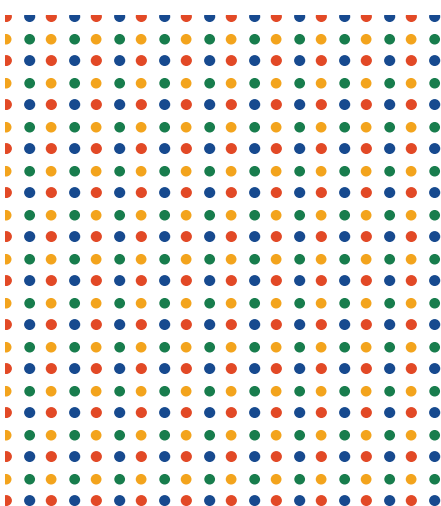


Annual Report 2018

Unlocking Potential and
Creating Opportunities

Five years of stable collaboration,
increased learning and teaching in
schools.



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.



Chairman Foreword



Sizwe Nxasana

Chairman, NECT

The National Development Plan (NDP) continues to be South Africa's driving vision, and the NECT continues to support the vision by focusing on coordinating societal actions in their plurality so that together they can take us closer to achieving the NDP'S three overarching priorities:

- Raising employment through faster economic growth;
- Improving the quality of education, skills development and innovation and;
- Building the capability of the state to play a developmental, transformative role.

During the second of half of 2018, we undertook an assessment of the progress the NECT has made in the past five years. The NECT founding organisations and partners have expressed their appreciation of the NECT's achievements, which cut across socio-political, policy and techno-operational areas, and are all aimed at unlocking life opportunities and potential for the just under 13 million South African children of school-going age. As per the highlights in the report, these achievements entailed careful, joint planning with the Department of Basic Education (DBE), technical and material resourcing from partners, and a strong sense of moral obligation on the part of South African citizens to work together to improve education.

The work of the NECT was made possible and smooth by the stable implementation

environment. We have had stable political and administrative leadership since the founding of the NECT in 2013, with the same Minister and Deputy Minister of Basic Education, a consistent policy and budgeting environment, and functional administrative leadership at national and provincial levels, something that had not been the case in the previous decade. Accordingly, the past five to six years have also seen no labour protests, with the only disruptions of schooling brought about by service delivery protests, an issue that government needs to attend to at a fundamental level.

Key to the NECT's success in collaborative work is the cooperation of the various levels and the absorptive capacity of the system. Whilst we have experienced some hindrances, such as delayed signing of some provincial MOUs, most provinces have integrated the work of the NECT into their strategic and annual performance plans; and most have been increasing their absorptive capacities by recruiting additional subject advisors who carry the primary responsibility for replicating the NECT programmes.

Scaling up some of the key change initiatives to 20,8% of the 433 000 teachers nation-wide is one of our major achievements in 2018. We continued to work with a contingent of over 61% of the country's foundation phase subject advisors, in this way permeating South Africa's large education system.

Although it is a lag indicator of a complex system, learner performance remains the primary focus of the NECT. In this regard, the results from the Trends in Mathematics and Science Study (TIMSS) and the National Senior Certificate (NSC) show a steady increase over the years. However, reading levels, particularly in the lower grades, remain a concern across the system.

Whilst some notable improvements have been achieved, there is no doubt that more still needs to be done, and having acknowledged the steady improvement taking place, it is important to cite the challenge posed by the fast-changing understanding of what excellent education is. The old predictors of success in life are changing. The world requires graduates

from education systems to possess new sets of competencies and characteristics. The NECT's 21st Century Learning and Teaching Sandbox Project is pursuing these questions by learning from the world and testing possible solutions on a small scale.

The NECT welcomes the proposed policy adjustments that will see the DBE taking over the coordination of Early Childhood Development (ECD) activities, and the introduction of the three-stream model that will include technical and vocational streams being offered alongside the academic stream in schooling. These changes will require sophisticated policy and implementation planning inputs to ensure successful execution. The NECT is gearing itself to work with partners in the sector to provide the necessary technical assistance, which will be mobilised nationally and internationally if required.

On the governance side, we have presented progress reports to parliament's Portfolio Committee on Education and organised several Education Dialogues whose focus has been on how to improve the quality of education. We bade farewell to one of our Trustees, Mark Lamberti, and are looking at welcoming Tebele Makheta, representing Business Leadership South Africa (BLSA). As we draw to the end of the fifth term of our democratically elected government, I would like express the gratitude of the Trustees to Minister Angie Motshekga and Deputy Minister Enver Surty for their leadership that oversaw the establishment of the NECT, its growth to maturity and its contributions to date. We express a deserving word of thanks to the Director General, Mathanzima Mwel, and his executive as well as the NECT executive and staff for their daily efforts that support the organisation as it grows from strength to strength.

Looking forward to a continued collaboration.

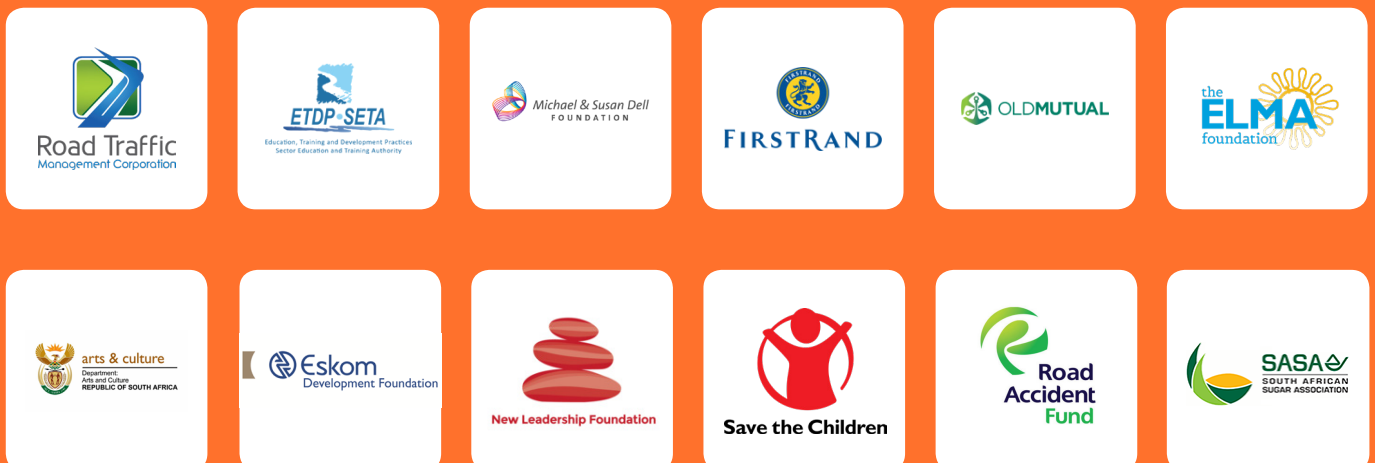
Funding Partners

The NECT conveys its gratitude for the generosity and the support received from the partners which has enabled us to continue to drive the positive agenda for education reform in our country and create hope for the majority of over 12 million children in the system. Your support and faith in us is humbling, we remain standing because of you.

Programme Funders



Special Projects



CEO Reflections



Godwin Khosa

Chief Executive Officer, NECT

“The best way to bring about change is to fathom the need, visualise the end, resolve to pursue it and take actions - small and big, but coherent.”

- Our endeavour to deepen our Teacher Professionalisation work in the 71% of South African public schools that we reached progressed well. This work has even yielded improvement at learner level in some of the districts where learners have been assessed. Some extension of our footprint in this regard was achieved for instance in Mpumalanga where a second district joined the programme to implement the Mathematics and Physical Science programme. The deepening and extension of programmes are a direct result of the decisions of the respective provincial or district authorities who see value in these systemic programmes. We were however not able to extend our programmes in the Free State and North West province as planned.
- The modernisation of SA-SAMS is behind schedule due to the delayed processes of identifying and engaging a vendor to develop the new IT solution. Measures have been put in place to minimise the impact on the project resources and loss of time. We have slowed down the pace of appointing the project management personnel and are redirecting the efforts of current project staff to fast-tracking preparations in the two pilot provinces.
- The 21st Century Learning and Teaching Sandbox Project is yielding promising innovation opportunities. Ten schools from the Waterberg District in Limpopo and one from the University of Johannesburg

were identified and persuaded to become part of the project. This development is concurrent with the DBE’s intensified efforts to align curriculum offerings to 21st Century demands. Whilst these moves require care and deep thinking, they cannot be put off for tomorrow. In the Fourth Industrial Revolution, development and growth are exponential and will not wait for the basics to be in place. The improvement of the foundational skills have to be conceived as part of the 21st Century learning package.

- The implementation of the district planning approach is gaining good traction as 47% of the districts are part of the programme.
- The provincial departments are working with the NECT to identify and profile 25% of the circuits where partners will be encouraged to collaborate to improve the children’s reading abilities.

Our work continues to portray a split-screen focus: on innovating to address the fundamentals of education provision and anticipating and preparing for the future. Our tests and scaleup initiative in schools have injected into the system over 7 389 hours of teacher support: a combination of training and in-school support which reached about 92 047 teachers of Languages, Mathematics and Physical Science, or 21,1% of the all teachers nationally. We have stayed the course to strengthen the parts of the education system that support schools. Twenty-two per cent of the country’s subject advisors make up the essential target through which the capacity of the state is being strengthened to improve learning across the national landscape. Research and testing are also being employed to support the change process in the education system.

Where we have started conducting follow-up testing of learners whose teachers and subject advisors have benefitted from our programme, some improvement in learner achievement levels is discernible. For instance, in the Mt Frere and Libode Districts where 495 learners were tested in English, 11 and 1 percentage points increases were recorded in the two districts respectively. Both districts have shown increases in the number of learners achieving higher performance grades, i.e. achieving at levels 7-8.

The institutionalisation and sustainability programme in relation to the NECT’s five to six years of work is increasingly occurring at policy and programming levels. For instance, the National Institute for Curriculum and Professional Development (NICPD) established with the NECT’s support can be considered to be a programming

vehicle for conducting and sustaining the extensive teacher professionalisation work being undertaken. Two priority policy changes that will require support are the introduction of the three-stream schooling model and the transition of the Early Childhood Development (ECD) sector from the Department of Social Development to the DBE.

In the long run, the DBE and partners need to work together to sustain the following three fundamental projects of national importance: (1) The transformation of research and technical education support; (2) building of future leadership in key functions in the DBE; and (3) calibrating the understanding of the role of the state on the basis of which education service provision should be conceptualised and its improvements pursued.

The NECT’s revenues dipped slightly by 6% in 2018 compared to 2017, mainly due to delays in signing off some key significant funding contracts and deferrals of budget transfers to 2019 by some provinces. Our operations, however grew by 2% as evidenced by year on year growth on our expenditure. The growth in expenditure is attributed to the increase in the reach of our programmes.

A summary of income and expenditure report presented below:

		2018	2017
Income		259, 738, 155	275,582,398
Income sources	Government sources %	60%	51%
	Non-Government	40%	49%
Expenditure in Rands		269, 925, 810	265,794,450
Expenditure split	Education programmes %	93%	94%
	Administration costs %	7%	6%
Number of funders		37	28

The number of individual funders grew from 28 in 2017 to 37 in 2018. This increase, representing a growth of 32% is a sign of growing collaboration in our work.

I would like to thank the Board of Trustees who continue to steer the NECT ship in the most balanced way possible. The NECT Board has been able to continuously manage the constructive tensions between the inherently different stakeholders that founded and support the NECT. Our gratitude is extended to over a thousand people who do this development work on a daily basis under the NECT, DBE lead agencies and service providers.



*“Wealth, if you use it,
comes to an end;
learning, if you use it,
increases”*

Swahili Proverb



Did you know?

When you see this light bulb, take a break and read something interesting about our education system. You never know, you might just learn something new.

Contents

Section 1



Making Systems Work

Most education improvement indicators appear to be on the increase, as the NECT works to help bolster the overall capacity of the schooling system, which supports just under 13million learners of school going age.

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Section 2



Getting The Fundamentals Right

The NECT's impact on learning is viewed through the lens of 14-year Anelisa Bekisifo who attends one of the 26 schools that make up the Ntsizwa Circuit in the Alfred Nzo West District, Eastern Cape.

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Section 3



Output and Outcomes

The reach, outputs and impact of the NECT's Structured Learning Programmes, Subject Advisor and Teacher interventions have shown a trend of stable growth and sustainability over the year 2018.

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Section 4



Technology in Education

After securing funding in 2017, the South African – Schools Administration Management System (SA-SAMS) programme has proceeded with developing and finalising a functional administration solution borne off an MOU between the NECT, DBE, Michael Susan Dell Foundation, First Rand Empowerment Foundation and the ELMA Foundation.

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Section 5



Stepping Into 21st Century Learning

Following a deep dive into researching best practices on the future of schooling since late 2017, the EdHub Team has commenced engagement with 11 Sandbox Schools to experiment in 21st Century teaching and learning.

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Section 6



Dialoguing Across Sectors and Ideologies

The NECT in collaboration with partners held six dialogues in 2018 as means to facilitate open, robust conversations about contentious issues in education, including the School Uniform Pricing Dialogue, the School Safety Summit and the Early Childhood Development Dialogue.

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Section 7



Strategic Initiatives

True to the NECT's collaborative ethos, the Trust has engaged with various stakeholders in the sector ranging from Teacher Unions, NGOs, Civil Society and Business with a view to improve educational outcomes in the country.

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Section 8

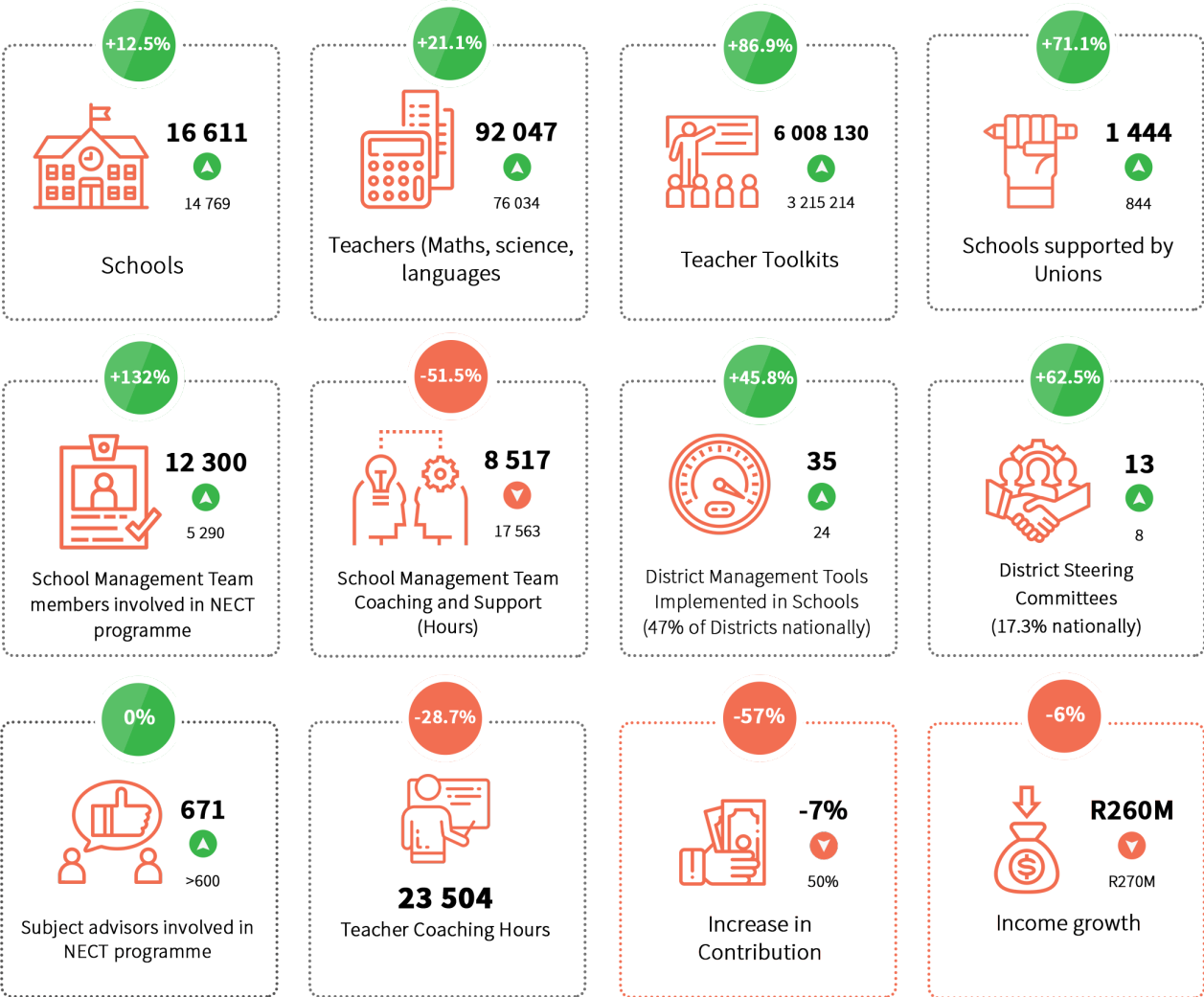


Financial Report

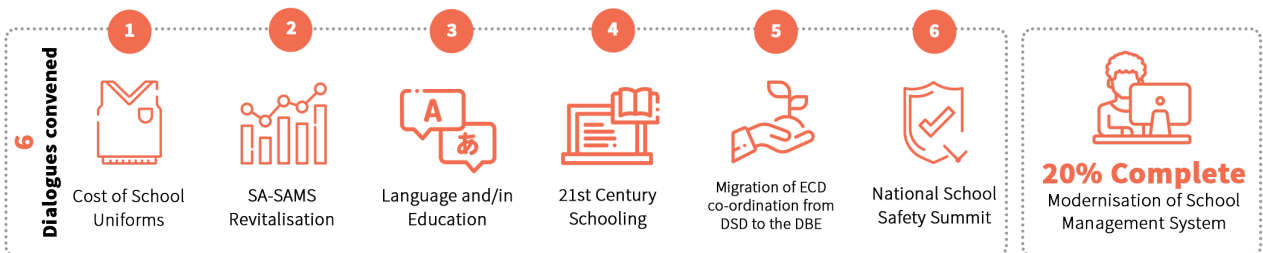
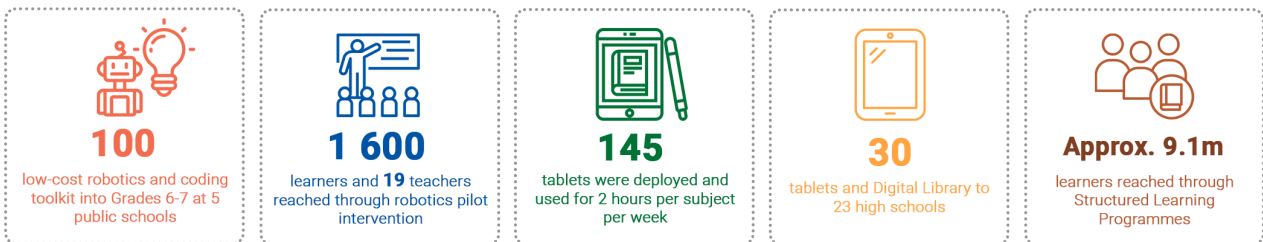
Showing commitment to the NECT mission, the number of funders grew from 28 in 2017 to 37 in 2018 a growth of 32%. Although the NECT's revenues dipped by 6% in 2018, due to delays in signing off some key significant funders and transfer of some project budget to provinces. It's worth noting that the Trust received an unqualified audit opinion by Ernst & Young Inc

