

Annual Report | 2016

EDUCATION COLLABORATION REACHES A THIRD OF THE NATIONAL SYSTEM

NECT
+ NDP =



Better results for all

THE NECT PROGRAMMES HAVE REACHED OVER
2 MILLION LEARNERS IN ALL PROVINCES

When 40 South Africans from different backgrounds met on the 6 December 2012 to talk about the NDP in action, few imagined a resultant programme that would **reach 30% of the schooling system** and increase the amount of teaching by up to 55,6%, mostly in rural schools.

This is truly a pleasing revelation. For the **first** time, a collaboration between business, government, labour and civil society reaches **all** provinces, over 60% of all districts and over **2 million young lives**.

“ IF YOU WANT TO GO FAST, GO ALONE.
IF YOU WANT TO GO FAR, GO TOGETHER. ”
AFRICAN PROVERB

NECT
+ NDP =

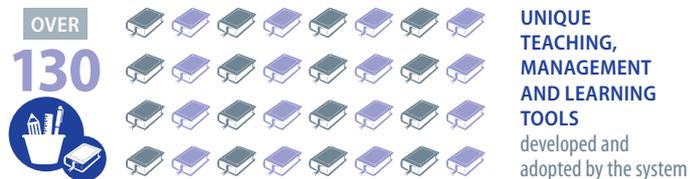
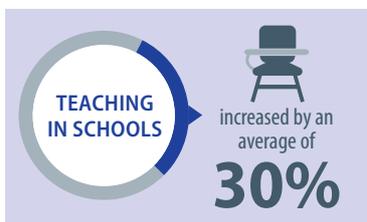


2016 IN BRIEF

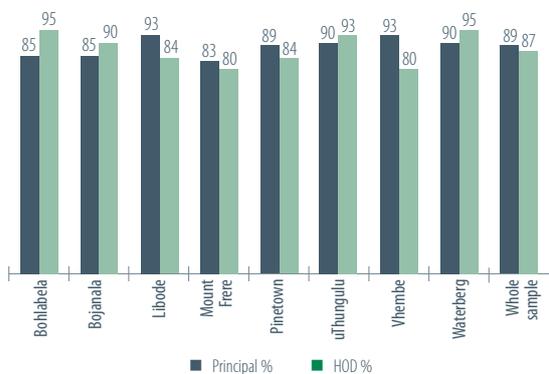
RAPID UPTAKE AND EARLY SCALE UP HAS RESULTED IN

Since its founding in July 2013, the NECT has made a positive impact on the education system and has yielded positive intermediate outcomes. The development and rollout of the NECT programmes is driven by six themes, presented in the Education Collaboration Framework (ECF). This focus, fuelled by a collaborative spirit and the NECT's commitment to engineering change has generated rapid and measurable successes. Presented below are 2016's most noteworthy achievements.

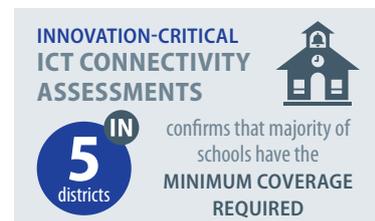
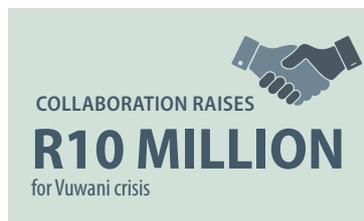
IMPACT



MANAGERIAL CAPACITY HAS IMPROVED (AS REPORTED BY SCHOOLS)

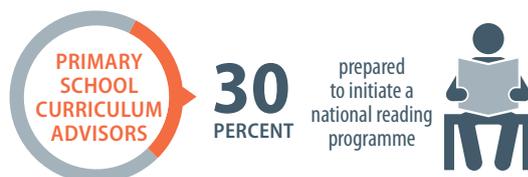
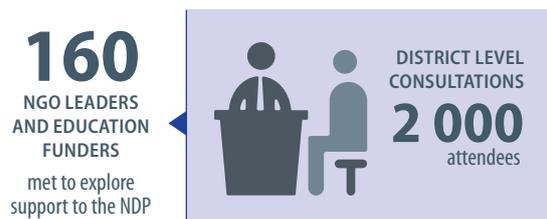


REPORTED BENEFITS BY TEACHERS AND PRINCIPALS USING NECT TOOLS



18 Member- stakeholder meeting help to mediate in Vuwani community crisis

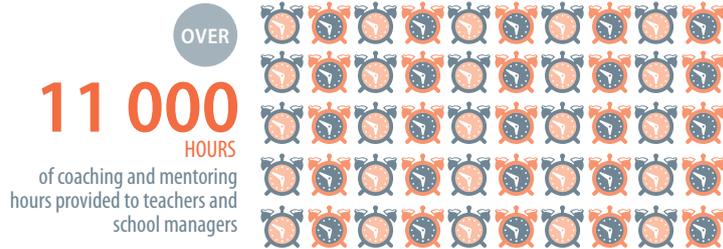
National School Administration System is being upgraded



EACH MILESTONE REACHED MEANS ONE STEP CLOSER TO THE 2030 NDP VISION. IT IS THE DESTINATION THAT DRIVES US.

