are, in many cases, neither robust nor standardised. The absence of consistent instruments and common benchmarks makes it difficult to draw reliable comparisons across schools or to measure the cumulative effect of teaching interventions. Although the Mkhulise Programme has begun to strengthen assessment practices, particularly by improving the standardisation of Grade 5 and Grade 7 tools and aligning them with provincial norms, the issue of full standardisation remains a systemic challenge that must ultimately be addressed at higher levels within the Department of Basic Education (DBE).

In response, Mkhulise plans to implement a dual process of internal and external learner assessments to ensure a more credible evidence base. This process will establish a baseline at Grade RR, using age-appropriate early learning assessments, and will track cohorts of learners through to Grade 3. The tracking will combine teacher-administered classroom assessments with externally moderated instruments to validate progress in literacy and numeracy.

This longitudinal approach will enable the programme to measure real learning growth over time rather than relying solely on year-end test scores. It will also provide direct evidence of the impact of practitioner and teacher support initiatives currently being implemented at ECD, Grade R, and Foundation Phase levels. Over time, this dataset will serve as an invaluable tool for both Mkhulise and the KZN Department of Education to refine teaching support, target interventions more accurately, and demonstrate the long-term benefits of early, sustained investment in teaching quality.

3.

Our Theory of Change



The Mkhulise Young Minds Development Programme operates as a vertically connected ecosystem, linking ECD centres, primary and secondary schools, and post-school pathways. Each sub-programme builds capacity at a specific stage of the learner journey while reinforcing the others through shared coaching, data, and leadership support.

The premise of the Mkhulise Theory of Change is that sustained improvement in learner outcomes depends on strengthening every link in the education chain i.e. from the earliest years of learning through to the transition into work.

It starts with equipping and supporting practitioners, teachers, and managers in ECDs and primary schools to improve classroom practice and thereby enhance learner outcomes, particularly in literacy, mathematics, and technology.

At the secondary school level, learners are supported directly through leadership training and tutoring to build confidence, academic performance, and personal responsibility.

Effective management of ECDs and schools is recognised as critical for setting the right environment in which teachers and learners can perform optimally. To this end, a comprehensive suite of leadership and management programmes is being rolled out across ECD and school leadership teams.

Professional Learning Communities (PLCs) have been established at Grades RR and R, and at Grades 7 and 8, to strengthen collaboration between ECDs and schools (both primary and secondary) and to address key learner challenges at these critical transition points.

In the post-school phase, the programme is starting to focus on bridging the gap between education and employment by linking young people to opportunities for further study, vocational training, and enterprise development through partnerships with TVET colleges, industry, and local economic initiatives.

Together, these interconnected components form a coherent pipeline from cradle to career, through which Mkhulise builds stronger institutions, better teaching, confident learners, and a community-anchored model for sustainable educational improvement.

4. Our Programmes



4.1 Early Childhood Development (ECD)

- Strengthens the foundations of learning through management and practitioner coaching in seven community ECDs.
- Centres receive training in financial management, the National Curriculum Framework (NCF), and play-based early literacy and numeracy.
- Practitioners study towards formal ECD diplomas while managers implement sustainability trackers.
- The goal is to ensure well-run, financially sound ECDs that prepare children effectively for Grade R.

4.2 Grade R

- Bridges ECD and primary schooling by improving classroom practice and learner readiness.
- Coaching and workshops focus on small-group teaching, early literacy, and phonics.
- Grade R teachers participate in cross-phase PLCs with nearby ECD practitioners.
- A seven-point rubric guides mentoring and supports consistent assessment of teaching quality.

4.3 Foundation Phase

- Targets reading and language teaching from Grades 1–3
- Teachers receive in-class coaching, content workshops, and assessment tools
- Department heads are being mentored to take over the coaching and support of their teachers
- Works with District Subject Advisors to shared professional standards.
- The emphasis is on practical methods that improve learner reading fluency and comprehension.
- Maths support will be introduced from 2026 using the DBE's Maths Improvement Programme (MIP).

4.4 Digital Literacy and Coding

- Promotes digital inclusion and 21st-century skills across primary schools - currently at Intermediate level
- Teachers and SMTs receive digital-literacy training, while coding clubs introduce learners to problem-solving through technology.
- Laptop provision and follow-up coaching help schools establish functional digital spaces.
- The long-term goal is to prepare learners for a digitally enabled economy.