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Reach

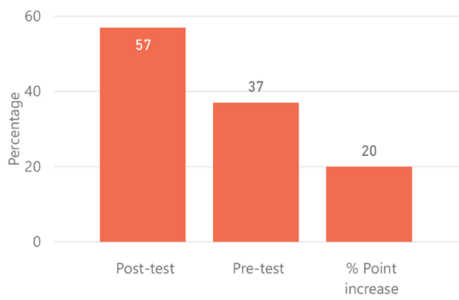


Outputs

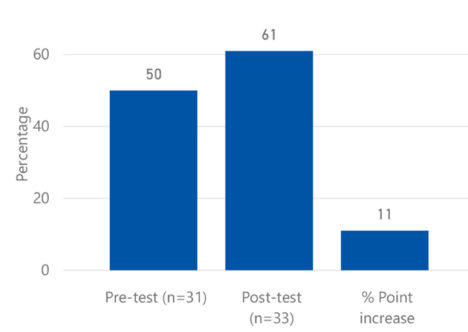


Outcomes

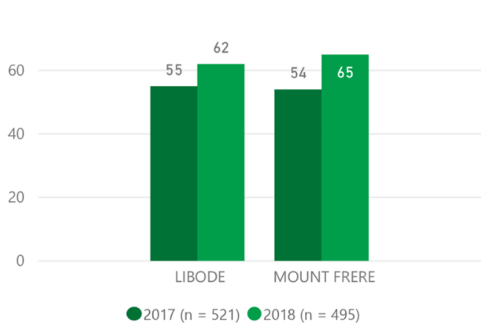
Eastern Cape: FP Mathematics - subject advisor - Term 1: Test Score Average Percentage (n=81)



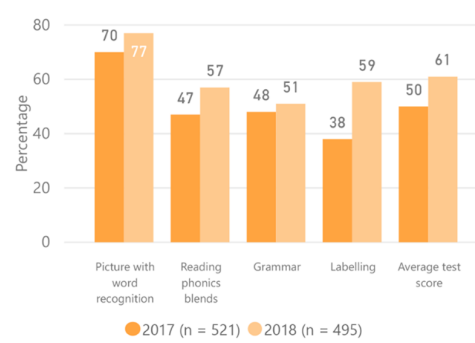
Phase Language: Subject Test Score Average Percentage



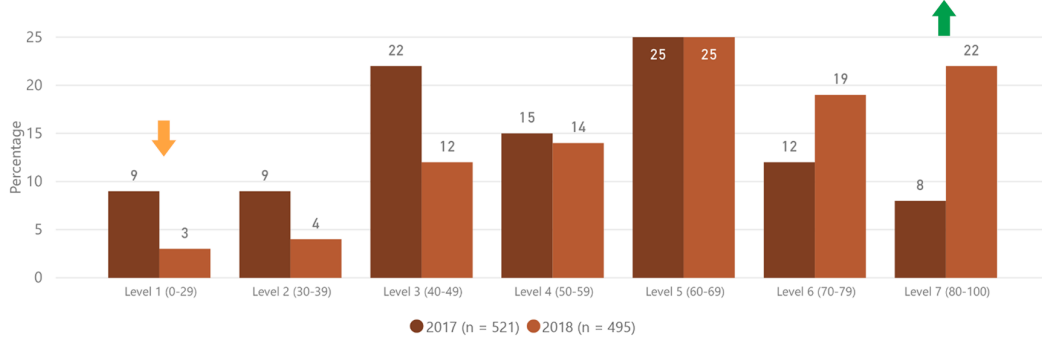
Grade 3 EFAL: Average Test Score Per District in 2017 and 2018 (universalisation)



Grade 3 EFAL: Average Test Score Per Skill in 2017 and 2018 (universalisation)



Grade 3 EFAL: Levels in Performance in 2017 and 2018



Evidence gathering in process

+22%

Improvement in Grade 3 EFAL (combination of Libode and Mt Frere)

-5%

Number of learners assessed in universalisation (495 learners)

Reasons schools struggle to complete the curriculum:

Pace slow, CAPS content full

Reasons schools struggle to complete the curriculum:

Learners at very different levels in the same class

High teacher absenteeism in rural

+4%

Average increase of 37 exercises in learner exercise books from **47** in 2017 - **84** in 2018.



Section

1

Schooling Systems Requires Systemic Approach to Improvement

Over 95% of the learners of school going age in South Africa use the public schooling system that is delivered by over 433 000 teachers employed by nine provincial authorities.

1.1

The South African Schooling Landscape and the NECT's reach

To improve educational outcomes, South Africa requires a systemic approach that will strengthen the capacity of the relevant state institutions to deliver better quality education. About a third of the public service in South Africa is engaged in providing education services. Most of these education public servants are educators in the over 25 000 schools, organised into 75 districts, that make up the South African education system. The work of these educators is overseen by approximately 3 642 subject advisors, a number that crudely translates into one subject advisor to 119 educators. The ratio is much higher if one considers the areas of specialisations, namely phases and subjects. Thus, schools and educators are expected to drive the learning and teaching processes without much handholding from the districts from where the subject advisors operate. To mitigate this situation and in pursuance of the systemic approach to education improvement, the NECT has reached out to 16 611 (or 71%) of the schools nationally. These statistics are outlined in the table below



"The NECT and Government must do more to advocate the importance of the public schooling system - it is the only one that benefits the majority of the children, especially the poorest."

NECT, Aide Memoir, Nov 2018

Bobby Godsell, former Chairman of Business Leadership South Africa and Patron of the NECT.

School Landscape:

The bull's eye of the NECT over 2018 has been on strengthening the systems that caters for the school system of over 25 000 schools

	Total Number	Public (%)	2017 NECT Reach (numbers)	2018 NECT Reach (numbers)	NECT Reach 2018 (%)
Schools	25 574	93	14 700	16 611	**71
Learners	12,9 m	95	-	9,1m*	71
Educators	437 449	91	76 034	92 047	23
Subject Advisors	3 642	-	671	671	18.4
Districts	75		24	69	92
Circuits	903	-	183	643	71

* Calculated based on the number of schools

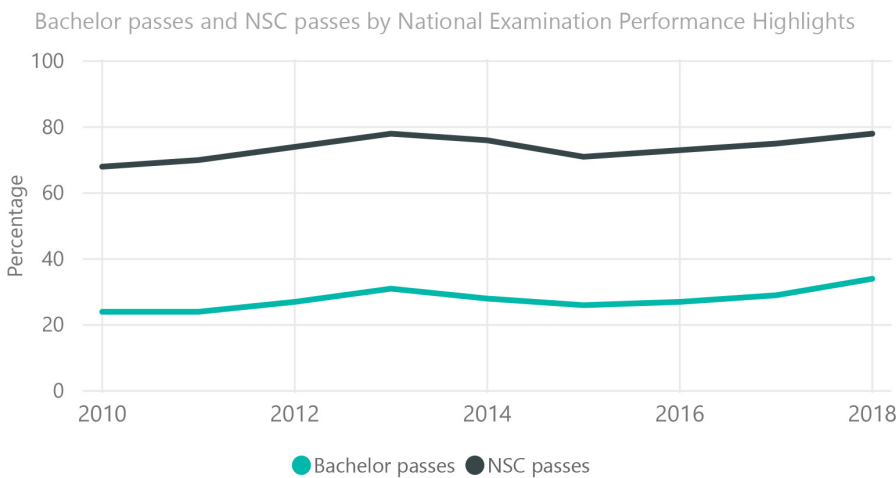
** Calculated on the basis of Public Schools

1.2

Schooling System on the Mend

Most Education Improvement Indicators Appear To Be On The Increase

Several system performance indicators show that the outputs of the national system are in the increase. Among these are results of the 2015 Trends in Mathematics and Science Study (TIMSS). The TIMSS report shows 20 and 30 points increase in the Mathematics and Physical Science during the past five years’ assessment period (2011 and 2015). The change in the last assessment period crudely translate to five (5) points increase per year for Mathematics compared to 8,4-point increase per annum for the previous assessment period (2003-2011); and eight (8) points per annum for Science in the previous assessment period.



Similar trends are portrayed by the National Senior Certificate (NSC) results which have been on the increase since 2015. At the end of 2018, the pass rate reached a 10-year record high of 78,2%, last registered in, 2013, although the nominal pass rate dropped by 0,2% from 401 345 to 400 761 passed candidates between 2017 and 2018. The 2018 results also broke the 30,6%

bachelor passes ceiling to reach 33,6%, an increase from 153 610 bachelor passes achieved in 2017 to 172 043 achieved in 2018. As per the table below, the performance of several other key indicators appears to have improved.

National Senior Certificate Results Key Performance Area (2018 vs 2017)

Previous years’ comparison	2018	Against 2017 (%)	Against 4-year- average 2014-2017 (%)
Candidates writing	624 733	▼ 0.7	▼ 0.8
Number of passes achieved	400 761	▲ 4.0	▲ 6.0
Mathematics pass rate	135 638	▲ 6.6	▲ 6.6
Physical science pass rate	127 919	▲ 9.5	▲ 9.8
English FAL pass rate	485 112	▼ 0.7	▼ 0.7
Poorer Quintile (1 to 3) pass rate	84 700	▲ 11.5	▲ 16.0

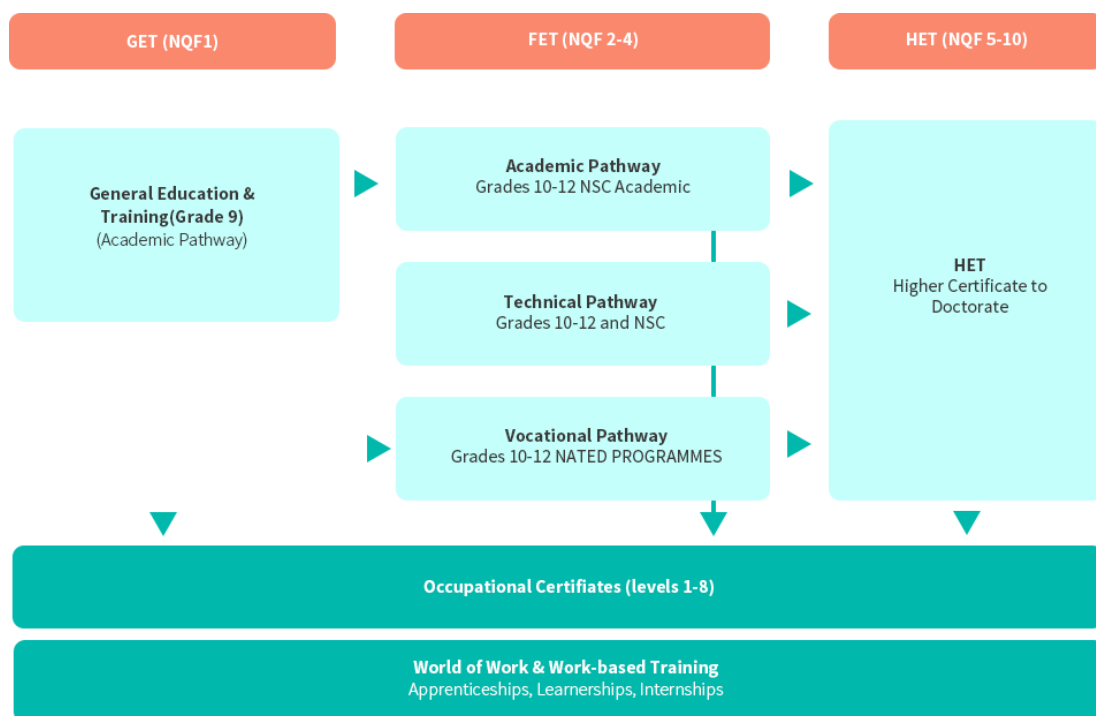
1.3

Policy Changes: The Proposed New Schooling System

One of the most significant pending policy changes in the education sector is the introduction of the three-stream schooling system. The DBE has argued for the introduction of the three streams as a means of:

- Providing curriculum offerings which meet the diverse needs of young people;
- Empowering learners to be creative and organised system thinkers;
- Promoting the acquisition of skills and competencies for a changing world;
- Focusing on the foundational skills of reading, writing and counting (arithmetic);
- Improving the quality and efficiency of learning outcomes throughout the sector.

Three Stream Model in the Schooling System



The three-stream model means that learners will be able to follow either an academic, technical or vocational pathway in the schooling system after passing Grade 9. This diversified approach to schooling is expected to increase the flow of learners through the schooling system and thus impact positively on progression rates. The implementation of the model creates an opportunity as well as a need for extended partnerships between the DBE and the world of work as new curricula will have to be developed, new institutions set up and resourced, new assessments and certifications adopted, and teachers retrained.



Chapter 9

National Development Plan

“We are Africans.

We are an African country.

We are part of our multinational region.

We are an essential part of our continent.

We feel loved, respected and cared for at home, in community and in public institutions.

We learn together...We love reading.

Each community has:

a school

teachers who love teaching and learning

a local library filled with the wealth of books,

a librarian.

All our citizens read, write, converse, and value idea and thought.

We are fascinated by scientific invention and its use in the enhancement of our lives.

We live the joy of speaking many languages”





Anelisa Bekisifo - 14 year old learner at Mt Ayliff Junior Secondary School, Mthatha - who has benefitted from the programme since she was in Grade 5 in 2015.

Section

2

Getting the Fundamentals right

Meet Anelisa, one of the 9 million learners estimated to be impacted by the work of the NECT, which has now reached 71% of the public schooling system. Anelisa's schooling experience has improved for the better since the commencement of the NECT partnership with the Alfred Nzo West District, Mthatha, Eastern Cape. Her class together with others in the same district, is now writing close to double the number of exercises they wrote in 2015.



2.1

Impact of the NECT schools and district work on Anelisa Bekisifo

Anelisa is one of the 9 million learners estimated to be impacted by the work of the NECT which has now reached 71% of the public schooling system.



Anelisa and her grandmother

Fourteen-year-old Anelisa Bekisifo lives with her grandmother of 75 years in the village of Saphukanduku, outside Mt Ayliff and attends the Mt Ayliff Junior Secondary School which is situated 42 km from her home. Her mother works as a government-employed ABET Practitioner at Ntabankulu, 215 km from Mt Ayliff. This is her final year at the school after she enrolled at the school in Grade 5 in 2015. Anelisa looks forward to attending the neighbouring Zwelakhe Secondary School in 2020. The grade 9 learner is identified by her mathematics teacher as one of the top learners in the school. Each day Anelisa leaves for school at 5:45 and returns home at 18:00 after attending additional classes conducted between 15:00 and 16:00 on Monday to Thursday. She travels to school using private transport (in a van) paid for by her mother.

Demand for a place in the Mt Ayliff Junior Secondary School has been increasing steadily as parents (often living 100 km away) perceive the school to be well managed with much attention paid to discipline, attendance, punctuality and teaching. The enrolment in this school rose by 8% between 2017 and now, i.e. from 563 in 2015 to 608 in 2018. Yet this is a mud-built school with poor classroom infrastructure.

The deputy principal remarked that while there is a dire need for a new school, 'it is what happens inside the classroom that matters most'.

Anelisa enjoys a nutritious meal everyday at school provided by government through the National Nutrition Programme. Her school backpack is filled with six textbooks, stationery and four Department of Basic Education workbooks. Anelisa has developed a great love for reading.



Anelisa's Principal, Mrs N. Gxarisa

In 2015, when she joined school, Anelisa would have completed 30% of the work expected by national curriculum. She would have mostly written short sentences in language and only engaged in simple calculations in Mathematics. Her teachers would have taught her for on average, 140 days instead of 170 days. This is a situation which Mrs Gxarisa, the school principal, would have been oblivious of. In fact, to her the order of the day would have been normal schooling

Anelisa's schooling experience improved for the better since the commencement of the NECT partnership with the district.

Anelisa's class together with others in the same district are now writing close to double the number of exercises they wrote in 2015. Ms Pikwa, her teacher and Head of Department for the senior phase reckons that she is now able to better plan the implementation of the Grade 9 curriculum since she has received the learning programmes designed collaboratively by the NECT and the Eastern Cape Provincial Department of education.

- Similarly, Mr Phephu, the Deputy Principal says that he has more meaningful engagements about the improvement of teaching in Anelisa's class and how he can support Ms Pikwa to improve her teaching of Mathematics.
- Ms Pikwa currently uses the hard copy learning programmes distributed as part of the collaboration and electronic copies that have been uploaded into laptop provided by the Eastern Cape Department of Education. She acknowledges the importance of meeting with her colleagues in the circuit and the NECT training every quarter to prepare for teaching ahead of the start of the term. She enjoys this approach of professional development which is focused on the work she needs to do in her classroom. She says, "It is practical, focused, reduces the complexity of preparation and teaching and helps her improve how she teaches".



Anelisa in class

Factsheet: Mathematics support

Teacher Professionalisation

Teacher training:
Including provision of planner and trackers, teacher content booklets, lesson plans, posters and focusing on content knowledge gaps, curriculum coverage and time management

In-school support (Teachers)
School support visits, School Based Workshop (SBW) and advice

Inputs



603

hours workshop interaction



303 155

copies of toolkits supplied for 2 years



5 334

hours on-site support to teachers

Outputs



2 794

number of teachers reached



577

teachers trained

School Leadership

Training of principal and school managers:

- Fundamentals of Performance
- Curriculum Management

In-school support (principals and school managers):

- School Based Workshop (SBW) and advice



23

hours of workshop interaction



122

copies of Curriculum Management and FOPs manuals supplied



1 452

hours on-site support principals and school managers



122

principal and school managers trained on curriculum management module and school functionality



318

Principals and school managers supported through school-based workshops

Parent Learner Welfare

Parent and Learner involvement: Importance of Education, Discipline Management, and Are you building or blocking success of your child education



247

hours of parent workshop interaction



647

copies of modules supplied



184

hours of workshop interaction for learner leaders



298

copies of learner leaders' supplied



749

parent volunteers and 242 learner leaders were trained on the 3 modules in 40 schools



199

parent volunteers received onsite support over 91 schools visit, and 99 learner leaders received onsite support over 98 school visits

Anelisa's school, Mt Ayliff, is one of the 26 schools that make up the Ntsizwa Circuit of the Alfred Nzo West (ANW) District, home to 617 schools. The pictures below show the circuit manager, circuit office and district office in Mt Frere.



