

ANNUAL REPORT

2017



NECT
+ NDP =



WE ARE SOCIALLY

SIGNIFICANT

Four years of collaborative, systemic education improvement at scale

NECT
+ NDP =

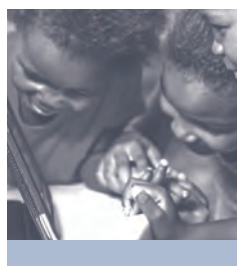


MISSION

Our mission is to mobilise national capacity to assist government to achieve distinctive, substantial and sustainable improvements in education.

We want South African children to possess skills, knowledge and attitudes that enable them to live economically gainful and fulfilled lives.

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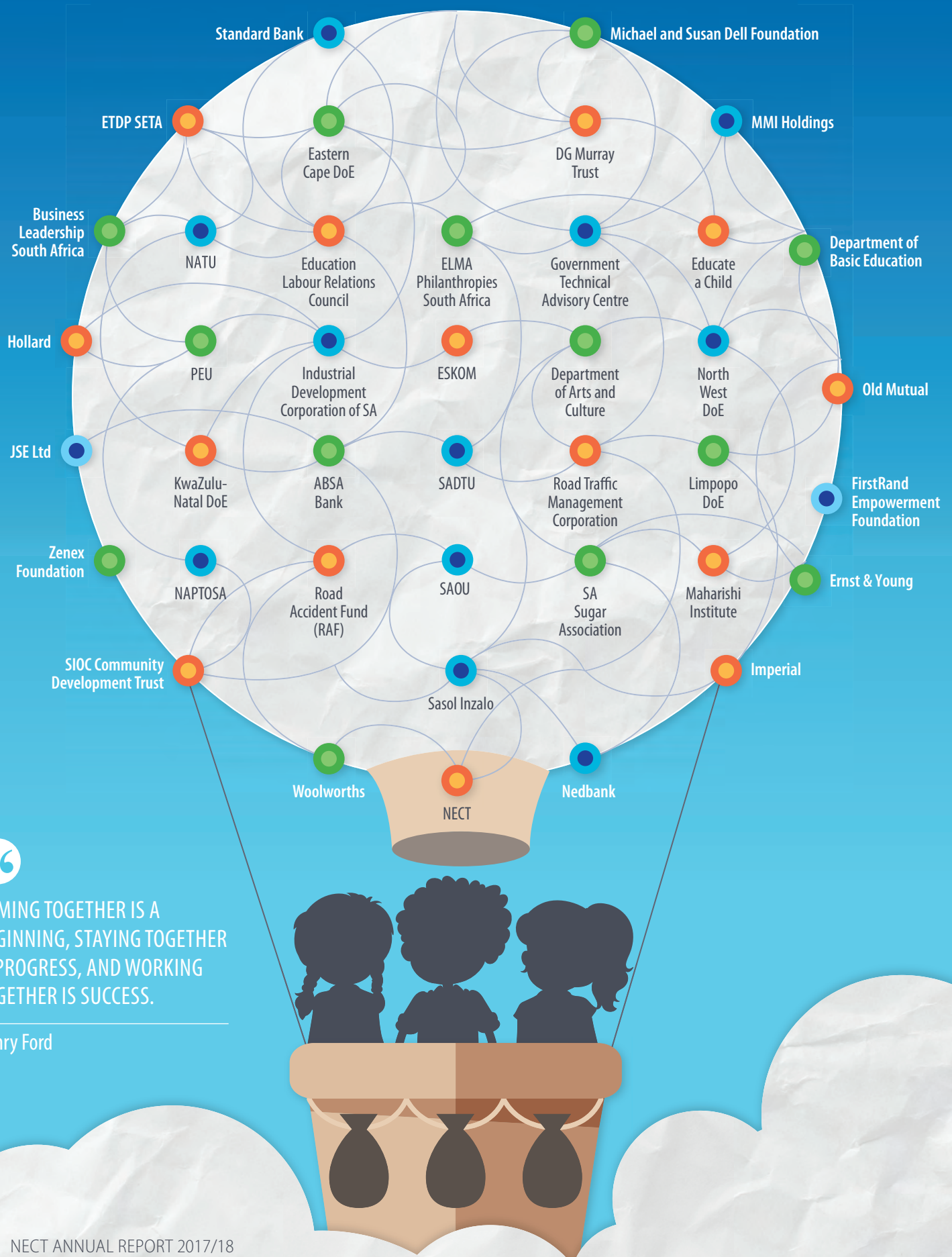
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WEB OF RELATIONSHIPS



COMING TOGETHER IS A BEGINNING, STAYING TOGETHER IS PROGRESS, AND WORKING TOGETHER IS SUCCESS.

Henry Ford



CHAIRMAN'S FOREWORD

Our collaboration has reached 61.5% of the national schooling system at the correct level of depth, through approaches that target critical social and educational issues and develop strong organisational systems and practices to effect long-lasting change.

Our four years of collaboration has been nothing short of overhauling a system that requires multiple and ongoing attention on key components. As per our founding mission, we have kept a systemic view to our programme design. In 2017 we increased our focus on the following priority initiatives that carry the highest potential to impact positively on the education system:

- **Introduction of structured learning programmes which create basic standards and set the pace for what has to be taught in all schools:** In almost all schools in KwaZulu-Natal, the Eastern Cape and Limpopo and in some schools in the remaining six provinces; provincial, district and school staff are receiving relevant training and materials aimed at ensuring that optimal teaching is taking place and a performance culture is created in all schools, thus laying the ground for the professionalisation of teaching.
- **Improving the use of technology in education including the crafting of a practical ICT strategy and revamping the computer-based school administration system:** The review of the South African School and Administration Management System (SA-SAMS) is being undertaken in collaboration with three funding partners – the FirstRand Empowerment Foundation, ELMA Philanthropies and Michael and Susan Dell Foundation, the Department of Basic Education and its nine provincial departments, and the State Information Technology Agency (SITA). The redevelopment of the solution and its piloting in the Free State and North West provinces will take place in 2018 and the first part of 2019.
- Exploring an approach to district improvement aimed at improving the way in which districts consider their performance data when planning the allocation of resources to schools and monitoring and supporting the delivery of curriculum.
- Growing our work to explore learning and teaching methodologies for the future. We have started engaging with systems and partners globally with a view to developing a South African blueprint whose efficacy will be tested in a handful of laboratory schools.
- **Shaping the public educational discourse through the facilitation of public dialogues focused on critical sectoral issues:** 9 public dialogues were convened during the year. Most notably, recommendations were developed from public policy dialogue series – which involved 18 researchers and experts and over 550 stakeholders who prepared for, organised and participated in roundtables and a national symposium to reflect on education policy over the last 20 years.

Undertaking work in the few focus areas cited above, involved complex networks and an array of programmes and actions aimed at improving

policies, systems, skills and attitudes of the over 400 000-person, five-tier education system. The National Development Plan and research outputs remain the yardsticks for establishing our priorities and we continue to organise dialogue among the key stakeholders to ensure consistency with the NDP.

Pace towards meeting 2030 Mathematics, Science and reading targets require more boost

The National Development Plan (NDP) has set very firm improvement targets across all sectors, including education. According to the NDP, 450 000 learners should achieve university entry level passes that enable them to pursue mathematics and science careers. Five years since the adoption of the NDP the achievement in this regard is oscillating around 21.4% of the 2030 target, i.e. 96 509 learners were eligible to pursue maths and science careers from the 2017 National Senior Certification. The figure represents a growth of 10.1% between 2014 and 2017. Whilst the progress is good as this will increase the number of students eligible to pursue Science, Technology, Engineering and Mathematics studies, it is clearly highly unlikely for the country to achieve the 2030 target at this pace. Intensified efforts are therefore required to drastically increase the output rate. Based on this evidence, it is necessary these targets are revised to make them more pragmatic to achieve. It may also be an appropriate time to call for a national reflection on the NDP implementation to establish where retargeting and course correction should take place.

Gratitude to the NECT contributors

I wish to pass special thanks to the various key contributors to the collaboration including, but not limited to, the funding partners listed in the report; the education department, teacher unions and the trustees of the NECT who have selflessly made their time and resources available to make this national endeavour a success. My special thanks are due on behalf of the Board of Trustees to the management and the over 150 staff members whose commitment and resolve have matched that of the trustees and stakeholder groups in this regard. Our work continues to keep the 'NDP' light growing, to create more life opportunities among the 12 million South African children in schools and to contribute one of the most critical elements a nation needs to thrive: hope.

SIZWE NXASANA
Chairman



Godwin Khosa
(Chief Executive Officer)

CEO'S REFLECTIONS

We have achieved most of our 2017 goals

In my 2016 reflections, I ended with some overarching plans for 2017. We have achieved all the plans as per the following highlights:

- Four strategic multiyear memoranda of Understanding were secured against the target of three. The three largest provinces – KwaZulu-Natal, Eastern Cape and Limpopo are upscaling the NECT programmes across all of their schools. The Department of Basic Education (DBE), all provinces and three private funders have signed a multi-year memorandum of understanding that will see the modernisation of the national school administration system.
- The NECT's reach was ramped up from 33% of schools to 61.5% – 4.5% below the 66% target that we had set for ourselves. This achievement comes as a result of the cooperation of the provincial heads of departments who agreed to adjust their annual plans, enabling the NECT to test and implement its programmes together with provincial officials.
- The assessment of 8 400 learners that was planned for the year was completed, although the resulting data is still being processed. Over and above achieving the planned target, the reading abilities of 16 000 learners were tested.

We are beginning to see the affirmation of our assertion that education in South Africa is on the 'verge of changing'. Although still below the national requirement, the number of Grade 4 English exercises written has increased by 93.3% between 2015 and 2017. The increasing implementation of structured learning programmes across the country is the basis through which the amount and quality of teaching is increased in this regard. We have a draft ICT strategy that champions the development of appropriate and proper organisational capacity – including governance, management and technical – to drive better access to connectivity and relevant educational applications and increase the culture of ICT utilisation in schools.

This year's report is divided into three major sections: 1). Improvement in learning; 2) Letsema – our continued collaboration; and 3) Governance and finances.

There is more teaching and learning in schools

During 2017, we continued with the efforts to improve the amount of teaching and learning in classrooms through the provision of standardised lessons plans, teaching methodologies and teaching support materials. The following are some of the policy, programmatic and practice outcomes:

- The use of structured learning programmes (SLPs) is becoming a key national strategy for improving the quality of education. Over 60% of schools nation-wide and almost all provinces are adopting the strategy. The NECT has played a significant change management role in the introduction of the SLPs. In primary schools, there are SLPs for eight out of the 11 official languages. SLPs for Mathematics, Languages and Science are available for 80% of all the grades.
- The number of teachers that received materials, repeat training and materials for the SLPs has increased from 26 000 to 76 034, which is about 20% of the teaching force in South Africa. We have distributed 4,1 million toolkits to teachers, an increase of 59% from the previous year, and provided an additional 4 105 hours of coaching and mentorship.
- We have investigated policy dynamics in relation to the implementation of the curriculum and observed that most schools teach the curriculum in 29 weeks, rather than the planned

42 weeks. Systemic issues such as prolonged examinations periods, extra-mural activities and social events such as memorial services reduce the amount of teaching time by 30.9%.

- More learners are completing more work in English. The amount of work covered in Mathematics is increasing at a much slower rate.
- A reading programme rolled out in 1 670 schools showed a pronounced improvement in the teaching of reading and in learners' letter and sound recognition, largely among learners from poor socio-economic backgrounds. There was a marginal improvement in reading for comprehension.

The Letsema of the past four years is growing stronger

There could be no better expression of collaboration than the long-practiced concept of *letsema* – an act of coming together by the community to address urgent family or community challenges. A number of collaborative activities were undertaken in this spirit in 2017. These include:

- Dialogues on education policy over the past 20 years, 21st Century teaching and learning, the decolonisation of education, and the currency of the National Senior Certificate;
- Joint programmes with the teacher unions, the reach of which increased from 785 to 844 schools.
- Continued district support provided by the eight District Steering Committees, with a 5% increase in meetings recorded and the commencement of the implementation of community reading programmes;
- Establishment of an extensive network of institutions to support the development of an ICT strategy in education and upgrading the school administration system;
- Working agreements with three global organisations – the Center for Curriculum Redesign in Massachusetts, Global Education Futures in Moscow and the Global Education Leadership Programme which boasts a global network of specialists – in an endeavour to explore 21st Century teaching and learning strategies.

As I have alluded to on several occasions, reading is a national sore point. At the end of 2017, the report of the comparative Progress in International Reading Literacy Study (PIRLS) showed that 78% of our learners cannot read for meaning. The low reading levels emphasise the need for strengthened collaboration and more work in this respect. We will thus be intensifying our efforts towards coordinating a national response to our country's reading challenge.

NECT's Financials grew in line with the increased operations

The 2017 financials reflect the considerable growth of the NECT's operations. The financials are summarised hereunder.

		2015	2016	2017
Income		186 542 790	182 774 681	275 582 398
Expenditure		196 264 895	176 999 900	265 794 450
Source of Income	Gov	65%	47%	51%
	Non-Gov	35%	53%	49%

The profile of our partnerships has changed over 2017. We speculated that the political and economic developments of the past twelve months or so would impact on the enthusiasm and the ability of key partners to contribute to the NECT financially and in kind. We were humbled by the tenacity of all our founding stakeholder groups who demonstrated their resolve to ensure consistency in education improvement. The participation of teacher unions, government and civil society have remained consistent. The number of funders has grown from 24 to 28, resulting in a 50% increase in direct funding, from R182 774 681 in 2016 to R274 796 134 in 2017.

In 2018, the overarching trajectories of the NECT work will be as follows:

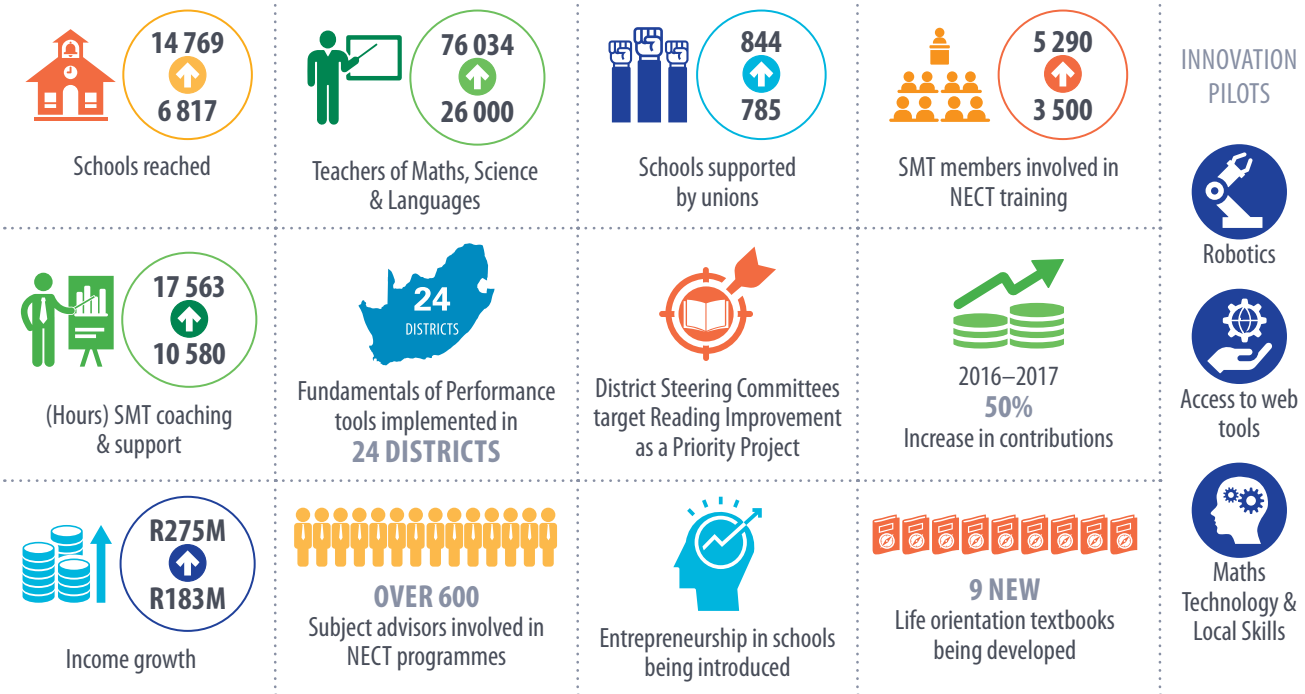
- Deepening the SLPs in the 61.5% of the schools already using them and extending use to three additional provinces – North West, Mpumalanga and Free State;
- Continuing with the modernisation of the school administration system, which will see a pilot implemented in the Free State and North West provinces;
- Introducing the 21st Century Learning and Teaching Sandbox schools;
- Launching the reading programme aimed at driving reading improvement, initially in 25% of primary schools;
- Supporting the strengthening of ICT implementation capacity;
- Institutionalising the district planning approach that has already been introduced in 30% of the districts; and
- Increasing the District Steering Committees from eight to 18 across the country.

I would like to extend heart-felt gratitude to our staff, the teachers and officials of the DBE and the nine provincial departments, lead and management agencies (PWC consortium, Programme to Improve Learning Outcomes (PILO), and JET Education Services) and our many contractors for their cooperation and steadfast commitment to make this letsema work. This work would not have been possible without the astute leadership of our Board of Trustees under the chairmanship of Mr Sizwe Nxasana and the Council of Education Ministers under the direction of Minister Angie Motshekga.

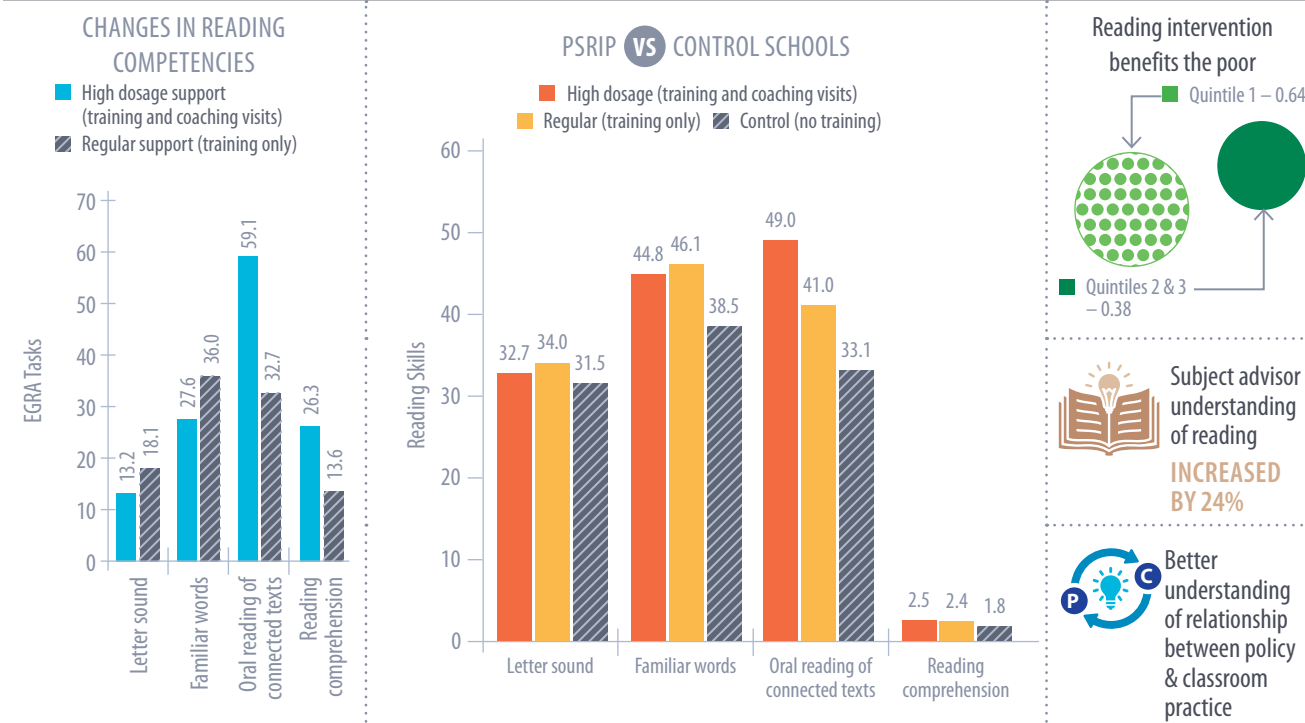


GODWIN KHOSA
Chief Executive Officer

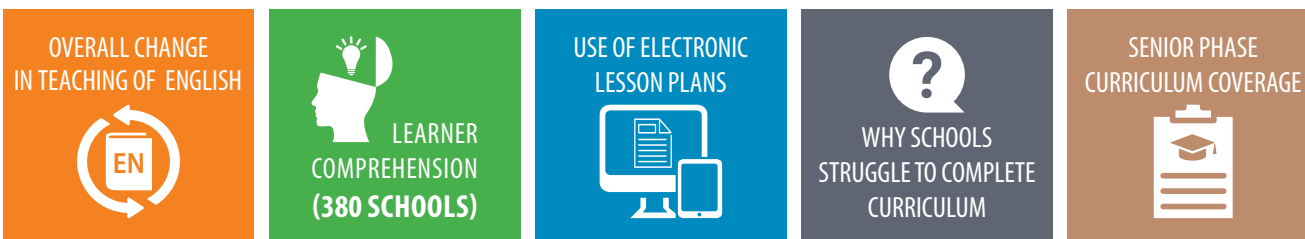
REACH



OUTCOMES



EVIDENCE GATHERING IN PROGRESS



INPUTS



25 969
21 864

TEACHER
SUPPORT HOURS



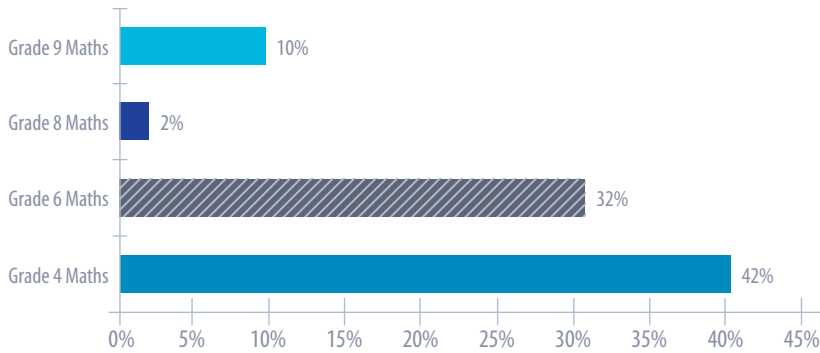
4.1M
2.6 M

TOOLKITS
SUPPLIED

OUTPUTS

Changes in curriculum coverage

OVERALL CHANGE IN NUMBER OF EXERCISES COMPLETED – MATHEMATICS (2016-2017)

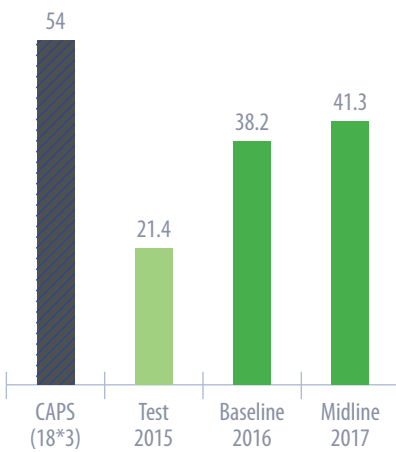


DIALOGUES CONVENED

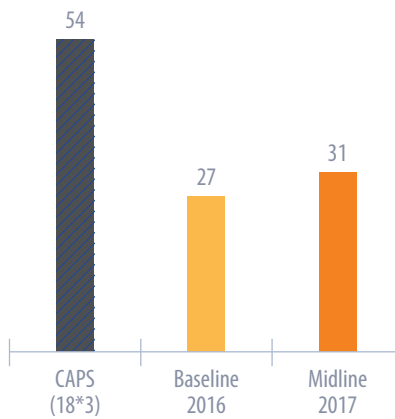


550 PARTICIPANTS
Education Policy Review Series

GRADE 4 EFAL 2015–2017



GRADE 6 EFAL OVERALL COVERAGE:
2016–2017



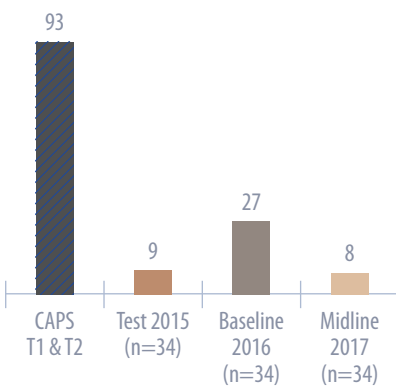
7 LANGUAGES
Covered by structured
learning programmes



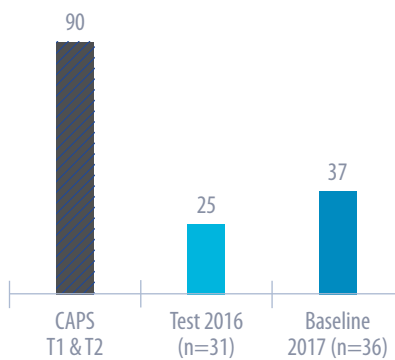
21ST CENTURY EDUCATION

- Decolonisation
- Currency of the NSC
- Dialogues Series

GRADE 4 MATHEMATICS
OVERALL COVERAGE: 2015–2017



GRADE 6 MATHEMATICS
OVERALL COVERAGE



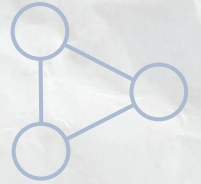
95% COMPLETE

ICT EDUCATION SECTOR
STRATEGY BEING DEVELOPED



20% COMPLETE

MODERNISED SCHOOL
MANAGEMENT SYSTEM



MORE TEACHING, MORE LEARNING



PUBLIC SCHOOLS WERE DESIGNED AS THE GREAT EQUALIZERS OF OUR SOCIETY – THE PLACE WHERE ALL CHILDREN COULD HAVE ACCESS TO EDUCATIONAL OPPORTUNITIES TO MAKE SOMETHING OF THEMSELVES IN ADULTHOOD.