4.5. Learner Leadership – Holistic Ubuntu Leadership Development (HULD)

- Develops personal and social leadership among Grade 8 and 9 learners.
- Through interactive workshops, learners explore values such as respect, accountability, and teamwork.
- The programme promotes confidence, self-discipline, and service to school and community.
- It nurtures emerging young leaders who embody Ubuntu principles.

4.6. Tutoring

- Provides after-school support in English and Mathematics for struggling Grade 8 and 9 learners.
- Delivered in collaboration with in-class maths support programmes.
- Uses structured workbooks and small group teaching to reinforce key concepts.
- Aims to strengthen learner performance and confidence before the senior grades.

4.7. School Leadership and Management

- Builds the capability of principals, deputies, and departmental heads across all ten schools.
- Workshops and support coaching cover topics such as curriculum management, data-driven decision-making, and financial oversight.
- Team building and PLCs (Grade 7-8) help strengthen collaboration within and between schools.
- Workshops on lean management are arranged between Beier factory managers and school principals to share core management approaches.
- Leadership development is viewed as the key driver of sustained school improvement.

4.8. Post-School and World of Work

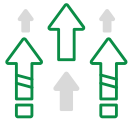
- Connects school graduates to opportunities for training, employment and enterprise.
- In partnership with colleges, service providers and industry, the programme supports internships, bursaries, and SMME development.
- Centres of Excellence are being set up to promote footwear and textile skills.
- This final stage completes the Mkhulise learning pipeline from early childhood to meaningful work.

5. Outcomes and Impact



Programme Goals

Mkhulise's two long-term goals define its contribution to education and employability in KwaDabeka–Pinetown:



1

Strengthen school leadership and teaching across ECDs, primary, and secondary schools to boost literacy and mathematics outcomes.



2

Build pathways from learning to earning by linking schools, employers, and training institutions to prepare young people for work in manufacturing and the SMME sector.

Outcomes

The Mkhulise Programme is designed to contribute directly to the KwaZulu-Natal Department of Education's Academic Improvement Targets, which set clear provincial benchmarks for learner achievement and progression at NSC level. These targets include the following:

- **NSC pass rate of 100% for all secondary schools (min. 93%).**
- **Bachelor-level passes for at least 52,5% of NSC candidates.**
- **Year on year increases in Maths, Science and Technology results.**

At the Foundation Phase the programme is focused on the following target:

- **Increasing year on year improvement in the assessment outcomes at Grades 3 and 5 in HL, English and Maths.**

At the end of 2024 the Mkhulise programme achieved the following outcomes:



2 of the 3 secondary schools improved their NSC results from 2022 to 2024 reaching **86,5% and 97,5 %** respectively



Both these schools achieved an average NSC pass rate for Maths, Literacy and Science of **over 80%**



The number of Bachelor passes has **improved to an average of 44%** over the past two years



The percentage of learners in Grade 3 achieving 50% for Home Language **improved from 86% to 90%** between 2023 and 2024



The percentage of learners in Grade 3 who passed English as a First Language (EFAL) **improved from 88% to 90%**

Mkhulise is fully aware that if it can achieve improvements at these foundational levels, they are likely to impact the performance of learners as they progress through the school system. We however also recognise that there are real limitations to the current assessment processes and are therefore committed once funding becomes available, to establishing an independent process of learner assessment which can be undertaken as a longitudinal study from Grade RR through to Grade 3.

Measures of Progress

The Mkhulise programme has placed significant emphasis on measuring its progress towards achieving its outcomes through range of progress measures which include training participation rates, participant feedback and progress to plan.

Given its theory of change which depends on supporting ECD and school personnel (practitioners, teachers, department heads and managers), the programme places significant emphasis on the extent to which these groups are changing and improving their core practices e.g. teaching or curriculum management and thereby improving the potential learning outcomes of learners. Practice rubrics based on training which is undertaken have been developed at all levels to indicate the extent to which new practices are being implemented. These rubrics are updated routinely through observations and engagements between coaches and ECD/school officials.

Indicator	Focus	Instrument	Target 2028	Actual Sept 25
Management practices	ECD	Coaching Rubric	6.5	2.1
Practitioner teaching practices (RR)	ECD	Observation Rubric	6.5	4.2
Teaching practices	Grade R	Observation Rubric	6.5	5.2
Teaching practices	Grades 1-3	Observation Rubric	80%	65%
School Management practices	All schools	Coaching Rubric	80%	62%

6. Our Service Providers



We are supported by a diverse range of specialist service providers who collaborate as a closely knit team to deliver high-quality teaching and learning support to our ECDs and schools.