Ntsizwa Circuit Office
Supports 20 schools and 128 teachers



Alfred Nzo West District Office
Support 617 schools and 6 076 teachers

The newly formed Alfred Nzo West (ANW) District is a result of an amalgamation of two former districts (Mt Frere and Maluti) effected in 2018. ANW is made up of 23 circuits whose schools are supported by 80 Subject Advisers. The Subject Adviser ratios are unfavourable for mathematics and science as shown in the table below.

Maths SA: School	Physical Science SA: School	Languages SA: School
1:120	1:160	1:40



The table below summarises the District Development and Stakeholder Mobilisation interventions, inputs and outputs for the Alfred Nzo West (ANW) District during 2017-2018.

District Intervention	Intervention Description	Inputs	Outputs
Fundamentals of Performance Assessment	<ul style="list-style-type: none"> Fundamentals of Performance Curriculum Management 	<ul style="list-style-type: none"> 16 hours workshop interaction 117 copies of Fundamentals of Performance manuals supplied 	<ul style="list-style-type: none"> 73 district officials trained on self-assessment of roles and responsibilities of the district in supporting schools Comprehensive District Development Plan (DDP) compiled and signed by District Director
Subject Adviser capacity building	<ul style="list-style-type: none"> Subject Adviser training on Structured Learning Programmes (Training of Trainers): 	<ul style="list-style-type: none"> 3 days of training twice a year over 2 years 10 hours of training twice a year 90 toolkits supplied 	<ul style="list-style-type: none"> 15 SAs capacitated on use of structured Learning Programmes Trained 23 SAs in both FoPs and CM
Stakeholder mobilisation through District Steering Committees (DSCs)	<ul style="list-style-type: none"> Public Governance Stakeholder Mobilization Conflict Management 	<ul style="list-style-type: none"> 15 hours support to DSC for planning and convening of 15 meetings from 2017 - 2018 	<ul style="list-style-type: none"> 15 DSC meetings held

Anelisa's subject advisors have improved their competencies and therefore the district offices plan can operate much better than they did three years ago. Additionally, Anelisa's circuit manager benefited from training of Curriculum Management and Fundamentals of Performance.

The Mathematics Subject Adviser, Ms Figlan and her Supervisor Mrs Sisilana attended all the three-day training sessions held on average three times per year during 2016-2018. The pre and post tests that they wrote in 2017 and 2018 show that their subject content knowledge and understanding of Curriculum Assessment Policy Statements (CAPS) is improving. This evidence implies that the scope and content of support to Anelisa's mathematics teacher is also of a better quality – which confirms the remark from Ms Pikwa (mathematics teacher) that 'the subject adviser appears to be confident, gives constructive guidance and supports teachers on Whats App'.

After the two-day workshop for circuit managers and principals, Mr Maselane (Circuit Manager) was equipped with knowledge and skills to monitor and advise the Mt Ayliff Junior Secondary School and other schools on curriculum coverage with learning; to establish Functional Curriculum Management structures in all schools; to track curriculum coverage on weekly basis; managing learner health and well-being; engaging schools on data dialogue to enhance learner performance and monitoring time-on-task in all schools, such as attendance; punctuality and protection of 170 hours of teaching. Hence, the use of extra lessons in the afternoons to complete the curriculum and conduct remedial teaching.

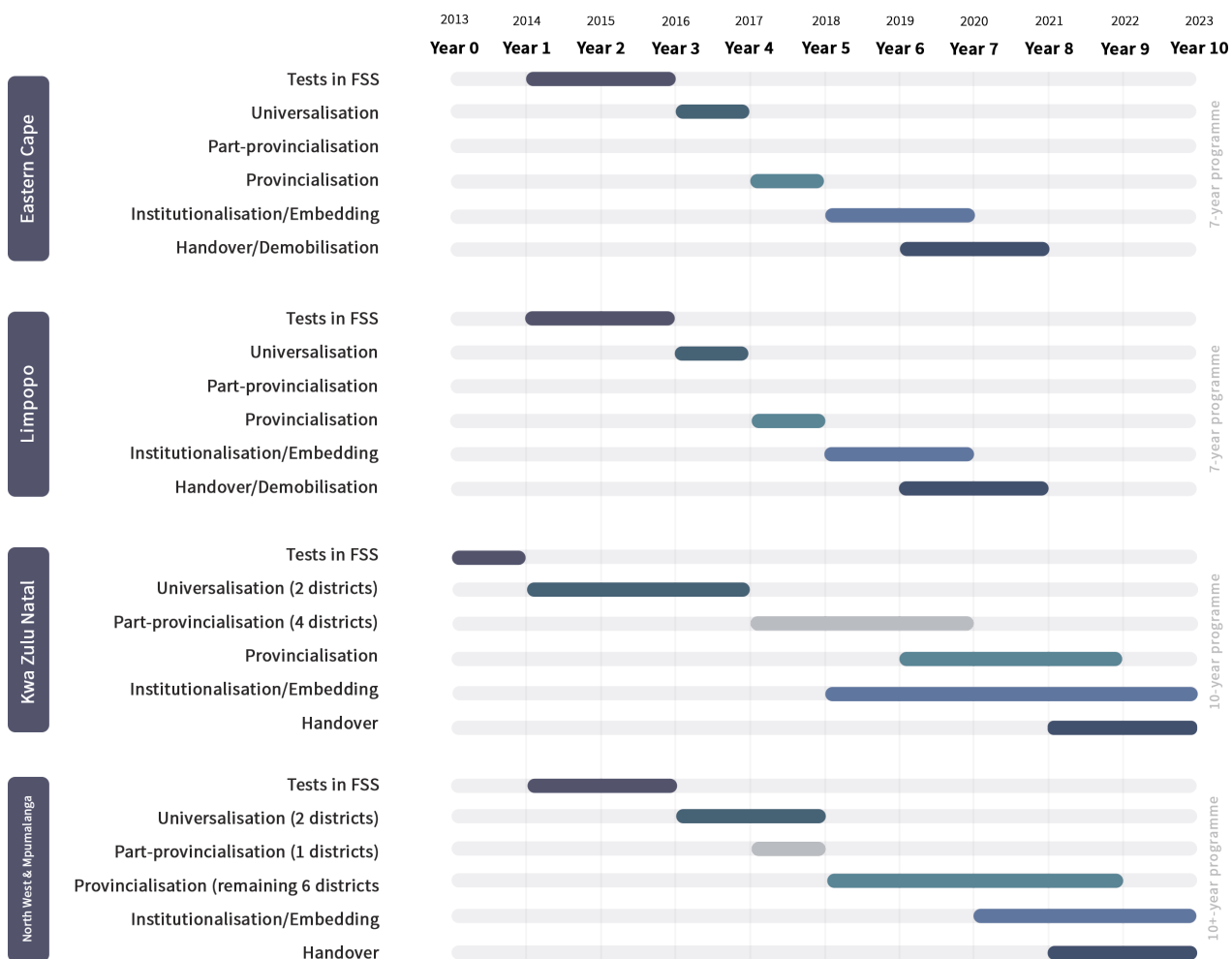
2.2 Progress in the Implementation of the District and School Improvement Programme

The NECT has successfully pursued the triple-objectives of embedding programmes in the three largest provinces (Kwazulu-Natal, Eastern Cape and Limpopo), replicating the interventions across the national landscape and increasing educational outcomes among beneficiary schools, districts and provinces. While 71% of the public schools have been reached, the pace of embedding differs from one province to the other as it is heavily dependent on the state of affairs in each province, particularly resourcing.

2.2.1 From Testing in 324 schools to scale up in two thirds of the system

The diagram below illustrates the maturation of the District and Schools Programme as driven from the target districts. The chart excludes interventions that are driven nationally such as the Fundamentals of Performance Programme, the Parent, Learner and Community Programmes, the Primary School Reading Improvement Programme (PSRIP) and the newly introduced National Reading Improvement Programme (NRIP).

Schools and Districts Maturation Process



NOTE: Schools reached through other programmes not included in the table.

The four implementation phases undertaken during 2014 to 2018, shown in the diagram are: Testing; Universalisation; Part-provincialisation; and Provincialisation. The Testing phase involved 324 Fresh Start Schools from six districts in four provinces. The Universalisation phase targeted all schools in eight intact districts in five provinces - 6 817 schools or 29% of the system. The Provincialisation phase involved all schools in three provinces, Kwa-Zulu Natal, Eastern Cape and Limpopo - 15 230 schools or 65% of the system.



Did you know?

98% of South African children have attended some form of educational facility.

Source: UCT Children's Institute.

The NECT observed an exponential increase on its year -on -year national school reach (71%), registering a 10-percentage point positive change as we scale up the DIP intervention from universalisation to provincialisation. Our reach in these schools has become a conduit through which NECT equipped South African children with necessary skills, knowledge and attitudes that enable them to live economically gainful and fulfilled lives.

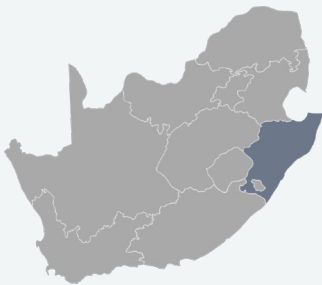


Two provinces, the **Eastern Cape and Limpopo** went from the testing phase (212 schools) - where teachers started using Structured Learning Programmes (SLPs) – to Universalisation and Provincialisation (15 230 schools or 64%) in a period of four years, which is a notable achievement. There was no need for Part-provincialisation in these two provinces because of (a) teacher demand for the Learning Programmes; (b) the utility value ascribed to the Learning Programmes by teachers and subject advisors; and (c) the willingness of the provinces to pay the cost of programme scale up.

The key lesson for the system is that while CAPS stipulates the content to be taught, there is a need for clarification on the pacing, pitching and sequencing of lessons.

The outcomes of this intervention have been increased teaching (up to 30% more written work assigned) and increased learning at higher cognitive levels (more teaching and assessment of tasks on reading for comprehension and geometry).

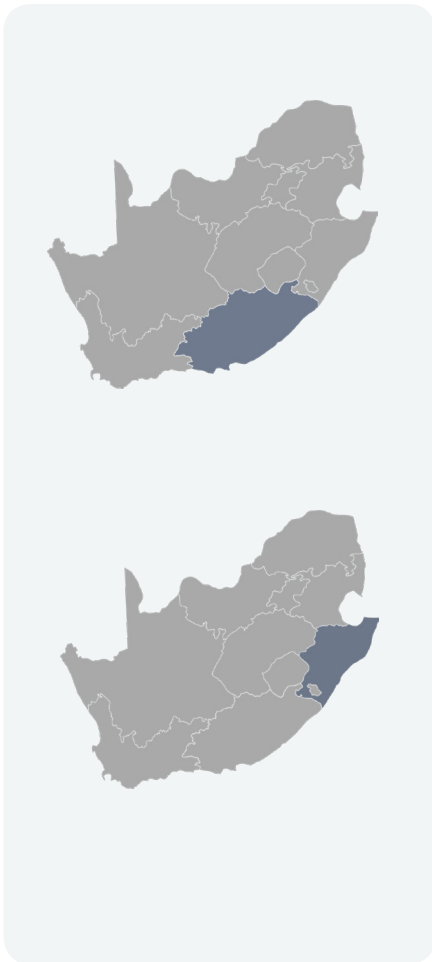
Kwa-Zulu-Natal started the programme almost two years earlier in 2014 by universalising Learning Programmes in 1 206 schools in two districts. Four new districts (Part-provincialisation) were introduced to the programme in 2018, with the intention of completing Provincialisation in five years time by 2023.



Data collected on learner performance over the five years since the inception of the programme reveals that schools in the treatment districts in Kwa-Zulu-Natal out-performed control schools in the province. The lesson here is that when a Teacher Development Programme is sustained over a relatively longer period, there is greater impact on learner performance.



In the two districts in the **North West Province and Mpumalanga**, the Testing and Universalisation phases occurred during 2015 to 2017, while Part-provincialisation commenced in 2018. Part-provincialisation in the North West Province was discontinued in term 3 due to the province being placed under administration, thereby delaying the signing of the MOU between the NECT and the Department of Basic Education (DBE). In Mpumalanga, the DBE's Maths, Science and Technology (MST) Conditional Grant is being used to fund the Teacher Professionalisation of Further Education and Training (FET) Phase Mathematics and Physical Science teachers in the Ehlanzeni District.



2.2.2 Plans for Embedding: 2019 - 2023

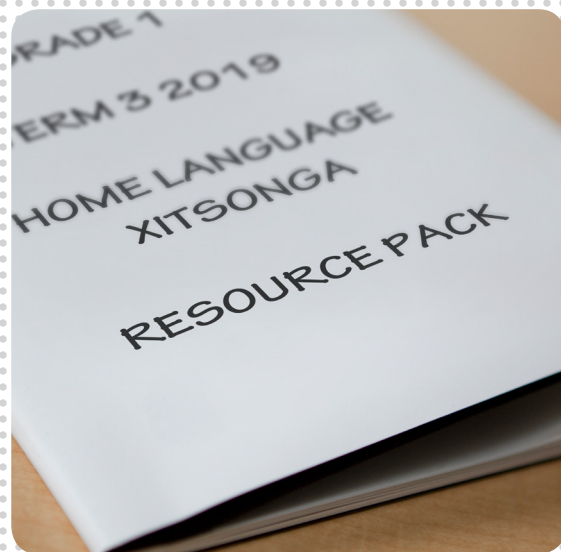
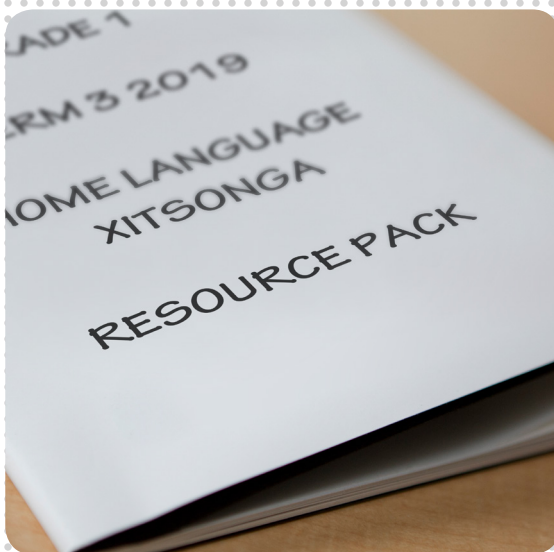
Progress into the embedding phase differs from province to province due to availability of budgets, signing of the MOU and provincial education departments' capacity to procure printing and delivery services for materials.

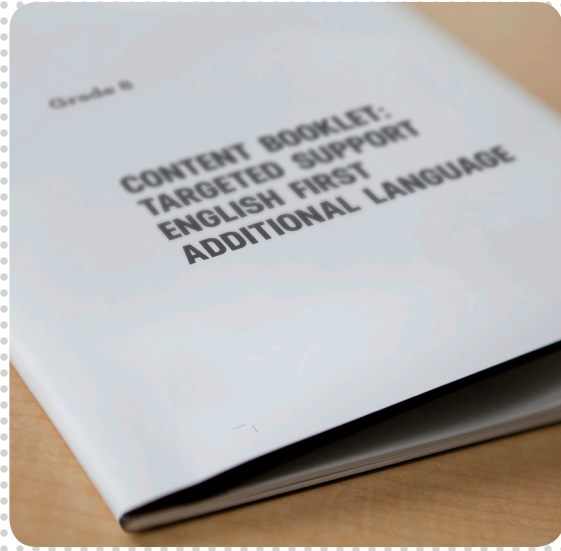
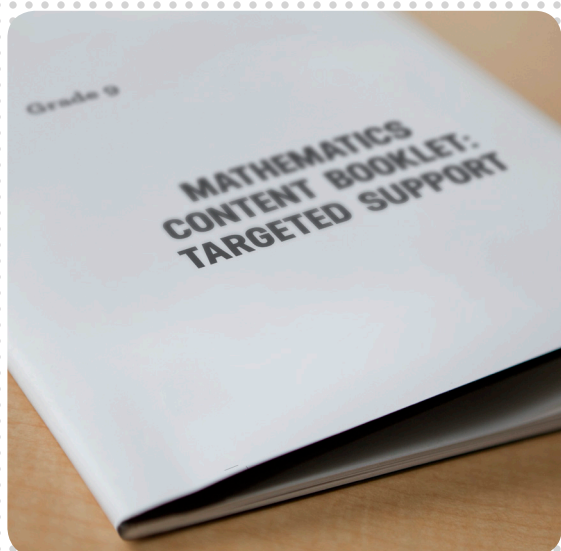
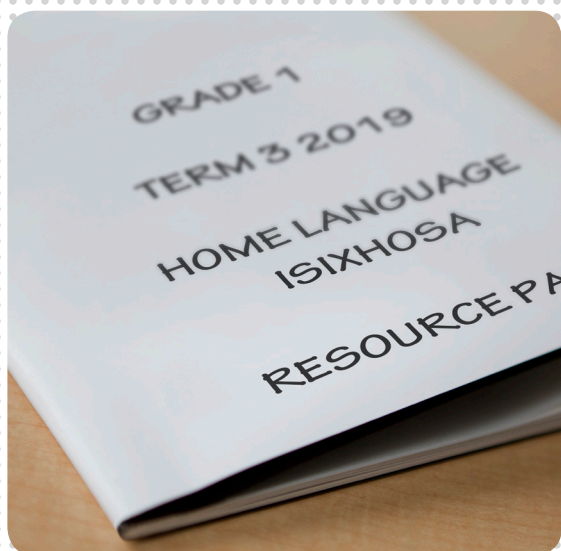
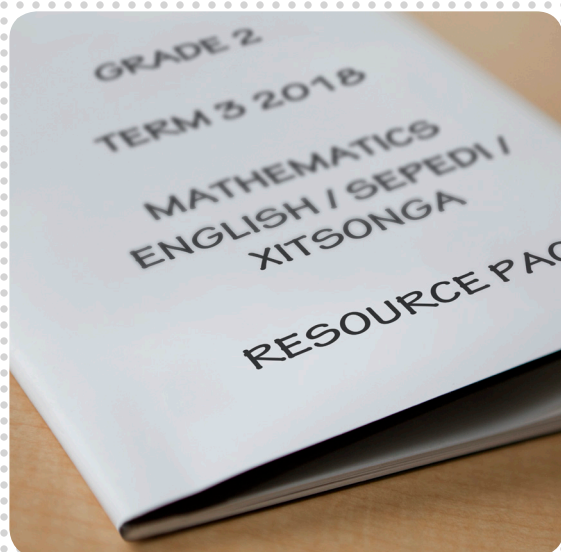
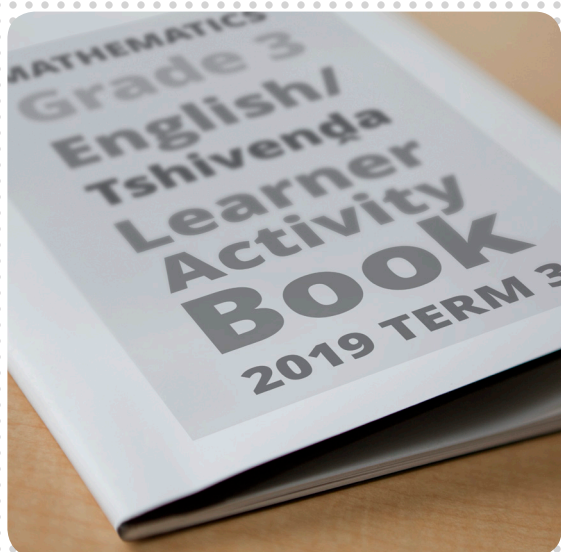
In the **Eastern Cape**, the DoE has directed that embedding should include Foundation Phase (FP) Languages and Intermediate Phase (IP) English First Additional Language (EFAL). These programmes are aligned and harmonised with the PSRIP and the NRIP. In Limpopo, the embedding of Learning Programmes has been planned jointly by the Limpopo DoE and the NECT as from January 2019, with costs for materials to be borne by the DoE after signing of the Service Level Agreement.