Janet Napolitano

The NECT has reached 61.5% of the national schools. The amount of effort put in by schools into teaching has increased. Learning achievement has increased albeit higher order skills improved by narrow margins.

This section of the report presents the NECT's overall approach to the district improvement programme, the reach of its sub-programmes, its outputs and the outcomes of the programme intervention. The section presents cumulative progress, year-on-year change in key aspects of the programmes and lessons learnt.

DISTRICT IMPROVEMENT PROGRAMME

AN EMBODIMENT OF LESSONS SPANNING 25 YEARS

I started my education career as a mathematics teacher way back in 1973 at Stanger ML Sultan Secondary School before I got involved in the struggle-related teacher union work with the South African Democratic Teachers Union (SADTU). Thereafter, from 1993–1994, I was seconded into the National Teacher Appraisal Task Team. I worked for the Gauteng and Limpopo provincial departments of education and the national department in a number of portfolios, up to that of Chief Director. In between, I have worked for a number of non-governmental initiatives aimed at improving the quality of education, most of which were funded by international donors such as the United States Agency for International Development (USAID) and the United Kingdom Department for International Development (DFID) and local funders who worked through a number of reputable non-governmental organisations such as JET Education Services and the now defunct Management, Systems & Training Programmes (MSTP). I have seen many programmes organised around a wide range of assumptions and development frameworks, many of which had little bearing on the development dynamics of the South African education system. However, South Africa has come a long way, and I can confidently say that there is a fair level of maturity in our education policies and development acumen. We have much more rigorous change theories, a more solid evidence base and greater convergence in thought among government, labour, civil society, academia and business. The NECT programme is a culmination of these lessons of the past 25 years and an epitome of what a collaborative, systemic intervention initiative should be like! We share some accounts of the NECT's School and District Improvement Programme (DIP) below.

- At its core, the NECT DIP is a response to the *National Development Plan (NDP)* and focuses on the primary goal of supporting the DBE to enable 90% of learners to achieve 50% for Maths, Science and Languages by 2030. The design of the DIP assumes that there is no 'silver bullet'; achieving sustainable, increased learner outcomes relies on sustained improvement of key elements of the ecosystem that learners are a part of.
- Based on relevant evidence and experiences, the programme is designed to use an integrated approach, testing targeted interventions in five key focus areas derived from the founding document of the NECT – *the Education Collaboration Framework (ECF)*: **teacher professionalisation; courageous leadership; district development; parent and community involvement; and learner welfare**. This integrated approach is delivered through the use of a combination of resource provision, training, monitoring and support.



SOUTH AFRICA HAS COME A LONG WAY, THERE IS TODAY A FAIR LEVEL OF MATURITY IN OUR EDUCATION POLICIES AND DEVELOPMENT ACUMEN. WE HAVE MUCH MORE RIGOROUS CHANGE THEORIES, MORE SOLID EVIDENCE BASE AND GREATER CONVERGENCE IN THOUGHT.

Dr Deva Govender,
National Programme Manager





“

Our journey in the design and the implementation of the DIP framework was bumpy, non-linear, intellectually taxing but rewarding.



“

The 156 coaches (core staff) cited above work hand in hand with officials in six districts to test and mainstream the various improvement initiatives.

- The DIP's change theory argues that the combination of increased professionalisation of the teaching service, together with improved management practices, sustainable development of districts, and increased accountability of parents, communities and learners, will result in systemic change and specifically, improved learner outcomes in line with the NDP's goal.
- The DBE-NECT integration framework which governs the programme's responsive design ensures that the design is dynamic and that the DIP is indeed working towards achieving its intended outcome. The design and implementation of the programme are constantly revisited, based on:
 - Continuous monitoring and evaluation and using the resulting insights to inform programme developments;
 - Best practices from research undertaken in the sector;
 - The varying and ever-changing dynamics of the provinces and districts.

Our journey in the design and the implementation of the DIP framework was bumpy, non-linear and intellectually taxing, but rewarding. We have learnt much in our pursuit of a systemic intervention designed and rolled out in collaboration with provinces and districts which differ in their leadership capacities and resources.

Our fundamental aim was to design and test an initiative capable of reaching the entire education system, and the DIP now reaches almost two-thirds of that system. The endeavour has involved dealing with thousands of experts and practitioners. We have always sought to present programmes that are convincing to education stakeholders at all levels, from the Minister and national department, through to MECs and provincial level officials, district officers, teachers, teacher unions and academics.

The DIP works directly through a staff of over 156 stationed in five provinces. The following table presents a profile of the core staff and shows that the NECT is using a mix of talent in the form of retired education officials, each of whom comes with an average of 40 years of experience in classroom practice and management skills; a group of young people (for Mathematics and Science in particular); and a small number of foreign educators from neighbouring African states.

TABLE 1: Specialist (Coaches) composition across NECT districts.

SPECIALISTS (COACHES)	PROVINCES					OVERALL TOTAL	FORMER RETIREES	% OF FORMER RETIREES	NON-SA CITIZENS	% OF NON-SA CITIZENS
	EC	LP	KZN	NW	MP					
Curriculum Coaches	23	34	20	15	15	107	14	13%	14	13%
Leadership & Management Coach	8	13	–	7	5	33	12	36%	-	0%
Leaner Welfare and Parent & Community	5	7	–	2	2	16	4	25%	1	1%
TOTAL	36	54	20	24	22	156	30	19%	15	10%

Note: KZN coaches are not subject specific. They support district and circuit officials, school management teams (SMT) and Heads of Departments/lead teachers through training and on-site coaching to deliver the programme interventions.

- The 156 coaches (core staff) cited above work hand in hand with officials in eight districts to test and mainstream the various improvement initiatives.
- The majority of the coaches (68.6%) are dedicated to Curriculum. The Foundation Phase (FP) coaches support an average of 16 schools in Home Language (HL), English First Additional Language (EFAL) and Mathematics. Both the EFAL and Mathematics coaches support an average of 15 schools, while the Natural Science coaches support an average of 22 schools. These ratios allow for intensive, responsive and regular support, provided twice per term for a duration of 1.5 hours. The district subject advisor ratios are much higher, ranging from 1:80 up to 1:300 and are a major challenge to the provision of sound school support by the districts; the NECT is therefore investigating how district level support can be reorganised to conduct more effective and efficient school support and monitoring, in particular by making better use of Information and Communication and Technology (ICT).
- It is notable that 19% of the DIP coaches are retired officials and 10% are non-South Africans. The majority of the foreign expertise supports Mathematics and Natural Sciences, whilst more of the retirees support management elements of the programme, given that school management support requires on the job experience relating to South African education policies and practice. These profiles provide an indication of the human resources available to support education development work in South Africa.



68.6%

COACHES DEDICATED TO CURRICULUM

DID YOU KNOW?

01



14 343

Funza Lushaka bursaries were awarded to students enrolled for initial teacher education in 2016/2017 – DBE Annual Performance Plan 2018

AGENCY ROLE OF COACHES



The role of coaches in the NECT is to facilitate the testing of teaching improvement initiatives based on the learning programmes. Coaches work with teachers through a quarterly training and support programme comprising the following five-step approach:

- *Firstly*, coaches work with teachers to establish realistic goals for each term.
- *Secondly*, coaches observe lessons and provide on-site instructional support to the teachers in relation to the goals, resource usage, teaching methods employed and the content knowledge embedded in the lesson.
- *Thirdly*, coaches discuss practice with groups of teachers outside of teaching time where issues such as curriculum pacing and assessment are debated.
- *Fourthly*, coaches also facilitate mini-workshops based on the needs of teachers in relation to classroom observations and discussions held.

- *Fifthly*, the coaches create WhatsApp groups where teachers receive motivational and professional input from the coaches between actual visits. Coaches also support HODs in relation to curriculum management where discussions focus on tracking curriculum coverage in schools, engaging in reflective practices with teachers and providing appropriate and timeous support to teachers lagging behind.

These steps are exercised in Fresh Start Schools in collaboration with the relevant subject advisors. Thus, the coordinator of curriculum coaches liaises with the head of subject advisory services in the district. In each district, four coaches also provide planning and strategic project management support to the district.



29% OF THE COACHES ARE RETIRED OFFICIALS OR NON-SOUTH AFRICANS.

Two important lessons emerge from the use of such talent: *Firstly*, when retired educators are used, there is a need for re-orientation of officials from holding positions of authority to becoming change agents in the role of a coach *Secondly*, foreign educators should be instructed in the South African education policy environment and implementation.

During 2017, the NECT started working at scale by moving from **6 817 schools to 14 769 schools**. This called for specialists to work alongside subject advisers who generally already carry heavy school support loads. The NECT is testing the use of a blend of teacher and school support modalities to strengthen system effectiveness.

The four sections that follow present an overview of the NECT’s reach and impact in the national system for the year 2017; programme outputs; programme outcomes; and plans for 2018.

NECT'S REACH IN RELATION TO THE NATIONAL SYSTEM

DID YOU KNOW? 02

South Africa has an ageing teacher population, with 1 in 4 teachers 56 years old or older and only 10% younger than 40 years of age.

Department of Basic Education

STRUCTURED LEARNING PROGRAMMES REACH 61.5% OF THE NATIONAL SYSTEM

TABLE 2: NECT reach and impact as at January 2018.

NECT REACH AND IMPACT – JAN 2018						
	Provinces	Subject Advisors	Schools	SMT Members	Teachers	Learners
NATIONAL SYSTEM	9	2 663	23 796	72 000	399 156	12 490 132
NECT REACH AND IMPACT – JAN 2018						
NECT REACH	9	671	14 769	5 290	76 034	2 965 326
	100%	25%	62%	7%	19%	24%
YEAR ON YEAR CHANGE	–	12%	117%	51%	192%	48%

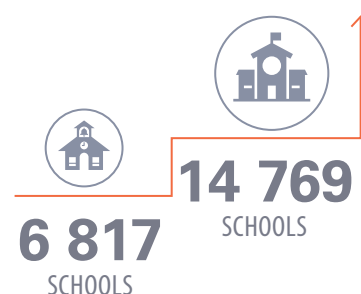
- 1. Provinces:** The NECT has been operating in all the provinces since the end of 2016. The provincial operations are focused in three provinces: the Eastern Cape, KwaZulu-Natal and Limpopo. The Eastern Cape and KwaZulu-Natal provinces have signed Memoranda of Understanding that guide the provincialisation (expansion to all schools in the provinces) programme for the mainstreaming of NECT programmes for the next three years and contribute R120 million to the programme rollout annually.
- 2. Schools:** The majority of the schools (80%) reached by the NECT are in the priority provinces cited above. Of these schools, 10 113 are primary schools.
- 3. Subject advisors:** A large proportion of Mathematics, Science and Language subject advisors are involved in the NECT programme. (Over 60% of FP subject advisors nationally). Subject advisors are centrally involved in the programme design and rollout.
- 4. School managers:** SMTs comprise principals and subject and phase heads. The NECT has reached 5 290 SMT members (~7.3%).
- 5. Teachers:** Teachers receive year-long, daily teaching plans and are supported with five-hour, intensive, quarterly training sessions.
- 6. Learners:** Learners in Mathematics, Science and Languages benefit through improved lesson planning and increased curriculum coverage delivered in the correct sequence.



R120 MILLION

EXPECTED CONTRIBUTION BY THE EASTERN CAPE, LIMPOPO AND KWAZULU-NATAL PROVINCES FOR THE ROLL OUT OF NECT PROGRAMMES

2017 SCALE UP FROM UNIVERSALISATION TO PROVINCIALISATION



DID YOU KNOW?

03

In 2016 over 66% of learners attended schools where no fees were charged and 81% of children benefitted from the national feeding scheme.

DBE annual performance plan 2018–2019

PROGRAMME OUTPUTS

TEACHER PROFESSIONALISATION

The teacher professionalisation agenda pursued by the NECT seeks to establish basic, common teaching routines in every classroom through Structured Learning Programmes (SLPs), quarterly training and support.

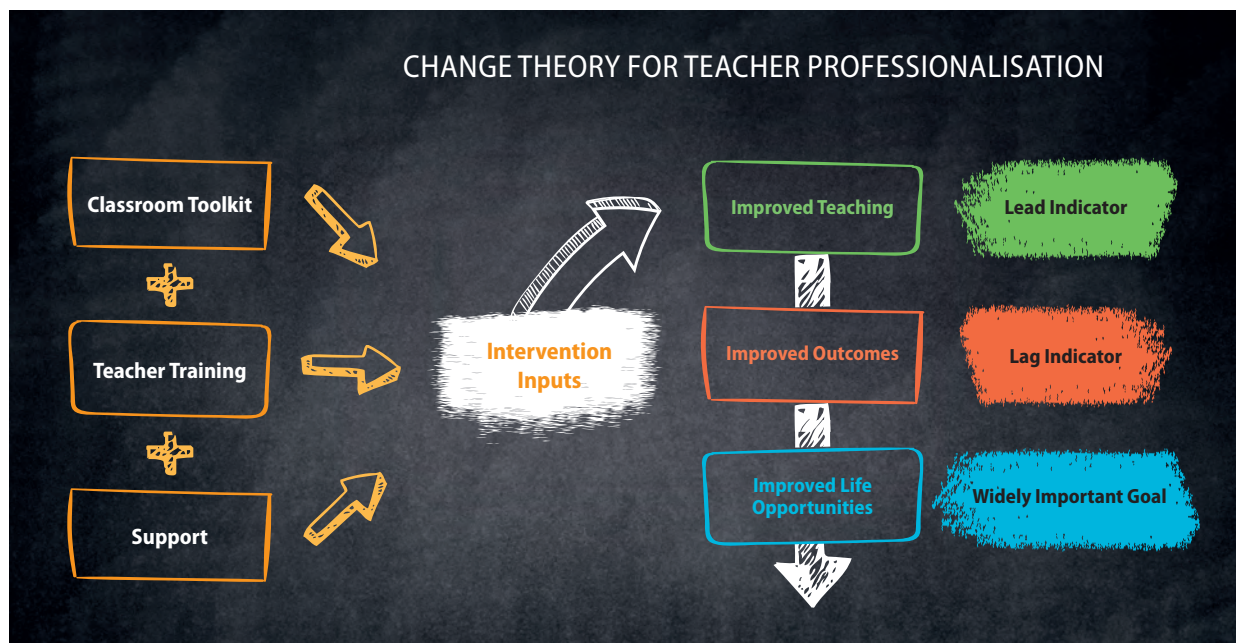


FIGURE 1: Change theory for teacher professionalisation.

In order to achieve the widely important goal of improved life opportunities for learners, the NECT ensures that teachers are equipped, resourced and supported to deliver the curriculum effectively. Details of inputs are provided below:

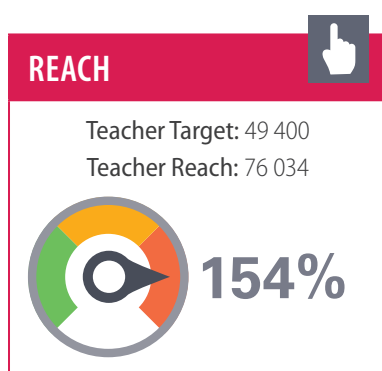


TABLE 3: Year-on-Year change in teacher reach, training and toolkit provision.

	2 016 ACHIEVEMENTS	2017 ACHIEVEMENTS	Y-O-Y CHANGE
Teachers reached	26 000	76 034	192%
Toolkits supplied	2 600 000	4 135 314	59%
Hours of training and support	21 864	25 969	19%

- 1. Teacher reach:** The 192% year on year increase was achieved through the provincialisation of Structured Learning Programmes with the Eastern Cape, KwaZulu-Natal and Limpopo provincial departments of education. The 2017 target of **49 400** was exceeded by **54%**.

2. **Subject advisors:** Subject advisors have been trained by the NECT to enable them to further train and support their teachers. Provincialising this model has allowed the NECT to contribute to building the capacity of the system through the introduction of practical and sustainable learning and teaching innovations whilst dramatically increasing reach.
3. **Improving the teaching of language (EFAL) with a strong focus on reading:** As part of the partnership with the DBE and the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA), the NECT established and implemented the Primary School Reading Improvement Programme (PSRIP) which reached 11 721 teachers.
4. **Union Collaboration:** Through a programme led by the National Professional Teachers Organisation of South Africa (NAPTOSA), **59 schools** took part in an innovation that seeks to develop a more effective assessment for learning methodology. SADTU continues to support two districts with a total of **785 schools**. In 2018 this will increase to 1 330 SADTU schools and 260 NAPTOSA schools.
5. **Coaching:** Hours of training and support remained relatively constant, as one-on-one coaching continued in the 325 Fresh Start schools. The bulk of teachers are provided with five-hour, quarterly training sessions on the Learning Programmes.
6. **Toolkits:** The 59% increase in the **production of teacher toolkits** includes materials printed in the fourth quarter of 2017 in anticipation of the provincialisation of the programme in January 2018. Additionally, the NECT expanded its materials to include **Grade 10–12 EFAL and Physical Science, Grade 4–6 Natural Science and Technology, and Grade 7–9 Natural Science.**

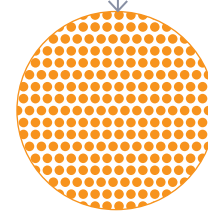


11 721

TEACHERS UPSKILLED TO IMPROVE THEIR TEACHING OF READING



2018 TARGET



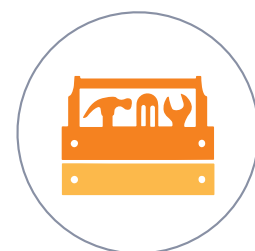
1 330

SCHOOLS SUPPORTED BY SADTU



260

SCHOOLS PARTICIPATE IN NAPTOSA-LED PROGRAMME



4 135 314

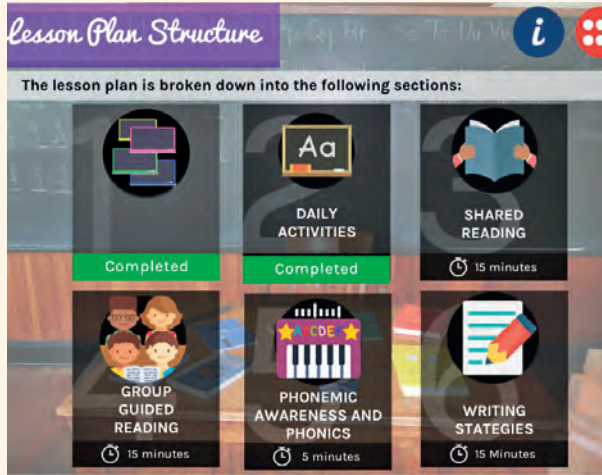
TEACHER TOOLKITS PRODUCED AND DISTRIBUTED TO SCHOOLS

DIGITISATION OF STRUCTURED LEARNING PROGRAMME MATERIALS



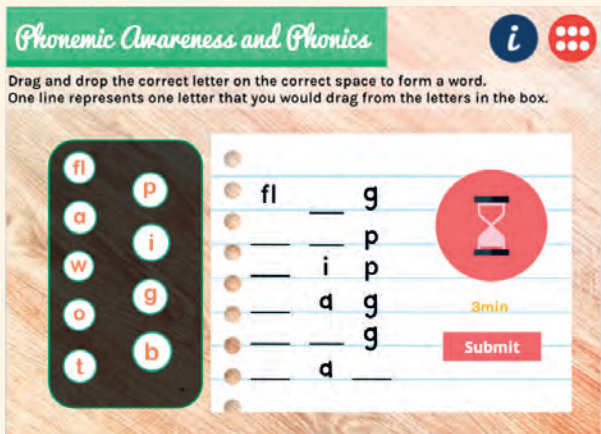
In partnership with the ETDP SETA, the NECT piloted the use of digitised lesson plans and trackers for EFAL in Grades 1–3 with teachers in the Eastern Cape who had received laptops from the Eastern Cape Department of Education. Since many of the teachers had minimal computer skills, the first part of

the intervention was to provide teachers with basic computer skills training; this was followed by training on the digital lesson plans. Both rounds of training involved 700 participants, each of whom received a certificate of competence and SACE Continuing Professional Development points.



Forty high dosage schools were selected, 20 from OR Tambo and 20 from Alfred Nzo district to receive additional support and coaching on the use of the platform and the digital lesson plans from EFAL coaches. An external evaluation team will conduct an evaluation in these 40 schools to establish adoption and use.

Following the success of the first round of training and high demand from the other teachers, the training has been extended in 2018 to include 500 more teachers from nine districts across the Eastern Cape. The teachers have so far received basic computer skills training and will receive training on the digital lesson plans and trackers in the second term of 2018.



COURAGEOUS AND EFFECTIVE LEADERSHIP

This component seeks to strengthen the capacity of school management to undertake the practical and daily management routines necessary for maintaining school functionality and sustaining effective curriculum delivery.

DID YOU KNOW?

04

In a system of 24 000 public schools, roughly 7 000 principals would have to be hired between 2012 and 2017 just to replace retiring principals.

Principal leadership changes in South Africa: Investigating their consequences for school performance, Gabrielle Wills, 2016

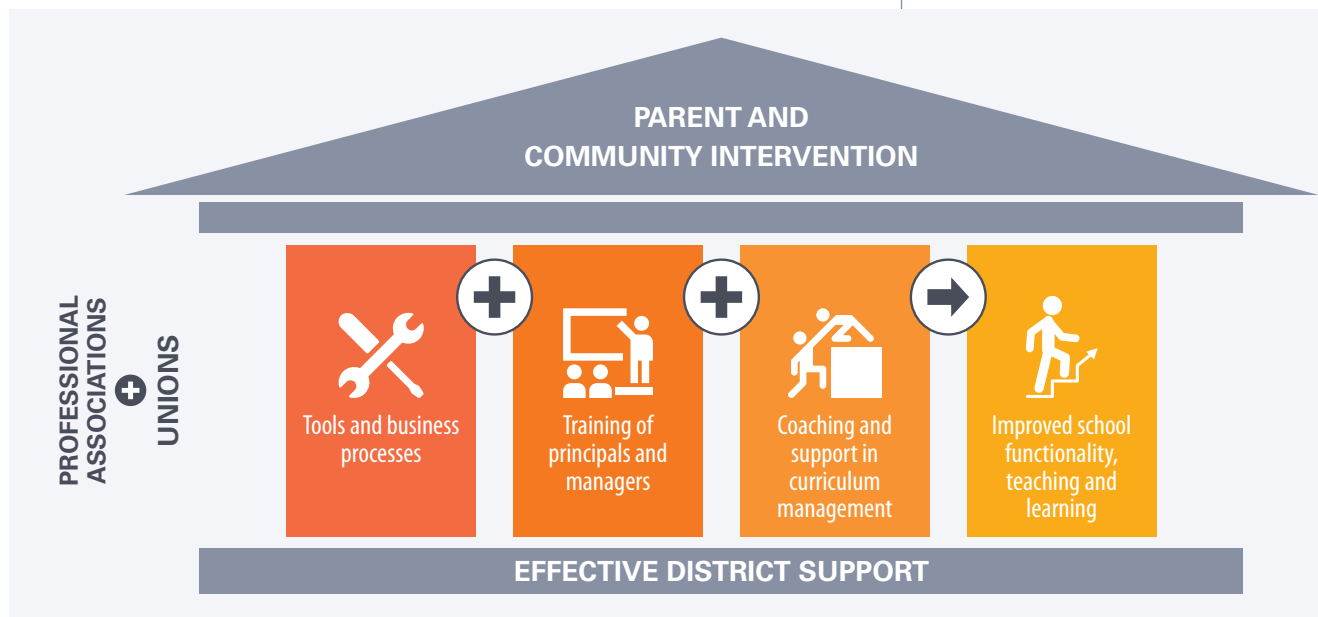


FIGURE 2: Approach to improving school management and leadership capacity with the intention of increasing curriculum coverage at the expected pitch.

An important lesson from the past is that management and leadership are key to the achievement of school functionality, which itself is a critical condition for effective learning and teaching: hence the use of three elements of the DIP during 2016–2017. The diagram above illustrates that strong leadership supported by effective districts, unions and parents can improve teaching and learning. Highlights of inputs are provided below:

TABLE 4: Year-on-Year change in SMT members reached, trained and resourced.

	2016 ACHIEVEMENTS	2017 ACHIEVEMENTS	Y-O-Y CHANGE
SMT members reached	3 500	5 290	51%
Resourcing (modules developed)	Courageous Leadership Fundamentals of Performance for School Functionality	Curriculum management	–
Hours of training and support*	17 563	10 580	–40%

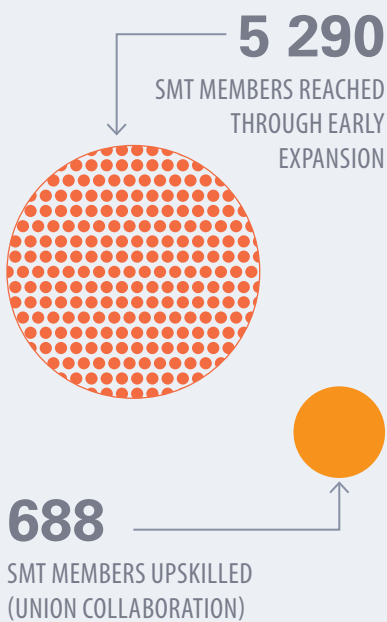
REACH



SMT Target: 5 777
SMT Reach: 5 290



92%



DID YOU KNOW?