TANGIBLE SUCCESSES FOR THE NECT

INPUTS

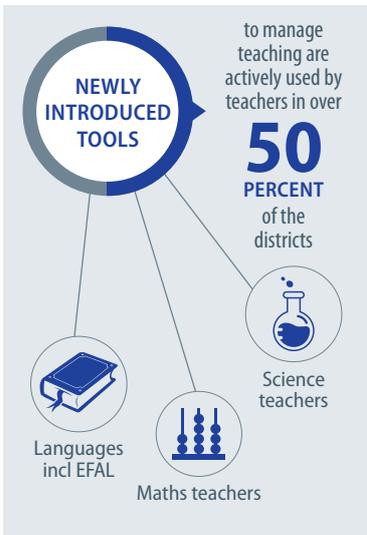


REACH

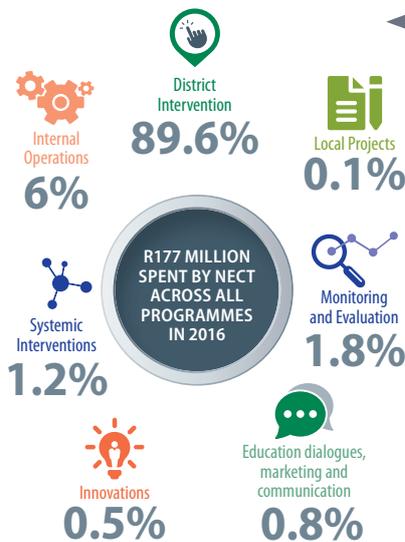
NECT PROGRAMMES HAVE REACHED:



UPTAKE

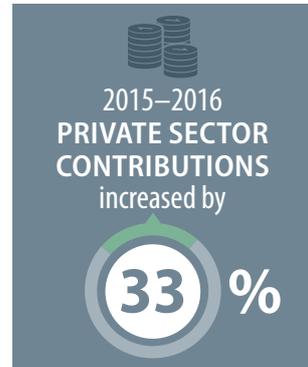


FINANCE & FUNDING

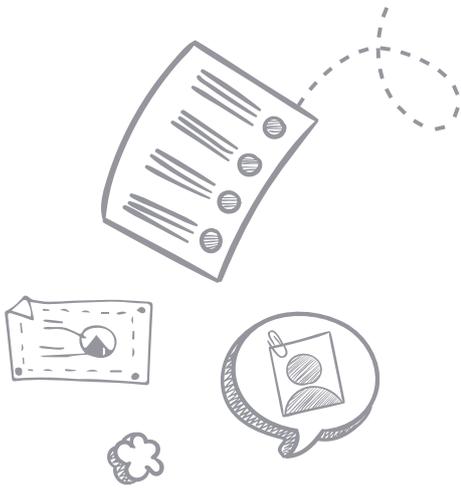


Expenditure by programme

The NECT spent a total of R177 million across all six programmes in 2016.



NEW TOOLS, IMPROVED SYSTEMS, BETTER SKILLS AND A CULTURE-CHANGE UNDERPINNED BY GREATER EFFORT WILL TAKE US THERE.



CHAIRPERSON'S REPORT

Collaboration has reached new levels in South Africa. Never before have South African citizens, business and labour gone this far in supporting and leveraging government efforts to improve education. An extraordinary unity of purpose is a unique South African characteristic and displays a spirit and resolve that lives on and reveals itself at the best and worst of times. Both the National Development Plan (NDP) and the National Education Collaboration Trust (NECT) epitomise this spirit.

The NDP sets out the timelines required to bring about and institutionalise social and economic transformation in systems such as ours. With four years of implementation behind us, we have thirteen years of concerted joint efforts ahead. Therefore, it is imperative that we guard against the waning of interest and effort in the implementation of the NDP. No form of distraction or short-term turmoil should be an excuse for taking our eye off the goal. If anything, this should be reason enough to increase our efforts to improve the education of our children.

While the NECT has a longer term vision of improved and sustainable education quality, it has, from the outset, had an eye on intermediate performance indicators which provide evidence about our progress towards the intended outcomes. After carefully studying the system blockages and setting up systems during its first two years, the NECT has registered numerous successes which are summarised in this report. Note must be made of the fact that the NECT's approach is a systemic one that aims to set up systems for improving effectiveness and efficiency and change long-standing and entrenched cultures from the classrooms, through the various tiers of the education system, to the national level. The changes pursued are in the realms of both policy and implementation, are both social and technocratic in nature and often require shifts in worldviews, particularly among key players such as labour unions, government and the private sector, whose classic starting points are often poles apart.

Even with this level of complexity and the long-term nature of the NECT work underway, we have seen impressive discourse shifts arising from the new, multi-stakeholder, research-based improvement endeavours that the NECT has brought about. For example, South Africa has today a set of teaching and learning tools and instruments, translated into the various South African languages, that are intended to improve the pacing, pitching and sequencing of the maths, science and language lessons taught in every primary school grade; these tools are coupled with related monitoring instruments for use by school and district managers to enhance accountability and support between teachers and principals and between schools and district offices.

We are encouraged by the commitment shown by the teacher unions to the spirit of collaboration. The large teacher unions have not only participated actively in the joint governance of the NECT, but have agreed to partner in the delivery of the NECT programmes in over 785 schools and have actively participated in the multi-stakeholder District Steering Committees set up in each district in which the NECT operates. Government's commitment to the NECT has been practically demonstrated. The Minister and the Director General, as well as their counterparts from the National Treasury and the Presidency, have taken great interest in the collaboration, as demonstrated by the time they have invested in oversight and government's consistent contributions of funds to the NECT.



LARGE UNIONS
have agreed to partner in the delivery
of the NECT programmes in

OVER
785
SCHOOLS

The private sector contribution increased by 33% between 2015 and 2016 to bring the proportional contribution of the private sector close to 50%. This increase is evidence of the growth of the private sector's commitment, in spite of the tough economic environment which has seen the number of funders decrease slightly. Through Business Leadership South Africa and direct engagement with select corporate CEOs, the NECT Board has managed to sustain the overall growth in private sector contributions.



Significant challenges remain in the education system. Towards 2030, two challenges appear: firstly, to find and bed down innovative ways to make the education system in its current form work better and, secondly, to figure out 21st century learning and make it part of our system. We are well on our way to addressing the first challenge, as you will see in the report. The second challenge will be largely dependent on the brainpower, skills mix and degree of national effort we put into finding ways on how we can educate our children for the future. Innovation is at the centre of these twin imperatives. This means we need to engage in quick, deliberate acts of perforating the glass divides between the public and the private sectors and between older experienced and technologically savvy young people. We also need an effective plan to rise above the often tired ideologies subscribed to by the different players in the education space. Openness to new ideas, selflessness, courage and trust should define how we engage. This is the challenge the NECT squares up to daily. It is a slow, transformational project we cannot postpone or opt out of.