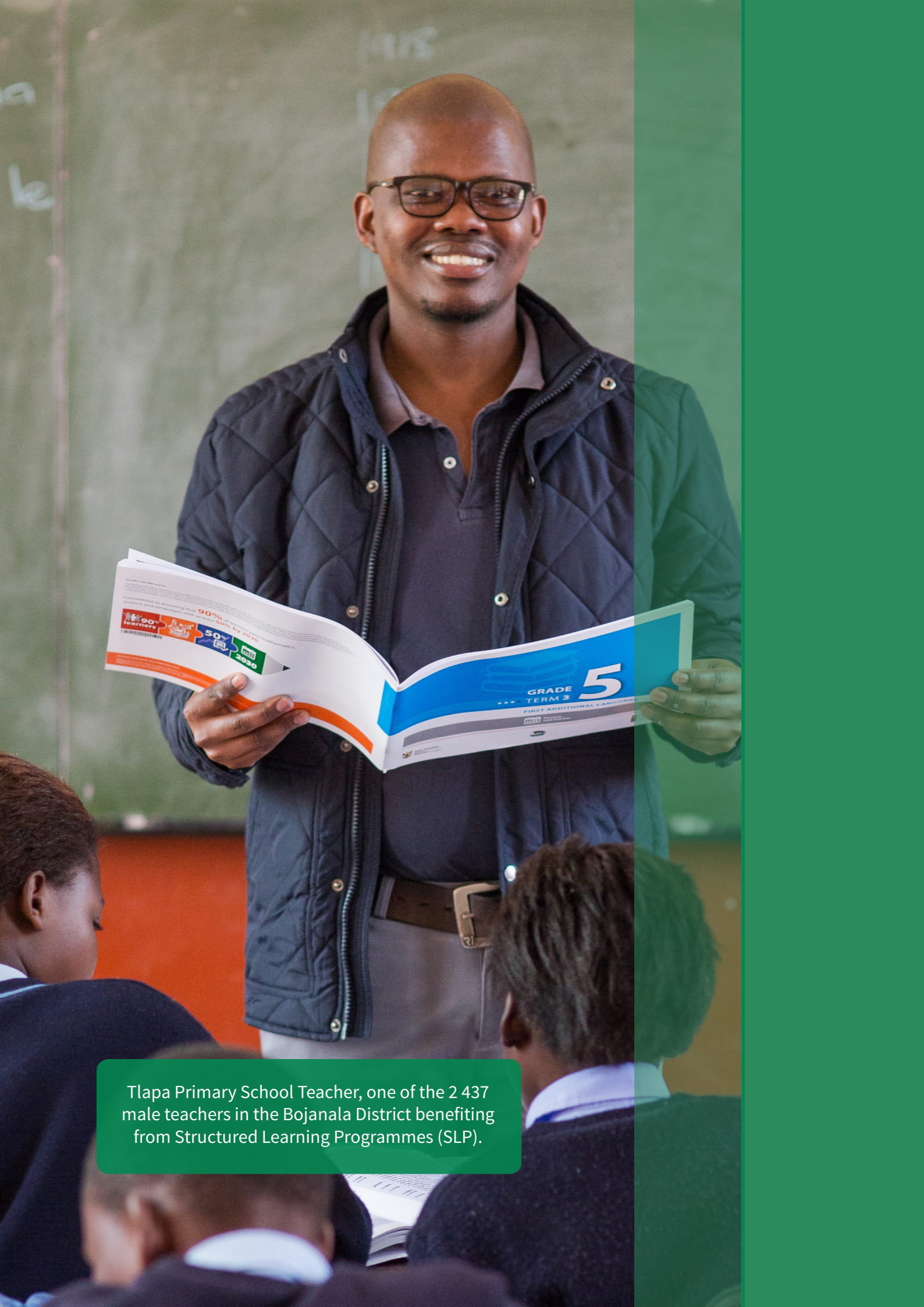
In **Kwa Zulu Natal**, the Teacher Professionalisation Programme is being embedded by the provincial department in six districts and scaled up to the remaining six districts with the technical support of the NECT's implementing agent, the Programme to Improve Learning Outcomes (PILO).

For 2019, embedding of Learning Programmes in the two districts in the North-West Province and Mpumalanga will continue.

Learner Material Developed by NECT and DBE







Tlapa Primary School Teacher, one of the 2 437 male teachers in the Bojanala District benefiting from Structured Learning Programmes (SLP).

Section

3

Output and Outcome Indicators:

Schools and District Programme Facts and Figures

The NECT, in partnership with the DBE conceptualizes, designs, tests and scales up interventions to address critical needs identified in the Action Plan to 2019. An identified system need (goal 18 in Action Plan) is to provide practical tools that can be used by districts and schools to support teachers to increase the quantity and quality of curriculum coverage and learning. The two core programmes used to address this challenge are the Structured Learning Programme (SLP) for teacher professionalisation and the Curriculum Management module for School Leadership. These core programmes are supported by the District Development, Stakeholder Mobilisation and the Parent and Learner programmes.



Professionalisation of Teaching

Reach



83 219 ↑

Teachers reached through learning programmes



20 549 ↑

Teachers reached through Reading Programme (PSRIP)



6 008 130 ↑

Teacher toolkits supplied



1 330 ↑

Union Collaboration Programme – SADTU schools reached



114 ↑

Union Collaboration Programme – NAPTOSA schools reached

Outputs and impact

By 2018, 83 219 teachers from the Eastern Cape, KwaZulu-Natal, Limpopo, North-West, and Mpumalanga provinces had been trained on the teaching methodology, representing a 9% increase in the number of teachers reached by the NECT in 2018 as the programme was up scaled from Universalisation to Provincialisation.

A year on year increase of 8 828 (75%) teachers trained in the Primary School Reading Improvement Programme (PSRIP) was recorded: 11 721 in 2017 to 20 549 by the end of January 2019 (in nine provinces).

Teaching behaviour is improving with respect to the optimal use of teaching periods, balancing curriculum coverage with meaningful learning and more coverage of higher order learning skills.

By January 2019, 6 008 130 units of teacher resources, sets of tools consisting of planners and trackers, lesson plans, teacher guides and learner materials had been provided, representing an 87% increase from 2017.

The effective use of the toolkits in schools has increased, meaning improved curriculum coverage, teachers teaching at the right pace, pitch and sequence and an overall increase in the quality and quantity of teaching and learning.

There was a drastic increase (69%) in the number of schools involved with the SADTU programme (PLC) focusing on capacity building of principals, from 785 schools in 2017 to 1 330 schools in 2018 in the two targeted districts located in the Eastern Cape and Limpopo.

- A similar trend was recorded for the same period in NAPTOSA's programme which recorded an increase of 93% in the number of schools participating in Assessment for Learning training.
- The Union Collaboration initiative has assisted in improving union capacity in professional work, building better relationships between the education departments and the unions and sharing unions'



With the scaling up of the curriculum management module in 2018, the number of school management teams capacitated on how to manage the curriculum increased exponentially, from 5 290 in 2017 to 12 300 (132%) by the end of 2018. The increase is due to the commencement of provincialisation in 16 districts across four provinces.

District Improvement

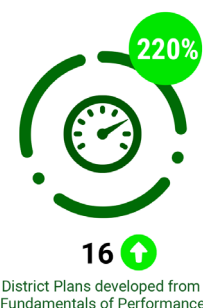
Reach

Outputs and impact



671 Subject Advisors (18%) have been capacitated to train teachers on the NECT – District Improvement Programme (DIP) methodology consistently over the past two years.

NECT has focused on building the capacity of districts to strengthen (a) planning; (b) capacity of Subject Advisors and Circuit Managers to serve and support schools, and (c) provincial departments to support districts in improving their functionality. To this end, in 2018 an additional 11 districts (a 45,8% year on year increase) were introduced to the DIP’s Fundamentals of Performance.



There was a steep increase in the number of district officials (54%) capacitated in an approach to improve district functionality, from 1 113 officials in 2017 to 1 711 in 2018.

The introduction of the district Fundamentals of Performance (FOP) continues to attract excitement from the DBE, provinces and districts due to clarification of the characteristics of a functional district and the use of a new planning approach to improve district performance in servicing schools.

Parental and Community Involvement and Learner Welfare reach



Reach

Outputs and impact



The number of parent volunteers (2 715) working collaboratively with schools in supporting the education of their children has remained constant since the testing stage in 2017, undertaken in 120 schools in six districts using the Discipline Module.

The parallel Learner Welfare (LW) programme, tested in the same 120 schools, recorded a 48% year on year increase, from 2 565 learners participating in 2017 to 3 933 participating in 2018.

Stakeholder Mobilisation	
Reach	Outputs and impact
 <p>63% 13 District Steering Committees established</p>	<p>A year on year increase of 63% in the number of District Steering Committees (DSC) established in five additional districts - a total of 13 districts (17%) is the DSC national reach.</p> <p>A training programme for DSC members was introduced in 2018 on Public Governance, Stakeholder Mobilisation and Conflict Resolution. The number of attendees was exceptionally high at 91% of DSC members.</p> <p>The immense goodwill and enthusiasm for participating in education demonstrated by voluntary stakeholders provides tangible evidence for making education a societal issue – further supported by the high levels of attendance at stakeholder meetings and participants’ willingness to volunteer to serve on the DSC.</p>
 <p>100% 320 District Stakeholders Committees reached and trained</p>	

3.1 Outcome Indicators:

Signs of Change: Increase in Learner Performance and Teacher and Subject Advisor Knowledge and Practices



In 2018, the NECT made the strategic decision to expand at provincial level in a few selected provinces, including the Eastern Cape (12 districts) and Limpopo (five districts). In Kwa-Zulu Natal, four new districts were brought on board, bringing the total to six districts out of 12 in the province.

Of all these districts, the most intensively monitored and reported on are those in the Eastern Cape, where substantial investment was made by both the provincial government and the NECT in materials, training and support. Indeed, provincial officials were instrumental in gathering much of the monitoring data reflected below - and by so doing, improved internal capacity to monitor learning and teaching.

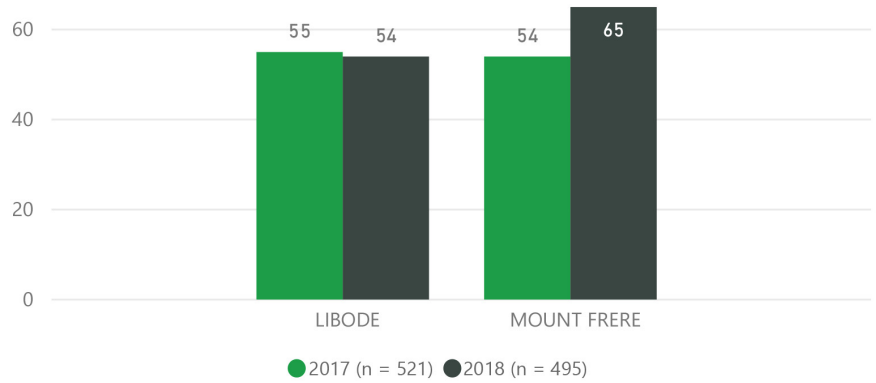
This data (reflected on the next page) shows year on year changes in two districts (Libode and Mount Frere), particularly where schools have been exposed to Learning Programmes, in a period of slightly over two years. The data was collected as part of a larger baseline across all 12 districts in the province to track the impact of Learning Programmes using learner assessments in Gr 3 (EFAL), Grade 4 (EFAL and Mathematics). A random sample of learners was tested in the same schools in 2017 and 2018, and this exercise will be repeated in 2019.

3.1.1 Signs of Change - More Learning

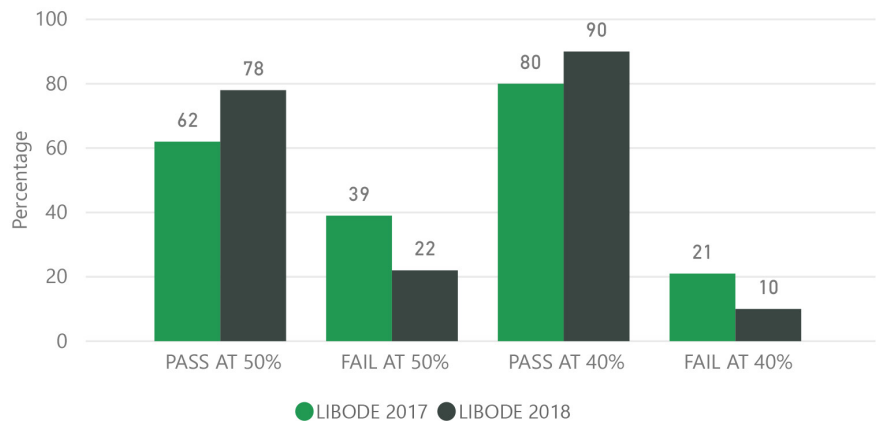
Average test scores in both target districts improved significantly across a large sample of learners. There are clear signs of increased learning.

NECT sets the benchmark at 50%, but this may vary at provincial level. The graphs show the outcomes at the 40% and 50% benchmarks.

Grade 3 EFAL: Average Test Score Per District in 2017 and 2018

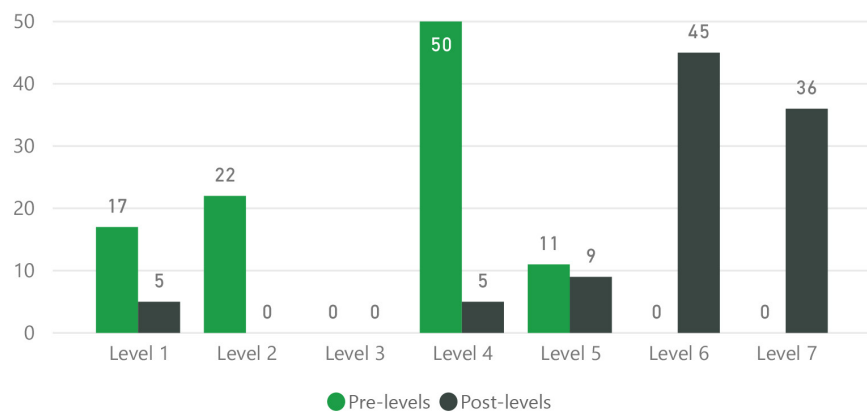


Grade 3 EFAL: Pass Rate at 40% and 50% in 2017 and 2018 (LIBODE) Universalisation

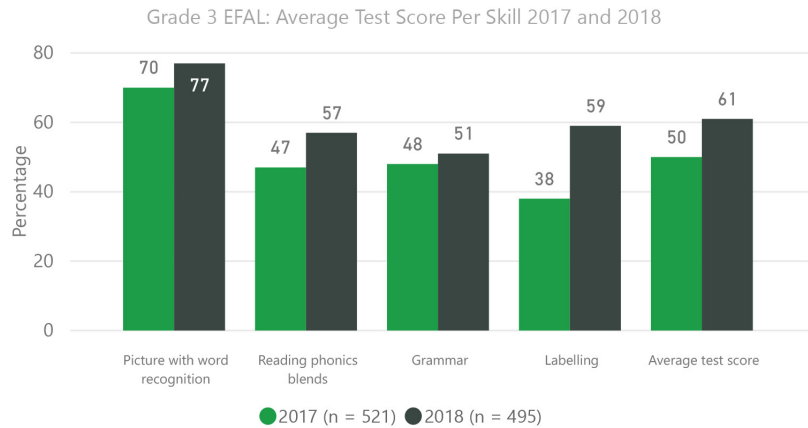


As substantial number of learners have also moved to levels 6 and 7. More importantly, the quality of achievement is also improving, with fewer learners achieving below level 5.