05

In 2015, the Funza Lushaka Bursary Fund contributed over 24% of all new teachers in the system.

Department of Basic Education

- 1. SMT reach:** The 51% increase in reach was due to the large demand for a new module focused on providing SMTs with the strategies to ensure teachers cover the curriculum at the appropriate pace and pitch; this resulted in the early expansion of the module into three additional districts to reach **5 290 SMT members**.
- 2. Union Leadership:** The NECT-SADTU-DBE collaboration continues to work with schools in Butterworth and Sekhukhune and has upskilled **688 SMT members**.
- 3. Training and support:** There was a 40% decrease in the hours of support provided in 2017, since only one module was rolled out, whereas two were rolled out in 2016.

KEY LESSONS FOR SYSTEM IMPROVEMENT AND STABILITY

The majority (80%) of the governmental and non-governmental school management development programmes of the past 25 years focussed almost exclusively on non-curricular themes such as communication, financial management, human resources management, school development planning, etc. the effect was to alienate school management from the core business of schooling – teaching and learning. The NECT thus designed its management development interventions to focus on the following five modules: **1) Courageous Leadership; 2) Fundamentals of Performance for Schools; 3) Curriculum Management; 4) School Culture; and 5) Data Use and School Improvement Planning.**

The modules are designed to ensure vertical alignment between classroom, school management and district support activities. The fundamental approach to strengthening management is to focus on practical, on-the-job activities and consistently promote *feedback and reflective practice* based on evidence generated from classrooms and the school environments. This approach helps to professionalise the relationship between school management and teachers as the focus of monitoring and support by the school managers is shifted from teachers to teaching.



Principals from Sekhukhune and Riba Cross Districts participating in Professional Learning Communities workshop led by NECT-DBE-SADTU.



A PRINCIPALS' VIEW OF PROFESSIONAL LEARNING COMMUNITIES TRAINING



Malibongwe Masekwana: School Principal of Caley J.S.S.

What value have you seen in the training on PLCs?

The training made us aware that there must be structures formed by the school to handle teaching and learning effectively. The school has an opportunity to use local people who have knowledge and skills in improving the quality of teaching and learning. The programme seeks to improve relations between the school and the community.

Have the Learning Programmes of the NECT assisted teachers?

It has reduced the load of the teacher and the time spent on planning and preparations. The programme is the guiding tool on how teachers should teach, approach lessons and concepts. The Learning Programmes made teachers go to class better prepared than before.

... and the value of combining the PLCs and Learning Programmes?

They helped in building the confidence of teachers to implement NECT lesson plans. The programme has empowered teachers with the necessary tools to gather

information and apply their new skills in their approach to CAPS.

What has been the impact of SADTU being involved in teacher professionalisation?

The union has played an important role in encouraging teachers to take the programme seriously and laying a foundation for teachers to implement the programme. It has aroused interest and motivation to implement the programme, thus meeting the set requirements.

Have you experienced any benefits from the SADTU-NECT-DBE collaboration as a school?

The school has been kept on its toes since the programme started. As departmental officials visit the school regularly, we solved those minor problems that emerged in the implementation of the programme. The programme has strengthened the relationship and communication between the school and subject advisors.

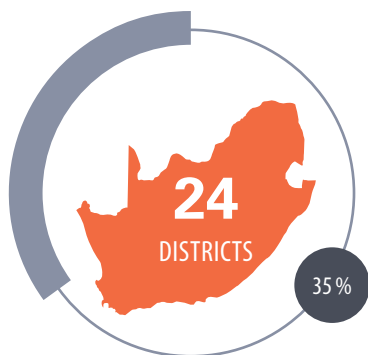
Are there tangible benefits you can describe for the collaboration between the union and the department being facilitated by the NECT?

The collaboration and the facilitation by the NECT have adequately prepared teachers to adapt to the demands of the innovation.

It has made teachers strive for success in implementing the programme, changing the outlook of the FP class. This has emphasised a sense of collective responsibility in the teaching and learning situation of the school.

It has made the school aware that there are different sources of information that can help ensure that it succeeds in its mission of providing quality teaching to learners across all grades.

FoP TOOL WAS IMPLEMENTED
ACROSS ALL PROVINCES
IN 24 DISTRICTS (35%)



INVOLVING
1 113
DISTRICT OFFICIALS



STRENGTHENING DISTRICT PLANNING SYSTEMS

DBE ROLLS OUT THE DISTRICT IMPROVEMENT SYSTEM TO 35% OF THE DISTRICTS

The NECT developed a process that utilises a self-assessment tool, the Fundamentals of Performance (FoP), to generate a report on district functionality. The FoP instrument covers 10 key operational areas of the district and provides a basis for the districts to curate relevant performance data; this data is in turn processed into a status report which is used to identify remedial measures and generate a district improvement plan. Reports generated using the FoP tool are discussed at a meeting of district level stakeholders. District stakeholder structures called District Steering Committees (DSCs) have been established with the purpose of supporting the district office in implementing identified education improvement initiatives on the basis of the information gleaned from the FoP process.

The diagram below outlines the FoP process.

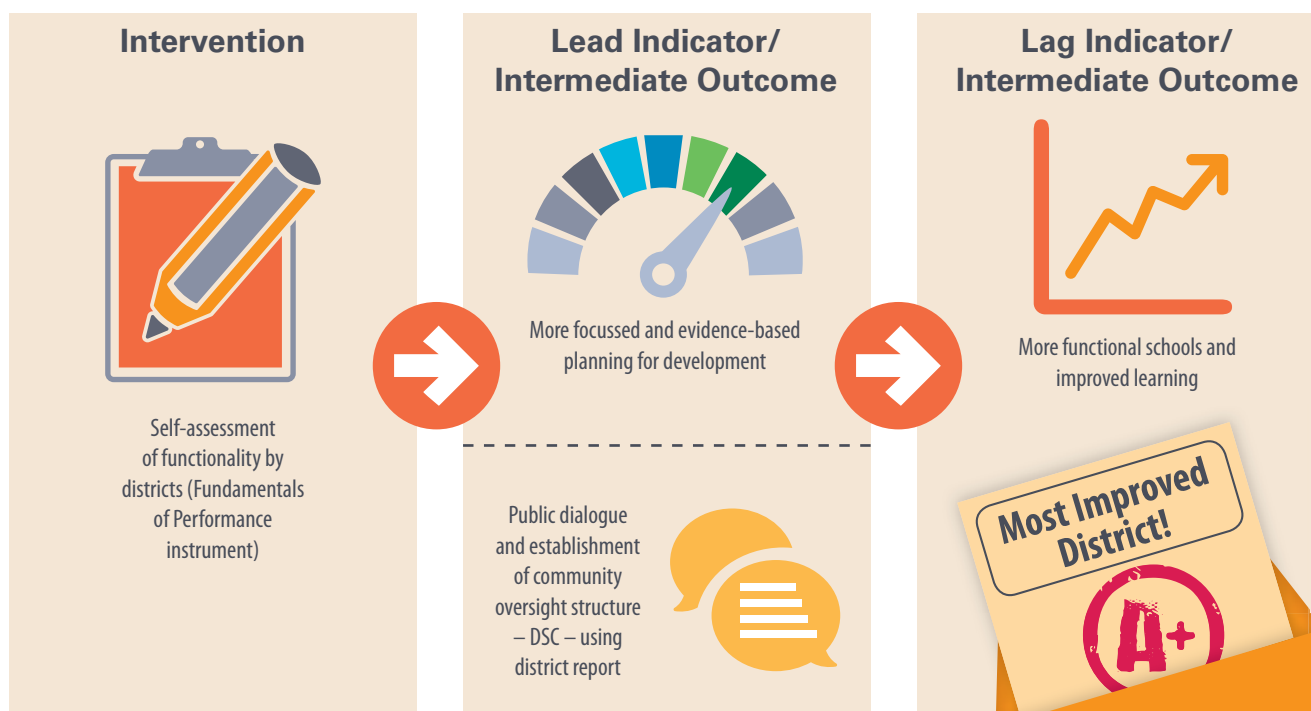


FIGURE 3: The Fundamentals of Performance process.

During 2017, through a process led by the DBE, the FoP tool was implemented in **24 districts (35%)** across all provinces, involving **1 113 district officials**.

TABLE 5: District Officials reached, trained and supported in 2017.

	2016 ACHIEVEMENTS	2017 ACHIEVEMENTS
District offices (out of 70)	N/A	24
District officials reached		1 113
Hours of coaching/support		48
Hours of training		144

BENEFICIARY OPINION



DEVELOPING CONFIDENT LEADERSHIP FOR IMPROVED SCHOOL PERFORMANCE – MRS LORRAINE GOBA

What do you see as the value of the Structured Learning Programmes?

The SLPs have had a positive impact on the performance of the schools, especially the Fresh Start Schools who have received a high dosage of implementation support.

The Learning Programmes have assisted the teachers in their lesson planning and preparation and have resulted in some improvements in curriculum coverage. It has been noticed that the learners' ability to perform in the provincial common assessments has improved as the teachers have covered the specific content for the term due to guidance from the trackers and planners.

The curriculum trackers have also assisted the SMTs in curriculum management. Prior to the introduction of the curriculum trackers, HODs were struggling to monitor curriculum delivery by their educators and to be able to provide specific support and guidance. However, having the trackers has given the HODs confidence and assisted in facilitating supervisory conversations with the educators.

SLPs are a good tool for addressing curriculum coverage and for assisting teachers to plan in line with the pacesetters. The Learning Programmes are:

- Helping to improve the quality of assessment
- Improving learners' results in common assessments, as more content is covered
- Assisting SMTs to improve their monitoring of curriculum delivery

continued ...



Mrs Lorraine Goba: District Director Bohlabela District, Mpumalanga.





THE CIRCUIT MANAGERS HAVE UNDERGONE TRAINING IN CURRICULUM MANAGEMENT AND ARE UTILISING THE EXPERTISE GAINED AT SCHOOL LEVEL. IT HAS ALSO ASSISTED THEM TO IDENTIFY ISSUES AT SCHOOL LEVEL.

What do you see as the value of the Courageous Leadership Modules?

The SMT Fundamentals of Performance Module has had a positive impact on the quality of the school improvement plans (SIPs) of the Fresh Start Schools. The schools managed to evaluate their own performance in a structured and detailed manner through the provided tool. They identified their strengths and weaknesses and then decided on the actions to address their shortcomings. These they integrated into their SIPs. The SIPs for 2018 are therefore much more focused and specific and there is a shift away from completing these for compliance purposes towards using these as a means for improvement.

How successful has counter-parting been, and the difference you feel the NECT has made to the capacity of the subject advisors and circuit managers?

Counter-parting has been very positive. For example, when visiting schools and picking up specific problems, the curriculum and management change agents (coaches) refer these to the relevant district officials for resolution. They are therefore another “ear” to the ground. Another positive area of counter-parting is in terms of conducting joint training, where training and facilitation skills are shared, in addition to building our teams content knowledge. This has proved to be very empowering.

Attendance of the subject advisors at the SLP Train-the-Trainer sessions has built the thier confidence and knowledge base. They are starting to share this in non Fresh Start schools.

The circuit managers have undergone training in Curriculum Management and are utilising the expertise gained at school level. It has also assisted them to identify issues at school level that they were not necessarily aware of before attending this training. They are also now engaged with the NECT in conducting Curriculum Management workshops for the SMT’s of all the schools in their circuits – this is very positive.

What is the biggest change you have seen in the district since the NECT intervention started?

The attitude of the principals. Those that are implementing effectively, when you visit their schools you can see the change in attitude, the confidence that they have gained and they now have a better understanding of what is expected of them; and they are now using the curriculum planner and tracker to track the curriculum and to give feedback to educators.

LEARNER AND PARENT EMPOWERMENT

HOW TO GET PARENTS AND COMMUNITY MORE ENGAGED IN LEARNING

Historically, parents and learners have been involved in fundraising and volunteering. The South African Schools Act creates a framework for formal parent involvement in school governance, particularly in managing school funds. The NECT is disrupting this tradition by expanding parent involvement to include homework, time management, taking responsibility for learning, organising to learn and teamwork. In 2018, it is envisaged that parents will contribute to building a reading culture at home and increase their involvement in supporting teaching and learning.

The learner and parent programme is taking relatively longer to get traction, primarily because

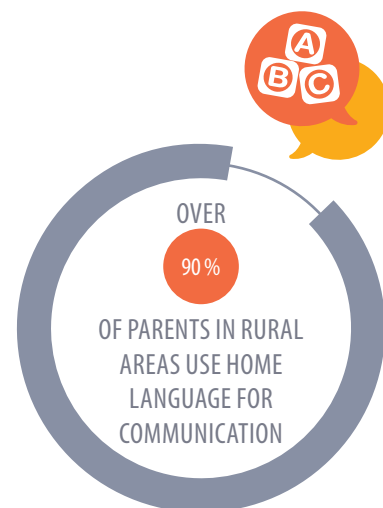
- It is challenging a deep-seated notion that ‘parents should leave education to schools’.
- Time devoted to involvement in their children’s education has to compete with parents’ time spent on economic activities.
- Language often poses a barrier as most parents (over 90% in rural areas) use their home language for communication, whilst teachers more often use English.

The NECT and the DBE are testing a model for improved participation of learners and parents in education. The goal of the intervention is to encourage learners to take responsibility for their learning and for parents to support their children’s learning.

TABLE 6: Year-on-Year change in parent volunteers and learner leaders reached and trained.

	2 016 ACHIEVEMENTS	2017 ACHIEVEMENTS	Y-O-Y CHANGE
Parent volunteers reached	831	2 715	227%
Learner leaders reached	969	2 656	174%
Hours of training and support	670	3 342	399%

- 1. Learner and parent reach:** 2 715 parent volunteers and 2 656 learner leaders were trained on three modules which focused on the importance of education, removing blockages to successful educational outcomes and discipline.



DID YOU KNOW?

06

Quintiles refer to the socioeconomic status of the community in which the school is situated. Quintile 1 is the group of schools catering for the poorest 20% of learners and Quintile 5 schools are those schools that cater for the least poor 20% of learners. Quintile 1–3 schools are no-fee paying schools.

Department of Basic Education



The goal of the intervention is to encourage learners to take responsibility for their learning and for parents to support their children's learning.



DID YOU KNOW?

07

An average of 30% of teaching time is lost during the year to external factors such as memorial services, absenteeism etc.

NECT 2017 M&E data

2. **Resourcing:** Two additional modules: (a) Importance of education; and (b) Removing barriers to successful education were introduced in 2017
3. At this point, the impact of this programme on the quantity and quality of learning has not yet been established. Therefore, in 2018, the NECT is reviewing the programme's contribution of this programme to improving student learning. It is important to note that this is pioneering work in the context of system's exclusive focus on School Governing Bodies (SGBs) and Representative Council of Learners (RCLs) since 1996.



EMERGING KEY LESSONS

- The use of churches, mosques, temples and traditional leaders to reach parents and learners presents a greater possibility for sustainable parent involvement in education as these are existing, functional social structures densely distributed across the national landscape. Most of these structures have education desks. Therefore, strengthening of and assistance in establishing education desks to promote reading, study groups and learner counselling is being explored by the NECT. Being flexible with the time of day and location of meetings helps to increase participation and regular attendance at parent volunteer meetings. Village meetings of two-hour duration held close (within walking distance) to places of residence are proving to be more convenient.
- We have found that the use of posters in home languages to communicate simple messages about parent involvement in education is more effective than the use of booklets. Work with principals, teachers and parents has highlighted the need to improve communication systems between the school and home – when to communicate, how to communicate, frequency and on what matters. The NECT has observed that communication reaches a bigger audience with the combined use of radio, local newspaper, village elders, traditional leaders and church leaders.

PROGRAMME OUTCOMES

NECT takes a systemic intervention approach that seeks to impact on the system holistically at the levels of policy, programmes, schools and classrooms and ultimately learning outcomes.

The following sections detail the intervention's outcomes on these various levels of the system.

POLICY LEVEL OUTCOMES

This section presents policy level lessons and outcomes emanating from intervention in the districts and schools. In particular, it presents lessons that have a bearing on specific education policies that are key to education improvement.

The implementation of the curriculum policy as articulated in the Curriculum Assessment Policy Statements (CAPS) called for policy interpretation at various levels in the system and this often leads to lack of clarity and confusion. An important **lesson** is that the SLPs helped teachers and subject advisers to come to a common and better understanding of the requirements of CAPS in terms of pacing, pitching, sequencing, time-weighting, and teaching and assessment of higher order skills.



The introduction of the Curriculum Management module alongside the SLP is strengthening the implementation of the policy on **South African Standards for Principals**, specifically in relation to instructional leadership.

The **lesson learnt** is that in the past, principals tended to keep aloof from curricular issues, often referring them to the HODs. With the NECT's Curriculum Management module, there is increasing direct involvement of principals who are now asking: Where are you with the curriculum? What is preventing effective learning? How do we use assessment records to improve teaching, thereby driving change through the use of evidence?



WITH THE NECT'S CURRICULUM MANAGEMENT MODULE, THERE IS INCREASING DIRECT INVOLVEMENT OF PRINCIPALS.



The introduction of a self-assessment methodology (the Fundamentals of Performance instrument) for districts to assess their own functionality in 35% of education districts supports the implementation of the policy on **Organisation, Roles and Responsibilities of Districts. Lessons arising out of implementing this methodology** in support of the policy include:



1. Improving the education system requires the restructuring of districts and increasing district functionality; and this requires a process and a tool (such as the FoP). This is especially the case when districts are merged, (e.g. two into one in the Eastern Cape) or divided into more (e.g. one becoming two in Limpopo).
2. While little attention was paid to district functionality in the period prior to 2013, we have learned that there is an acute need to systematically and practically clarify the roles of the district in order to improve its effectiveness.
3. Although the current practice is to use NSC results to rank, assess and reward districts, the NSC results are one criterion, and we have learned that district performance is dependent on a complex set of factors/ criteria/variables, most of which are encapsulated in the FoP approach.
4. The District Policy (2013) states that education districts are expected to “help institutions to deliver education of a high quality”. The subject advisory service is one of the key arms of the district for teacher and school support. An important **lesson** learned is that given the high subject adviser support loads, there is a need to find alternative teacher support modalities in addition to traditional face-to-face support; this can be achieved with increased use of ICT which enables support to be prioritised, differentiated and evidence-driven. Trials have shown that basic ICT platforms: WhatsApp, email, Skype and SMS serve as alternative modes for teacher professionalisation, provided there is at least a 3G cell phone signal and teacher/subject adviser capabilities to use ICT tools.

NECT CONTRIBUTED TO BETTER UNDERSTANDING TIME ON TASK

The loss of teaching time is not a new concern in debates about how to improve teaching and learning outcomes in South African education. In-service training, absenteeism, memorials and union activities are well known constraints to achieving maximum time on task.

NECT’s approach has highlighted the way in which SLPs have the potential to change the informal and formal practices which undermine time on task.

- The data from a NECT study shows that the current assessment policy reduces teaching time by at least two weeks in each term, and more in Term 4. This effect is compounded in Term 2, when a high number of holidays further limits teaching time.

The diagram below contrasts what is planned in policy (school timetable), the tracker (SLPs) and actual practice. A curriculum planned for 42 weeks in reality has to be delivered in 29 weeks (30% time reduction).

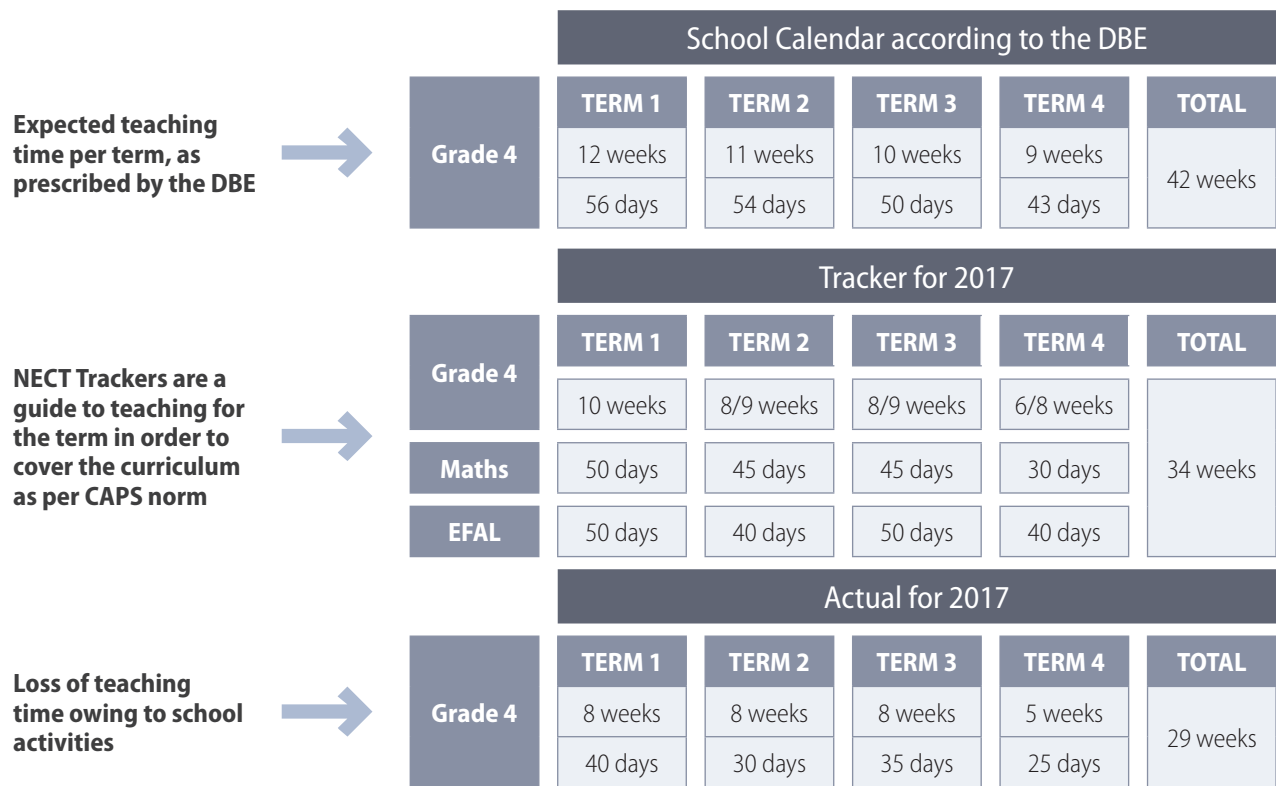
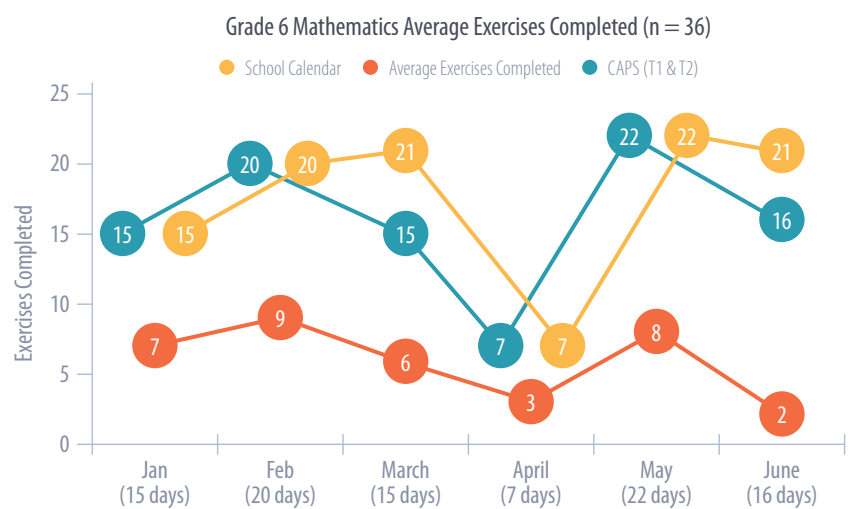
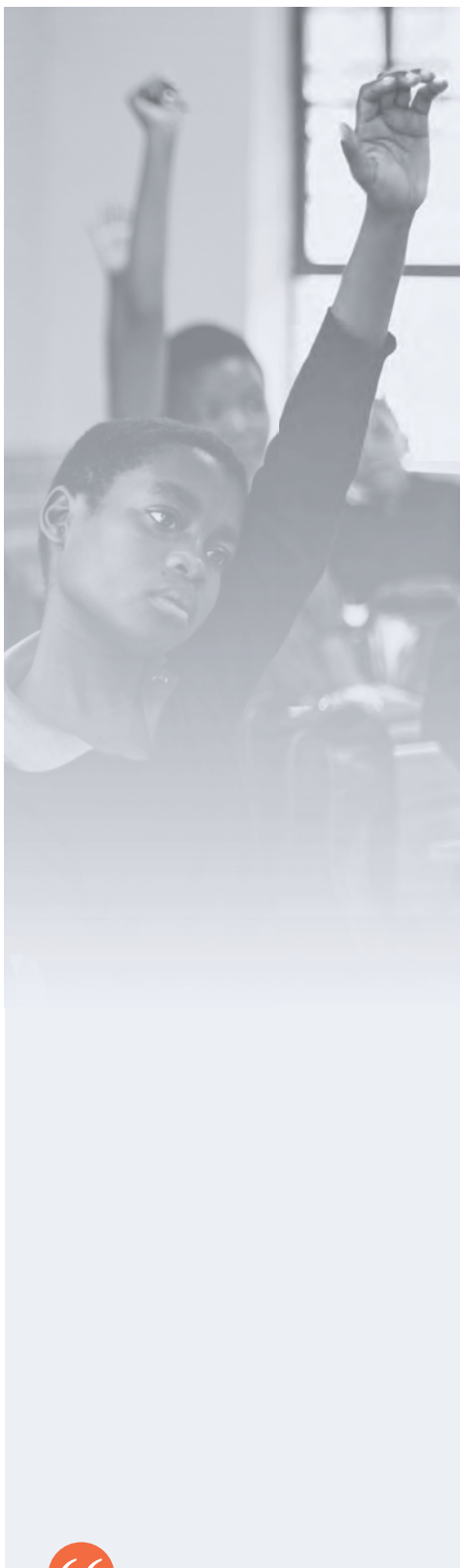


FIGURE 4: Notional and actual teaching time.