Bringing the
PROPORTIONAL
CONTRIBUTION
of the private sector
close to

50
PERCENT



SIZWE NXASANA
Chairman

Our trustees have been committed to this course and I would like to thank them, alongside the CEO and his team, who have demonstrated extraordinary commitment to their jobs. Thanks are also due to the executives of the national and provincial basic education departments who have partnered with the NECT.



CEO'S REFLECTIONS

Sustained improvement in educational outcomes will be achieved if our children learn age-specific content, in the correct sequence and at the required pace. This should be the priority of every teacher, principal, education official, parent and education partner and is fundamental to a functional education system that presents opportunities for all children and upon which excellence can be built.

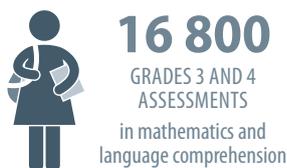
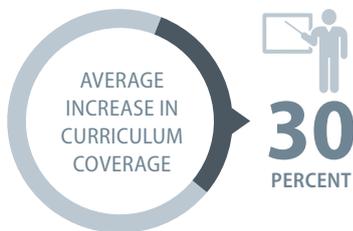
The NECT has applied considerable effort to the investigation and trialling out of replicable measures that reintroduce and strengthen professional teaching practices in classrooms. Historical test data and insights from both within and outside the education departments guided the design of the measures which the NECT undertook in collaboration with departmental counterparts. This annual report presents highlights of the successful trials and the lessons learnt during implementation.

The results of the trials have exceeded our expectations, registering a 30% average increase in the amount of the curriculum covered by the teachers involved in the NECT programme, with a much higher increase in languages than in mathematics. As expected, results from the lower grades proved to be more elastic than higher grades in the system. Nonetheless, teachers, school managers, officials and teachers embraced the introduction of a common set of tools and methodologies, intended primarily to assist teachers to carry out their daily activities more effectively and efficiently.

The 2016 trials not only demonstrated the effectiveness of the initiatives, but have yielded significant insights into how to drive innovation and social change in large systems – in this case, the education system. The approach 'design and test for scale' is the main reason a third of the basic education system has adopted our solutions. A further vote of confidence in our interventions was the replicating of various initiatives in 785 schools by teacher unions. Through a ground-breaking partnership of business, labour and government, we are beginning direct efforts to assist provincial education departments with planning a full-scale rollout.

Great strides have also been made by the NECT in the strengthening of the system as a whole. The NECT and education officials have worked together to design new monitoring and planning approaches which are increasingly being adopted across the education system. Examples include the new curriculum monitoring methodology, which is already being widely replicated, and the upgrade of the school administration system that is underway.

To complement the technical process of improving efficiencies within the education system, the NECT has introduced and kick-started an initiative that unearths, supports and focuses education innovations to address challenges in the sector. The innovative Education DialogueSA programme continues to tackle important issues and bottlenecks in the system through stakeholder engagement. One of the highlights in 2016 was the NGO summit that brought education NGO leadership and funders together to discuss joint efforts to support the implementation of the National Development Plan (NDP).



A challenge that remains inadequately addressed is that of low reading levels in our classrooms, consistent with our country's poor reading culture. The NECT has initiated efforts to coordinate and mobilise reading programmes at a national level. A multi-year strategy is being sought to drive a culture of reading from classrooms into communities and to foster stronger collaboration between role-players such as the DBE, NGOs and business in this regard.

It is necessary to note that, amid the successes registered so far, the education challenges that we face as a nation are not resolvable overnight. Therefore, our work is far from done. The NECT will be continuing with the trials of our various initiatives with a view to continuously mainstreaming and upscaling those that satisfy the required measures of success.

On the financial front, in 2016, the NECT received a total of R182.8 million from funders and spent R177.0 million. The largest proportion of the spend (90%) remained in the districts and schools programme, followed by the central operations programme (6%). The other six programmes accounted for 4% of the NECT's overall expenditure. We expect the proportional spend of the other five educational programmes that are pitched at the levels above the district to increase as scaling up of these programmes begins. The NECT retained an overall surplus of R6.5 million in the year under review.

Looking ahead, we will finalise multi-year strategic agreements with three provinces, leading to the upscaling of the NECT programmes to 66% of the basic education system. We are initiating the upgrading of the school administration system. Our education innovation unit will persist in seeking solutions to the education system challenges. We will continue to use the successful Education DialogueSA programme as a powerful platform for providing sustained leadership to the nation on practical steps that need to be taken jointly by stakeholders. Our overall focus will remain on achieving the behaviour changes necessary for improving the education of our children and citizens. The impact of our work on learners will be gauged for the first time in 2017 when we assess 8 400 learners in early grade reading and 16 800 grade 3 and 4 learners in mathematics and language comprehension.

A national movement to improve teaching and management systems, the skills base and the culture of our education system has begun. Our long-term goal is to entrench these improvements and thus bring about the culture change that will enable us all to achieve and sustain the NDP 2030 vision – 90% of learners pass mathematics, science and languages with at least 50% by 2030.

We have accomplished, through collaboration with our partners, so much in three short years. The future of education in South Africa is on the verge of a great change and the NECT is proud to be an integral part of this process.