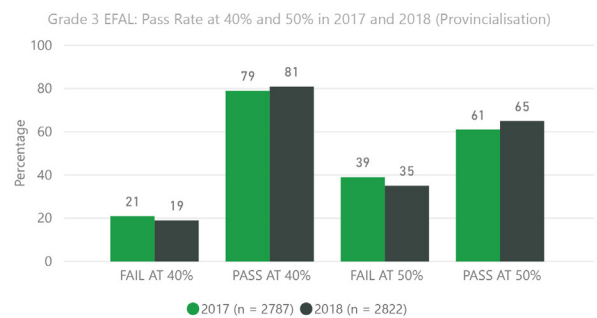
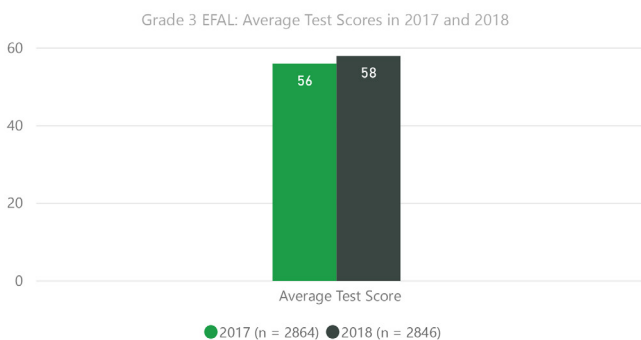
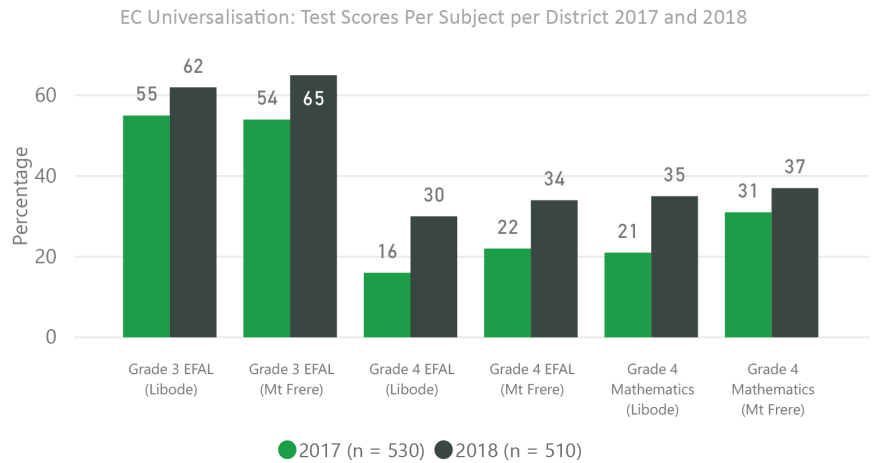
Foundation Phase Language: EFAL Levels (n = 18)



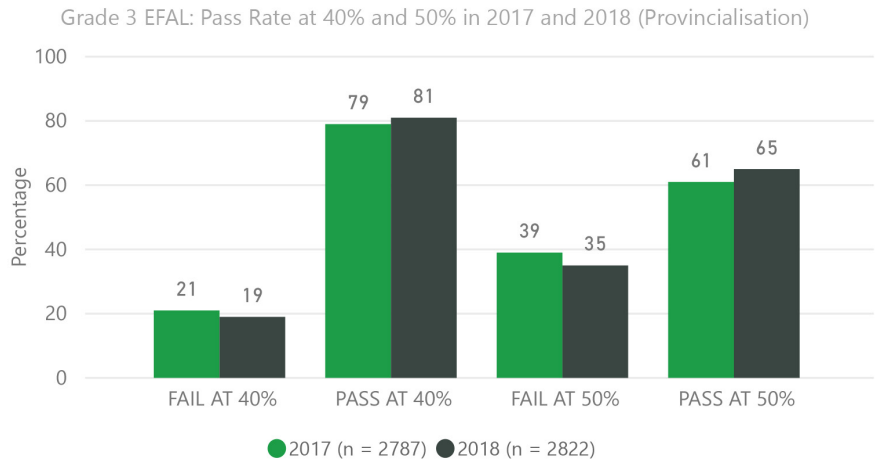
Furthermore, changes are evident in the skills which learners are developing. In the data alongside, average scores increased by 11%, and labelling, which is a more difficult skill in the assessment, shows the most marked improvement. Phonics has been a major concern for the province – and more widely in the system – and there too, gains are evident. From 2019 onwards, implementation of Learning Programmes will be driven by the province with technical support from the NECT.



In Grade 4, the gains are against a much lower base, typically reflecting the major transition to learning in English for the first time and the barriers to skill acquisition in Mathematics. However, across three tests, average gains of 10% year on year are shown.



Across 12 districts, more than 80% of learners are achieving at the 40% benchmark, despite a lower dosage of support to schools.



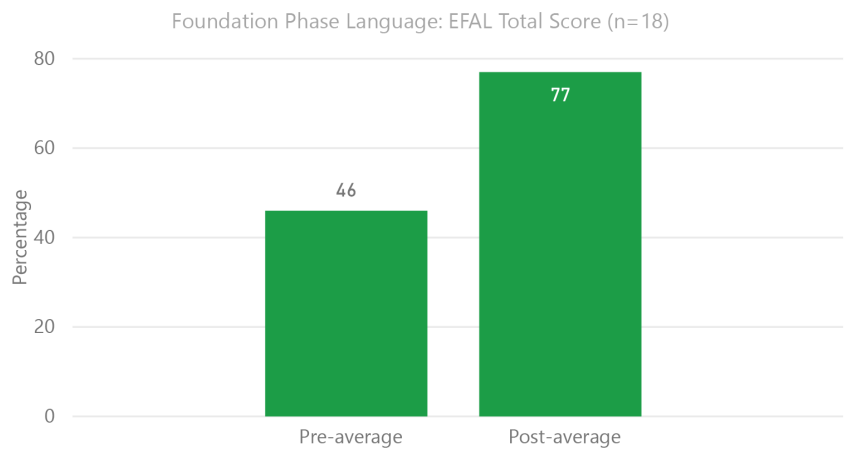
3.1.2 Signs of Change - More Learning

The larger implication of the data is that it also suggests what is possible to achieve at scale, not just within a district, but across an entire provincial system. Secondly, the data reflects the impact of targeted interventions which depend primarily on existing provincial capacity. Subject Advisors played a key role in training teachers and supporting schools. Better staffing at district level to support schools could well produce even bigger gains.

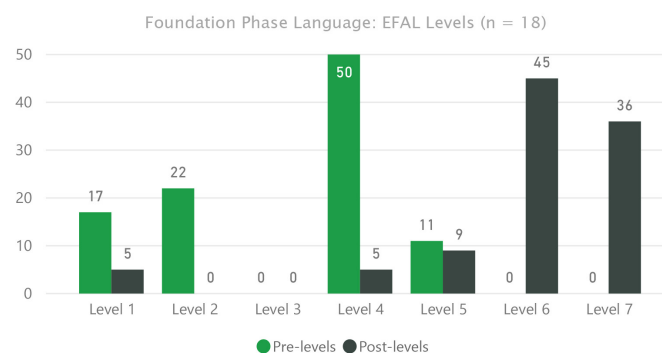
Furthermore, the data strongly suggest that gains in the Foundation Phase (FP) are beginning to consolidate. Capacity for supporting teaching in the early grades remains a priority, assisted by the introduction of technology through a province-wide roll out of laptop computers to all FP teachers.

Test scores from pre- and post-training assessments at Subject Advisor level confirm that the competence of officials is substantially improving in some areas.

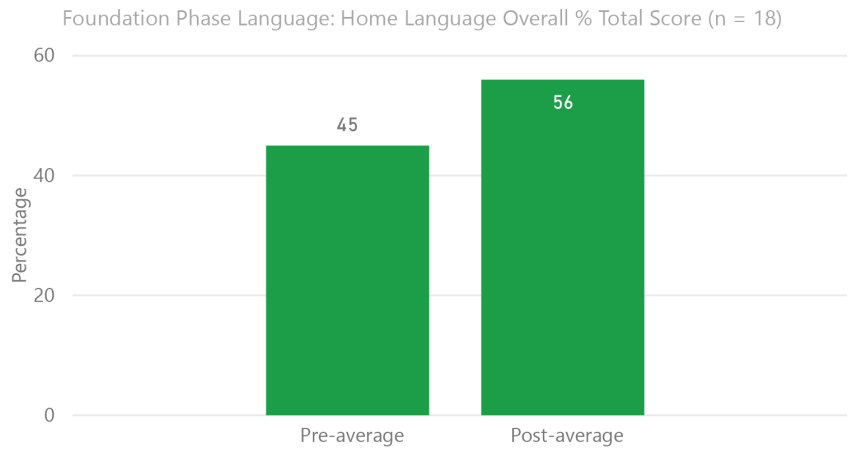
Whilst these sample sizes are modest, the assessment outcomes are monitored regularly by provincial programme managers in order to identify problem areas.



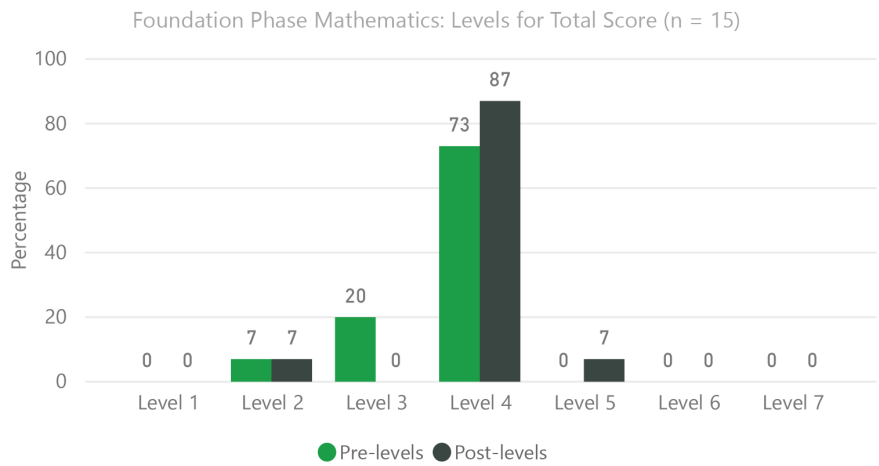
Ideally, these officials need to be achieving above level 5 to be considered competent trainers. In 2019, NECT will re-assess trainers to establish if the improvements are sustained.



In Home Language assessments, scores increased on average by more than 10% of Subject Advisors.



Gains in Mathematics were more modest, but most trainees reached the threshold post training.



Did you know?

In 2018, based on the official calendar, schools were expected to be teaching for 43 weeks. In practice, many schools only achieve 32 weeks of teaching time because of other activities.

The significance of SA-SAMS Modernisation



Department of Basic Education

Driving national policy to improve the quality of teaching and learning for **418 613** educators and **12 033 565** learners



Provincial Education Departments

Adequately appropriating **R246.8 billion** across **9 provinces** for provisioning of educational resources at over **25 574 schools**



District Managers

Supporting District managers in **86 districts** to provide professional management to educators



School Governing Body

Over **25 million parents/guardians** actively participating in the running of schools through the School Governing Body



School Principals and HODs

Enabling over **100 000 school principals and HODs** to effectively manage the teaching and learning activities of the school.



Educators

Reducing administrative burden will free up **40 million hours per year** for educators to provide quality teaching to our country's future leaders.



School Administrator

Over **25 000 school administrators** supporting the teaching and learning activities and environment



Inter-governmental Departments and Regulatory Bodies

Extending the benefits of e-Government for collaborative information sharing across all sectors



Section

4

Technology in Education:

Taking Advantage of Technology to Advance Learning and School Management

When the Zenex Foundation funded the user-requirements assessment exercise in 2015, the commitment to revamp the SA-Schooling System Administration and Management System (SA-SAMS) had been bottlenecked for a few years. The user-requirements were efficiently produced and processed into the SA-SAMS modernisation plan and programme on the basis of which implementation commitments from three philanthropic funders, the Department of Basic Education (DBE) and its provincial departments were secured. From the middle of 2017, the Programme Steering Committee (PSC) and Project Management Office (PMO) were established, whose focus had been on initiating programme implementation.



4.1 Laying The Foundation for 21st Century Learning

During 2018 the focus of the SA-SAMS programme was on securing a suitable vendor for developing the modernised solution, advocating for the project with the provincial departments and undertaking the technical preparation of the two pilot provinces. The solution design, resourcing and reporting arrangements have been finalised with the nine provinces and funding organisations. The two target provinces are ready for the pilot. The recruitment of the development vendor has, however, been slower than anticipated.

Building on the successful inception of the programme in 2017, the key targets for 2018 were as follows:

Key Focus Areas	Weighting (%)	Success Rate (%)
1. Secure the vendor for the SA-SAMS system	50	40
2. Conducting pilot sites technical readiness assessments	15	100
3. Provincial and Hedcom* advocacy of the modernisation of SA-SAMS	15	100
4. Capacitating the project management office	10	95
5. School administration management process mapping	10	100

*Heads of Education Departments Committee

The details of the performance assessments are presented in the sections below.

4.2 Vendor Engagement



The vendor recruitment was handled by the State Information Technology Agency (SITA). In line with the SITA processes, the bid specifications were agreed to on 23 January 2018, after which the SITA initiated its internal procurement processes which were completed on 5 December 2018. The outcome of the SITA process is being considered by the DBE as the client and the NECT which is the nominated contractor of the vendor. The project is experiencing a seven-month delay emanating from unexpected delays in the procurement processes. The PMO is minimising the delays by fast-tracking aspects of the project that are not dependent on the vendor appointment and has slowed the expert mobilisation process to save on project costs.

4.3

Project Management Office



The PMO has adopted a hybrid methodology drawing from Prince2 and Agile methodologies. In this respect, the outputs have been delivered, approved and baselined by the PSC and include: the business case, project mandate, project initiation document, project budget and project schedule. Staffing of the PMO was initially slowed down due to the delay in the service provider procurement process; however, momentum picked up in the second half of 2018. Eighty percent of the required technical expertise has been engaged.

4.4

Project Governance



The key governance documents and systems have been finalised. These include:

- The Memorandum of Understanding (MOU) between the NECT, DBE, Michael & Susan Dell Foundation (MSDF), FirstRand Empowerment Foundation (FREF) and the ELMA Foundation was signed-off in February 2018.
- The agreement between the NECT and DBE was drafted and presented to the DBE for finalisation.
- The MOU between the NECT, DBE and Provincial Education Departments (PEDs) was drafted and was presented to the Education Management Information System (EMIS) managers and legal representatives for input. The final draft has been circulated to the PEDs for finalisation.
- Five steering committees meetings were held during the course of 2018. Monthly progress reports were also circulated. To strengthen the PSC, two sub-steering committees representing all nine provinces have been set-up to provide guidance to the project for the technical and functional solution.

4.5

Solution Development



Although there have been delays in the appointment of the vendor, the team continued with the processes to prepare the design of the solution. This included collecting and processing inputs from the PEDs to refine the project approach and commence with the “as-is” process analysis. In November, the team initiated a visit to ten sample schools in six provinces to understand in detail the school and district level business processes which will be mapped out in preparation for the development of the solution.

The educator, administrators, principals, district managers and EMIS officials welcomed the opportunity to contribute to the modernisation programme and gave insightful inputs.

A high-level technical design was shared with all nine provincial EMIS offices and the DBE. The design, which features a web-enabled-cloud solution, was accepted, and the SITA has confirmed its ability to host this solution.

4.6 Pilot Readiness

The readiness of the two target provinces for the pilot, the Free State and North-West province, was established through a series of consultations and technical assessment of the systems and human capacity in the provinces' EMIS units. The readiness campaign was coupled with change management activities which included:

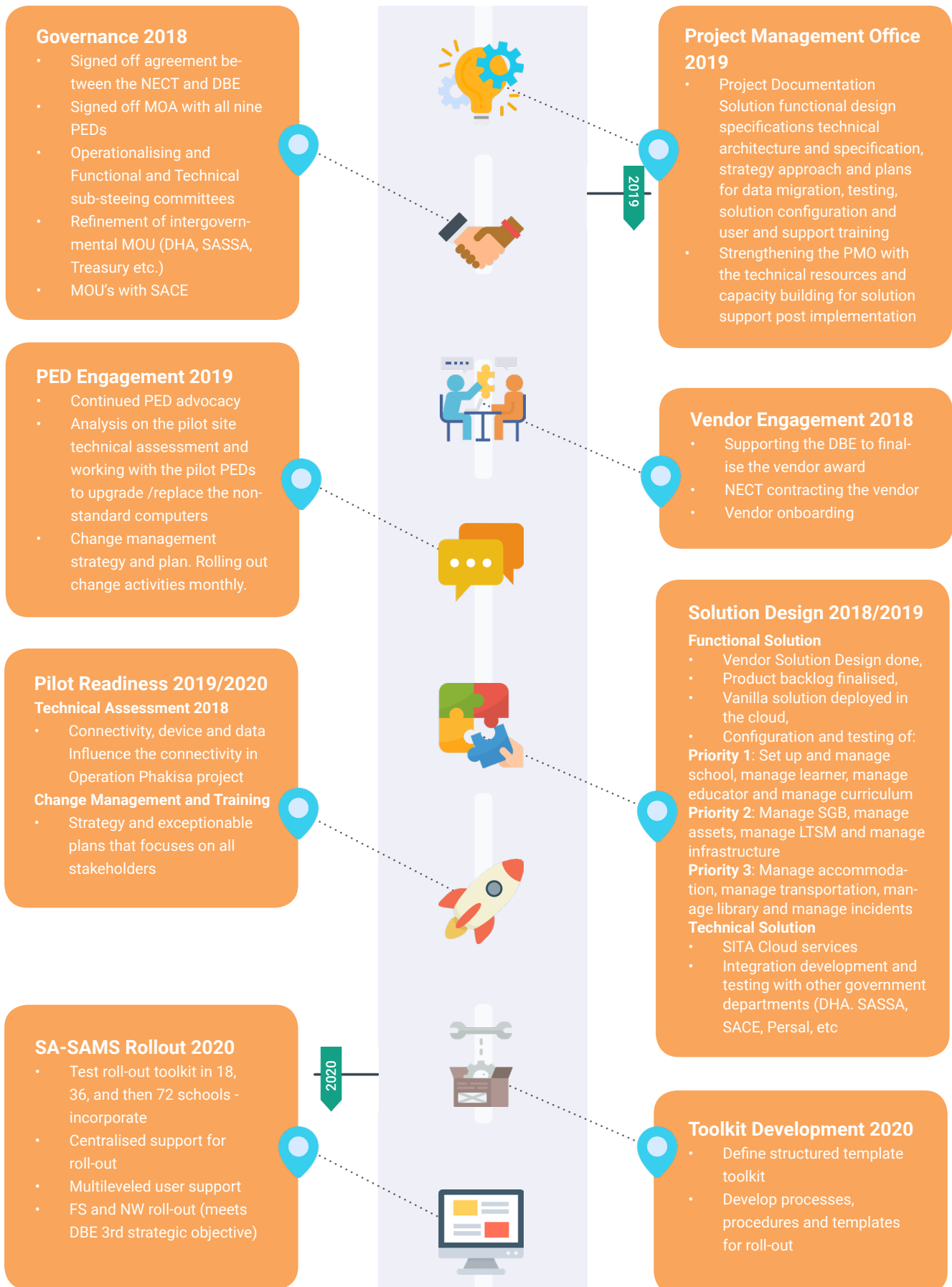
- Advocacy meetings with the nine provincial departments targeting MECs, HODs and EMIS units (whilst the provincial leadership and the EMIS management welcomed and support the SA-SAMS modernisation project, caution was raised on the connectivity and data costs to the schools and PEDs. The data and connectivity issues have been heeded and are being addressed by the DBE).
- Detailed stakeholder engagements with the pilot provinces to understand the challenges, communication protocols and cultural diversity expectations that must be addressed by the project.
- School user groups consultations which were welcomed as avenues to contribute to the solution design (the users cautioned against a complicated system, but require a single system that can provide all reports to various users involved in managing the operations of the schools.)