Further analysis of the dates on which work is completed illustrates the peaks and troughs in teaching – and points at which no work at all is being done by learners.

- This example of work completed in two terms in Gr 6 Mathematics shows that February and May are the months in which the most work is completed, which is consistent with the number of teaching days.
- It is also evident that preparation for formal assessment tasks in March and June impact on teaching time. In June, the quantity of work drops dramatically as mid-year assessments approach.





Curriculum coverage – is it possible based on the EXISTING evidence?

Looking at the previous graph, how do we account for the marked gap in each month between the number of exercises planned in CAPS and the actual number completed?

Opinion amongst practitioners and experts in the education sector is divided about whether CAPS can be implemented in its current form. Much of the debate focuses on whether depth or breadth is the desired outcome in curriculum delivery. Curriculum coverage data from the NECT and other sources consistently shows inadequate levels of coverage, more especially in the higher order skills. At the same time, there is concern about the extent to which teachers have been sufficiently trained and supported to deliver a more demanding curriculum.



IN 2018, NECT WILL ANSWER THE QUESTION OF EXPECTED AND ACTUAL COVERAGE USING A STRONGER EVIDENCE BASE FROM PROVINCIALISATION IN THE EASTERN CAPE, KZN AND LIMPOPO, AS WELL AS UNIVERSALIZATION IN ALL TARGET DISTRICTS.

NECT's coverage data is regularly reported back to and discussed with provincial departments and district management teams. Part of the challenge is that few of the provinces have reliable instruments or systems in place for monitoring curriculum coverage. This situation is to be remedied in 2018 by the DBE using work already done by NECT on instruments and processes for data collection.

In 2018, the NECT hopes to answer the question of expected vs actual coverage using a stronger evidence base based on data collected from the programme's provincialisation in the Eastern Cape, KwaZulu-Natal and Limpopo as well as from the universalisation of the programme in all target districts. Learner workbook analysis will also be backed by year-on-year assessment data from 2017–2018.

In the interim, subject advisors are actively engaged in a range of activities aimed at changing the status quo. In monitoring and evaluation alone, more than 180 subject advisors have been trained and have implemented new methods of monitoring and analysing curriculum coverage as well as quality assuring the content and design of SLPs. Increasing numbers of subject advisors have gained skills and are mastering the tools of an evidence-informed approach to monitoring and supporting schools.

The benefits observed from the NECT interventions are presented in the following table.

TABLE 7: Benefits derived from NECT intervention on curriculum management.

LAYERS OF SYSTEM	TWO MAJOR STREAMS IN EDUCATION	
	CURRICULUM	MANAGEMENT
National	A national common approach to structured teaching and learning is emerging and taking root across the provinces.	Classroom evidence is being used to sensitise the system about proper planning for the use of school days for teaching, assessment and extra-curricular activities.
Provincial	SLPs are providing a basis for improvement planning including providing a professional development intervention for subject advisors.	
District and circuits	There is increased confidence and competence of subject advisors to train and support teachers, focused on curriculum delivery.	
School and classroom	Teachers are beginning to match curriculum pacing and pitching with student learning, guided by the SLPs.	SMTs are using the Curriculum Management approach to plan, monitor and provide feedback on curriculum coverage, learning at the appropriate cognitive levels and time utilisation in schools as well as in classrooms.

The term by term of training of over 671 subject advisors (25%) since 2016 has led to an increase in their knowledge and interpretation of CAPs, teaching routines supported and the use of monitoring and quality assurance data for feedback and planning.

The meeting of 10 senior officials from five provinces and 140 circuit managers from eight districts in February 2017 kicked off the circuit management professionalisation movement that introduced a new *modus operandi* which integrates curriculum with management and puts teaching and learning at the centre of education delivery.



HAVE BEEN TRAINED TO INTERPRET CAPS



NECT's coverage data is regularly reported back and discussed with provincial departments and district management teams.

180

SUBJECT ADVISORS TRAINED



IN NEW METHODS OF MONITORING AND EVALUATION OF CURRICULUM COVERAGE

CLASSROOM-LEVEL OUTCOMES

LEARNERS ARE COMPLETING MORE WORK IN ENGLISH

These graphs show changes between 2015 and 2017 in a sample of Fresh Start Schools, based on an analysis of actual work completed by learners. The CAPS benchmarks reflect the number of exercises which should be completed across all skill areas.

OBSERVATIONS



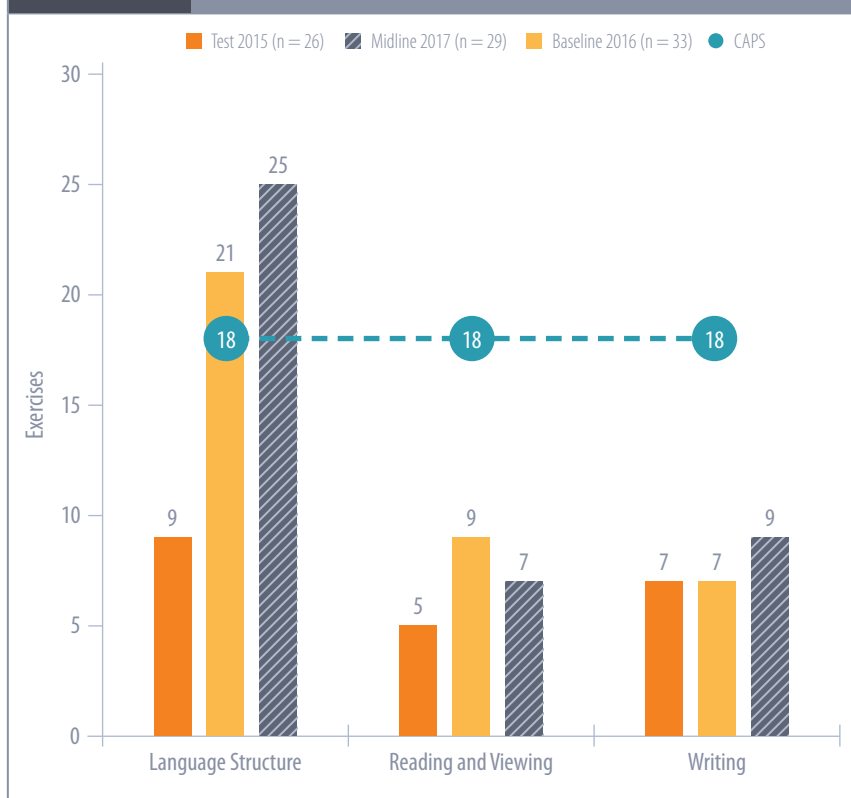
1. By 2017, in Grade 4, there is clear evidence of a positive change in the amount of work being done in classrooms.
2. The bulk of work taught is in lower order skills (Language Structures and Conventions), which exceeds requirements for those skills.
3. By Grade 6, more higher order work is being done in reading and writing but the pace still needs substantial improvement.

RECOMMENDATIONS

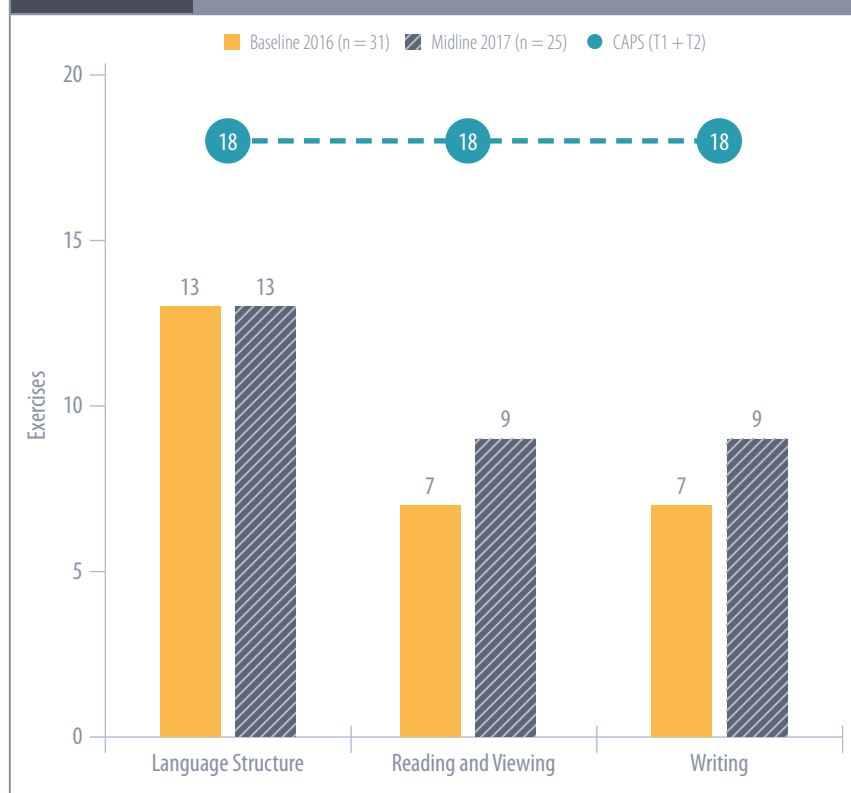


1. Teachers' understanding of CAPS requirements in terms of quantity and types and lengths of texts to be produced should be reinforced.
2. Teachers must be encouraged to spread the level of effort across all the skills areas.
3. Attention should be paid to intensifying teaching of reading and writing in Grade 4 in order to strengthen the transition to English as the Language of Learning and Teaching (LOLT).
4. Reading for comprehension should be made a district wide performance target.
5. Problems in teaching of higher order skills must be investigated and resolved.
6. Subject advisors should increase coaching to support teaching of higher order skills in EFAL.

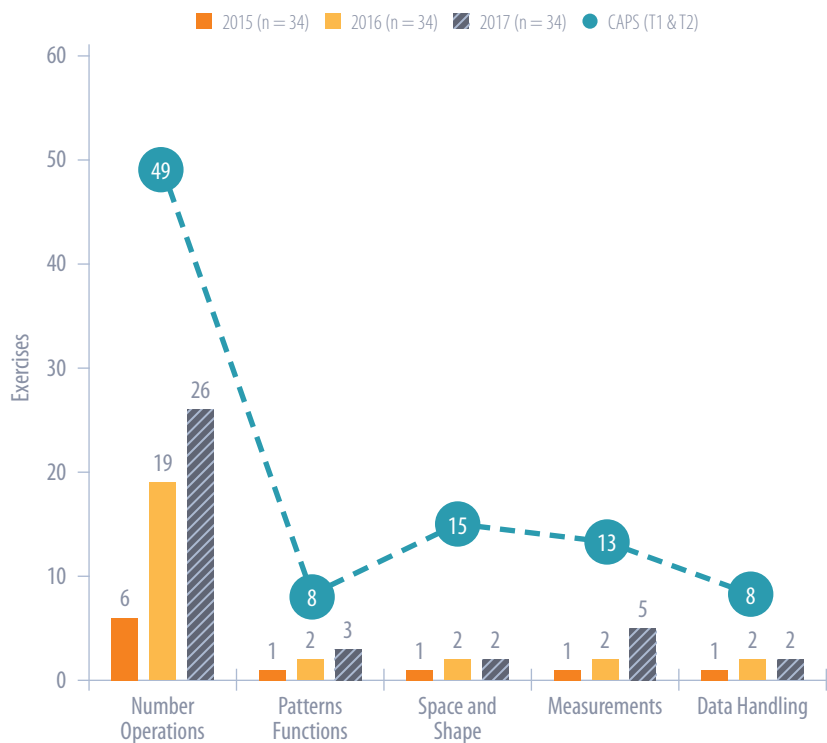
Grade 4 EFAL Average Exercise Completed 2015–2017



Grade 6 EFAL Average Exercise Completed 2016–2017



Grade 4 Mathematics T1 & 2 Average Exercise completed 2015–2017



LEARNERS COMPLETE MORE EXERCISES IN MATHEMATICS BUT MORE WORK IS REQUIRED TO IMPROVE HIGHER ORDER SKILLS

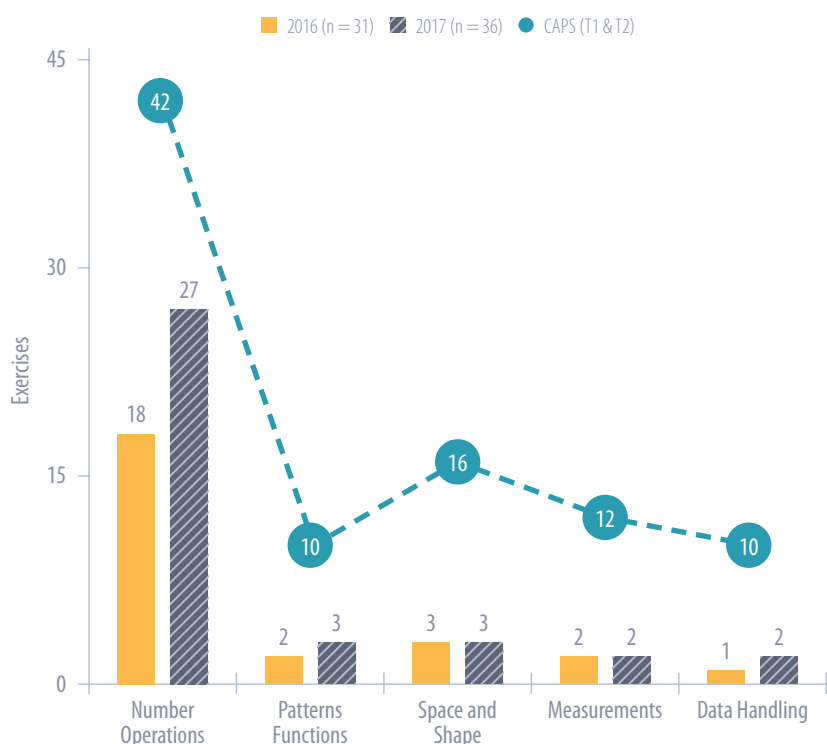
These graphs reflect changes in Mathematics outcomes between 2015 and 2017. It should be noted that in Grade 4 Mathematics is taught in English for the first time.

OBSERVATIONS



1. There is positive change in the amount of work being completed. However, even in the lower order skills (Number Operations), the quantity is only just above 50% of the benchmark.
2. Coverage in the more complex skills areas is typically low.
3. In Grade 6, some change is visible but again, the pace of change in the more complex skills is too slow.

Grade 6 Mathematics Average Exercise Completed 2016–2017 and CAPS norm



RECOMMENDATIONS



1. Teachers' understanding of the core skills to be taught should be re-enforced.
2. Further investigation of the obstacles to teaching more complex skills in Mathematics must be undertaken.
3. Subject advisors and coaches must increase the quantity of work completed in the more complex skills.
4. District-wide performance targets for Mathematics should be established.
5. Implementation of the national framework for Mathematics must be fast tracked.

DBE WORKBOOK USAGE

Monitoring curriculum coverage also requires attention to the usage of the DBE workbooks.

The workbooks are supplied to all learners at considerable expense and are intended to be a key resource to support teaching.

OBSERVATIONS



1. In Mathematics, repeated practical application of a skill is critical to better outcomes.
2. Overall, the usage of workbooks is critically low, as in this example from the Eastern Cape showing usage over Term 1 & 2. Usage of Grade 6 worksheets in 2016 was at 44.9% (2016) and 46.3% in 2017. In Grade 9, average usage was 10%.
3. Some evidence suggests that teachers avoid using Mathematics workbooks because they lack the content knowledge to mark learners' exercises.
4. Policy on the usage of workbooks is vague and poorly understood.

RECOMMENDATIONS



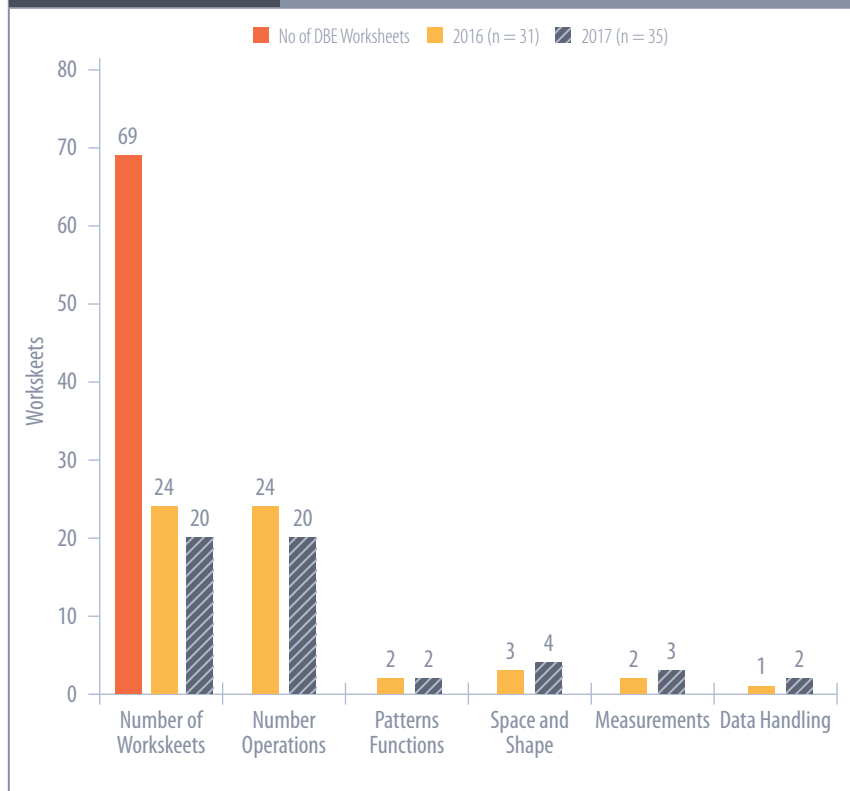
1. DBE workbook usage should be a requirement in national curriculum monitoring guidelines.
2. Policy on the usage of workbooks (frequency, marking and corrective action) for school and districts should be clarified by the DBE and provinces.
3. Obstacles to teachers' and learners' usage of workbooks should be identified and resolved.
4. Subject advisors should be expected to monitor the use of workbooks in Mathematics.

DID YOU KNOW?

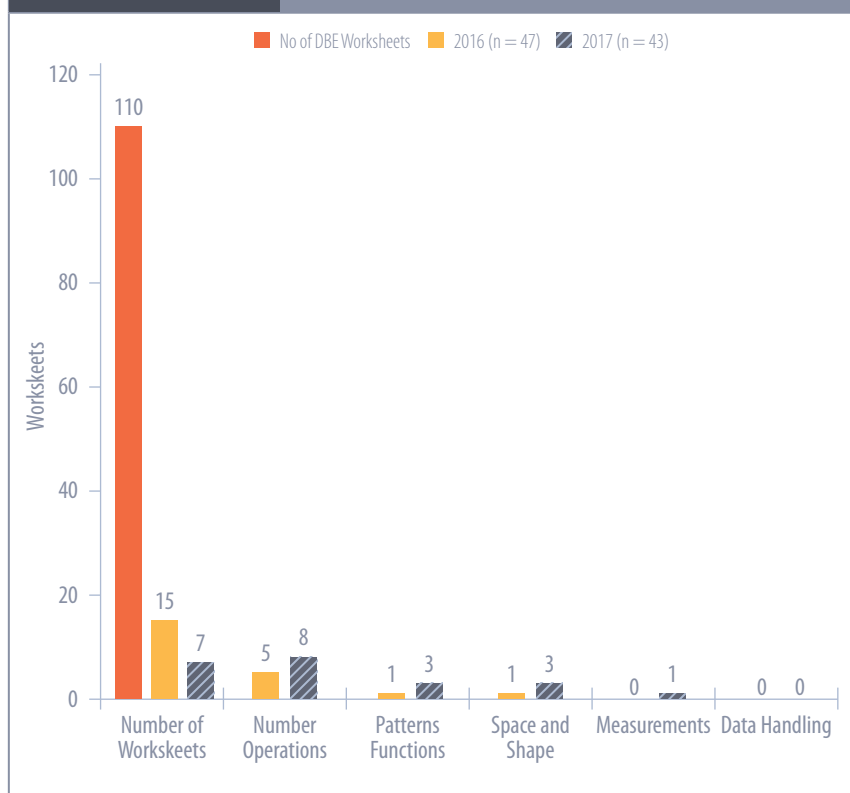
08

According to TIMSS 2015 results, since 2003, at the Grade 9 level, South Africa has shown the largest improvements of 87 points in Mathematics and 90 points in Science.

Grade 6 Mathematics Average of DBE for years 2016 & 2017



Grade 9 Mathematics Total average of DBE (Term 1 & 2) 2016 & 2017



The sample data reflects usage of Mathematics workbooks in Grade 6 and Grade 9, with the total number of worksheets available indicated on the extreme left.

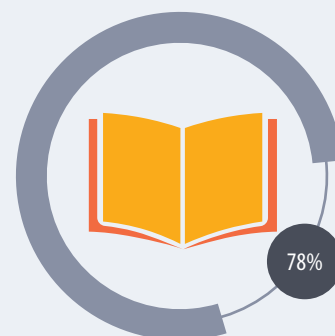
RESPONDING TO THE READING CHALLENGE

The 2016 Progress in International Reading Literacy Study (PIRLS) refocused national attention on South Africa's performance against international benchmarks in reading and literacy. The results highlighted that 78% of Grade 4 learners cannot read for meaning – in any language. Despite some gains since the first round of the PIRLS study in which South Africa participated, South Africa's results are indicative of a profound problem in both the teaching of and learning achievement in reading.

The data reconfirms evidence gathered by the NECT, results from the DBE's Early Grade Reading Study and other sources and underscores that learners may be able to decode but the higher order skills required for comprehension have not been attained by Grade 4. The problem in acquiring reading skills starts earlier and is amplified when learners make the transition to learning in English in Grade 4.

By the end of 2016, under the banner of Read to Lead, the national campaign led by the DBE, a response to the reading challenge was already taking shape in collaboration with the ETDP SETA and the NECT as the implementing agency. The Primary School Reading Improvement Programme (PSRIP) was a customised intervention designed to change instructional practice in early grade reading for the long term. What is needed is clear – we need teachers to have better skills in teaching reading and a national commitment to monitoring learner improvement at district, school and classroom level.

The data in the graphs reflects the outcomes of an external evaluation of the PSRIP after approximately six to eight months of implementation. The data shows what can be achieved with high level of commitment at national level and of engagement from subject advisors and teachers who are supported to bring about change.



RESULTS HIGHLIGHTED THAT
78% OF GRADE 4 LEARNERS
CANNOT READ FOR MEANING
– IN ANY LANGUAGE

“

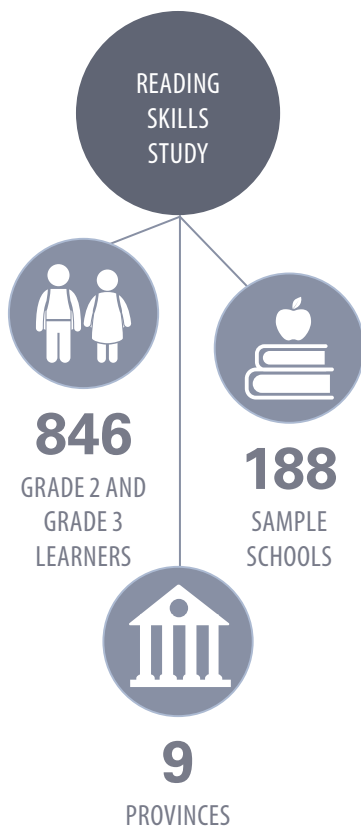
What is needed is clear – we need teachers to have better skills in teaching reading and a national commitment to monitoring learner improvement at district, school and classroom level.

LEARNERS CAN DECODE BUT CANNOT READ FOR MEANING

The PSRIP study shows rapid improvement in learners' reading skills. The study assessed the reading skills of a sample of 846 Grade 2 and Grade 3 learners in 188 sample schools in nine provinces. This assessment was conducted twice – first in the first term and again in the third term.