Our core service providers are:

- Caversham Institute – ECD and Grade R Training and Practitioner Development
- Performance Solutions Africa (PSA) – Foundation Phase Literacy and Mathematics, School Leadership, and Programme Management
- Digital Democracy – Intermediate Phase Coding and Robotics, and Digital Literacy
- Izincweti Ziyafunda – Learner Leadership (HULD Programme) and Senior Phase Tutoring

These core partners are further supported by GROW (ECD systems and management), Singakwenza (play-based ECD learning), and Edufundi (teacher mentoring and classroom practice).

With the support of the Get It Done Foundation (GIDF), these organisations hold regular project meetings within sub-programmes, as well as cross-programme collaboration workshops that bring the entire Mkhulise team together. These joint sessions are used to review progress, share insights, integrate activities, and plan strategically.

Looking ahead to 2026, Mkhulise plans to bring on board additional partners, including Wordworks, Book Dash, Social Impact Assessment Africa, and the Shaya Izibalo Maths Institute (SIMI), to strengthen literacy, numeracy, and impact evaluation across the programme.

7.

Our Investment



The achievements of the Mkhulise Programme would not have been possible without the generous and sustained support of our donors and partners, who have shown great trust in the implementation team and allowed the flexibility needed to respond to the evolving needs of participants.

This trust-based model of funding has enabled Mkhulise to remain responsive, collaborative, and focused on real improvement in teaching and learning practice. Our funders have also engaged actively in the programme, providing feedback on reports, attending key events, and contributing valuable insights to guide strategic direction.

The Beier Group’s indirect contribution to Mkhulise has been particularly significant. Beyond its core funding, Beier has provided training and meeting venues, logistical and administrative support, funding for awards and career days, and the time and expertise of senior personnel, including managers up to CEO level, to participate in workshops and strategic engagements. This deep level of corporate involvement has been central to the programme’s success and sustainability.

During the programme’s establishment phase, the Caversham Institute generously agreed to host Mkhulise’s financial operations, providing banking facilities and accounting support until the NPC’s own systems were fully operational. This transition has now been successfully completed and independently audited. All funding will, from 2026, be managed directly through the Mkhulise NPC.

The direct investment in Mkhulise in 2025 amounted to R3.52 million, with additional contributions through Raspberry Pi/KCA initiatives bringing the total to just under R4 million. The breakdown by funder is as follows:

Funders	
Get it Done Foundation	R2 366 823
Beier Group	R467 820
The Victor Daitz Foundation	R 284 557
Carry over 2024 GIDF	R402 840
	R3 522 040
Raspberry Pi/ KCA (DD)	Unspecified

Broken down by programme this funding was applied as follows:

ECD (2024 carry over)	R400 322	GIDF
Grade R + Foundation	R1 414 845	GIDF
Digital Literacy/Coding	Unspecified	Raspberry PI/KCA
Learner Leadership (HULD)	R284 557	TVDF
Tutoring	R92 161	GIDF
School Leadership	R467 820	Beier Group
Post school	Unspecified	Beier Group
Programme Management	R534 060	GIDF
Collaboration Meetings	R175 803	GIDF
Financial Administration	R45 000	GIDF
Devices and other	R107 472	GIDF
	R3 522 040	

8. Looking Forward



Planning

An intensive planning week was held in the last week of September 2025, involving meetings with the Pinetown District of the KZN Department of Education Beier Group personnel, a school principals' conference, and a two-day session of all service providers.

The key priorities that emerged from the Principals' Conference were as follows:

- Infrastructure – particularly fencing, security, and boreholes
- Team building – to address interpersonal and staff morale issues
- Teacher support – in both the Foundation and Senior Phases
- Digital Coding and Robotics – for teaching and learner engagement
- Assistance with fundraising – to help schools mobilise additional resources

Programme Priorities 2026–2028

The 2026–2028 Mkhulise Plan builds on the consolidation phase of 2025 to deepen practice, strengthen management capacity, and ensure measurable improvement in literacy, mathematics, and leadership outcomes across the full education pathway. The programme will retain its current footprint of approximately 20 institutions, operating in close partnership with the Pinetown District, of the KZN Department of Education.

The plan by sub-programme is as follows:

Early Childhood Development

(ECD): The focus will remain on management and practitioner training. Four PLCs will be held annually – training and coaching will continue around finance and sustainability (for managers) and learning through play aligned to the National Curriculum Framework for practitioners. Formal qualifications training will also continue to be offered to selected practitioners. Additional feeder ECDs may be added to support new primary schools.