LARGEST PROPORTION OF
R177
MILLION
spent on
DISTRICT OPERATIONS

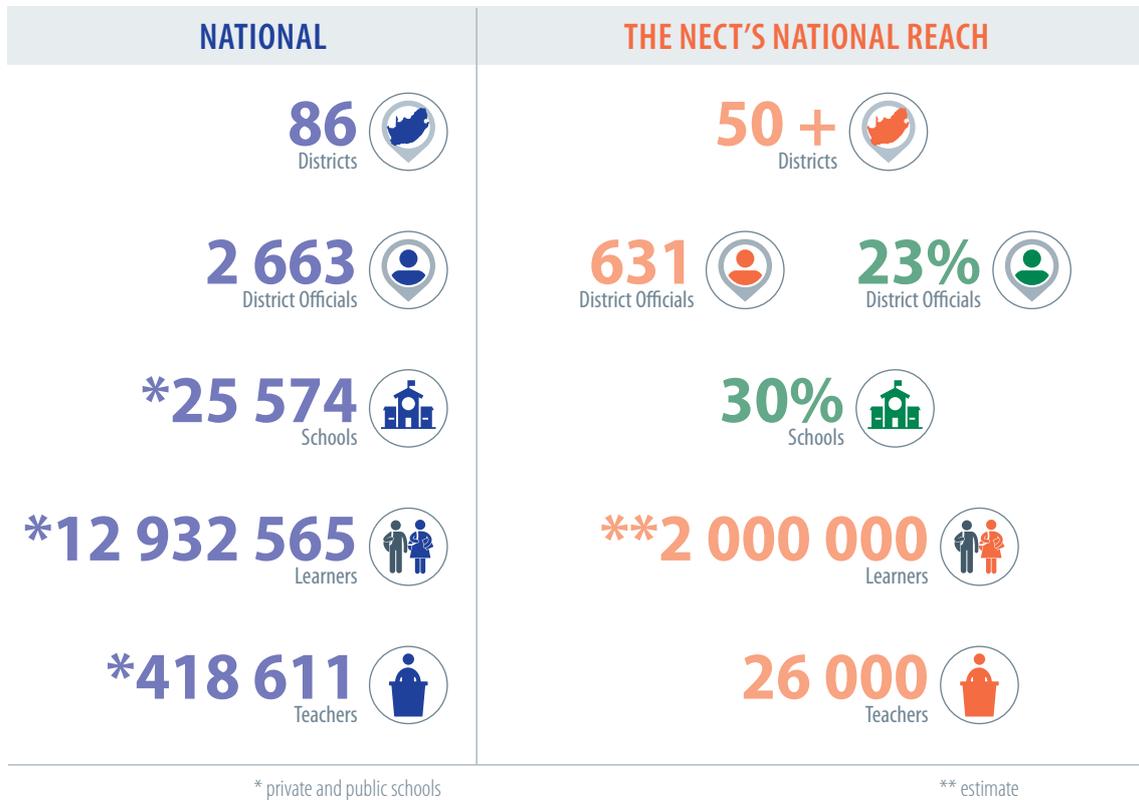


6
PERCENT
allocated to
CENTRAL OPERATIONS



MR GODWIN KHOSA
Chief Executive Officer

THE NECT'S REACH IN TERMS OF THE NATIONAL SYSTEM



Rolling out the programme within the system

THEME	DBE BRANCHES	TRIAL LEVEL	NATIONAL LEVEL
PROFESSIONALISATION	<ul style="list-style-type: none"> Teacher and Professional Development Curriculum Policy Support and Monitoring South African Council of Educators (SACE) 	8 TRIAL DISTRICTS	9 PROVINCIAL SYSTEMS
COURAGEOUS LEADERSHIP	<ul style="list-style-type: none"> Teacher and Professional Development Planning and Delivery Oversight 	4 362 SCHOOLS	13 MIL LEARNERS
SYSTEMIC IMPROVEMENT	<ul style="list-style-type: none"> Planning, Information and Assessment Branch 	WITH	WITH
PARENT INVOLVEMENT	<ul style="list-style-type: none"> Teacher and Professional Development Branch 		
LEARNER WELFARE	<ul style="list-style-type: none"> Care and Support Branch 		

OUR MISSION MAKES ITS MARK



OUR GOAL: LEARNERS KNOW MORE THAN HALF OF THE CURRICULUM

The work of the NECT is programmed around six critical thematic areas which have been distilled from Chapter 9 of the NDP and the DBE's **Action Plan to 2014: Towards the Realisation of Schooling 2025** (updated to Action Plan to 2019: Towards the Realisation of Schooling 2030). The areas are:

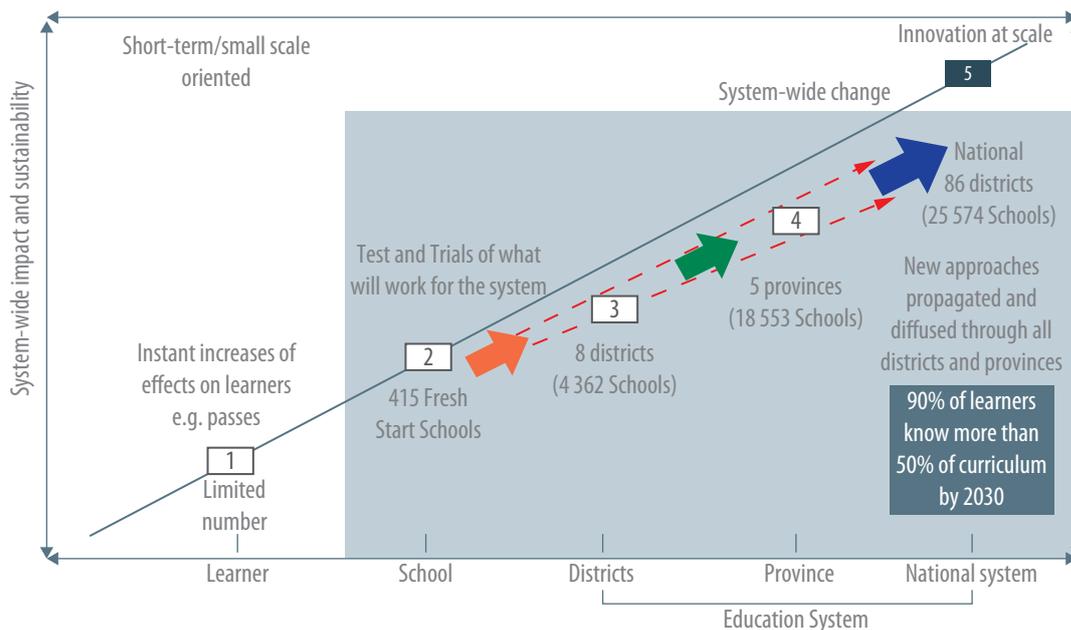
- 1 Facilitating the professionalisation of teaching
- 2 Promoting courageous and effective leadership
- 3 Supporting the state to build its capacity to improve the quality of education
- 4 Contributing to education resourcing
- 5 Improving parent and community involvement
- 6 Improving learner welfare