Learners scores in EGRA sub tasks

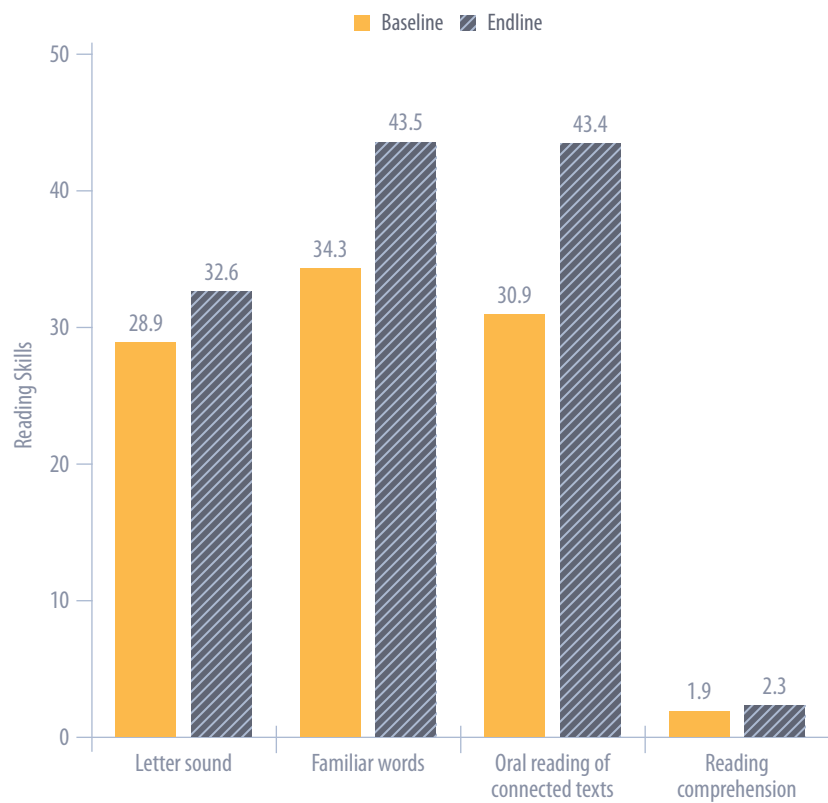
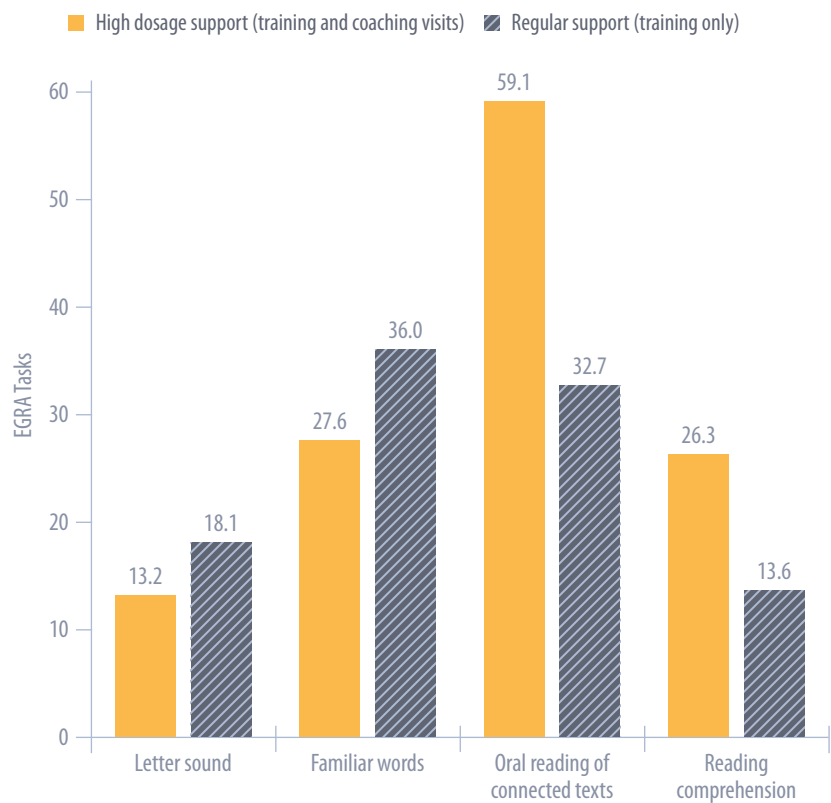
- All learners in the sample scored higher marks in the end line assessment for all four sub-tasks of EGRA. This means that learners in the PSRIP schools showed bigger improvements than those in control schools



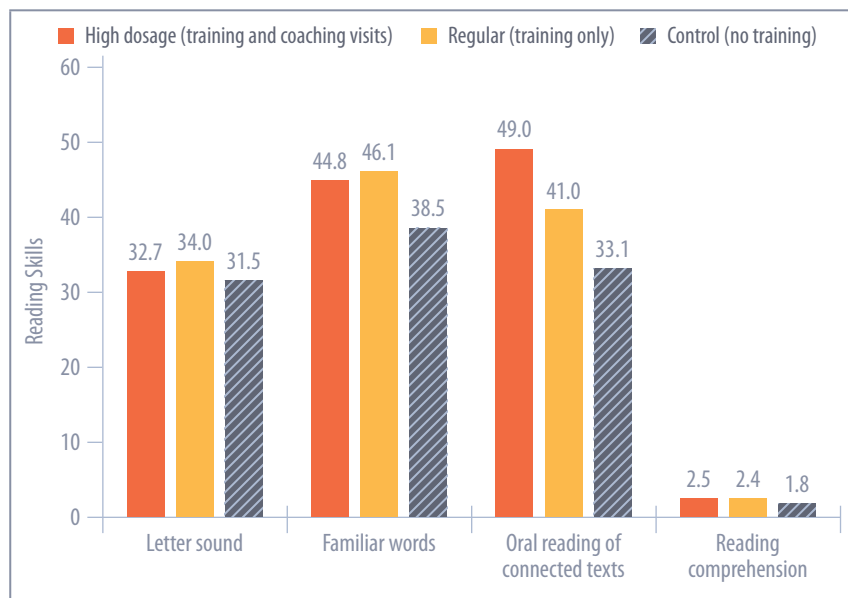
Percent changes in learners scores for intervention types

- In 2017, PSRIP high dosage support for EFAL teachers improved the reading skills of learners in high order skills (oral reading and comprehension)

CHANGE IN READING COMPETENCIES 6–8 MONTHS INTO THE INTERVENTION



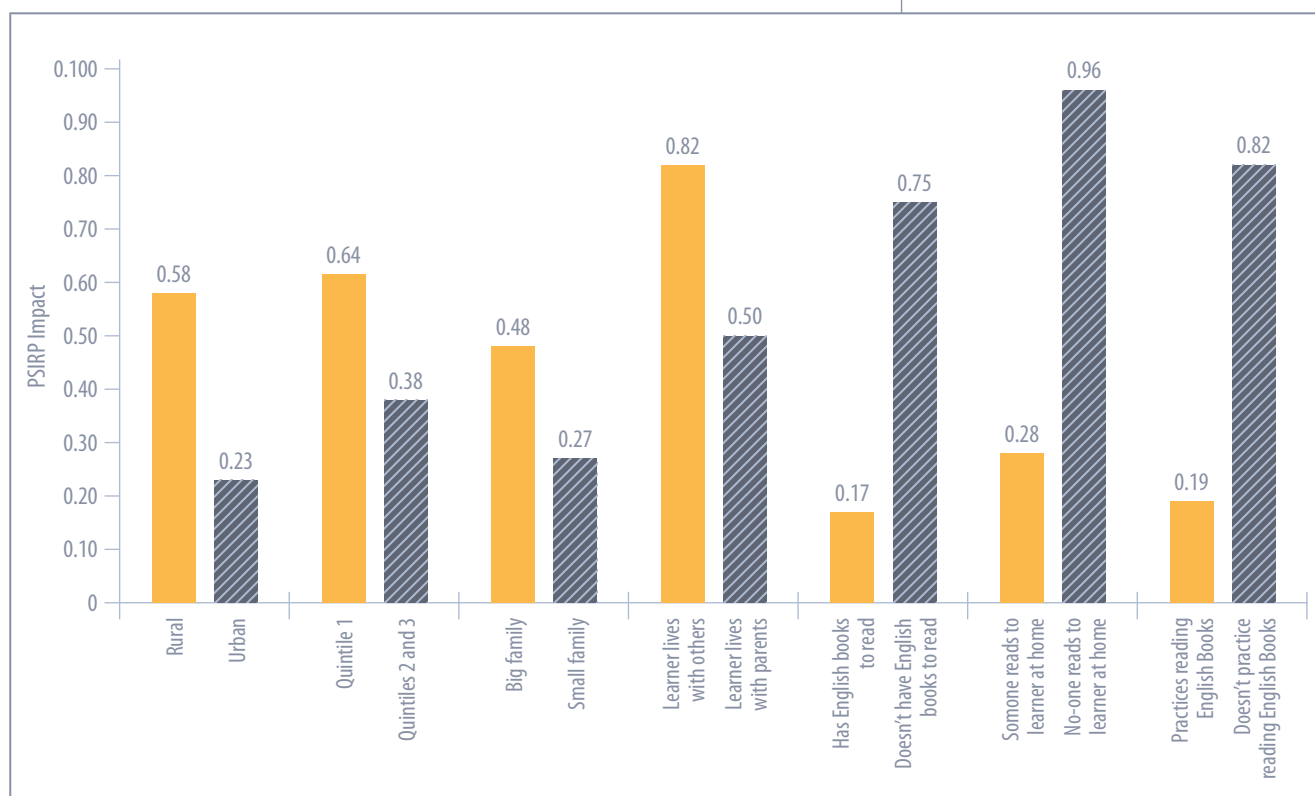
PSRIP SCHOOLS OUTPERFORM CONTROL SCHOOLS



Learners' scores for intervention types

- Learners in PSRIP high dosage schools achieved higher scores only in high order reading tasks, i.e. oral reading and comprehension skills

READING INTERVENTION BENEFITS THE POOR



- The effect size of the PSIRP was bigger among learners in rural schools and those in quintile 1 locations. The effect size was also bigger among learners who lived in big families and learners who lived with other people.
- Impacts were bigger for learners who did not have English books to read at home, learners who had no one to read English books to them and those who did not practice reading English books at home.
- This indicates that the PSIRP had bigger positive impacts on the reading skills of learners with relatively higher degrees of social disadvantage than others in the sample.

DID YOU KNOW?

09

Only 30% of schools have libraries, of which 17% are stocked with books.

NEIMIS report January 2018



THE BOOK IS A BRIDGE BETWEEN GENERATIONS AND ACROSS CULTURES. IT IS A FORCE FOR CREATING AND SHARING WISDOM AND KNOWLEDGE. A WINDOW ONTO OUR INNER LIVES, BOOKS ARE ALSO THE DOORWAY TO MUTUAL RESPECT AND UNDERSTANDING BETWEEN PEOPLE, ACROSS ALL BOUNDARIES AND DIFFERENCES. COMING IN ALL FORMS, BOOKS EMBODY THE DIVERSITY OF HUMAN INGENUITY, GIVING SHAPE TO THE WEALTH OF HUMAN EXPERIENCE, EXPRESSING THE SEARCH FOR MEANING AND EXPRESSION THAT ALL WOMEN AND MEN SHARE, THAT DRIVE ALL SOCIETIES FORWARD.

World Book Day Message for 2016

The collective efforts of all stakeholders and beneficiaries have resulted in some significant impact:



74.5% OF TEACHERS USED THE APPROPRIATE PACE



65% OF THE EDUCATION DISTRICTS HAVE BEEN REACHED (FOUNDATION PHASE)

68% OF THE NATIONAL COHORT OF FOUNDATION PHASE SUBJECT ADVISORS HAVE BEEN UPSKILLED



SUBJECT ADVISORS UNDERSTANDING OF CAPS IMPROVED BY 24%



LEARNER RESULTS HAVE IMPROVED



3.7%

Understanding letters sounds



9.2%

Recognising familiar words



12.5%

Oral reading



0.4%

Comprehension

LEARNER SCORES IN LANGUAGE SKILLS WERE HIGHER THAN THE NATIONAL BENCHMARK



1. The PSRIP has tested and proven a national intervention model which is now available to the system.
2. The intervention is evidence-informed and shows sufficient impact to support it being upscaled.
3. All the teaching resources are available for all provinces to use without restrictions.
4. Read to Lead must be continually reinforced at provincial, district and school level to make reading a priority.
5. Subject advisors, teachers and schools are making progress and should be recognised and celebrated.

TABLE 8: NECT strategic priorities for 2018.

STRATEGIC PRIORITIES FOR 2018	
Promotion of reading	<p>Use SLPs to heighten the following:</p> <ul style="list-style-type: none"> • Increase reading time in and outside classrooms for more practice in decoding; • Make use of longer reading texts than currently used; • Increase time spent and written work in reading comprehension and writing exercises; • Make greater use of English and art across the curriculum, where meaningful; • Promote reading outside the school, for and with parents, through churches and traditional leaders in village meetings; • Work with the DBE and key funders to bolster the Read to Lead Campaign through a programme that increases focus on the complete value-chain for reading improvement.

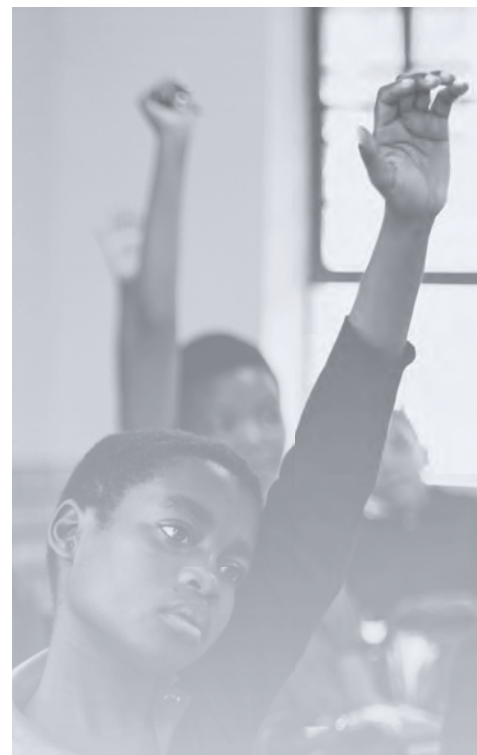


FIGURE 5: The value chain for reading improvement.



EDUCATION IS THE BEDROCK OF SOCIETY AND HAS THE POTENTIAL TO PROVIDE THIS VAST NUMBER OF YOUNG PEOPLE THE OPPORTUNITY TO POSITIVELY CONSTRUCT THEIR SOCIETIES FOR THE BETTER. RAPHAEL SAID THAT EDUCATION IS FREEDOM; FREEDOM TO EXPLORE, CREATE AND INNOVATE.

Edith Esinam Asamani

STRATEGIC PRIORITIES FOR 2018

Curriculum coverage and learning outcomes	<p>Focus on driving two imperatives:</p> <ul style="list-style-type: none"> • Firstly, increasing quantity and quality of teaching with an increase in learning; this requires attention to more effective informal assessment (assessment for learning or AfL), feedback to learners and remediation measures to address learners' lags and gaps; • Secondly, using more questions that develop higher-order cognitive skills (comprehension, analysis, inference and prediction and synthesis) and the Fourth industrial revolution (4IR) metacognitive skills: problem-solving, innovation, creativity, collaboration and teamwork.
Assessment for learning and Integration and 4.IR skills	<ul style="list-style-type: none"> • Use of assessment in daily teaching and formal assessment tasks to diagnose learners' difficulties, provide feedback and follow up with remedial teaching; • Teachers support learners to set quarterly learning targets and measure progress; • Teachers share quarterly assessment results with parents to obtain their assistance, especially for learners at risk. <p>The starting point is that learners and teachers have to have access to ICT services. The next phase is creating confidence (both in the system and in learners' and teachers' usage behavior) when using these services. The third phase will be to make ICT services in the education system "transparent" and integral to the delivery of education by 2030.</p>
Accountability and support – introduced through curriculum management measures	<ul style="list-style-type: none"> • Use of annual subject improvement plans by SMTs; • Use of Planner and Trackers by SMTs to monitor curriculum coverage, once per week; • Use of assessment results by SMTs to monitor learning gains, once per quarter.
Strategies to increase parent and community involvement in education	<ul style="list-style-type: none"> • Test a model to increase greater parent involvement through the use of a set of three additional mini-modules; • Trial the use of <i>village meetings</i> organised through churches and traditional leaders to support the education of learners in their homes.
Stakeholder mobilisation (DSCs)	<ul style="list-style-type: none"> • Establish 10 additional DSCs using district FoP reports to call stakeholder meetings; • Train the 10 DSCs in governance, oversight and mobilisation and conflict resolution.
Union collaboration (SADTU & NAPTOSA projects)	<ul style="list-style-type: none"> • Strengthen the capacity of a core team comprising 12 SADTU provincial education conveners and leaders to deliver PLC modules; • Strengthen the capacity of NAPTOSA leadership (four persons) in project management and monitoring and evaluation using their AfL modules.



FORGING PROVINCIAL COLLABORATION



Mr Themba Kojana, Head of Department, Eastern Cape Department of Education.

The NECT school and district improvement programme come at an opportune time. We have been working on a range of programmes to prepare the conditions for the long-term success of the education in the Eastern Cape. Among those programmes is a rationalisation of schools and restructuring of the districts for greater efficiency and effectiveness. To this end, the districts have been right-sized from 23 to 12; new relevantly qualified district directors have been appointed, and subject advisors are being recruited to ensure that districts have the requisite capacities to drive education improvement in the province.

We are grateful for the evidence established in the OR Tambo Coastal (formerly Libode) and Alfred Nzo West (formerly Mt Frere) districts since 2014, which has created a base for the scaling up of the work across the province.

Our commitment to the provincialisation is expressed in the Memorandum of Understanding (MOU) in which we committed the province to partner with the NECT to roll out a programme that will reach all our 5 500 schools, which make up 23% of our national schooling system.

The presence of the NECT since 2014 is beginning to bear fruit when we consider some of the lead indicators: educator awareness of time on task and evidence of improved curriculum coverage, albeit by a margin of 15.3%, over two years (2015–2017) and the improvement noted in the 2017 NSC results, in which an improvement of 5.7% was recorded over 2016. I am pleased with the six rounds of the quarterly training of up to 14 subject advisors since 2014 on the implementation and management of the national curriculum policy through the use of SLPs.

The Department has benefitted from the Fundamentals of Performance assessment in a third of our districts, which therefore now have a better understanding of their strengths and weaknesses to be remedied through district development plans.

The Structured Learning Programmes have been introduced in all our schools and we have started loading the electronic versions of the programmes onto over 25 000 laptops provided to teachers.

As a department, we will continue to work with the NECT by aligning our provincial and district plans in order to improve school and district management and, importantly, the teaching and learning that occurs in the 55 000 classrooms across the province.



LETSEMA

African families or communities faced with burning challenges get together, lend a hand and address the challenge quickly – this is the practice called Letsema in Sesotho and Tsimma in Xitsonga.

The story of the NECT has been an educational letsema.

DIALOGUE TOWARDS TRANSFORMATION

Since 2012, the Education DialogueSA programme has convened 25 dialogues involving more than 4 000 participants. As one of the eight programmes of the NECT, Education DialogueSA is intended to facilitate engagement between society's social partners and government to ensure a common vision for education. The dialogue is pitched as an open conversation where people share ideas and perspectives, where stakeholders can debate issues and derive alternative solutions and approaches, and where Government is afforded the opportunity to listen to the views and choices of the people as it drives the process of educational development and transformation.

The following are summaries of the year's dialogues that contributed to national discourse and government considerations:

DECOLONISING SOUTH AFRICAN SCHOOLING

This is a topic that has divided opinion and provoked deep-seated emotions among South Africans from all quarters; public, academic and political alike. In the past few years, it has found its most prominent display in the #FEESMUSTFALL and #RHODESMUSTFALL student protests across tertiary academic institutions. The decolonisation movement expanded to secondary schools where it was manifested in the much-publicised protests at Pretoria Girls High on matters of school hair policy and African identity. These events have sparked attempts by academics, journalists and politicians to define what decolonisation means for South Africa. This led the NECT to organise a dialogue to contribute to the understanding of the concept in the schooling space and to explore African insights that can be incorporated into the education of our children.

Three inputs were commissioned to form the basis of the dialogue. These included *Of Sediments And Trails In Decolonizing The Curriculum: A Transformative Response From An African Perspective* by Professor Catherine Odorra-Hoppers (UNISA), *The Decommodification Thesis* by Buyile Matiwane (SASCO) and *Reframing Education and Cultural Policy in Africa* by Professor Muxe Nkondo.

SINCE 2012,
THE EDUCATION
DIALOGUESA
PROGRAMME HAS
CONVENED



25
DIALOGUES



4 000
PARTICIPANTS



IT SHOULD NOW BE OUR INTENTION TO TRY TO RETRIEVE WHAT WE CAN OF OUR PAST. WE SHOULD WRITE OUR OWN HISTORY BOOKS TO PROVE THAT WE DID HAVE A PAST, AND THAT IT WAS A PAST THAT WAS JUST AS WORTH WRITING AND LEARNING ABOUT AS ANY OTHER. WE MUST DO THIS FOR THE SIMPLE REASON THAT A NATION WITHOUT A PAST IS A LOST NATION, AND A PEOPLE WITHOUT A PAST ARE A PEOPLE WITHOUT A SOUL.

President Kgosi Seretse Khama



WHEN EDUCATION DOES NOT MEET THE DEMANDS OF THE REVOLUTION IT LEADS TO SOCIAL PAIN, WHEN IT DOES IT LEADS TO PROSPERITY.

Charles Fadel



Charles Fadel (Center for Curriculum Redesign).



Left to right: Ghalib Galant (SynergyWorks), Duncan Hindle (NECT), Prof Catherine Odorra-Hoppers (UNISA), Enver Surty (Deputy Minister, Basic Education), Godwin Khosa (NECT CEO), Prof Muxe Nkondo, Buyile Matiwane (SASCO) and Prof John Volmink.

The papers painted a portrait of the inequalities and imbalances created in the last 366 years and the consequences thereof as well as the policies today that perpetuate colonial oppressive ideas and how they take shape in the education sector.

In his closing remarks, Professor John Volmink emphasised the importance of recognising indigenous knowledge systems as part and parcel of the decolonisation debate. He stressed the role that these systems must play in transforming the current education model for South Africa and the continent at large, paying due regard to African literacies and knowledge in the development of curriculum.

The DBE is continuing the conversation and has proceeded to reflect on curriculum policy and the programming of schooling.

THINKING FUTURE: TALKING THE FUTURE OF EDUCATION

A highlight of the 2017 DialogueSA programme was a leadership discussion about the future of education in light of the “Fourth Industrial Revolution (4IR)”. Led by international expert Charles Fadel, the discussion considered what a child might need to successfully navigate the 21st Century, and what schools should be doing to prepare children accordingly.

A challenging presentation led to stimulating discussions among participants in relation to the impact of the 4IR on poor schools and learners and how South Africa could bridge the gap and ensure no learner is left behind. Significant attention was given to the new purpose of education, the move to competence-based curricula and the role of artificial intelligence and its value in identifying, analysing and even addressing many of the problems we face.

The dialogue highlighted the need to champion more skills and character building initiatives in education and an introduction of new themes and disciplines such as digital and global literacies, design thinking, robotics and entrepreneurship. Teacher leaders recognised the challenges that come with technology and appealed for better preparation of student teachers, while SGB associations called for better facilities at schools to enable the effective use of ICTs.

The DBE was challenged to review its curriculum in light of the dialogue and assess whether some topics needed to be either prioritised more, added to or taken out. The EdHub is working with DBE and other players to further explore the concept and test it in real situations.

REFLECTION ON SOUTH AFRICAN EDUCATIONAL POLICY

The NECT facilitated a policy dialogue process aimed at reviewing the education policies of the past 20 years. The dialogue was timed to contribute to the policy conference of the ruling party that took place in June 2017.

This extended dialogue was informed by a discussion paper prepared by the Human Science Research Council (HSRC). The paper reflected that after more than 20 years of democracy, education showed many characteristics of a high cost, low performing system and argued that this could not be allowed to continue. Smaller “roundtable” dialogues were then convened around six different aspects of education, with a view to trying to assess what could be done in each area to promote greater equity in and improved quality of education. Focus areas included the curriculum, teachers, rural education, resourcing, leadership and governance, and participants included academics, role-players and stakeholders.

The dialogue series concluded with a policy conference of 300 delegates, at which each of the roundtable reports was further considered and an integrated set of recommendations prepared. Although there was general agreement that the system was probably “policy-heavy”, it was also agreed that certain policies were hindering the achievement of equity and/or quality and needed to be reviewed in the light of experience.



Minister of Basic Education, Angie Motshekga.



Left: Vice President of Education, Veronica Hofmeester.



Middle: Chief Vakele Ndabeni, DSC Chairman, OR Tambo West.

LESSONS LEARNED

The DialogueSA's dialogue programme has continued to attract the attention of leaders in education, in particular, the Minister, Deputy Minister and senior leadership of the DBE as well as other government departments, including the Presidency. The leadership of teacher unions as well as SGB associations have been consistent in their participation. Academia has been well represented and has supported the dialogues with various pieces of commissioned research.

Public participation has also been a critical factor in dialogue participation, and various interest groups have played a role. Discussions have also been webcast to disseminate the debates among a wider audience, and all reports have been published on the NECT website for general use.

DID YOU KNOW?

10

Just since 2008, the numbers of black matriculants qualifying for university admission has roughly doubled from about 60 000 to about 120 000.



Department of Basic Education
- 2016 -

DID YOU KNOW?

11

Progressed Learners Passes

- 1 915 Bachelors
- 8 572 Diploma
- 8 249 Higher certificate
- 1 801 Distinctions in accounting, business studies, economics, mathematics and physical science.

Department of Basic Education

THE CURRENCY OF THE NATIONAL SENIOR CERTIFICATE

Every year, the matric results become a topic of discussion among South Africans from all spheres of life. Much of the commentary on the results reflects a continuing concern about the "currency" of the National Senior Certificate (NSC). Questions about the overall pass rate, the pass requirements and low retention rates have dominated the commentary; critics have also queried the standardisation of marks. Many of these views have raised doubts in the minds of the public about the credibility of the examination and about the value of the qualification.

A new dimension in 2016 was the participation of a cohort of "progressed" learners and how their inclusion may have impacted the results. These were learners who had been failing earlier grades, and were most likely to exit the system, but were allowed to write the NSC with special support measures put in place to assist them.