The PMO developed a tool that will enable the school administrator to run a software programme to determine the configuration of the computers at the schools and supply the PEDs with that data.

4.7 Project Financials

The project has mobilised a total of R100 million. Sixty percent of the budget was raised from non-governmental sources and the remainder from government – DBE and the PEDs. Of the total income of R41 647 176 (including interest earned), R 11 835 699 has been spent, with 70% being spent on consultants and employees, and 10% on fixed assets (computers and digital equipment). The project team is confident that the project will be completed within the remaining budget. Avenues for cost-saving have been identified to counter the financial effects of the delays cited above.

Strategy to Improve the Utilisation of Technology in Education





Section

5

Stepping Into The Sandbox:

A Glimpse Into The Future of Learning

Imagine a school environment buzzing with energy, warmth and innovation. Teachers care about their learners and create a space where these learners can explore, play, create and reflect as they discover new knowledge together. The schools are homes for learners and teachers who are confident, adaptable, empathetic and equipped with a broad range of transferable skills. It becomes a hub of learning and activity for the surrounding community, and a beacon of hope for the rest of the country.

Imagine co-creating this reality in the sleepy, tranquil Waterberg District of Limpopo – in the scorching heat of a classroom with 55 little people, red dust on their school shoes and gap-toothed smiles on their faces. This is the exciting and daunting task of the schools and EdHub project team involved in the 21st Century Sandbox Schools Project.

i Following a deep dive into research and best practices on the future of schooling in 2018, the EdHub has commenced engagement with our eleven Sandbox Schools in earnest: the pilot is officially in session!

5.1 Background to the Future Schools Sandbox Project



Did you know?

21st Century teaching and learning is not all about technology! Technology is not the foundation of C21st teaching and learning, nor is it the silver bullet for the future of education. Rather, the future of teaching and learning involves cultivating an evolving set of competencies, pedagogies, environments, assessments, and mindsets, that constitute a journey of lifelong learning. Technology should therefore be introduced as a way of supporting and enhancing learning, and to grant learners the opportunity to interact with technology in the first place. “Learning is the priority; the technology ought to be invisible”

(From Four-Dimensional Education – Fadel, Bialik, Trilling, 2016)

In keeping with the mandate of the EdHub to promote innovation in education, the intention of this project is to boldly explore and drive the transformation agenda in education and assist the sector in responding to the demands of this rapidly-changing world.

Guiding Principles of the Sandbox Project



What it IS about



Experimenting with well researched C21st teaching & learning practice



Working in parallel to current curriculum



Building on Foundational Skills



Teachers playing new but crucial role



A way of thinking, across subjects and learning areas



Simple, actionable implementations



Collaboration, cocreation and dialogue

What it is NOT about



Introducing technology and hoping for the best



Overhauling the current curriculum



Solely focused on C21st skills



Teachers no longer necessary



Locate within a specific project



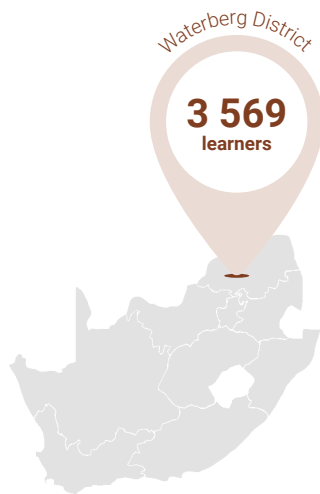
Burdensome, complicated implementation



Isolation design and implementation

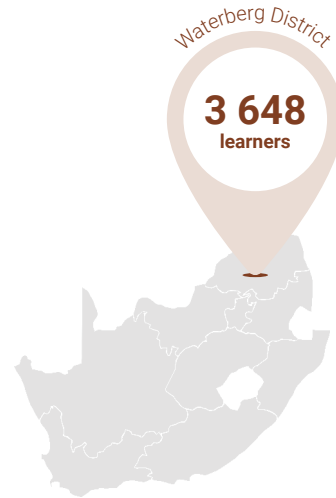


Building on the preparatory work and momentum generated since late 2017, the EdHub has developed a model for experimentation in the Sandbox Schools – 11 pilot sites which were handpicked for their openness to innovation. These schools are collaborating with the EdHub team to become ecosystems of 21st Century Teaching and Learning. Congratulations to the 11 Sandbox Schools!



Modimolle

Dagbreek Primary School (**1276 learners**, Quintile 3)
Hector Peterson Primary School (**1078 learners**, Quintile 3)
Lekkerbreek Primary School (**1215 learners**, Quintile 1)



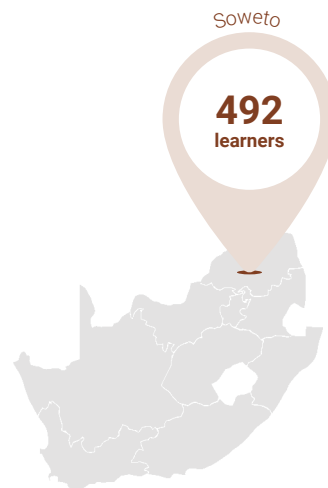
Mookgopong

BB Matlaila Primary School (**1381 learners**, Quintile 2)
Dikubu Primary School (**1431 learners**, Quintile 3)
Mookgophong Primary School (**836 learners**, Quintile 2)



Bela-Bela

Albert Luthuli Primary School (**1022 learners**, Quintile 3)
Khabele Primary School (**577 learners**, Quintile 3)
Mmamakwa Primary School (**1232 learners**, Quintile 3)
Mmampatile Primary School (**1183 learners**, Quintile 3)



University Johannesburg Teaching School

Funda Ujabule Primary School (**492 learners**, Quintile 1)

5.1.4 A Deep Dive Into 21st Century Teaching and Learning

The EdHub team spent much of 2018 conducting global and local research on 21st Century Teaching and Learning, all the while bearing in mind the contextual realities of South African public schools and seeking to develop an approach for experimentation in this context. Through field and desktop research, interviews, and dialogues with key education stakeholders, the team selected the Four-Dimensional Education Framework of the Center for Curriculum Redesign (CCR) as the initial framework for experimentation in Sandbox Schools. The CCR framework addresses 21st Century Teaching and Learning holistically, encompassing four dimensions:



¹Bialik, Maya, & Fadel, Charles (2015) "Skills for the 21st Century: What should students learn?" Center for Curriculum Redesign.

²Alternatively called socio-emotional skills, non-cognitive skills, soft skills, etc. for more info see: <http://curriculumredesign.org/wp-content/uploads/CCR-Decision-matrix-for-Character-terminology-FINAL.pdf>

³Bialik, M., Bogan, M. Fadel, C., Horvathova, M. (2015) "Character Education for the 21st Century: What Should Students Learn?" Center for Curriculum Redesign

⁴Bialik, M., & Fadel, C. (2015) Meta-Learning for the 21st Century: What Should Students Learn?" Center for Curriculum Redesign

5.1.3 Introducing Change: Engaging The Ecosystem

In the spirit of 21st Century teaching and learning, the EdHub team has adopted a systems-based, incremental approach to the Sandbox Project. The pilot embodies key 21st Century competencies and themes such as interdisciplinarity, systems thinking, reflection, adaptation and collaboration – and calls on the project team and school stakeholders to do the same.

One Iteration at a Time

Given the recent history of South African curricula and the impact of multiple curriculum changes on the current system, there exists a very real aversion to further change, which we cannot ignore. Rather than advocating for wholesale, once-off curriculum reform, the EdHub has chosen to adopt a carefully designed approach to proving which aspects of the existing curriculum (and delivery thereof) would best prepare our education system for the future and then to incrementally drip-feed these learnings into the broader education sector.

Beginning with one subject English First Additional Language (EFAL) in one phase (Foundation Phase), the pilot will focus on emphasising seven prioritised 21st Century competencies in the CAPS Curriculum, with the intention of expanding to other learning areas and grades as the pilot progresses.

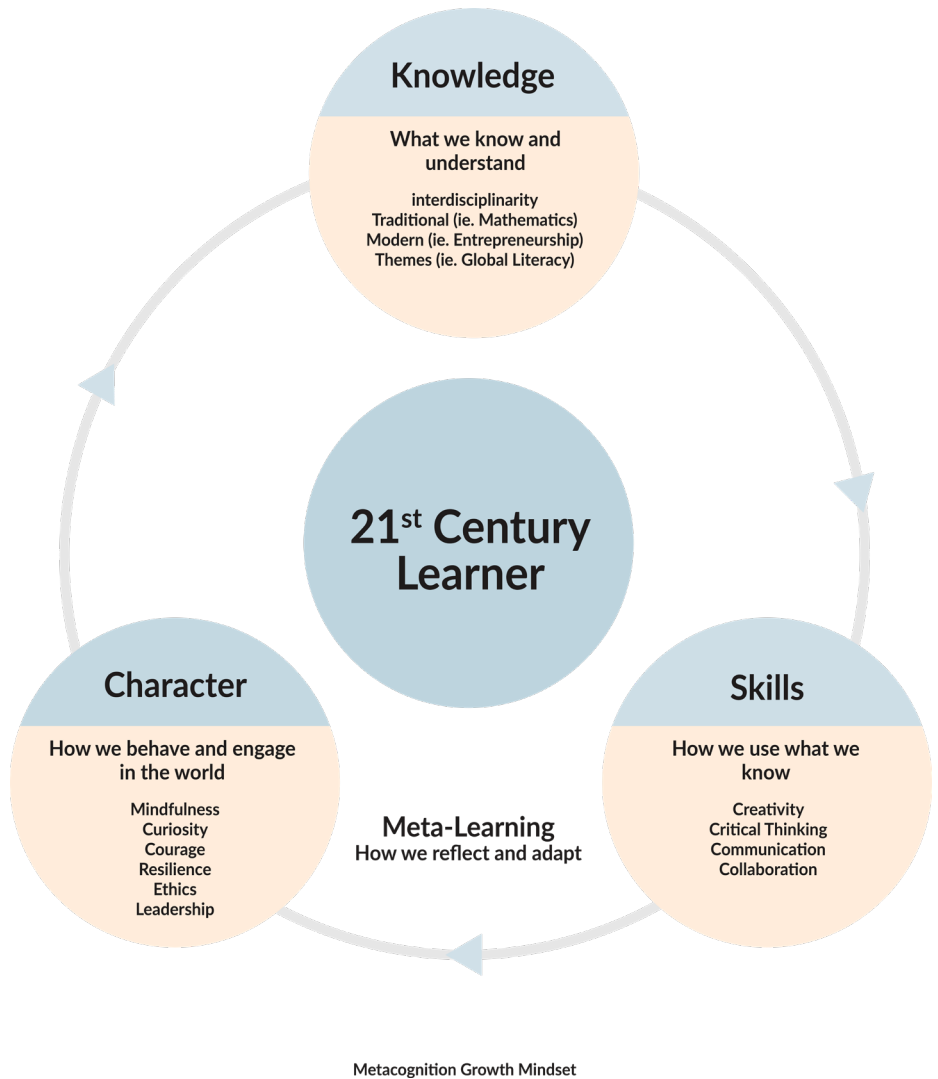
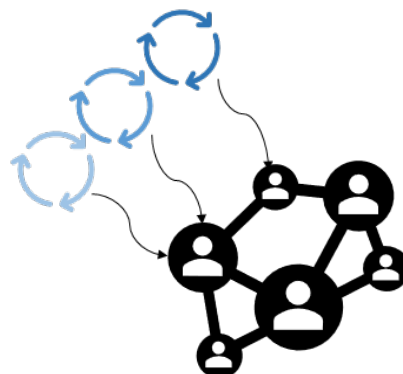
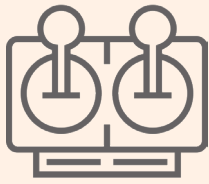


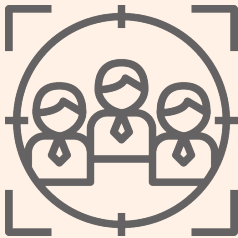
Figure 3: Four-Dimensional Framework for 21st Century Teaching and Learning (source?)





One System, Many Levers

While curriculum is a central aspect of schooling and is often the sole focus of discussions around 21st Century Teaching and Learning, the curriculum does not exist in isolation. In our engagements with the Sandbox Schools, we are collaboratively identifying areas of broader school culture, behaviour and ethos that also need to shift in order to create an environment conducive to 21st Century learning. This engagement – part of our “School Culture & Change Management” workstream – is the work of complementing and ‘preparing the soil’ for the classroom activities to come.

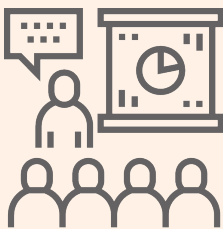


The Human Element

Undoubtedly, the most complex, challenging and rewarding aspect of this project – and any initiative that aims to introduce significant change to a social system – is the human element: How does one journey with people into a new way of being in a manner that is supportive, encouraging, sufficiently challenging, and speaks to their own potential and passions? This is a question that the EdHub team is grappling with as we engage with teachers, school leaders, district officials, parents and other stakeholders who are integral to the success of the project. By leveraging the enthusiasm of selected ‘Champions’ at each Sandbox School, we aim to build relationships and mobilise support while simultaneously strengthening capacity and ultimately creating a movement around innovation for 21st Century education in these schools.

5.1.4 Emerging Themes

Through our engagements with the Sandbox Schools and research conducted thus far, the following themes are beginning to emerge across schools. The EdHub team will continue to track these themes and use them to guide our approach and activities as we aim to unlock each school’s potential to become an ecosystem of 21st Century learning.



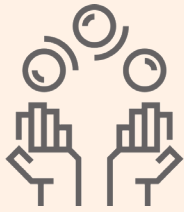
Teacher Engagement and Ownership

Disengagement, reluctance to voice opinions and a fixed mind-set are among the challenges we have encountered in our interactions with teachers in the Sandbox Schools thus far. However, these challenges exist alongside teachers who are enthusiastic, solution-driven and open to change. The context, therefore, calls on the project team to find ways of engaging the empathy and motivation of teachers, to enable them to see the bigger vision and develop a sense of ownership of the Sandbox project.



Relationships

Observations and insights drawn from school visits have begun to paint a picture of the various relationships at play in the school context and to foreground their importance. From authoritarian and distant principals, to light-hearted and open conversations between principals and teachers (and everything in between), the EdHub team has gained a deeper appreciation for the complexities and far-reaching influence of relationships between school stakeholders.



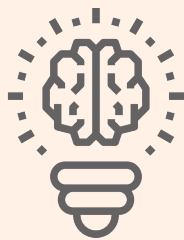
Freedom to Play

A recurring theme in engagements with some of the Sandbox Schools has been an atmosphere of inhibition or the fear of failure. In a number of schools, teachers are not encouraged to take risks, ask questions or challenge the status quo. This lack of a teacher 'voice' inevitably translates to a lack of learners' voices in teachers' own classroom practice, and creates an environment that inhibits freedom to explore, play, innovate and learn from failure. In keeping with the idea of a 'Sandbox' as a safe space for experimentation and learning through play, a large focus of initial engagements with teachers and other stakeholders will be on sparking this playfulness and creating an atmosphere that views 'failure' as an opportunity to learn.



Experiential Learning

Engagements with school stakeholders have highlighted the importance of immersive, active experiences in effectively conveying a concept. In direct contrast to traditional, teacher-centric modes of teaching and learning, the Sandbox aims to embody 21st Century experiential learning pedagogies to bring all stakeholders along on the journey as they experience 21st Century learning first-hand.



Resources vs Resourcefulness

In resource-constrained environments like the Sandbox Schools, it is tempting to cite a lack of adequate resources as the reason for a lack of innovation. Interactions with the Sandbox Schools, however, have highlighted the facts that: a) a lack of resources does not necessarily limit innovation – and is, in fact, often a catalyst for innovation; and b) access to resources does not always translate to quality teaching and learning. A key question for the project team in relation to this theme is thus how to create a balance between supporting teachers to develop their capacity and challenging them to push the boundaries and innovate within existing constraints.



Sandbox Playdate



Section

6

Dialoguing Across Sectors and Ideologies

Education DialogueSA provides an inter-sectoral forum for engagement about joint and individual actions that can be undertaken to address our education challenges. The dialogue aims to change attitudes in order to change behaviour. The National Development Plan has re-emphasised the importance of public participation in the affairs of the state; in policy matters, in the implementation of programmes, and in voluntary programmes. Leadership in the field requires continuous learning and improvement, sharing and drawing on the expertise of others, hence the dialogue programme serves as a cornerstone to reflective practices in the education sector.



6.1 DialogueSA

The DialogueSA Programme successfully hosted six events in 2018, some in response to emerging issues, while others were motivated by a need to examine and discuss contested issues in education.



Representative from Catholic Institute of Education

Dialogue is a process which helps a group to know things more deeply, to recognize the complexities and the implications for thinking and for action. Dialogue helps people to understand the root of the 'incoherence' that creates a problem or a symptom and use it as an asset to build a new dynamic. Dialogue deals with deep seated and perhaps inter-generational cultural ideas and belief systems. Dialogue offers a 'more effective way of dealing with root issues between people, cultures and societies in general

The first topic presented itself as a highly publicised issue: the Minister of Basic Education, Angie Motshekga, requested DialogueSA to convene a session on the **Cost of School Uniforms**. This provoked significant interest from schools and School Governing Bodies (SGBs) as well as suppliers of uniforms. There was consensus that school uniforms are necessary and desirable, and various suggestions, which could be considered by schools and suppliers, were made on how costs could be contained. The Competition Commission presented a report which indicated that there may be anti-competitive behaviour by some schools and cautioned against exclusive supply agreements.

A second Dialogue focused on the **SA-SAMS Revitalisation** Project being undertaken by the NECT. This development will have a significant impact on the system and requires a comprehensive buy-in from users and stakeholders. Around 50 interested persons attended, and the proposed technical work was presented by the NECT Project Manager, together with an indication of how this would affect end users, especially schools and districts. The presentation was well received, and various recommendations, which are being considered, were made for refinement.