The overarching mission of the NECT is to **design, test and mainstream initiatives** that have the potential to **improve the quality of education** and, in particular, to make sure that **over 90% of learners perform at or above the 50% mark in mathematics, science and language.**

We will have achieved our **COLLABORATIVE MISSION AND VISION** when



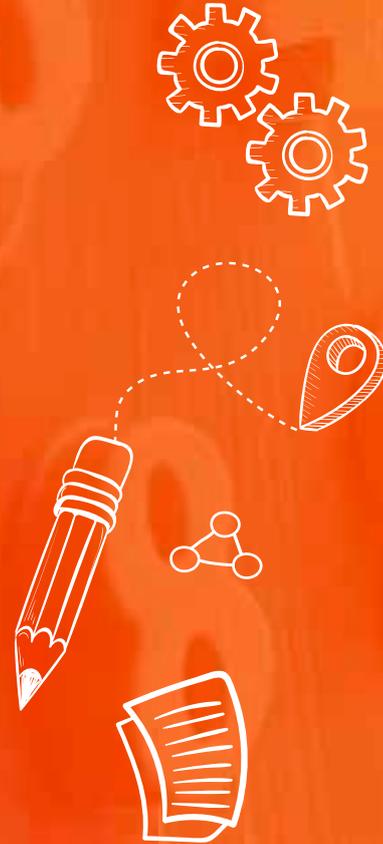
Figure 1 below demonstrates the NECT's programme of work to achieve the systemic effects envisaged in the NDP.



The NECT focus is on **innovating with a view to impacting** the system at scale. Accordingly, in collaboration with provincial and national education officials, the NECT has designed improvement intervention models which are being trialled in **415 Fresh Start Schools** located in eight districts. Fresh Start Schools (FSS) are identified by the NECT as schools facing unique and difficult circumstances that require special measures to improve their situations. These issues include poor management, resourcing, infrastructure, weak teacher content knowledge, poor learner welfare levels and poor parental involvement.

The trials are taking place in real district circumstances, with the involvement of district and provincial officials. The trials are accompanied by rigorous monitoring and evaluation activities, the results of which are used to determine the practicality and effectiveness of the interventions and whether any changes to the models are necessary.

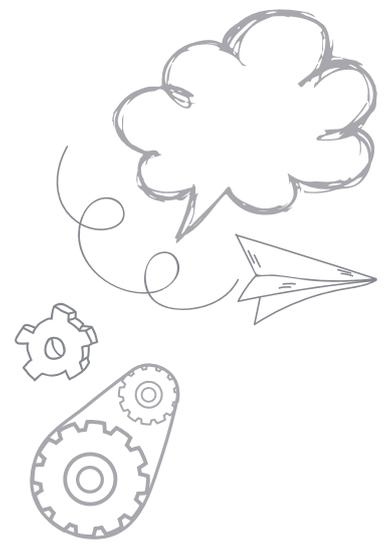
STRATEGY PLANNING IMPLEMENTATION



“The goal of education is not to increase the amount of knowledge but to create the possibilities for a child to invent and discover, to create (wo)men who are capable of doing new things”

Jean Piaget

THE JOURNEY IS AS IMPORTANT AS THE DESTINATION



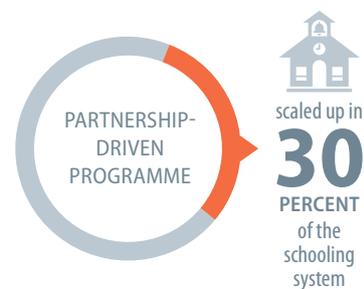
FOUR YEARS INTO THE 18 YEAR JOURNEY ENVISAGED IN THE NDP, SIGNIFICANT MILESTONES HAVE ALREADY BEEN REACHED

Collaboration, consistency and commitment – these are the values that have paved our way since the NECT started along the NDP path in July 2013.

Some of the multiple initiatives developed and tested by the NECT since its inception in 2013 are being replicated in all nine provinces and an increasing number of provincial education departments, districts and teacher unions are signing up for programmes introduced by the NECT.

While such progress is always encouraging, it must be noted that social change processes such as those envisaged in the NDP take time to take root and become institutionalised.

The good news, nonetheless, is that the education sector is arguably the only sector with an **active, coherent and measurable collaboration programme** established to implement the NDP. And according to the Education Collaboration Framework (ECF), the founding document of the NECT, the Trust is envisaged to run until 2023 – seven of the NDP’s remaining fourteen years. (see the timeline below).



“THIS IS THE FIRST TIME IN THE HISTORY OF SOUTH AFRICA THAT A PARTNERSHIP-DRIVEN PROGRAMME IS BEING ADOPTED BY 30% OF THE SCHOOLING SYSTEM.”

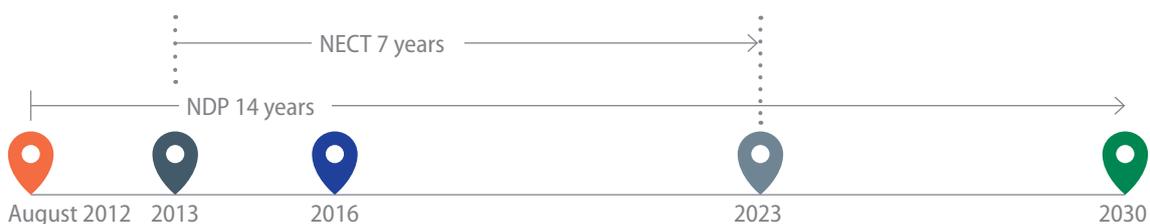
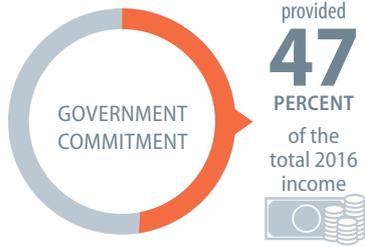


Figure 2: NECT and NDP timelines

Over the past three years, the NECT has utilised its ‘convening authority’ under the NDP to establish multi-stakeholder and expert structures for designing, testing and mainstreaming of education initiatives in the system. The progress is summarised in Table 1.