A dialogue on the currency of the NSC was arranged to confront some of the misconceptions of the surrounding the NSC – in particular, progressed learners and the standardisation process. Inputs were provided by Professor Sarah Gravett who addressed concerns raised by the general public and the media; Umalusi addressed the standardisation process; and the DBE spoke on the NSC as a whole including the issue of progressed learners.

In the main, the dialogue produced clarity regarding the standardisation process, the pass rate requirements and the benefits of the approach to progressed learners. Recommendations made included extending the measures of education quality, particularly at lower levels of the system, and improving communication between Umalusi and the DBE.

PROFESSIONAL COLLABORATION: HOW UNIONS SHOULD WORK WITH THE DBE AND THE NECT

Working relationships initiated with SADTU and NAPTOSA herald a new form of partnership wherein the teacher unions' intellectual capital and capacity to mobilise members (teachers) is combined with the support of the NECT to test solutions that respond to systemic challenges, namely: Innovation in the use of Professional Learning Communities (PLCs); and Assessment for Learning (AFL).

The establishment of school-level PLCs within the SADTU programme aims to provide principals and teachers with a platform to reflect, discuss and address issues facing their schools, while NAPTOSA's 'De-Mystifying Assessment' course provides teachers with a deeper understanding of AFL; both support the effective implementation of the Learning Programmes.

The SADTU project, led by a team of SADTU's National Education Development Committee members, has delivered the introductory PLC module to 688 SMT members in the two targeted districts located in Eastern Cape and Limpopo, with another four modules to follow in 2018. The table below shows the training outputs:

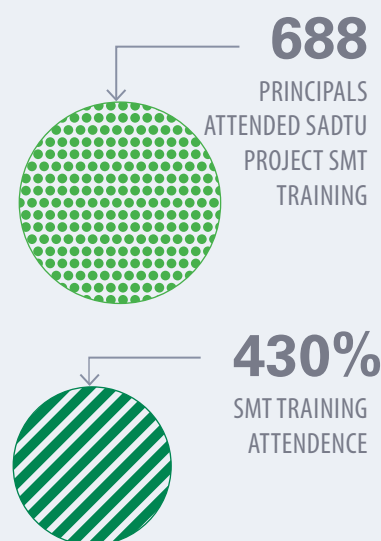
TABLE 9: SADTU SMT training.

DISTRICT	EXPECTED	ACTUAL	%	DOSAGE (HOURS)
Sekhukhune	90	426	473%	5
Butterworth	70	262	374%	5
Total	160	688	430%	5

When the programme commenced, 169 Lead Principals were selected for training by SADTU on the assumption that they would cascade the PLC approach to their peers. As can be seen, a total of 688 principals attended.

“

The establishment of school-level PLCs within the SADTU programme aims to provide principals and teachers with a platform to reflect, discuss and address issues facing their schools.



688

PRINCIPALS
ATTENDED SADTU
PROJECT SMT
TRAINING

430%

SMT TRAINING
ATTENDANCE

59

SCHOOLS REACHED IN 2017
NAPTOSA PROJECT

70

TEACHERS REACHED IN 2017
NAPTOSA PROJECT

260

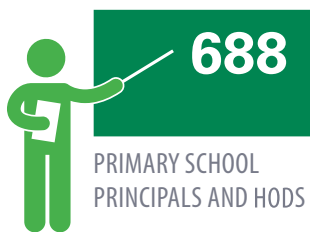
ESTIMATED SCHOOLS
TARGET IN 2018
NAPTOSA PROJECT

554

ESTIMATED TEACHERS
REACH IN 2018
NAPTOSA PROJECT



Due to the overwhelming demand for the modules, the programme has been extended to include all 1 330 principals in Sekhukhune and Butterworth in 2018 and not only the Lead Principals, as initially planned.



688
PRIMARY SCHOOL
PRINCIPALS AND HODS

ATTENDED



3HR

INTRODUCTORY MODULE
ON PLCs

Therefore, leadership from SADTU and the two districts decided to extend the programme to include all 1 330 principals in Greater Sekhukhune and Amathole East in 2018 and not only the Lead Principals as initially planned.

The NAPTOSA project uses six modules on AfL to improve assessment practices in the intermediate phase (IP) and deepen the understanding and use of teachers' assessment knowledge. The project targeted 59 schools in 2017 and reached 70 teachers; a further 211 schools with an estimated reach of 554 teachers will be targeted in 2018. In the first round of training, teachers were trained for 12 hours on all 6 modules.

The immediate outcomes are as follows:

- 95% of IP EFAL teachers claimed that the 12 hours of AfL training increased their understanding of the levels of learning and the use of the classification in constructing valid assessment tasks
- The 688 primary school principals and HODs who attended the three-hour introductory module on PLCs found the discussions led to a working definition and understanding of the concept of a PLC, thereby equipping them to establish PLCs for IP teachers at their schools.
- The SADTU-DBE-NECT programme was launched by the Minister in January 2017 in the Sekhukhune district in Limpopo. During 2017, modules 2 and 3 were developed through consultations with the SADTU structures and leaders who will be trained in 2018.

The following two key lessons are noted from the initiation stage: Firstly, in multi-stakeholder programmes, it is important that stakeholders at all levels, including subject advisors, circuit managers and regional union convenors understand their roles and responsibilities with regards to the monitoring and sustainability of the programmes. Therefore, subject advisers were subsequently brought on board in the NAPTOSA programme. In the SADTU programme, circuit managers are being taken through the training before commencement of the principals' workshops.

Secondly, strong union leadership is pivotal for the dedication and commitment of its members to the programme. Therefore, the SADTU leadership at head office, together with the NECT, has started building the capacity of provincial leadership so that the nine leaders are equipped to gradually lead the training of principals on PLCs.

The effect of these pilot interventions in improving teacher professionalisation will be monitored and reported on in 2018.

TALKING PROFESSIONALISM

Professionalisation holds the key to the growth and development of the teaching fraternity.

In this regard, SADTU, working closely with the NECT and the DBE, is making its contribution by translating the teacher development policy on PLCs to practical socialisation processes to enhance teacher-driven professional competence.

The most sustainable way of improving the capacity of teachers is to involve them in their professional development. Only teachers have a better understanding of the dynamics of teaching. Therefore, we should move towards an arrangement where classroom research and continuous teacher development has to be done in a participatory way.

Professionalising the teacher workforce is everyone's responsibility but none more so than of teachers themselves.

Professional development is one of those critical avenues which the unions have taken the lead in their quest for a professional workforce. The hunger for and enthusiasm with which the teachers are embracing professional development bodes well for the profession. Unions like NAPTOSA see every day how tired teachers are reinvigorated by good professional development courses.

The value of closer union collaboration with the DBE and NECT has seen the scope and reach of professional development increase tenfold. The individual, group and sector benefits have been enormous. The challenge now is to sustain the momentum.



Mugwena Maluleke, SADTU General Secretary



Basil Manuel – NAPTOSA Executive Director



A NEW DESIGN FOR LIFE SKILLS TEACHING



The Life Orientation project required quick turnaround times and the involvement of over 30 stakeholders made up of development and social investment Funders and technical experts. The NECT was the most relevant platform to quickly bring these players together. It was easy to set up the financial management and recruitment systems as well as conducive working arrangements for the team. In this way, we are confident of meeting the tight deadlines involved in the project. We aim to produce a set of nine textbooks by March 2019. The governance and management systems set up in the NECT enabled us to create the confidence from funding partners thus securing their commitment to crowd-fund over R30 million.

DR PATRICIA WATSON
CHIEF DIRECTOR SOCIAL INCLUSION AND PARTNERSHIPS IN
EDUCATION DEPARTMENT OF BASIC EDUCATION

RAISED
R 35.5 MILLION
FROM FIVE
FUNDING PARTNERS



The DBE is working with the NECT to develop open source Life Orientation textbooks for Grades 4 to 12 as part of its mandate to strengthen the implementation of the Care and Support for Teaching and Learning (CSTL) programme.

The role of the NECT is to receive and manage the utilisation of the private sector funding which is being used to drive the work. Since the start of the programme in 2016, the partnership has:

- Raised R 35.5 million from five funding partners;
- Engaged over 30 experts and subject specialists from a wide range of fields;
- Set up a multi-stakeholder steering committee chaired by Advocate Mohamed Ameerma from the Human Rights Commission.

The new textbooks recognize that if managed properly, Life Orientation could assist in better supporting the implementation of CAPS and be used as a vehicle to promote social cohesion, 21st century skills and occupational opportunities. The new textbooks aim to address these issues though:

- Making the content and design stimulating and engaging for learners;
- Developing creative and critical thinking skills through all content areas and grades;
- Infusing study skills through all grades to facilitate the learning process;
- Reflecting a variety of careers and sustainable livelihoods across all grades.

The project aims to develop nine textbooks for Grades 4–12 by the end of March 2019.



This project is yet another demonstration of how partners can set up a Letsema to achieve quick and significant results.

AGENTS OF CHANGE

Behind the design, testing and rollout of the evidence-based interventions that have now reached close to two-thirds of the national schooling system, is a team of over 156 practitioners and specialists that has been mobilised by the NECT over the past four years. The team, located in eight sites across five provinces is organised around a manifesto, "I am an agent of change" engaged to mobilise society and capacitate the state. Team members, who are drawn from all walks of life and all ages, engage in continuous daily conversations with schools and officials to effect change.



The NECT's team is drawn from all walks of life covering all ages.



NECT Summer School 2017.

THE LIFE ORIENTATION
PARTNERSHIP HAS ENGAGED OVER

30

EXPERTS AND SUBJECT SPECIALISTS
FROM A WIDE RANGE OF FIELDS



“

The team, located in eight sites across five provinces is organised around a manifesto, "I am an agent of change" engaged to mobilise society and capacitate the state.

ACTIVE CITIZENRY BEING REALISED THROUGH DISTRICT STEERING COMMITTEES

One of the intervention programmes of the NECT is the establishment of an active citizenry programme in the form of District Steering Committees (DSCs). The aim of establishing DSCs is to bring together different community stakeholders – traditional leadership, local business, teachers’ unions, school governing body associations and youth structures – to play an active role in education improvement within their communities. The three focus areas of DSCs are social mobilisation; governance and special projects; and oversight and support to districts. Quality Learning & Teaching Campaign (QLTC) officials at district level form part of the DSCs for alignment, integration and efficiency. DSCs currently exist in the eight NECT trial districts and have played an active role in addressing issues to improve education in those districts. Ten more DSCs are to be established across the three priority provinces in 2018.

ESTABLISHED IN 2014

1. Waterberg
2. Vhembe
3. Pinetown
4. Bojanala
5. Alfred Nzo West
6. King Cetshwayo
7. OR Tambo Coastal
8. Bohlabela

PLANNED FOR 2018

9. Sekhukhune
10. Mopani
11. Umlazi
12. Amajuba
13. Illembe
14. Buffalo City Municipality
15. Amatole East
16. Amatole West
17. Dr Ruth Segomotsi Mompati
18. Capricorn

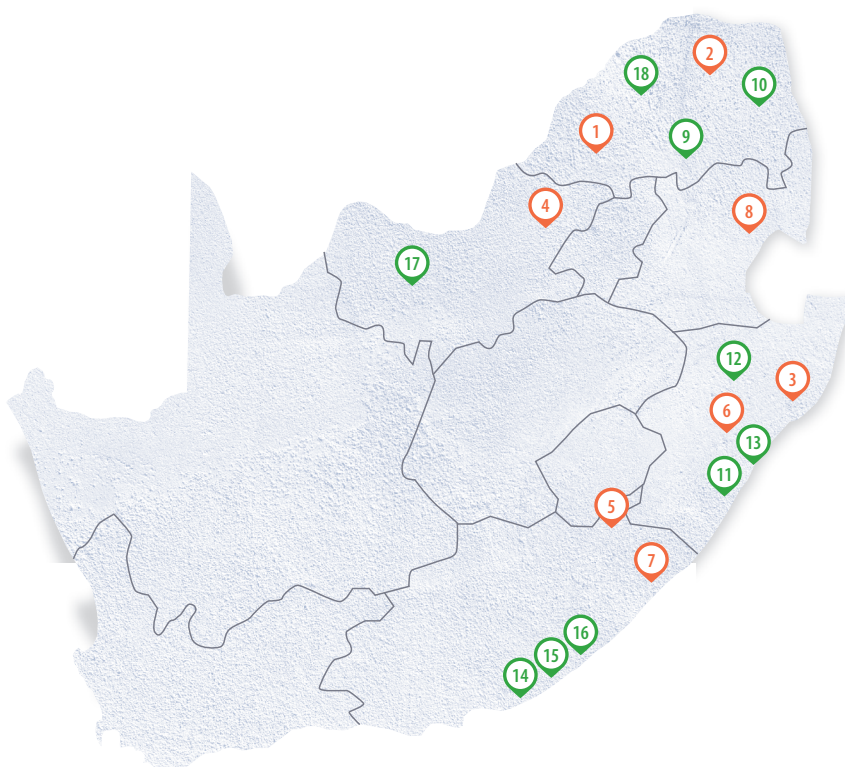


FIGURE 7: Distribution of established and planned DSCs.

TABLE 10: Year-on-Year change in the number of DSC stakeholder meetings and attendance.

DISTRICT STEERING COMMITTEES	2016 ACHIEVEMENTS	2017 ACHIEVEMENTS	Y-O-Y CHANGE
No. of Meetings held with >60% attendance	32	43	5%
No. of meetings held with stakeholders	32	12	-63%

DISTRICT STEERING COMMITTEES: AN AVENUE FOR STRENGTHENING THE QUALITY LEARNING AND TEACHING CAMPAIGNS

The DSCs showed their value in mobilising stakeholders in various ways in 2017 and continued to assist in the Vuwani crisis (Vhembe). They supported efforts to create a culture of reading by holding a community-led dialogue on reading (Libode) and stepping in to provide support when needed with union interruptions (Bohlabela), showing once again the importance of public engagement in education at district level.

Having learnt from the experiences of DSCs, the NECT and QLTC have embarked on a journey to design an integrated public engagement structure. The process has begun with a NECT/QLTC workshop, a radical design process session and a research paper into a successful public engagement structure in the Ivory Park township (Johannesburg East). The structure is still in its design phase, with the NECT and QLTC working closely together in the DSC programme in the interim.

In 2018, work will be done towards establishing multi-stakeholder Provincial Steering Committees focused on supporting the improvement of education.



FIGURE 6: Proposed characteristics of an integrated public engagement structure.

OR TAMBO COASTAL (FORMERLY LIBODE) READING DIALOGUE

Libode DSC hosted a reading dialogue in October 2017. The event was attended by 215 attendees; education officials, traditional leadership, teacher unions and the South African Council of Churches. The encouragement of reading by parents to children and parents to children and the involvement of traditional, local and religious leaders in the promotion of reading were the key objectives. Pledges of support for the initiative were made by labour, municipal, religious and traditional leadership.

BENEFICIARY OPINION



I BELIEVE IN THE IMPORTANCE OF THE TRIANGULAR INTERACTION BETWEEN TEACHERS, LEARNERS AND PARENTS. WHERE PARENTS ARE ACTIVE, A SCHOOL HAS BETTER DISCIPLINE AND BETTER LEARNER CONDUCT.

Gustaph Mompei



Gustaph Mompei, DSC Chairman, Bojanala

PROMOTING ACTIVE CITIZENRY AND COMMUNITY LEADERSHIP

Why did you accept the position of chairperson of the District Steering Committee?

I have a passion and love for the provision of quality education and believe that the DSC is a platform to assist in this drive and belief.

What have been the key issues of focus for the DSC?

The focus of the DSC has been to develop and build collaboration between all relevant stakeholders who are involved or are interested in curriculum and quality delivery in schools. There is also a growing synergy between the NECT programmes and others in the district and the DSC has assisted in strengthening this alignment. However, the DSC members are not good at taking back to their constituencies what is happening at the DSC and sharing this in order to advocate for change. It is an area of weakness to be worked on.

What are your thoughts on the importance of active citizenry in schools; the role of parents and guardians in promoting learning and a conducive learning environment?

I believe in the importance of the triangular interaction between teachers, learners and parents. Where parents are active, a school has better discipline and better learner conduct.

continued...

How, if at all, has the DSC held education officials, local and traditional leadership, school management and parents accountable?

In the schools under the NECT, there are more effective SGBs as they are aware of what is needed and what is happening. The NECT coaches have been involved with training and informing SGBs; this active participation has ensured better accountability at all levels. I have visited three Fresh Start Schools and have seen change because of the NECT programme. This has been discussed at DSC meetings.

Traditional Leaders have become less involved in the DSC over time, and new leadership should be identified. This is because the Bojanala area is predominately urban, and so traditional leaders are not that visible in everyday actions.

What are your plans for the DSC in the future and what do you believe still needs to be done to promote an active citizenry, better teaching and learning and better performing schools in Bojanala?

Our plan is to reorganise the DSC into a more regulated body, as is seen in the QLTC and ensure the structure matches with others in the department; to create awareness about what the DSC can and will do; set targets and plan how the DSC can achieve these; and motivate for an Education Festival (one or two per year) where open and honest dialogue happens that critiques what is happening in schools.



NECT DSC Chairpersons and NECT staff at The National DSC Chairpersons meeting, July 2017.



NO ONE CAN WHISTLE A SYMPHONY. IT TAKES A WHOLE ORCHESTRA TO PLAY IT.

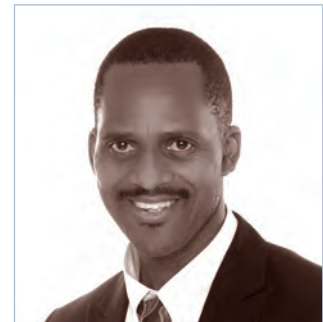
H.E. Luccock



DSC CHAIRPERSONS



*Dr Richard Ngomane
Bohlabela*



*Nkosi Vakele Ndabeni
OR Tambo Coastal (formerly Libode)*



*Mr Samuel Zungu
King Cetshwayo (formerly uThungulu)*



*King Thandisizwe Diko
Alfred Nzo West (formerly Mt Frere)*



*Mr Mogotsi Gustaph Mompei
Bojanala*



*Mr Mbusi Dlamini
Pinetown*



*Mr John Dombo
Waterberg*



*Judge Joseph Raulinga
Vhembe*



AS A PEOPLE, WE KNOW THAT NO COMMUNITY IS COMPLETE WITHOUT THE OTHER. NO SOCIETY IS COMPLETE IN ITSELF. THE OTHER OPENS US, ENLARGES US; WITHOUT THE OTHERNESS OF THE OTHER, THE SELF IS INCOMPLETE AND EVEN VULNERABLE. WHAT IS TRUE OF SOCIETY IS TRUE OF KNOWLEDGE.

Professor Shiv Visvanathan



CAPACITATING THE STATE

Technology driven management systems and classroom based innovations enable teaching and learning for the Fourth Industrial Revolution.

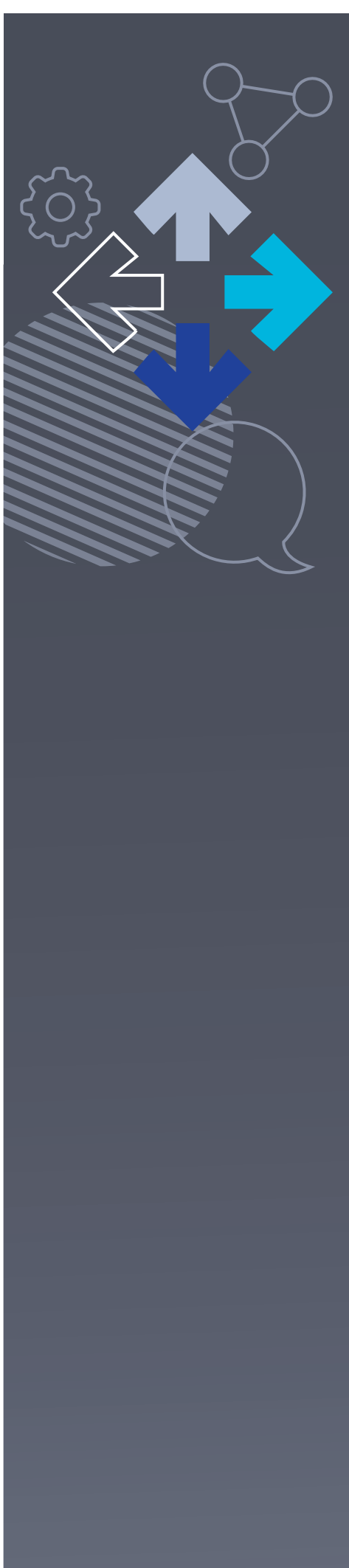
The following section outlines the development of a draft ICT strategy designed to enable the Department of Basic Education and the education sector to anchor the delivery and realisation of the objectives and goals as envisaged in the 2004 White Paper and Operation Phakisa.

The strategy adopts an approach that is simple and coherent in its implementation and improvements, thereby assisting the DBE, provinces and schools to collect, store and analyse data for decision making.



OUR PROSPERITY AS A NATION DEPENDS ON OUR ABILITY TO TAKE FULL ADVANTAGE OF RAPID TECHNOLOGICAL CHANGE. THIS MEANS THAT WE URGENTLY NEED TO DEVELOP OUR CAPABILITIES IN THE AREAS OF SCIENCE, TECHNOLOGY AND INNOVATION.

President Cyril Ramaphosa
SONA 2018



ICT STRATEGY IN EXECUTION

APPROACH TO THE STRATEGY

Informed by Larry Bossidy and Ram Charan, the NECT and the DBE adopted an approach that sees strategy as a “systemic way of exposing reality and acting on it”, rather than an extensive write-up of wishes. The approach is based on the strong view that policy differs from strategy in that the former expresses principles and statements of intention, whilst the latter is about sound combination of capacity (people and operations) and a step-by-step plan to achieve the intended goals.

The strategy development process supported by the NECT adheres to the intentions of the DBE in the use of ICT in the education space as documented in White Paper 7 of 2004: *e-Education: Transforming Learning and Teaching through Information and Communication Technologies (ICTs)* and Operation Phakisa, government’s programme to implement the fast-track delivery of the NDP and which facilitated widespread consultations regarding the deployment of ICT for this purpose.

ACHIEVEMENTS

The NECT engaged an external consultant to draft an ICT strategy that would enable the DBE and the education sector as a whole to anchor the delivery and realisation of the objectives and goals as envisaged in the 2004 White Paper and Operation Phakisa. The process included reviewing relevant documents and broad consultation with the DBE and a sample of five provinces. The output, shared with and supported by the ICT Advisory Council and the Director General, served as input into the DBE’s Education Lekgotla in January 2018.

PROGRESS HIGHLIGHTS

- A framework has been developed for the ICT strategy and was presented to and gained the support of the ICT Advisory Council and other forums of the DBE as well as interested stakeholders. A first draft of the strategy document has been produced and is receiving attention within the DBE and NECT before it is released as a public document.
- The strategy puts forward a simple and coherent approach to tackling ICT implementation and improvement in the education sector and proposes new principles of collaboration between the DBE and the provinces and among the provinces to drive a national implementation agenda. The new understanding is encapsulated in the diagram and notes below.