Grade R: Coaching and observation will continue using the new seven-point rubric, with stronger alignment to the Foundation Phase. Wordworks and Book Dash resources will be embedded to reinforce early literacy and numeracy. PLCs with ECDs will be held quarterly.

Foundation Phase: The emphasis will shift to Mathematics, while maintaining a level of literacy support. Dedicated maths coaches will be recruited, and the Department's Maths Improvement Programme (MIP) will be introduced across participating schools, supported by new coaching rubrics and observation by external coaches and then departmental heads. Close contact will be maintained with the Pinetown District of the KZN Department of Education through their Subject Advisors.

Senior Phase: The Learner Leadership (HULD) programme will be redesigned following the 2025 review to strengthen relevance, participation, and community engagement. Senior Phase Tutoring will be refocused around structured Mathematics tutoring using SIMI materials.

Intermediate Phase: The focus will be on stabilising and scaling Coding and Robotics clubs, providing continued IT coaching support to teachers, and addressing digital infrastructure gaps through shared computer labs and targeted school proposals.

School Leadership: Development will continue through targeted training coaching on practices already trained to reach 80% on their rubrics and workshops will be held on specific matters such as fundraising and team cohesion across the school. Termly cross-school PLCs (Grades 7-8) led by principals will continue. Focus will be given to aspects of infrastructure improvement and school twinning will be a high priority. Shared learning around lean improvement between managers and school principals will continue.

Post-School (World of Work): Work will now shift to support the setting up a Textile and Apparel Centre of Excellence with Elangeni TVET which will create opportunities for school leavers. Various government supported work readiness and job stimulation programmes will be explored to promote local job centres, SMME and supplier-development opportunities positioning the programme as a local talent pipeline for the manufacturing and allied sectors.

Programme Management: This component will continue to drive quality assurance, monitoring and evaluation, district coordination, funder reporting, and service provider collaboration ensuring that Mkhulise remains coherent, accountable, and outcomes-driven through 2028.

To date, Mkhulise funding has been secured on a year-to-year basis. However, with the programme structure now fully established, funding partners will be asked to commit to a three-year funding cycle (2026–2028) to enable long-term planning and continuity.

The Beier Group has already committed to a three-year funding partnership. Discussions are currently underway with the Get it Done Foundation and The Victor Daitz Foundation to secure complementary multi-year support.

The ideal funding arrangement going forward from 2026-8 would be as follows:

Programme	2026	2027	2028
ECD	R1 300 000	R1 000 000	R700 000
School Management	R450 000	R475 000	R500 000
GR + Foundation, Programme Management and Collaboration	R2 300 000	R2 000 000	R1 750 000
Technology, M&E, Digital Literacy and Infrastructure	R2 000 000	R1 500 000	R1 000 000
	R6 050 000	R4 975 000	R3 950 000

2026-2028 Outcomes

By the end of 2028, the Mkhulise Young Minds Development Programme will have reached a natural point of consolidation and transition. The aim is to achieve all the programme's core objectives with systems embedded within the functions of all participating schools and ECDs, and its learning model ready to be shared and replicated as part of a broader nodal development strategy.

It is considered realistic that by 2028 the following will be achieved:

- **Departmental Assessment Targets** at NSC and Foundation Phases for literacy, numeracy and technology will have been met in at least 80% of participating schools, thereby reflecting sustained gains in learner performance
- **Teaching and Management Practice Maturity** will reach or exceed 80% proficiency in at least 75% of schools, demonstrating consistent quality of instruction and leadership
- **The Longitudinal Learner Study** will show measurable improvement in outcomes from Grade RR through to Grade 3, confirming the long-term value of early and sustained practitioner and teacher support
- **Key learner transition challenges** between ECD (Grade RR) and Grade R, and between Grades 7 and 8, will have been systematically addressed through strengthened PLCs and continuity of support
- **Meaningful work-readiness** options for at least 20% of school leavers will be in place through partnerships with TVET colleges and other government and private-sector institutions and programmes.

The intention is to consolidate the Mkhulise node as a learning hub, sharing its tools, data and best practices with the Department of Basic Education and partners and if requested, to support the establishment of new nodes in other areas based on the experience and evidence generated in KwaDabeka–Pinetown. In this way, by 2028 Mkhulise will not only have strengthened the institutions it serves but will also have laid the groundwork for a scalable, nodal model of educational improvement and work readiness that can inform future policy and practice across South Africa.



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