Table 1 also demonstrates the significant achievements and potential long term impact of the NECT on the education system. It showcases how the **government/private sector partnership** of the past two decades has been enriched through the NECT’s initiatives.

“SUCCESSFUL COUNTRIES HAVE BEEN PERSISTENT AND CONSISTENT IN THE IMPLEMENTATION OF THEIR DEVELOPMENT PLANS. SINGAPORE HAS IMPLEMENTED THE SAME EDUCATION REFORM PLAN SINCE THE 1960S.”



As the subsequent sections of this report will show, the NECT has successfully promoted a greater focus on critical initiatives and key success indicators which have the potential to **improve the performance of the system** in a sustainable way. The NECT’s approach has generated a movement across the entire basic schooling system which makes **lasting transformation** in teaching culture and classroom traditions a possibility.

“THE NECT PROGRAMMES HAVE THE POTENTIAL TO POSITIVELY AFFECT CHANGE ACROSS THE ENTIRE BASIC EDUCATION SYSTEM.”

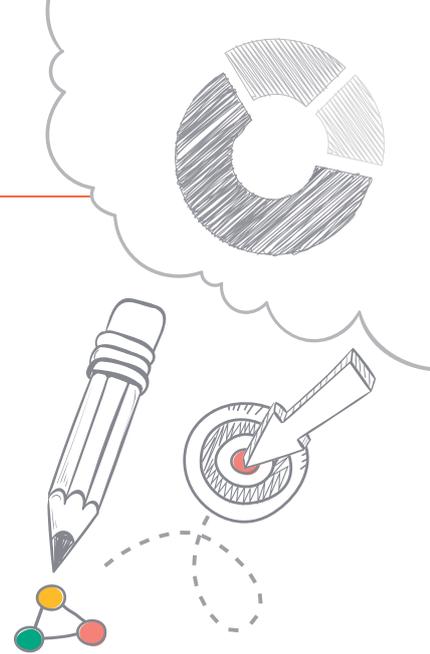


The HRDC Chairperson’s listen intently to an NECT presentation. From left to right are: Ms Nolitha Fakude – Business representative, Mr Bheki Ntshalintshali – Labour representative (COSATU), Deputy President Cyril Ramaphosa and Minister of Higher Education Blade Nzimande.

Table 1: Overview of the NECT’s three-year achievements and plans

2014 – 2015	2016	2017 – 2023
Set up and Trials	Universalisation (in 8 districts)	Provincialisation
<ul style="list-style-type: none"> The NECT is established Initial research, design and refinements Trials in 1 532 schools from 8 districts Overwhelming interest and participation Multistakeholder District Steering Committees established Private sector/ government collaboration in upgrading the national school administration system Independent dialogues among key stakeholders 	<ul style="list-style-type: none"> R414 million partnership funding invested since the founding – R174m from private sector and R240m from public sector Early scale up and mainstreaming of NECT initiatives to 30% of the schools Programme to improve learning increased teaching by 30% Management of schools improved – more focused supervision and support by school principals and HODs NECT’s system planning information is used to drive the national improvement agenda NECT, DBE and State Information Technology Agency agree to upgrade the school administration system 	<ul style="list-style-type: none"> Strategic partnership entered into with provinces to upscale the NECT programmes to 66% of the basic education system School administration system upgrade plan to be completed and rolled out Trials in the 8 target districts completed and replicated Establishment of a dedicated Education Innovation Unit to explore solutions to current and future educational challenges Consistent collaborative activities on the NDP Ongoing dialogue among the NECT stakeholders

The NECT attains ambitious goals



The educational programmes of the NECT are designed to focus on a small number of ***ambitious goals which link capacity building*** to results. This is the centerpiece of our strategy.

Our change management model is developmental in nature and has high ***standards and measures*** built in. Schools and districts are introduced to a culture of ***attainable aspirations, strong leadership and quality teaching, underpinned by improved effort by all***. The improvement interventions are designed, tested and replicated to achieve systemic pedagogic change. Achievement of goals is pursued through ***partnerships*** between the schools and the community, the local authority and the state. Our initiatives are further strengthened by government's strong ***political and cultural commitment*** to education.



IMPRESSIVE IMPROVEMENT IN TEACHING

FROM 2015 TO 2016, SCHOOLS HAVE INCREASED CURRICULUM COVERAGE

One of the most encouraging outcomes of the NECT interventions over the past two years has been the realisation of the programme's ability to **increase the level of teaching effort** which has promoted an **increased curriculum coverage**.

On average, the amount of the curriculum covered by the schools has increased by 30%. Districts that came off a lower base increased their teaching activity by as much as 40% over the first and second terms of 2016. Data indicates an increase in curriculum coverage across subjects by margins ranging from 19.5% to 55.6%.