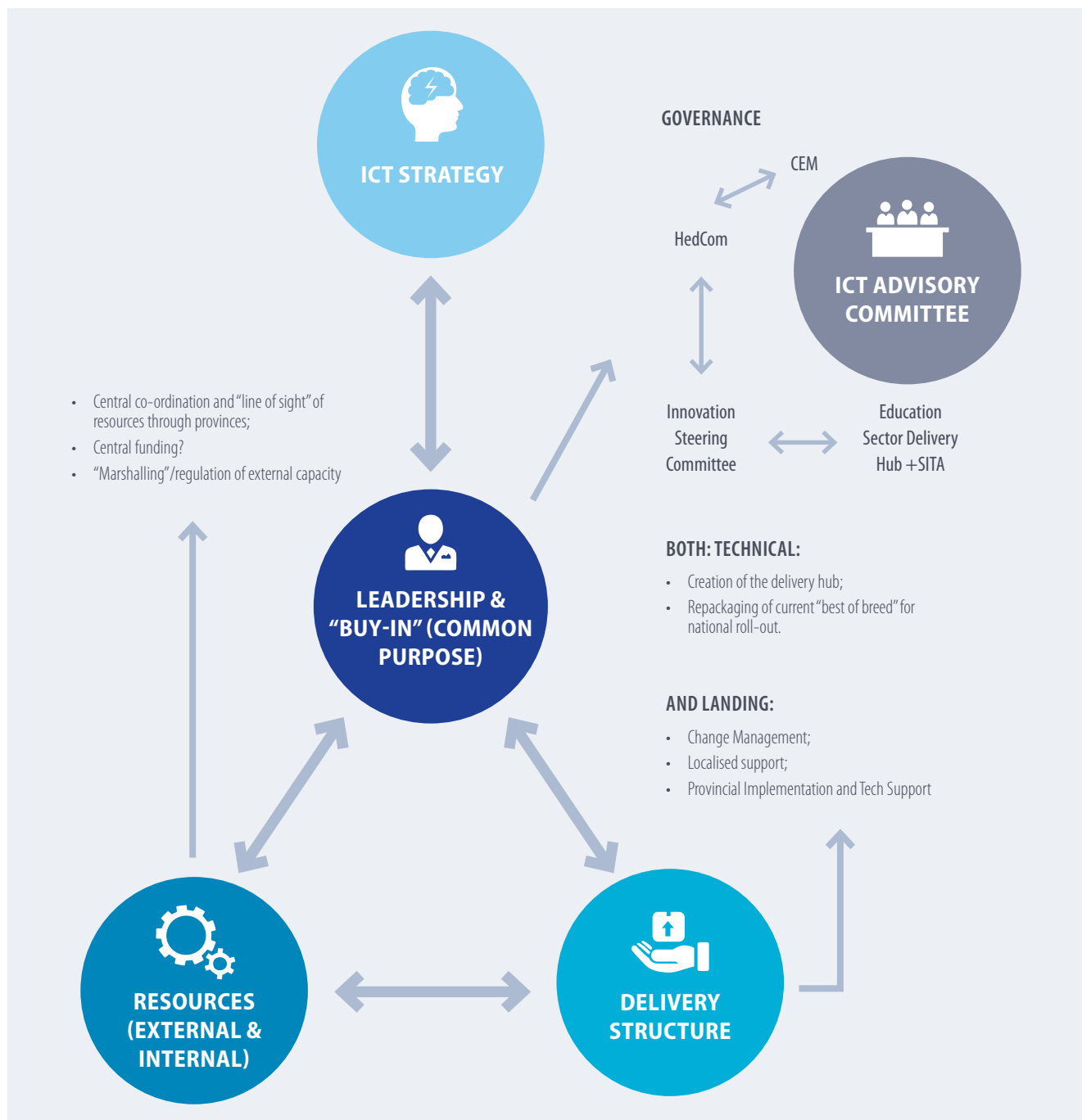
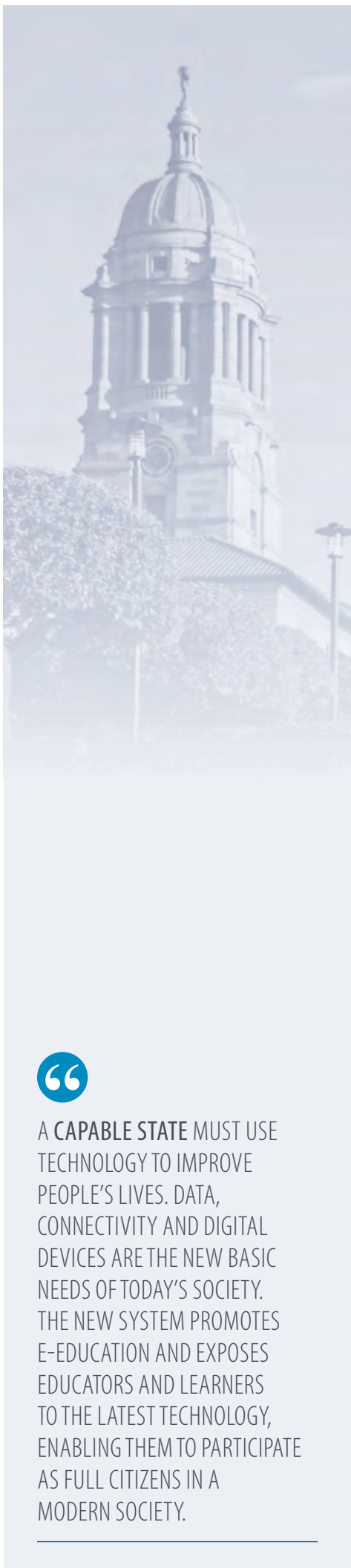


FIGURE 8: Approach to ICT implementation and improvement.

The strategy emphasises the need to provide three inputs into its implementation:

1. Appropriate ICT **governance structures** that a) Ensure appropriate leadership, planning and decision-making for the entire sector (DBE, provinces and schools) and the support institutions (governmental and private) involved, and b) Support project management and IT service management through effective management of contracts;
2. Adoption of a **common purpose/agenda** for the management and oversight of a national set of initiatives that will be supported by the DBE and the provinces;



A CAPABLE STATE MUST USE TECHNOLOGY TO IMPROVE PEOPLE'S LIVES. DATA, CONNECTIVITY AND DIGITAL DEVICES ARE THE NEW BASIC NEEDS OF TODAY'S SOCIETY. THE NEW SYSTEM PROMOTES E-EDUCATION AND EXPOSES EDUCATORS AND LEARNERS TO THE LATEST TECHNOLOGY, ENABLING THEM TO PARTICIPATE AS FULL CITIZENS IN A MODERN SOCIETY.

3. Enabling **capacity and capabilities** to ensure that agreed and approved ICT initiatives are delivered to plan and within budget. These include:
 - **A national Project Management Office (PMO)** which will be supported by project management in the provinces; the PMO will support financial planning for project funding and tracking of spend and assume responsibility for tracking of project plans and project portfolio management.
 - **IT Services Management (ITSM)** which ensures continuity and sustainability of the systems;
 - **Data warehouse and analytics function** that optimally supports both project management and ICT operations.

The NECT is continuing to work with the DBE to plan the rollout of key aspects of the strategy as outlined above. The project to modernise the SA-SAMS, presented below, is part of the implementation of the functional school management and data warehousing and analytics components.

THE MODERNISED SCHOOL ADMINISTRATION SYSTEM

BOOSTING RESOURCE ALLOCATION, CURRICULUM DELIVERY AND MANAGEMENT OF SCHOOLS

Following background research into the improvement of the school administration system, the NECT facilitated the development of a Concept of Operations and User Requirement Specification for the modernisation of SA-SAMS. FREF and Zenex Foundation provided funding for the initiative and the plan to modernise SA-SAMS by the first quarter of 2017 was adopted by the DBE.

During the second and the third quarters of 2017, the following was achieved:

- Funding worth R100m (DBE confirmed R40m and the private sector – Michael and Susan Dell Foundation, FirstRand Empowerment Foundation and the ELMA Foundation – committed an additional R60m) was confirmed for the development of a school administration and management system including rollout of the pilot in the North West and Free State provincial educational departments and a packaged solution delivered to the DBE for national rollout. The Zenex Foundation has expressed interest in funding implementation in the remaining seven provinces.
- The SA-SAMS project steering committee (PSC) was established with its terms of reference being to ensure that the project is governed responsibly during its lifecycle.

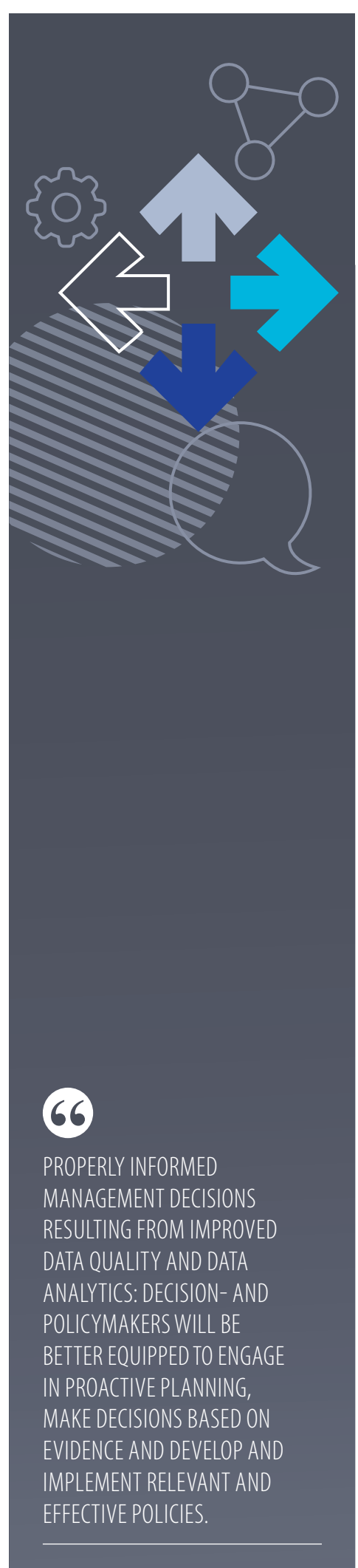
- The DBE convinced the SITA to enter into a partnership with itself and the NECT in which the SITA's role will be limited to procurement and hosting the solution after it has been built and implemented. The SITA is actively assisting the SA-SAMS project with the procurement process and is a participant in the SA-SAMS PSC.
- The PMO has been set up and the project executive, a senior business analyst, an enterprise architect and support staff appointed. The team has developed the methodology (process, procedures and documents) to implement the SA-SAMS modernisation project.
- The Request for Bids (RFB) has been crafted and was approved by the DBE's procurement structures and passed on to the SITA, who must publish in the second quarter of 2018. It is anticipated that the appointed vendor will begin work in May 2018.

The new SA-SAMS will streamline school administration and simplify management processes and functions, **allowing for more teaching and learning time** and better access to and analysis of information. The SA-SAMS Modernisation programme has so far succeeded in defining clear requirements for the acquisition of a system that will enable the basic education fraternity to obtain accurate data from the system and accomplish the following:

- Timely and efficient procurement and allocation of learning and teaching support material;
- Effective management and proactive maintenance of school infrastructure;
- Improved and automated processes for the provision of school nutrition and transportation services, in line with the needs of a developmental state;
- Seamless and comprehensive curriculum coverage reporting which will directly benefit the learner and the educator, thus improving the quality of education;
- The use of inter-governmental information, e.g., information on children receiving social grants, to help government align its plans, thus increasing its positive impact on citizens at large and improving economic planning.

Properly informed management decisions resulting from improved data quality and data analytics will lead to decision and policymakers being better equipped to engage in proactive planning, make decisions based on evidence and develop and implement relevant and effective policies.

The DBE has selected the Free State and North West provinces as the pilot sites for the rollout of the modernised SA-SAMS solution. Taking into consideration that the rollout covers only 20% of the national users, the project has adopted an inclusive design and testing approach to the finalisation of the solution.



PROPERLY INFORMED MANAGEMENT DECISIONS RESULTING FROM IMPROVED DATA QUALITY AND DATA ANALYTICS: DECISION- AND POLICYMAKERS WILL BE BETTER EQUIPPED TO ENGAGE IN PROACTIVE PLANNING, MAKE DECISIONS BASED ON EVIDENCE AND DEVELOP AND IMPLEMENT RELEVANT AND EFFECTIVE POLICIES.

This means that a maximum of eighteen members representing nine provinces will be in each of the following user groups that will guide the solution's development:

- Educators;
- School and district administrators;
- Principals;
- SGBs;
- District , provincial and national managers.

To enable the DBE to rapidly rollout the solution during the pilot and nationally thereafter, a rollout toolkit (templatised) will be developed, tested and implemented during the pilot. This will allow any principal, district manager or provincial manager to follow a specific process for the rollout of SA-SAMS in their areas. This rollout toolkit will be handed over to the DBE for post-pilot rollout to the remaining seven provinces.

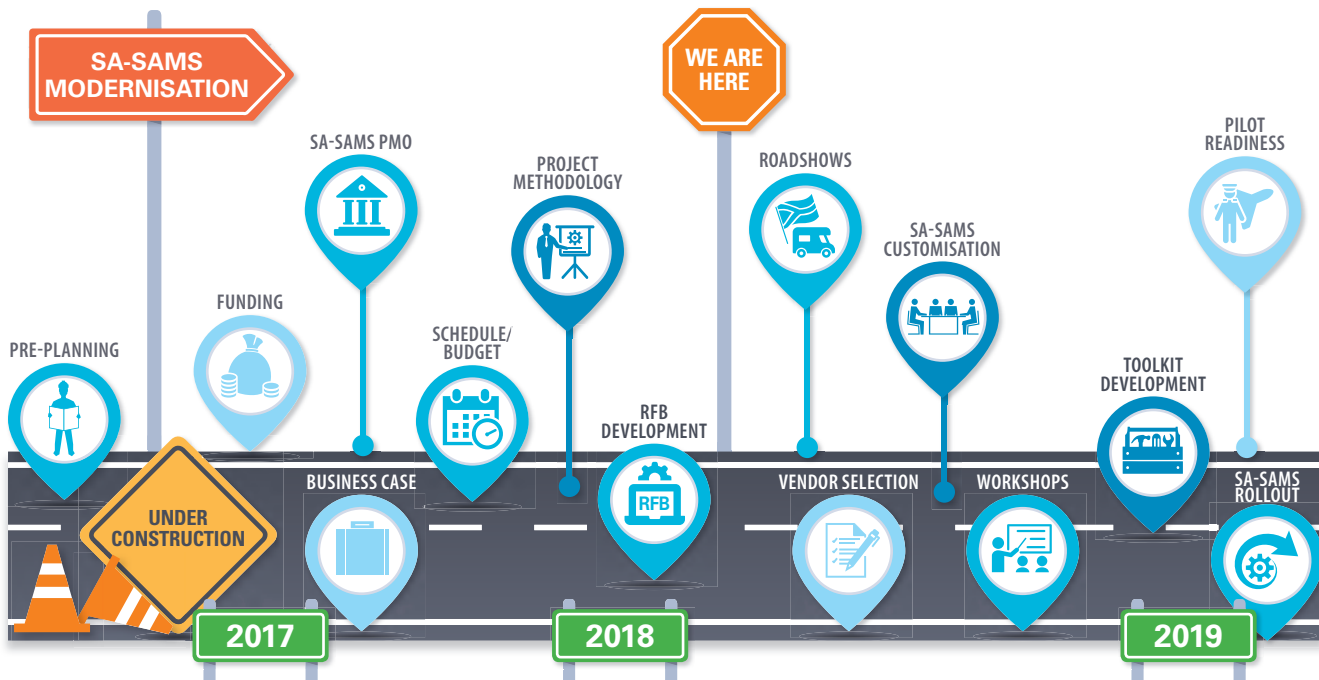


FIGURE 9: Road map to SA-SAMS modernisation.

Over the next twelve months, the focus will be primarily on the following two areas:

- **Solution acquisition and development** – The actual acquisition of a solution and the onboarding of a vendor through a State Information Technology Agency-led procurement process will be the focus in the first quarter of 2018. Implementing the baseline solution, followed by the design, development and testing of the modernised SA-SAMS will consume the remaining part of the year.
- **Pilot Readiness** – The second key focus area will be the change management and communication activities in the two pilot sites as well as preparation to ensure each school in the pilot sites is technology-ready for the new system.

INNOVATION INCUBATOR – EDHUB

THE EDHUB EXISTS TO DESIGN AND DRIVE 21ST CENTURY TEACHING AND LEARNING

The EdHub’s work focuses on experimenting with education innovation in two streams:

- **Single intervention approach:** *The Ed-Innovation Portfolio* provides support to a portfolio of selected innovative education solutions that challenge the boundaries of current educational provision, whether in technology, teaching methods or learning practices. This component of the EdHub encourages practical steps toward creating the future of learning.
- **Ecosystem approach:** *The 21st Century Schools Sandbox* involves setting up laboratory schools, enabling various aspects of 21st Century Schooling (C21st) to be introduced and tested in a single ecosystem. The Sandbox initiative is about seeking out and experimenting with relevant approaches to education that respond to the needs and drivers of the fourth or even the fifth industrial revolution. The vision is to collect solid evidence on what ‘the future of schooling’ could look like and ultimately to influence local policy via evidence-based proposals, with a view to system-wide mainstreaming.

AN UPDATE ON 21ST CENTURY SANDBOX:

Preparatory work for the C21st schools initiative has been underway since the second half of 2017, with the project commencing officially in March 2018. The preparatory work includes liaison with experts and practitioners from across the world who have either implemented similar programmes or who are involved in similar projects still in the consultation phase. Edhub has also drawn on global insights from two relevant symposia, the first organised by the Global Education Leadership Programme (GELP) and hosted by the Harvard University Faculty of Education and the second organised by an innovation network in Russia. EdHub also hosted a local seminar led by the United States-based Charles Fadel, a curriculum redesign specialist with a futuristic outlook. Sandbox preparation and design will continue for the remainder of 2018, with piloting in schools commencing in January 2019.

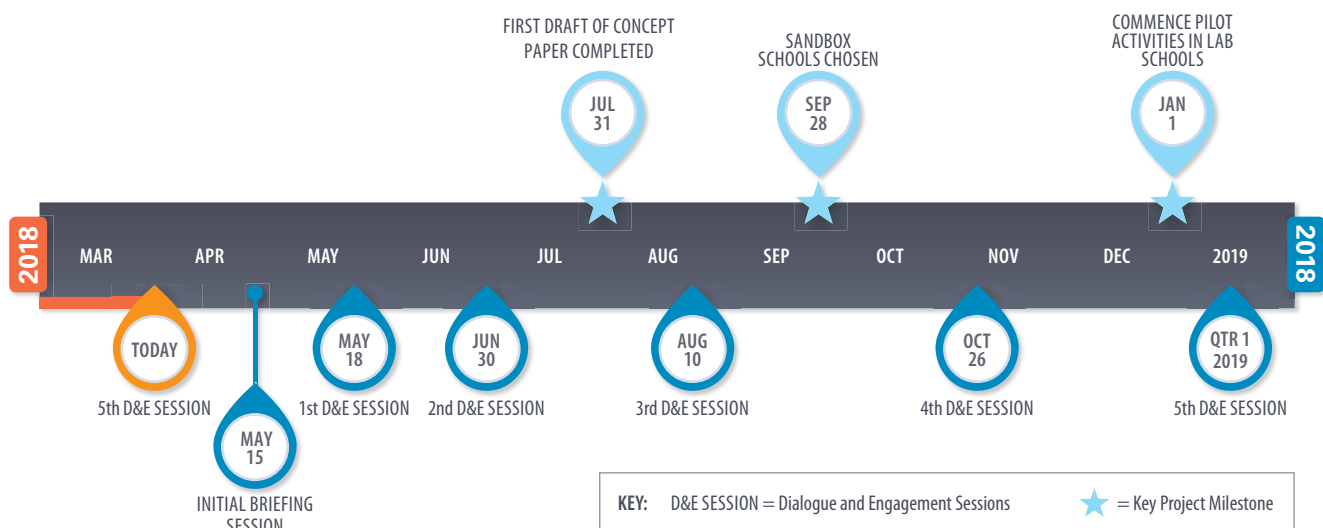


FIGURE 10: Project time line for 21st century sandbox initiative.

**21ST CENTURY
SANDBOX
SCHOOL RESEARCH
QUESTIONS AND
CONSIDERATIONS**

CONTEXTUAL CONSIDERATIONS

- What are the driving forces globally and nationally that are adding momentum to the integration of C21st teaching and learning practices into our education system?
- What are the opportunities and gaps in the current SA curriculum for C21st education?
- How can we leverage current knowledge and skills to support the transition to 21st Century teaching and learning?
- What can we learn and keep from existing education practices?

PROCESS CONSIDERATIONS

- Which schools are ready for C21st teaching and learning practices? What is the criteria used to determine this?
- Which transition models would be best suited to these schools? What are the conditions for success?
- How many schools should form part of the Sandbox group and how are the models set up in each school across classrooms and grades?
- Where should these schools be located?
- How can we best manage evidence-building and mainstreaming of the Sandbox ideas?
- What are the emerging models for introducing C21st learning and teaching?

CONCEPTUAL CONSIDERATIONS

- What is the purpose of education? What role should schools' and teachers play in its delivery?
- What is the role of schools within their communities (and vice versa)?
- What is the relationship between Critical Foundational Skills and these C21st competencies?
- How can we best rationalise learning time to allow for the incorporation of new themes, skills, etc in the timetable?

AN UPDATE ON THE ED-INNOVATION PORTFOLIO

In 2017, the EdHub launched its Ed-Innovation Portfolio – A portfolio of innovative educational initiatives whose interventions hold potential to shape the future of teaching and learning practices in the classroom (and out of it!). After an extensive selection and evaluation process (with over 80 applicants), the portfolio has taken off with its first cohort of ed-innovators, each of whom are piloting their solutions in schools in 2018.

These innovators seek to develop critical, cross-subject skills such as critical thinking, creativity, communication, collaboration and problem-solving. The EdHub's mission is to support this portfolio of innovators in proving (or disproving) their case for scale, through the collection of valid, independently reviewed evidence. The innovator pilots will be implemented in KwaZulu-Natal and Gauteng across a total of 35 schools.



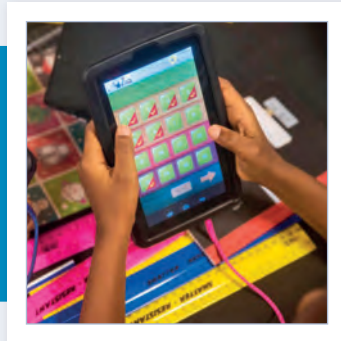
INNOVATION IS A LONG, DRAWN-OUT PROCESS INVOLVING THE DISCOVERY OF AN INSIGHT, THE ENGINEERING OF A SOLUTION AND THEN THE TRANSFORMATION OF A FIELD.

Greg Satell

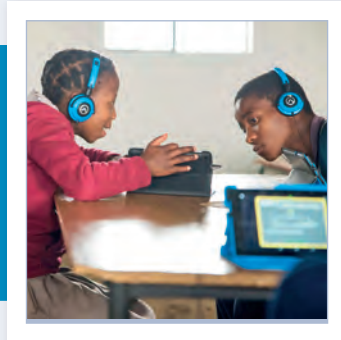
CRSP dsqn have created low-cost, modular educational robotic toy (LCERT) electronic kits for schools, with the vision of bringing affordable robotics and coding into every South African classroom.



School in a Box (SiB) has made it their mission to seamlessly integrate tablet-based learning into classrooms. As the name suggests, SiB delivers a complete hardware and connectivity solution to schools in a transportable box, with a focus on being 'plug & play'.



Syafunda Digital Libraries delivers Mathematics and Science content via their technology platform, with the aim of both improving Mathematics and Science grades through localised, curated content and enhancing the digital teaching and learning experience.



AN EXCITING ADDITION TO THE ED-INNOVATION PORTFOLIO: ENTREPRENEURSHIP IN SCHOOLS

At its Lekogtla in February 2018, the DBE launched the Entrepreneurship in Schools (EiS) Sector Plan in collaboration with the EdHub, the Human Resource Development Council of South Africa and the CIDA-Maharishi Institute. The EdHub forms part of the EiS Steering Committee driving the strategic rollout of this innovative national initiative.

The EiS initiative is a partnership that aims to develop the requisite skills learners need to study further, start a business or gain employment when exiting the school system so that they successfully might find their way into and contribute to the creation of an inclusive economy. The focus of the EiS initiative is to develop innovative, independent learners who will become highly competent employees and employers.

FUTURE 100: FUTURE LEADERS FOR EDUCATION MANAGEMENT

Through a combination of mentoring, networking and exposure to all levels of the system, the Future100 programme seeks to attract, grow and retain young leaders to fill critical strategic leadership roles in the sector. The NECT holds the view that an engagement of new, non-conventional skills and expertise from within and beyond the traditional education field will enhance the planning for and the utilisation of education investment in South Africa.

The objective of the programme is to develop the mind-set, capabilities, experience and networks of these young professionals in order to prepare them to assume top leadership roles in the education system within five years and have a positive impact on the education system, both at an individual and a community level.

To this end, a structured, 12 to 18-month Fellowship Programme has been established. The programme entails giving Fellows immersive exposure to the challenges and opportunities confronting the education system. They will be challenged to develop meaningful solutions and to apply their newfound insights, skills and knowledge to driving required change.

In November 2017, 18 potential fellows were brought together for a briefing session. Through a facilitated process, they jointly began to wireframe various goals, objectives and activities that the programme would offer. It was also an opportunity for the NECT to interact with the candidates and gain better insights into their leadership abilities and the talent that can be sourced among young professionals trained in different sectors.

The launch of the programme with its first cohort of Fellows will take place in the second quarter of 2018.



Rorisang Tshabalala, CEO of Chapter One Innovation facilitates fellowship introductory session.



THE POWER OF YOUTH IS THE COMMON WEALTH FOR THE ENTIRE WORLD. THE FACES OF YOUNG PEOPLE ARE THE FACES OF OUR PAST, OUR PRESENT AND OUR FUTURE. NO SEGMENT IN THE SOCIETY CAN MATCH WITH THE POWER, IDEALISM, ENTHUSIASM AND COURAGE OF THE YOUNG PEOPLE.

Kailash Satyarthi



FINANCIALS AND FUNDING

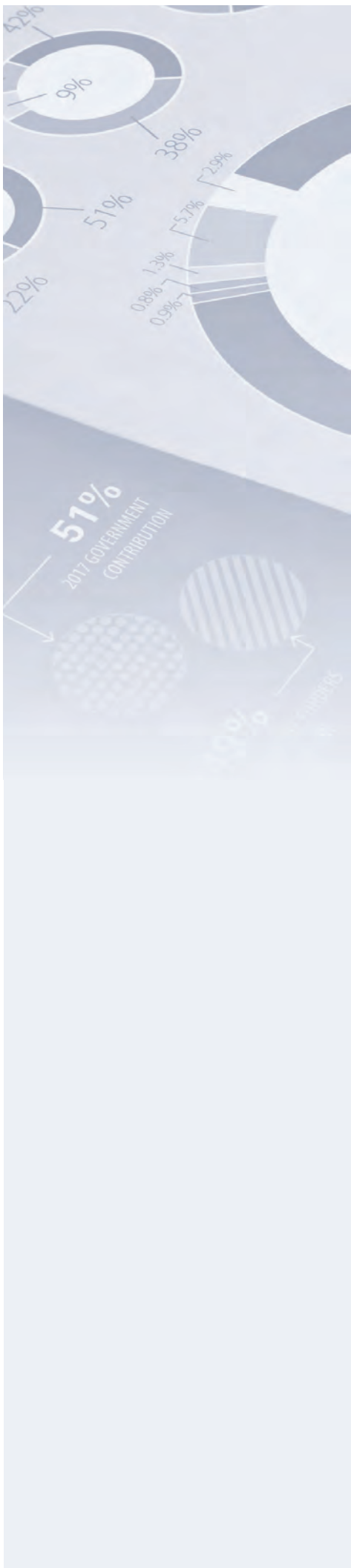
Resourcing a programme that seeks to achieve distinctive, substantial and sustainable improvements in education; equipping the sector with the skills, tools and systems required to improve the education outcomes in South Africa.