A Dialogue on **Language and/in Education** was held in September, led by Prof Leketi Makalela from the Centre for Multi-Lingual Education at the University of the Witwatersrand. Prof Makalela argued that the current mono-lingual approach in education deprived many learners of a key socio-cultural asset and impacted negatively on learning outcomes. He was strongly supported in this view by Carole Bloch from the Project for the Study of Alternative Education in South Africa (PRAESA) as well as other participants. The Minister and senior curriculum officials actively engaged with the presenter, and the perspectives of many participants were shifted.

Also in September, a seminar was held on the topic of **21st Century Schooling**. This was a follow-up to the 2017 bosberaad on the Fourth Industrial Revolution (4IR) in Education led by Charles Fadel, founder of the CCR. Since this event, the NECT has embarked on the experimental Future Schools Sandbox Project outlined above, to design and trial various models for 21st Century education in South African public schools. As part of this process, the NECT invited Michaela Horvathova, a researcher and curriculum expert from the CCR with international experience in the design of curricula for 21st Century education, to lead seminars in Cape Town and Johannesburg, drawing out practical lessons on the subject. These were well received and identified the NECT as a leading agent in this field.

In November, DialogueSA invited players in the Early Childhood Development (ECD) sector to discuss the intended **migration of Early Childhood Development (ECD) co-ordination from the Department of Social Development (DSD) to the DBE**. Civil society players in the sector have asked for clarity regarding the migration plan, and it was hoped that the departments involved would be able to provide leadership. Despite expectations that the matter would be quite well advanced by then, the Dialogue was regrettably premature, and little information could be provided on what was intended and what the migration would mean for the sector. Nevertheless, valuable advice was provided by social partners in terms of how they saw the process being taken forward, and it is expected that further sessions will be convened once the relevant departments are ready to proceed.

In October 2018, the **National School Safety Summit** was convened by DialogueSA on behalf of the Minister and the DBE. The event was triggered by some serious incidents of violence at schools and was designed as a follow up to the 2015 Safety Summit. Constituencies, including unions, SGBs, students and the DBE were invited to report on work done since then and to identify what still needs to be done.

Significant interest was shown in the topic, and various government departments indicated their roles and responsibilities in this regard. The Summit adopted a declaration, and the NECT has been charged with serving as the Secretariat for the constituency-based National School Safety Steering Committee (NSSSC), which should implement the resolutions of the Summit.



Minister of Basic Education: Angie Motshekga

FAQs regarding the DialogueSA programme often revolve around impact: what difference have the Dialogues made? Some participants have expected a detailed action plan arising out of each Dialogue, or at least a Declaration or set of resolutions. In some cases, like the School Safety Summit, this has been the case. In other matters, like school uniforms, it is for participants to take notice of the views expressed and consider these. But the aim of the DialogueSA programme is also to test ideas, to shape perspectives, and in this way to influence both policy and action. The Dialogue on Language was such a case; big ideas were introduced, but these will take time to develop. Dialogue is an important precursor to action, and positive feedback from constituencies on the value of the DialogueSA programme suggests it is serving this purpose and feeding knowledge into the education transformation arena.



Did you know?

Dialogue has been shown to build better relations between people who work together, who live together, who socialise together or even those that play together.

education (SAFE)



President Cyril Ramaphosa at the launch of the Sanitation Appropriate for Education (SAFE) project, 14 August 2018.

Section

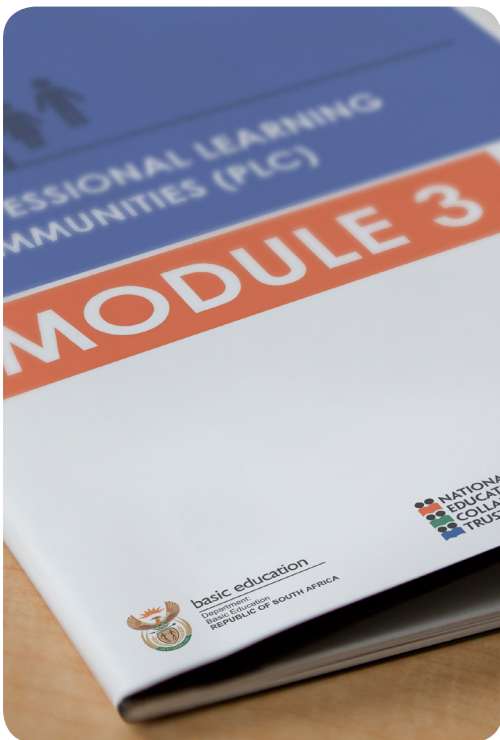
7 Strategic Initiatives

Partnerships and collaboration are important to the work of the NECT, it is for this reason that the NECT has partnered with various organisations that seek to improve education in the country. Most notably is that the NECT is providing technical assistance to the Department of Basic Education (DBE) to establish the National Institute of Curriculum Redesign which aims to improve the quality of teacher education and development over time. Initial discussions with the DBE were convened and the NECT is beginning to lay out a plan of action for joint engagement in the process of establishing the Institute. The development of the new Life Orientation textbooks have continued and the final drafts will be available in 2019.

7.1 Strategic Initiative Engagement

7.1.1 National Institute for Curriculum and Professional Development - Creating a Repository of Improvement to the Programme

The National Institute for Curriculum and Professional Development (NICPD) is based in the DBE. The Institute has been formed to be the central link in coordinating all aspects relating to quality, Continuous Professional Development (CPD) activities. Teachers and district personnel, through various processes, will identify their own development needs and will be connected to activities and programmes to meet these needs, all of which will be aligned to the identification of system priorities for targeted teacher development.



The NICPD works closely with Provincial Education Departments (PEDs), which are responsible for establishing Provincial Teacher Development Institutes (PTDI), District Teacher Development Centres (DTDCs) and Professional Learning Communities (PLCs). Hence, the NICPD, through engagement with provincial structures, is the central hub for the co-ordination of CPD across the country.

During the latter part of 2018, the NECT engaged in a supportive partnership with the NICPD and was assisting in the construction of a framework that captures the NICPD's strategic and practical thrust. This framework is in a draft format and continues to be interrogated and refined, with a final format expected in early 2019. The framework has been informed by consultation with a variety of stakeholders and was built on the suggestions outlined in the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa, 12 April 2011. An important aspect of the framework is the consideration given to training in the 4IR knowledge and skills and how this will impact teachers and schools alike. The NECT is piloting programmes showcasing how ICT impacts on learner improvement and performance, and the results of these programmes will be fed back to the NICPD.

The supporting relationship between the NECT and the NICPD extends also to the range of materials that the NECT has produced for all school grades in the key areas of Mathematics, Natural Science/Technology, EFAL and Physical Science. These materials are housed by the NICPD and can be accessed by all teachers at provincial level. The NICPD is the natural custodian of and repository for the tested sets of materials produced by the NECT over the past five years. The NECT will continue to engage with the NICPD to ensure this process takes place in the most cost effective and accessible way, in line with a broad commitment to making all materials and resources available through ICT.



The DHET is considered to be the lead agency responsible for: ensuring a sufficient supply of new teachers for all teaching specialisations (phases, learning areas and subjects) steered by information on the supply, demand and utilisation of educators in the schooling system; ensuring the development and provision of qualification-based CPD programmes for all types of teachers working in the schooling system.

7.1.2 Teacher Unions

The DBE and NECT kept in constant communication with the teacher unions regarding reading through progress meetings with national leadership and through collaborative efforts with other union programmes at provincial and district levels. This strategic engagement has served to strengthen the National Reading Improvement Plan under development by the National Reading Coalition.



7.1.3 Non-Governmental Organizations

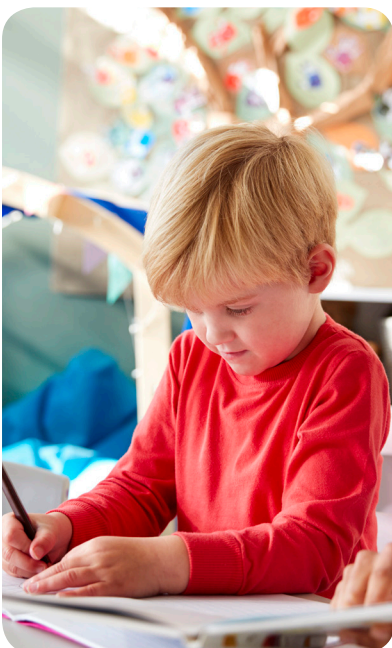
The NRC engaged strategically with reading NGOs in the following ways:

- Providing information about successful reading initiatives currently being implemented across the country: this information informs the reading landscape mapping currently being coordinated by the NRC.
- Securing assistance to identify recognised experts to convene the reading improvement value chain areas: these convenors have begun working with the DBE champions to develop draft Reading Improvement Plans that will be presented and negotiated at the NRC launch scheduled for early 2019.

7.1.4 Innovation Role-Players

Value chain convenors and champions have engaged with several innovation role-players in developing the draft National Reading Improvement Plan. This engagement has been activated through the establishment of value chain reference groups. It is envisaged that these strategic engagements will continue to be fostered, enhanced and extended during 2019.

7.1.5 Early Childhood Development (ECD) - Development and Emerging Opportunities



ECD is referenced within the National Development Plan 2030: Our Future-make it work. The tremendous importance of the early years for human development is a given and so investing in resources to support and promote early child development from conception is something that the DBE has engaged with for a while. Traditionally, ECD has been under the DSD, but responsibility for overseeing the development of children between the ages of three and five years has now been placed with the DBE. In doing this, the government is acknowledging that a lack of opportunities and interventions during early childhood can significantly disadvantage young children and reduce their potential for educational and life-based success.

This National Integrated Early Childhood Development Policy of 2015 outlines the transformation of the ECD sector and service delivery in the country; in particular, the policy addresses critical gaps in what is presently on offer. The policy covers the period from conception until the year before a child enters formal schooling or, in the case of a child with developmental difficulties or disabilities, until the year before the calendar year in which the child turns seven (7), which marks the starting age of compulsory schooling or special education.

ECD has been largely serviced by the non-governmental organisation (NGO) sector, where a variety of service providers have offered a range of services, differing in quality and unable to address the needs of all children. Some NGOs have formed themselves into Communities of Practice where they discuss and debate service delivery, indicating a willingness to connect and collaborate; however, access to funding and geographical constraints pose problems.

The NECT is in a position to build ECD delivery into its model, to pilot interventions and to address standardisation across provinces on behalf of the DBE. The NECT can also create the necessary links to materials for Grade R. But more importantly, it can build on the Parent Community Initiative (PCI), backed by the DBE. The PCI has been a thread running through the NECT's work and has seen the organisation working with parent volunteers and teachers in establishing community-based programmes and opportunities. The DSCs, as social compacts, offer a further opportunity for the NECT to connect with communities and engage in activities to improve parenting skill in general and in preparing children for school. This is an objective for 2019 and after.

7.1.6 Sanitation Appropriate for Education (SAFE)

On 14 August 2018, President Cyril Ramaphosa launched a public-private partnership that will provide innovative, safe ablution facilities to nearly 4 000 mostly rural and township schools. The partnership was launched under the banner of Sanitation Appropriate for Education (SAFE). SAFE is a partnership between government, the private sector and civil society overseen by a steering committee comprising the United Nations Children's Fund (UNICEF), the Nelson Mandela Foundation, the NECT and Business Leadership South Africa (BLSA).



The President invited international agencies, the private sector and non-governmental organisations to support the SAFE initiative and called on companies to help construct models of new-technology toilets as a core component of the plan for each school. He also noted that the SAFE initiative is a response to 'an urgent human need', stating that 'SAFE will spare generations of young South Africans the indignity, discomfort and danger of using pit latrines and other unsafe facilities in our schools'.



Since the launch, the NECT has begun the process of developing administrative infrastructure to drive the mobilisation of partners and resources. The Steering Committee overseeing the initiative comprises the DBE, Business Unity South Africa (BUSA) and BLSA. The main objective of the Steering Committee is to provide oversight, guidance and support in relation to resource mobilisation. As expected, the operations of the Steering Committee are informed by terms of reference which set out objectives, scope, roles and responsibilities, among others. In addition to the Steering Committee, the NECT established a Project Management Office (PMO) to develop and execute the strategy.

This process resulted in direct and indirect financial contributions towards the construction of appropriate latrines in schools. The table also outlines possible, probable and confirmed funding.

Possible	Probable	Confirmed
R70 000 000	R25 250 000	R120 401 918

7.1.7 Life Orientation

In April 2017, the DBE undertook a project to develop, implement and monitor the production of Life Orientation textbooks for Grades 4-12, with financial support from six funders. The NECT, as part of its mandate from the DBE, provides fundholding and coordinating support on the project.

The Life Orientation Textbooks Project of the DBE is developing nine open-source textbooks with the following aims:

- Make the content and design **stimulating** and engaging for learners;
- Develop **creative and critical thinking** skills through all content areas and grades;
- **infuse study skills** and movement activities through all grades to facilitate the learning process;
- Incorporate **Creative Arts** and **History** as methods to facilitate the holistic development of learners;
- Encourage relationships based on **democratic principles and values** including dignity, equality and respect;
- Include **Indigenous Knowledge Systems** and **African idioms**, as well as the **translation of phrases** and key words and expressions in other South African languages, as appropriate;
- Reflect a variety of **careers and sustainable** livelihoods across all grades.

The Life Orientation Textbooks Project also complements the development of pre-service courses for teachers related to the integration of: (1) Constitutional and Human Rights Education (2) Inclusive Education and (3) the Care and Support for Teaching and Learning (CTSL) framework.

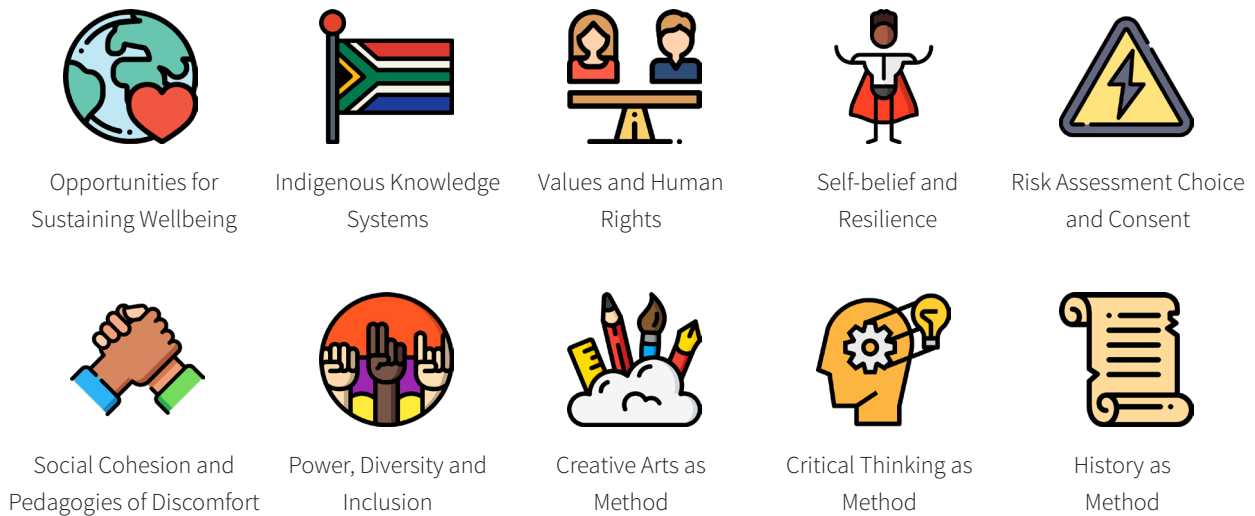
The nine textbooks being developed aim to equip learners to be independent, innovative, resourceful, critical thinkers who will participate actively in the 21st Century Economy. The curriculum of the textbooks has been categorised into 12 main intertwined themes as listed below:

1. Safety
2. Human Rights
3. Creative Arts
4. World of Work
5. Development of Self
6. Health and Hygiene
7. Physical Education
8. Sexuality
9. Conflict
10. Environmental Health
11. Study Skills
12. Substance Abuse and Nutrition



Example layouts for textbooks being developed

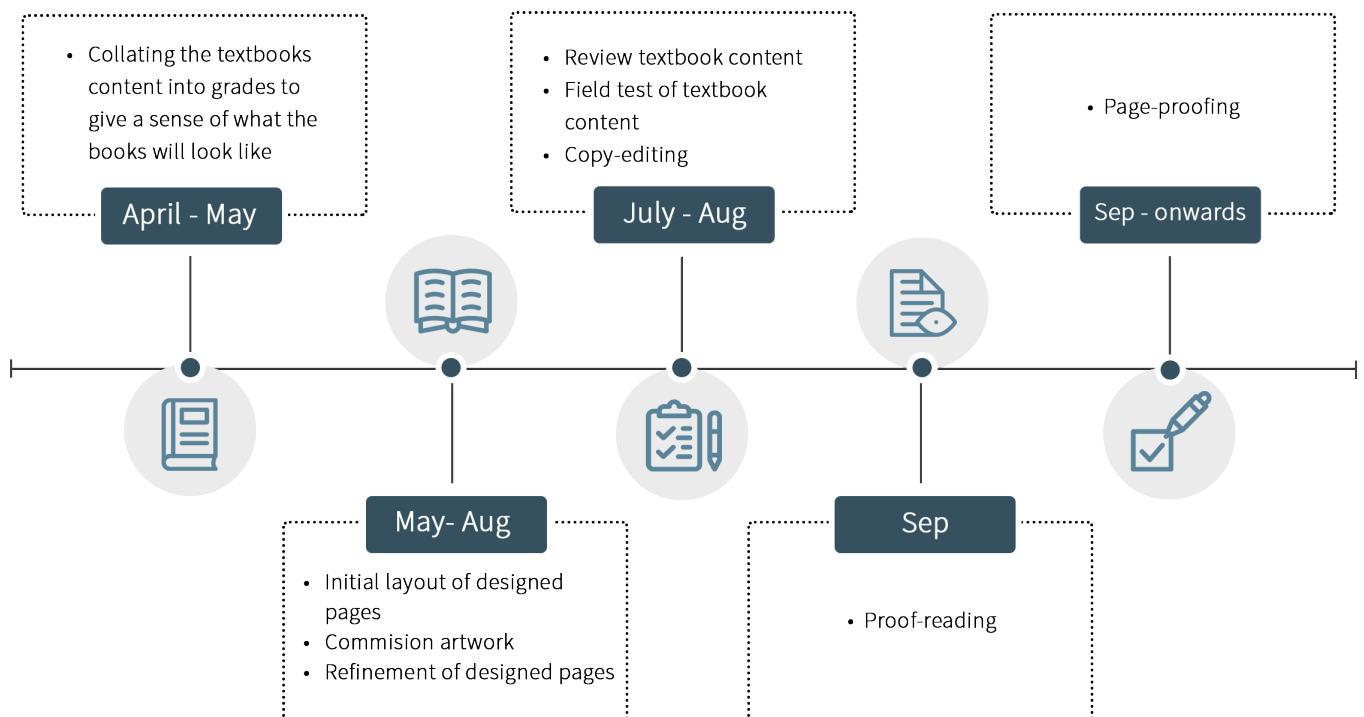
The essence of the textbook content (also the lens review filters):



Project Highlights

- 80% of the textbooks content has been drafted and 71% of the draft content has been designed
- Project Team has 68 service providers comprising: Writers, Editorial Coordinators, Editorial Assistants, Designers, Illustrators, Specialist Reviewers. Grade Book Managers, Editors and Publishers to be recruited as project goes along in 2019.
- The project aims to have the textbooks published in 2020.
- The textbook content has started undergoing external review starting with inputs from the Human Sciences Research Council (HSRC) and the Wits Reproductive Health and HIV Institute.