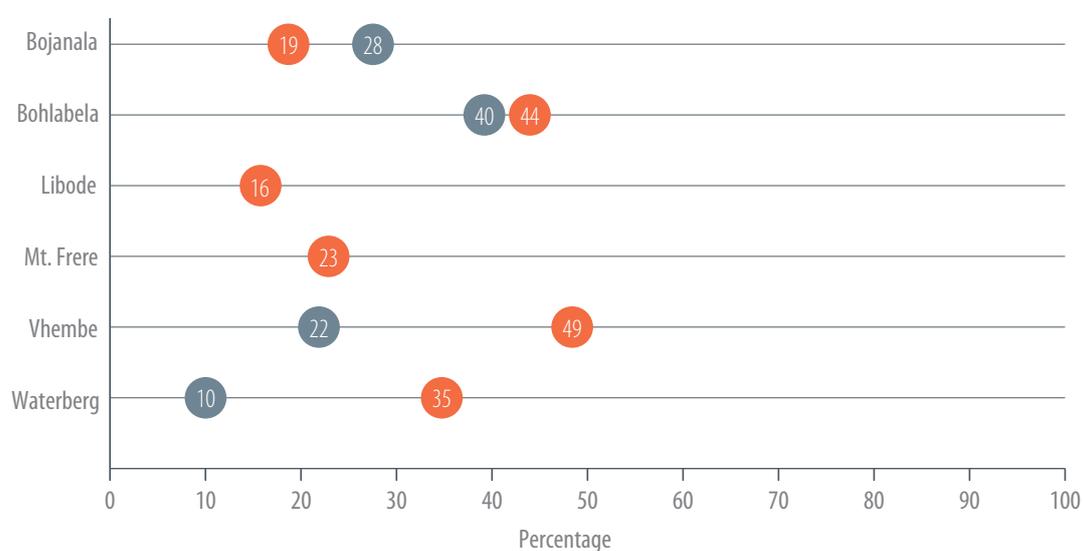


Figure 3: Increase in mathematics curriculum coverage in pilot schools between terms 1 and 2 in 2015 and 2016

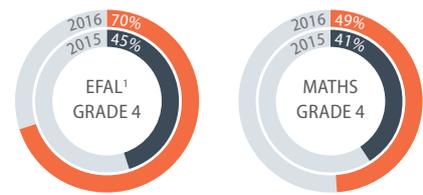


The impact is not isolated to primary or secondary schools. There are changes in the proportion of curriculum coverage at both levels, in the three key subjects, across the phases.

While an increase in curriculum coverage does not strictly imply an increase in learning, the use of the NECT tools (Learning Programmes) has proven to increase the amount of time teachers spend teaching and their awareness of the need to cover all the aspects of the curriculum, in the correct sequence and at the age specific pitch.

However, curriculum coverage aside, there is a deeper challenge looming in the majority of classrooms. Teachers are following incorrect sequencing of subject topics. **Figure 4** shows that teachers expend more effort teaching the lower order skills. Deeper and **sustainable changes in the classroom** will require consistent reinforcement of curriculum implementation routines, coupled with regular and robust monitoring and evaluation feedback, using the NECT Learning Programme Tracker.

Increase in Curriculum Coverage from 2015 to 2016



¹ EFAL: English First Additional Language

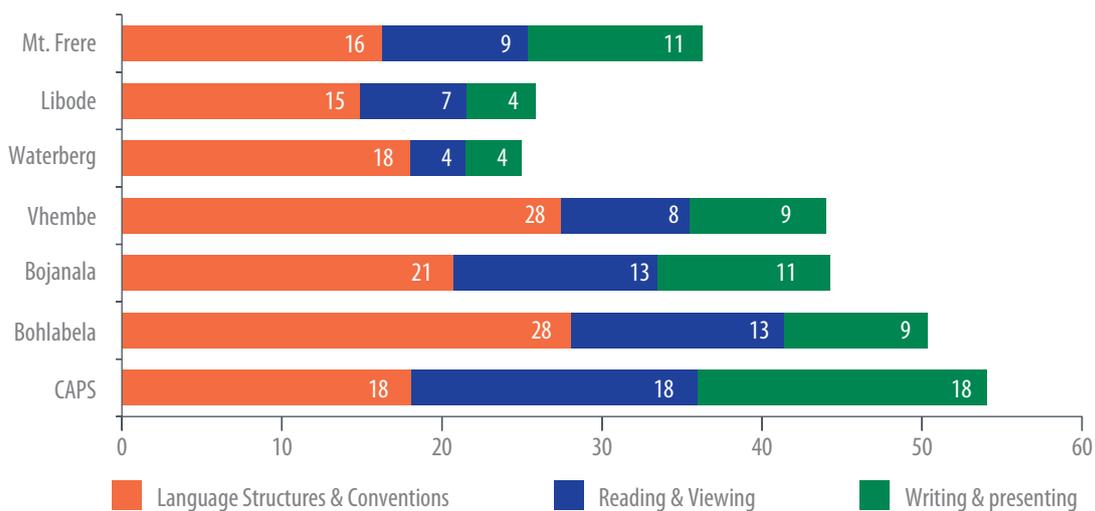


Figure 4: Mismatch between curriculum requirements and actual topic coverage (sample of 33 schools)

Districts have been provided with a reliable yardstick for measuring learning in every classroom

The NECT pilot districts and provinces have adopted the monitoring systems which enable districts to track the amount of teaching taking place in their classrooms. **Figure 5** clearly depicts which schools are not meeting the teaching requirements as specified in the national curriculum. At the same time, the monitoring system provides evidence that it is **possible to meet the curriculum requirements**, as demonstrated by a handful of schools that are close to covering the entire curriculum.

This data has assisted in dispelling the myth that the national curriculum is too difficult to cover.

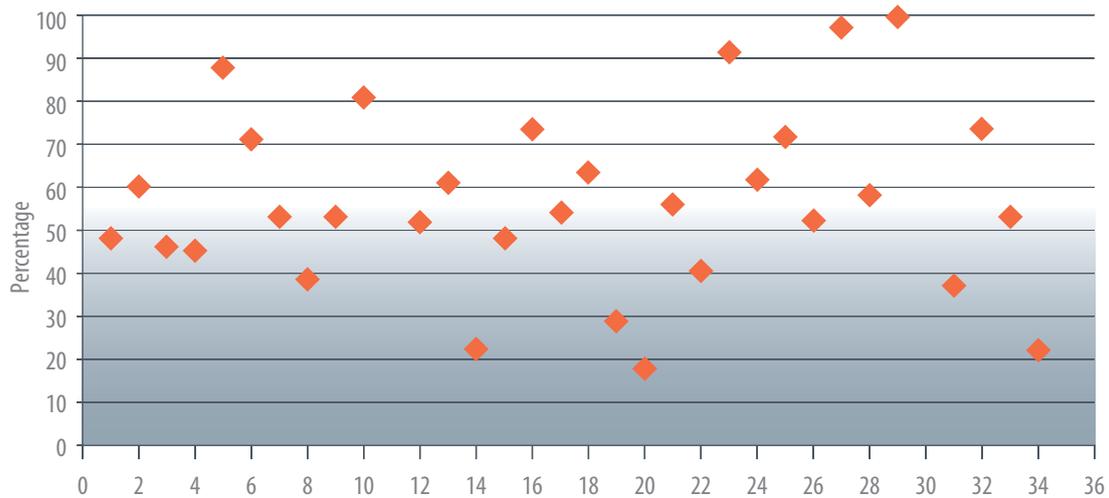


Figure 5: Distribution of schools according to their curriculum coverage results Grade 4 Mathematics