The following section details the financial performance of the NECT highlighting the contributions made by the state and development partners to support education reform in South Africa.

“

NO OTHER INVESTMENT YIELDS AS GREAT A RETURN AS THE INVESTMENT IN EDUCATION. AN EDUCATED WORKFORCE IS THE FOUNDATION OF EVERY COMMUNITY AND THE FUTURE OF EVERY ECONOMY.

Brad Henry



PARTNERS' FORUM VISITS

In 2017 the NECT's Partners' Forum representatives paid visits to beneficiary schools in eight districts across four provinces; KwaZulu-Natal, Mpumalanga, Limpopo and the Eastern Cape. As part of their visits, representatives engaged with education officials, school principals, heads of departments and teachers. Representatives were granted access to classrooms and observed the impact made by their contributions. Principals and teachers were invited to attend meetings with representatives of both the NECT and the Partners' Forum to discuss the inroads made in the last year and what could be still be done to assist schools in achieving their goals for improved teacher training, teaching and learning.

To see coverage of the Partners' Forum representatives visit to Bojanala District, visit the NECT's YouTube channel, National Education Collaboration Trust or visit <https://youtu.be/jk0XYhqV7Sc>.



From left to right: Godwin Khosa (CEO), Ms W Makhaye (HOD, St Leo Primary School) and Willem Schutte (Old Mutual Flagship Project).

NECT GOVERNANCE STRUCTURES

NECT PATRONS



President Cyril Ramaphosa
Government and Business



Dr. Phumzile Mlambo-Ngcuka
Civil Society



Bobby Godsell
Business



Dr. James Motlatsi
Labour



“

THE CHILDREN OF ANY NATION ARE ITS FUTURE. A COUNTRY, A MOVEMENT, A PERSON THAT DOES NOT VALUE ITS YOUTH AND CHILDREN DOES NOT DESERVE ITS FUTURE.

Oliver Reginald Tambo

NECT TRUSTEES



Sizwe Nxasana (Chairman)
Business



Minister Angie Motshekga
Government



Basil Manuel
Labour



Futhi Mtoba
Business



Mathanzima Mweli
Government



Nkosana Dolopi
Labour



Mark Lamberti
Business



Prof. Brian Figaji
Civil Society



Godwin Khosa (CEO)
NECT

TABLE 11: Governance and financial management indicators.

	TARGET	ACHIEVED	NOTES
Board	4	4	<ul style="list-style-type: none"> A total of 4 board meeting, 2 EXCOs and 2 Audit and Risk Committee meetings were held Risk registers were completed and signed off at Audit and Risk Committee meetings
EXCO	2	2	
Audit & Risk Committee	2	2	
Risk Registers	2	3	
Total	10	11	

FINANCIAL PERFORMANCE

1. FINANCIAL REVIEW

This section presents an overview of 2017 financial performance of the NECT. The Trust recorded favourable performance in all key indicators including revenue growth, resource allocation and efficiency.

1.1. Abridged statement of comprehensive income and statement of financial position

The Trust raised a total of R275 582 398 from funders in 2017 while expenditure amounted to R265 788 018 in the same period. Surplus, after accounting for interest earned on invested funds and interest expenses, amounted to R13 090 673.

Tables 1 and 2 below presents abridged statement of comprehensive income and statement of financial position as at 31 December 2017.

TABLE 12: Abridged statement of comprehensive income.

	Year ended 31 December 2017	Year ended 31 December 2016
	R	R
INCOME	275 582 398	182 774 681
Government & SETAs	139 973 019	77 051 685
Business	61 507 150	69 204 862
Foundations and Trusts	15 721 879	16 686 907
Labour	705 255	–
Special Projects	56 888 831	19 831 227
Other income	786 264	–
EXPENDITURE	265 788 018	176 612 402
Programme expenses	193 848 487	166 048 995
Special Projects	56 888 831	–
Administration expenses	15 050 701	10 563 407
Operating (deficit)/surplus	9 794 380	6 162 279
	3 296 293	354 954
Finance income	3 302 725	750 988
Finance cost	(6 432)	(8 535)
Disposal of fixed assets	–	(387 499)
Total comprehensive surplus/ (deficit)	13 090 673	6 517 234



DID YOU KNOW?

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About two thirds of the 2017 national budget is allocated to functions dedicated to realising constitutionally mandated social rights including education, healthcare, social security and housing. Education is the highest at 16% – Basic Education Lekgotla, analysis of the 2017 NSC examinations.

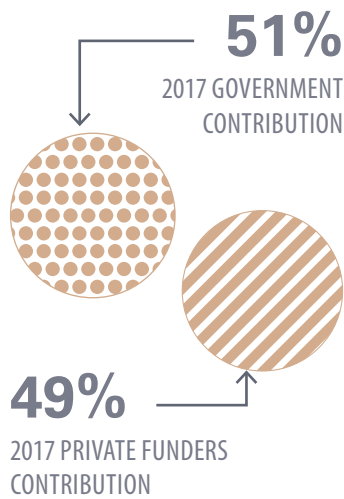


TABLE 13: Abridged statement of financial position.

	2017	2016
	R	R
ASSETS		
Non Current Assets	3 662 161	1 816 044
Current Assets	73 727 093	44 454 527
Total Assets	77 389 254	46 270 571
FUNDS AND LIABILITIES		
Accumulated Funds	17 162 784	4 072 111
Non Current Liabilities	37 240 403	16 241 479
Current Liabilities	22 986 067	25 956 981
Total funds and liabilities	77 389 254	46 270 571

The abridged statements above are extracts from the annual financial statements as audited by Ernst & Young Inc. The full audited annual financial statements, which received an unqualified audit opinion, are available on the NECT’s website.

1.2. Analysis of income

In 2017, total income grew by 51% compared to 2016. The figure below presents historical revenue growth and distribution between the different funders since the inception of the NECT.

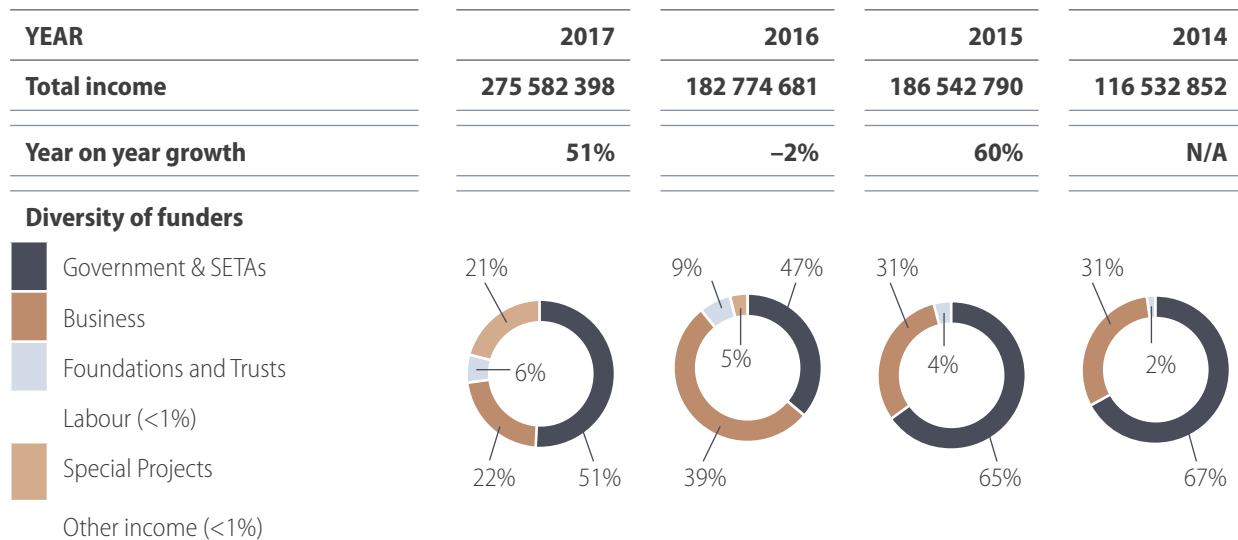


FIGURE 11: Sources of revenue.

In 2017, Government’s contribution was marginally higher at 51% compared to private funders’ contribution whose total contribution stood at 49%.

The full funders list for 2017, including historical figures, is presented in the table below.

TABLE 14: Funders list.

	2017		2016		2015		2014		Total contributions 2014–2017
	Count	Amount	Count	Amount	Count	Amount	Count	Amount	
GOVERNMENT & SETA									
Department of Basic Education (MTEF)	1	99 959 000	1	72 387 534	1	122 095 234	1	77 620 985	372 062 753
Department of Basic Education (EU Funds)	2	40 014 019		–		–		–	40 014 019
ETDP SETA		–	2	4 664 151	2	2 333 000	2	362 000	7 359 151
Total Government & SETA		139 973 019		77 051 685		124 428 234		77 982 985	419 435 923
BUSINESS									
FirstRand Empowerment Foundation	1	27 100 000	1	27 365 220	1	11 034 272	1	10 000 000	75 499 792
Standard Bank South Africa	2	7 894 737	2	10 017 544	2	10 640 351	2	7 500 000	36 052 632
Sishen Iron Ore Community (SIOC) Development Trust	3	6 719 999	3	6 216 325	–	–	–	–	12 936 323
Old Mutual South Africa Ltd	4	5 300 000	4	4 500 000	3	3 666 290	3	2 880 000	16 346 290
Nedbank Ltd	5	4 000 000	5	2 000 000	4	2 000 000	4	3 227 194	11 227 194
Woolworths Holdings Ltd	6	2 000 000	6	2 010 000	5	2 000 000	5	2 000 000	8 010 000
Imperial Holdings Ltd	7	1 700 000	7	1 700 00	–	–	6	1 675 198	5 075 198
MMI Foundation NPC	8	1 645 782	8	1 645 782	6	1 645 782	7	1 401 897	6 339 243
ABSA Bank Ltd	9	1 145 271	9	4 544 270	7	7 000 000	–	–	12 689 541
Hollard Group Ltd	10	1 000 000	10	1 000 000	8	1 000 000	8	1 000 000	4 000 000
Sasol Inzalo Foundation	11	893 393	–	–	9	388 805	–	–	1 282 198
Industrial Development Corporation of South Africa Ltd	12	500 000	11	500 000	10	500 000	–	–	1 500 000
Ernst & Young Inc	13	500 000	12	350 000	11	440 000	–	–	1 290 000
IT Master Information Technology Consultants	14	500 000	–	–	–	–	–	–	500 000
Eskom Development Foundation NPC	15	307 968	–	–	–	–	–	–	307 968
JSE Ltd	16	300 000	13	690 000	12	289 863	9	273 456	1 553 319
The South African Breweries (Pty) Ltd		–	14	3 000 000	13	1 000 000	–	–	4 000 000
Telkom SA SOC Ltd		–	15	1 138 017	14	465 653	–	–	1 603 670
Nedbank Private Wealth Educational Foundation		–	16	1 000 000	15	1 000 000	–	–	2 000 000
Business Leadership South Africa/ USAID		–	17	894 400	–	–	–	–	894 400
Anglo Gold Ashanti Ltd		–	18	633 305	16	633 305	10	633 305	1 899 915
Investec Ltd		–	–	–	17	1 098 788	11	683 183	1 781 971
Liberty Group Ltd		–	–	–	18	1 000 000	12	1 000 000	2 000 000
Murray & Roberts Holdings Ltd		–	–	–	19	448 294	13	447 627	895 921
Alexandra Forbes Ltd		–	–	–	20	427 173	14	142 519	569 692
Credit Suisse Securities Pty Ltd		–	–	–	–	–	15	250 000	250 000
Deloitte South Africa Inc		–	–	–	–	–	16	1 000 000	1 000 000
Kagiso Tiso Holdings Pty Ltd		–	–	–	–	–	17	300 000	300 000
Massmart Holdings Ltd		–	–	–	–	–	18	1 335 488	1 335 488
Anglo American Chairman's Fund Trust		–	–	–	21	5 000 000	–	–	5 000 000
Safika Holdings		–	–	–	–	–	19	500 000	500 000
Total Business Contributions		61 507 150		69 204 862		51 678 576		36 249 867	218 640 455

	2017		2016		2015		2014		Total contributions 2014–2017
	Count	Amount	Count	Amount	Count	Amount	Count	Amount	
Foundations & Trusts									
Zenex Foundation	1	15 421 879	1	16 686 907	1	10 135 980	1	2 000 000	44 244 766
DG Murray Trust	2	300 000		–	2	300 00	2	300 000	900 000
Total Foundations & Trusts Contributions		15 721 879		16 686 907		10 435 980		2 300 000	45 144 766
Labour									
Education Labour Relations Council	1	705 255		–	–	–	1	293 317	998 572
Total Labour Contributions		705 255		–	–	–	–	293 317	998 572
Special Projects									
ETDP SETA	1	55 493 368	1	8 413 800	–	–	–	–	63 907 168
Department of Basic Education (SA SAMS)	2	814 456		–		–		–	814 456
Gauteng Province Department of Education (SA SAMS)	3	191 363		–		–		–	191 363
Road Traffic Management Corporation (RTMC)	4	172 575		–		–		–	172 575
Road Accident Fund (Life Orientation)	5	151 540		–		–		–	151 540
Department of Arts and Culture (Spelling BEE)	6	55 555	2	76 625		–		–	132 180
Western Cape Department Education (SA SAMS)	7	9 975		–		–		–	9 975
Vuwani crowd-funding initiative		–	3	10 691 274	–	–	–	–	10 691 274
NGO Summit		–	4	649 528	–	–	–	–	649 528
Total Special Projects		56 888 831		19 831 227		–		–	76 720 057
Total		274 796 134		182 774 681		186 542 790		116 826 169	762 939 773

Amounts included in this report include accrued income and exclude deferred income where applicable.

1.3. Analysis of expenditure

Like in the previous year, the NECT invested 94% of all expenditure directly into education-related programmes while 6% was spent on overheads. This is in line with the Trust's policy of maximizing impact on its mandate.

The following figure presents the expenditure trend since the NECT's inception.

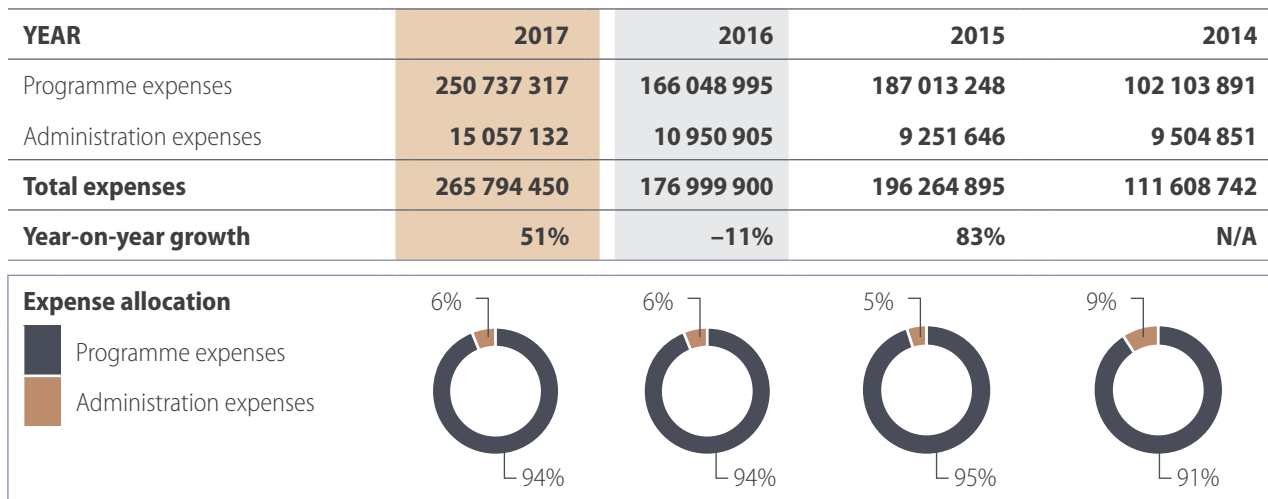
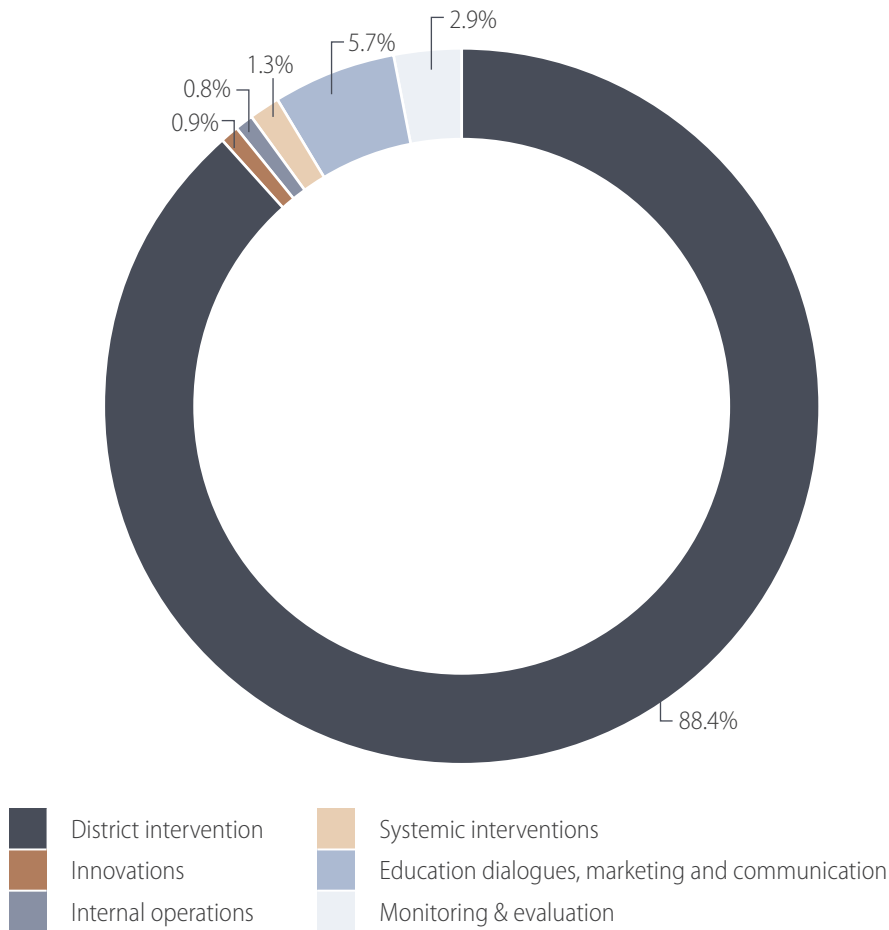


FIGURE 12: Expense distribution.

Expenditure in 2017 was spread across six programmes as presented in the figure below.



Programme 1, which is the NECT's flagship programme involving education improvement in the districts, took 88.4% of the NECT's total expenditure in 2017.

CONTRIBUTIONS TO EDUCATION

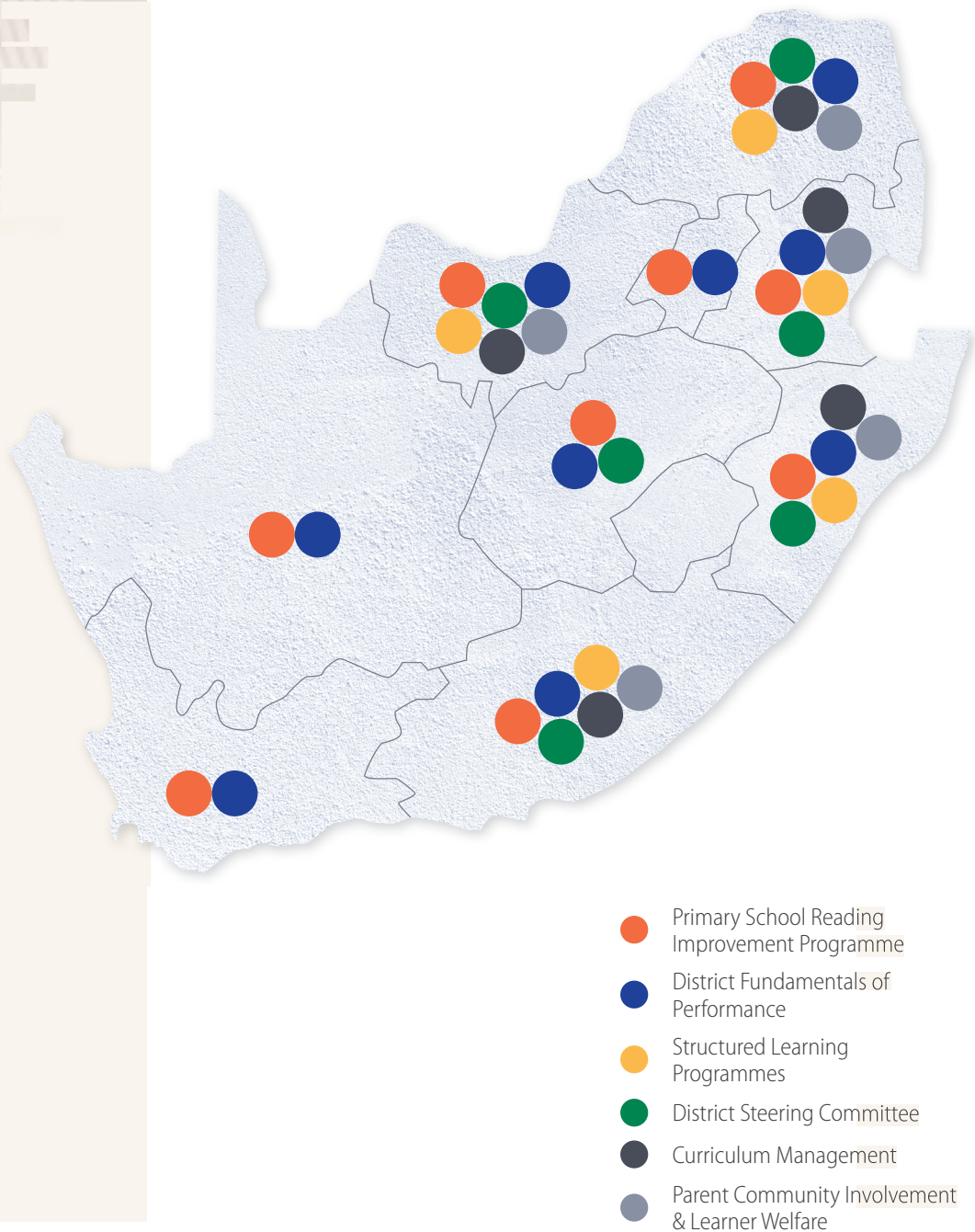
DID YOU KNOW?

13

In 2017 the basic education budget was more than R242 billion.

In these initial years of collaboration, our focus has been on building firm foundations, and the next three years up to 2020 will see the strengthening of the collaboration pact to further *mobilise national capacity to assist government to achieve distinctive, substantial and sustainable improvements in education*. If more South Africans continue to build with us, the possibilities for education reform remain endless.

FIGURE 13: National footprint of NECT sub-programmes since 2014.



FUNDING PARTNERS

The NECT wishes to convey its great thanks to our funding partners for their generosity and support in helping to drive the positive agenda for education reform in this country. Your support and active participation have helped us create hope to the majority of the 12 million children in the system.

Thank you to the following organisations for partnering with us in 2017:



MATERIALS MAKING THE MARK

The materials produced through the NECT, are the result of qualitative and quantitative research, a thorough knowledge of the curriculum and its critical outcomes, and hours of collaboration, dedication, development and funding from our generous funders. As **the demand for these materials increases steadily**, so does the intensity of our efforts. This is a list of NECT materials that reached NECT schools in 2016. Mathematics grade 10–12 will be introduced in 2018.

TABLE 16: List of materials provided to NECT schools in 2017.

Grade	Subject	Language	Deliverable Item	
1–4	FAL First Additional Language	English	Lesson Plan Tracker	
5–9	FAL First Additional Language	English	Planner Tracker	
1–4	FAL First Additional Language	English	Flashcard Words V1	
1–3, 4, 5–6 & 7–9	FAL First Additional Language	English	Trainer's Guide	
4	FAL First Additional Language	N/A	Poster: The Classroom (Science Lab) Poster: The Farm	
5–9	FAL First Additional Language	English	Workshop Booklet	
1–3	HL Home Language	Setswana Sepedi Tshivenda	Xitsonga Isixhosa Setswana	Lesson Plan Flashcard Words
				Tracker Trainer's Guide
1–3	M Mathematics	Setswana Sepedi Tshivenda	Xitsonga Isixhosa Setswana	Lesson Plan
1	HL Home Language	N/A	Poster: Inside The Classroom Poster: At Home	
2	HL Home Language	N/A	Poster: Activities With Friends Poster: Healthy Eating, Healthy Living	
3	HL Home Language	N/A	Poster: Sports Day Poster: Game Reserve	
			Cursive Handwriting	
1–2	HL Home Language	N/A	Print Handwriting	
1–3	M Mathematics	Setswana Sepedi Tshivenda	Xitsonga Isixhosa Setswana	Learner Activity Book
1–3	M Mathematics	English	Tracker	
4–9	M Mathematics	English	Planner Tracker	
1–3, 4–5, 6–7 & 8–9	M Mathematics	N/A	Trainer's Guide	
4–9	M Mathematics	N/A	Workshop Booklet	
8–9	NS Natural Science	N/A	Planner Tracker	
			Trainer's Guide Workshop Booklet	
10–12	PS Physical Science	N/A	Planner Tracker	
			Trainer's Guide Workshop Booklet	

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