Project Line-Up



7.2 Taking on the Reading Challenge

7.2.1 The National Reading Coalition



Reading is the basis of all learning across the curriculum; it is also the skill that increases life opportunities and contentment, and thus it is crucial that reading be supported in schools. The NECT robustly and bravely responded to this need by launching the National Reading Coalition (NRC) with the following objectives:

- To mobilise support for, and coordination of, reading initiatives, initially targeting schools and communities in 25% of the education circuits;
- To profile reading initiatives in targeted circuits;
- To develop, advocate and implement a national plan that aligns and coordinates various initiatives that support the 'Read to Lead' campaign, initially in the targeted circuits; and
- To establish and maintain a self-sustaining, agile ecosystem of reading initiatives across the country, networking government and civil society activities for reading improvement.

7.2.2 The Circuit Selection

The criteria used to select the 25% of targeted circuits in consultation with departmental officials include:

- Half of the circuits selected must be in rural areas.
- The balance of the circuits selected should be evenly spread amongst semi-rural and urban circuits.
- Some existing circuit participation in DBE reading programmes is required.
- Principals, teachers, parents and learners must demonstrate willingness to engage with the NRC.
- Circuits must be functional with most vacant positions filled.
- Schools must be representative of the quintile system.
- A positive attitude must be demonstrated by circuit managers.
- There must be potential and commitment for extra support – reading skills acquisition, resource distribution and utilisation of resources (human, financial, physical or material and time).
- Parental involvement – a committed SGB to mobilise the community – must be present.

7.2.3 Reading Value Chain

The NRC's reading improvement model is set out in the diagram below:



Our theory of change postulates the following:

- When improvements are made to the way pre-service students are taught how to teach reading;
- When schools are provided with contextually and culturally relevant reading resources;
- When in-service teachers are exposed to quality opportunities to enhance their reading pedagogy skills;
- When reading is supported by, and valued throughout, communities;
- When a dynamic legislative framework exists to support reading; and
- When research is used to inform reading improvement ...

... then we will have succeeded in transforming South Africa into a reading nation.



7.2.4 Laying the Groundwork

For the NRC to be formally launched next year and to move into implementation, the following was achieved in 2018:

- ✓ The NRC Steering Committee and Secretariat were established and began to operate to provide guidance and operational support to the coalition.
- ✓ Several discussions took place between the NRC and the DBE, recognised reading experts in the value chain areas and funders to socialize the relevant communities about the NRC and its objectives.
- ✓ The value chain for reading improvement was developed, negotiated and adopted resulting in the identification of six areas around which the coalition focuses.
- ✓ Value chain convenors and champions were identified who began to plot the current situation in each area with a view to developing draft reading improvement plans.
- ✓ The mapping of national reading initiatives and reading resources in 25% of circuits was completed for three provinces.
- ✓ A dialogue on language and decolonisation led by Professor Leketi Makalela (Director: Hub for Multilingual Education, Wits University) was held bringing interested stakeholders together to discuss reading in multilingual classrooms.
- ✓ Phase Two of the Primary School Reading Improvement Programme (PSRIP) began which saw training and support being provided to additional Foundation Phase subject advisors and teachers and to a new cohort of Intermediate Phase subject advisors and teachers.

In conclusion, the end of 2018 saw the NRC poised to move forward with its national launch and to participate more directly in the reading revolution.



Did you know?

Did you know that reading statistics show that only 14% of South Africans are readers of books?



Angie Motshekga

Minister of Basic Education



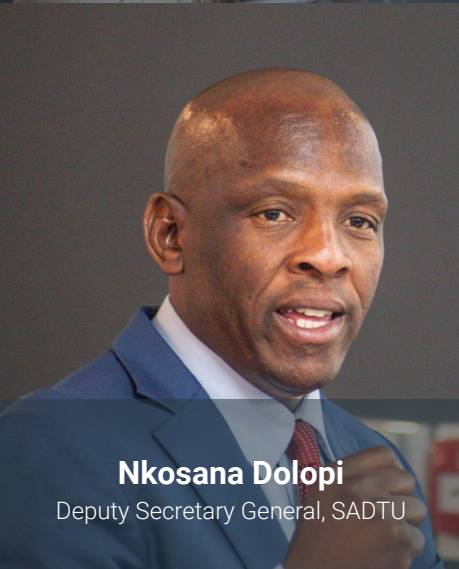
Bonang Mohale

CEO, Business Leadership SA



Jennie Glennie

Executive Director, SAIDE



Nkosana Dolopi

Deputy Secretary General, SADTU

Founders and Partners extend NECT mandate

On 19 November 2018, the NECT board and management presented an Aide Memoir reflecting on the five-year achievements of basic education system and the NECT. The operations and outcomes reports (e.g. the National Senior Certificate, Internal Comparative Math & Science Studies) show that South Africa's education is on the mend.

Regarding the NECT, most of the success conditions of the past five years were met by the founders and partners. The NECT itself has increased its footprint and has started impacting positively on the learning and teaching processes and learner outcomes. As a result, the founders endorsed a further five year mandate of the NECT to pursue the same goals and trajectory of supporting the Education System to achieve better quality in distinctive and sustainable ways.

Section

8

Financial Review

Showing commitment to NECT's mission the number of funders grew by 32% from 28 in 2017 to 37 in 2018. The NECT's revenues dipped by 6% in 2018, due to delays in signing off some key significant funders and transfer of some project budget to provinces. It's worth noting that the Trust received an unqualified audit opinion by Ernst & Young Inc



8.1 Financial Review

2%

Increase in
expenditure

6%

Decrease in
funding

This section presents an overview of the 2018 financial performance of the NECT. Although the Trust recorded a slight decline in income of 6% compared to 2017, expenditure grew by 2%. The decline in income can be attributed to delays experienced in signing off agreements with some funders. The slight increase in expenditure was due to increase in the reach of NECT's programmes.

8.1.1 Abridged statement of comprehensive income and statement of financial position

The Trust raised a total of R259,738,155 from funders in 2018 and while expenditure amounted to R269 923 151 in the same period. Deficit, after accounting for interest earned on invested funds and interest expenses, amounted to R7,624,809.

Tables 1 and 2 below presents abridged statement of comprehensive income and statement of financial position as at 31 December 2018.

Table 1: Abridged statement of comprehensive income

	Year ended 31 Dec 2018	Year ended 31 Dec 2017
Income	259 738 155	275 582 398
Government and SETAs	155 414 530	139 973 019
Business	61 218 823	61 507 150
Foundations and Trusts	7 010 750	15 721 879
Labour	-	705 255
Special Projects	32 246 180	56 888 831
Other income	3 847 872	786 264
Expenditure	269 923 151	265 788 018
Programmes expenses	218 677 337	193 848 487
Special Projects	32 246 180	56 888 831
Administration expenses	18 999 634	15 050 701
Operating (deficit)/surplus	(10 184 997)	9 794 379
Finance income	2 562 846	3 302 725
Finance cost	(2 658)	(6 432)
Other expenses	-	-
(Deficit)/Surplus	(7 624 809)	13 090 673
Other comprehensive income	-	-
Total comprehensive (deficit)/surplus	(7,624,809)	13,090,673

Table 2: Abridged statement of financial position

	2018	2017
Assets		
Non Current Assets	3 112 526	3 662 161
Current Assets	104 073 200	73 727 093
Total Assets	107 185 726	77 389 254
Funds and Liabilities		
Funds	9 537 975	17 162 784
Non Current Liabilities	55 690 042	37 240 403
Current Liabilities	41 957 708	22 986 067
Total Funds and Liabilities	107 185 726	77 389 254

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 (www.nect.org.za).

8.1.2 Analysis of Income

As stated above, total income in 2018 declined by 6% compared to 2017. The figure below presents 2018 revenue figures (in percentages) compared to 2017 and distribution between the different funders for the two years. In 2018, the split between Government’s contribution and other sources stood at 60% and 40% respectively.

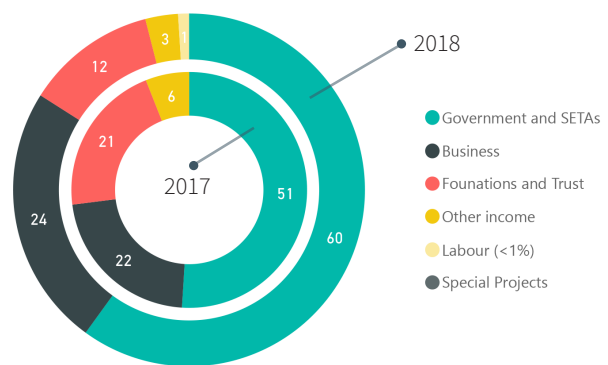


Figure 1: Sources of revenue (%)

8.1.3 Analysis of Expenditure

In 2018, the NECT invested 93% of all expenditure directly into education-related programmes while 7% was spent on administration costs.

The following figure compares expenditure (in percentages) spread between education-specific programmes and administration expenditure in 2018 and 2017.

Expenditure in 2018 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 83% of the NECT’s total expenditure in 2018.

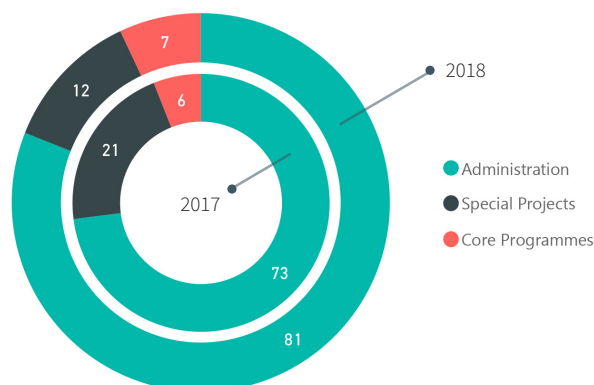


Figure 2: Expense distribution (%)

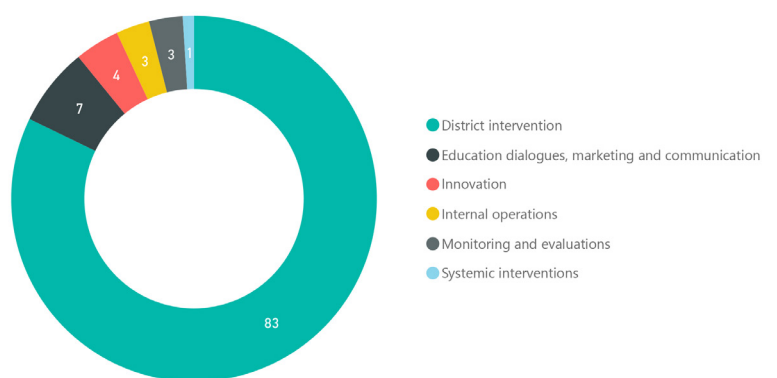


Figure 3: Programme Expenditure Distribution (%)

Table 3: The full funders list for 2018, including figures is presented on the table below:

	2018	2017	2014-2016	Total Contributions 2014-2018
	Amount	Amount	Amount	
Government and SETA				
Department of Basic Education	112,218,000	99,959,000	272,103,753	484,280,753
Department of Education- Eastern Cape Provincial Government	30,892,165	-	-	30,892,165
Department of Education- KwaZulu-Natal Provincial Government	5,431,997	-	-	5,431,997
ETDP SETA-Teacher Testing	4,990,000	-	-	4,990,000
Department of Education- Free State Provincial Government	1,882,368	-	-	1,882,368
Department of Basic Education EU	-	40,014,019	-	40,014,019
ETDP SETA	-	-	7,359,151	7,359,151
Total Government and SETA	155 414 530	139 973 019	279 492 904	569 850 453
Business				
First Rand Empowerment Foundation	28,742,172	27,100,000	48,399,492	104,241,664
Standard Bank South Africa	7,826,087	7,894,737	28,157,895	43,878,719
Sishen Iron Ore Community (SIOC) Development Trust	5,271,157	6,719,999	6,216,325	18,207,480
Old Mutual South Africa Ltd	4,700,000	5,300,000	11,046,290	21,046,290
Old Mutual	2,730,550	-	-	2,730,550
Telkom SA SOC Ltd	2,662,615	-	1,603,670	4,266,285
Nedbank Ltd	2,000,000	4,000,000	7,227,194	13,227,194
Woolworths Holdings Ltd	2,000,000	2,000,000	6,010,000	10,010,000
MMI Foundation NPC	1,645,782	1,645,782	4,693,461	7,985,025
ABSA Bank Ltd	1,310,459	1,145,271	11,544,270	14,000,000
Hollard Group Ltd	1,000,000	1,000,000	3,000,000	5,000,000
Industrial Development Corporation of South Africa Ltd	500,000	500,000	1,000,000	2,000,000
Ernst & Young Inc	530,000	500,000	790,000	1,820,000
JSE Ltd	300,000	300,000	1,253,319	1,853,319
IT Master Information Technology Consultants/Vodacom	-	500,000	-	500,000
Imperial Holdings Ltd	-	1,700,000	3,375,198	5,075,198
Sasol Inzalo Foundation	-	893,393	388,805	1,282,198
The South African Breweries (Pty) Ltd	-	-	4,000,000	4,000,000
Nedbank Private Wealth Educational Foundation	-	-	2,000,000	2,000,000
Business Leadership South Africa/USAID	-	-	894,400	894,400
Anglo Gold Ashanti Ltd	-	-	1,899,915	1,899,915
Investec Ltd	-	-	1,781,971	1,781,971
Liberty Group Ltd	-	-	2,000,000	2,000,000
Murray & Roberts Holdings Ltd	-	-	895,921	895,921
Alexandra Forbes Ltd	-	-	569,692	569,692
Credit Suisse Securities Pty Ltd	-	-	250,000	250,000

core funders

Deloitte South Africa Inc	-	-	1,000,000	1,000,000
Kagiso Tiso Holdings Pty Ltd	-	-	300,000	300,000
Massmart Holdings Ltd	-	-	1,335,488	1,335,488
Anglo American Chairman's Fund Trust	-	-	5,000,000	5,000,000
Safika Holdings	-	-	500,000	500,000
Total Business Contributions	61,218,822	61,199,182	157,133,305	279,551,310
Foundations and Trusts				
Zenex Foundation	7,010,750	15,421,879	28,822,887	51,255,516
DG Murray Trust	-	300,000	600,000	900,000
Total Foundations and Trusts Contributions	7,010,750	15,721,879	29,422,887	52,155,516
Labour				
Education Labour Relations Council	-	705,255	293,317	998,572
Total Labour Contributions	-	705,255	293,317	998,572
Special Projects				
ETDP SETA	10,050,874	55,493,368	8,413,800	73,958,042
Department of Basic Education (SA SAMS)	3,185,544	814,456	-	4,000,000
Department of Basic Education Gauteng (SA SAMS)	2,734,333	191,363	-	2,925,696
Road Traffic Management Corporation (RTMC)	7,630,007	172,575	-	7,802,582
Unicef	2,000,420	-	-	2,000,420
Government Grants-Kwazulu Natal Provincial Government-SA SAMS	1,643,885	-	-	1,643,885
Department of Arts and Culture	1,017,820	55,555	76,625	1,150,000
Michael and Susan Dell Foundation	930,991	-	-	930,991
Eskom Development Foundation NPC	792,032	307,968	-	1,100,000
Save the Children SA	605,486	-	-	605,486
New Leadership Foundation- SA SAMS	400,000	-	-	400,000
SA Sugar Association	350,000	-	-	350,000
Road Accident Funds in South Africa	348,460	151,540	-	500,000
The ELMA Foundation	271,470	-	-	271,470
Firststrand Empowerment Foundation	269,858	-	-	269,858
Theron Mnisi	15,000	-	-	15,000
Department of Basic Education Western Cape (SA SAMS)	-	9,975	-	9,975
Vuwani crowd-funding initiative	-	-	10,691,274	10,691,274
NGO Summit	-	-	649,528	649,528
Total Special Projects	32,246,181	57,196,799	19,831,227	109,274,206
Total	255,890,283	274,796,134	486,143,640	1,016,830,056

special project funders

NECT Governance Structures

NECT Trustees



Minister Angie Motshekga
Government



Basil Manuel
Labour



Prof. Brian Figaji
Business



Futhi Mtoba
Business



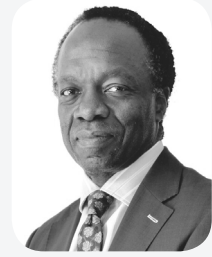
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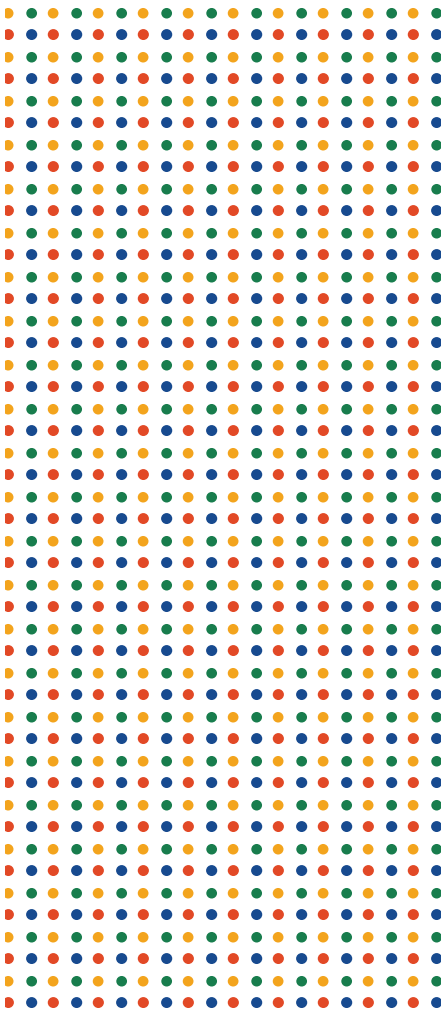
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