Furthermore, the monitoring and evaluation data collected through the NECT provides useful system planning information. It is often the case that **professional development interventions** are provided to all the teachers in all the topics. The curriculum completion data broken down into topics (see **figure 6** for an example) helps the system to better plan professional development and learner achievement strategies. While inferential data can be gathered from lag indicators such as learner testing results, curriculum completion data provides information on lead indicators which can be improved in a short space of time and used as levers of change to **eventually guarantee improvement**.



Professional development includes up-skilling in Home Language Lesson Plans.

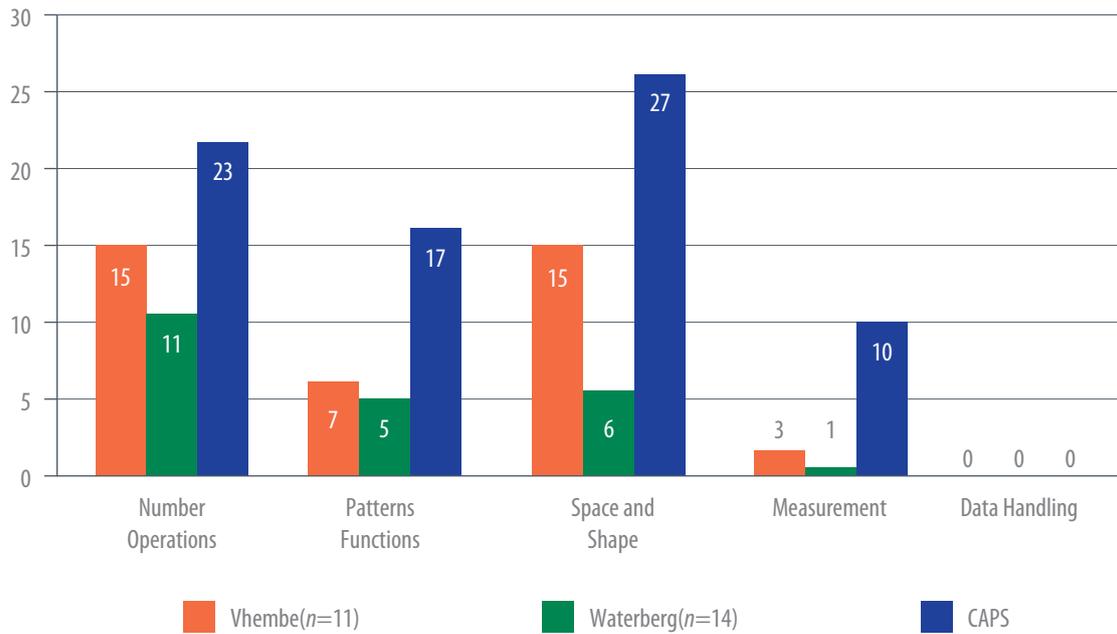


Figure 6: Grade 9 Mathematics exercises completed per content area in Vhembe and Waterberg (Grade 9)

“FORWARD THINKERS ARE SPEARHEADING NECT PROGRAMME ROLLOUTS IN THEIR COMMUNITIES..”

NECT Programmes are being implemented in areas outside of the NECT Target Districts

In the Dr. Kenneth Kaunda District of the North West Province, a forward thinking subject advisor, Mrs Laastele, has taken it upon herself to rollout the Primary School Reading Improvement Programme (PSRIP) even though her district was not included in the initial project plan. She secured catering and materials for her training sessions and is currently planning to double her efforts and train her EFAL educators in Term 2 2017.

She is not the only one. In the Eastern Cape, a subject advisor from the Graaff–Reinet District has indicated that although “we are not on the pilot, I am nevertheless busy with cascading the programme to schools in our district”.

See page 20 for background information on the PSRIP.

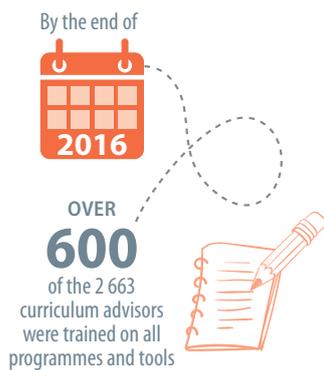


Mrs Laastele rolls out the PSRIP in the North West Province.



UNPRECEDENTED DEMAND OUTSTRIPS SUPPLY

PROVINCIAL AND DISTRICT OFFICIALS, SCHOOL STAFF AND UNIONS SHOW INCREASING INTEREST IN THE NECT TOOLS, MATERIALS AND METHODS



Where the instruments, tools and approaches of the NECT have been introduced for testing purposes or trialled out by provincial and district officials, both school staff and teacher unions have shown great interest. Teachers from districts and schools neighbouring the NECT target districts and schools have enrolled themselves in or replicated the NECT programmes on their own accord. The replication has led to an estimated 10 330 teachers and 2 963 non-target schools implementing the NECT programmes themselves. Teacher unions have also embraced the programmes, regularly contacting the NECT for materials and tools.



Subject advisors receive PSRIP training.

School Management Teams (SMTs) from 1 500 schools use the curriculum management systems

School principals and their Heads of Departments (HoDs) involved in the NECT pilot programme have demonstrated an increased interest in the curriculum management tools, as well as monitoring curriculum completion regularly.

As evident in **Figure 7** by the third quarter of 2016, over **90%** of school principals and their HoDs were using the curriculum management tools (curriculum trackers) which provide a common performance metric for teachers, principals and district officials regarding teaching and learning activities in classrooms.

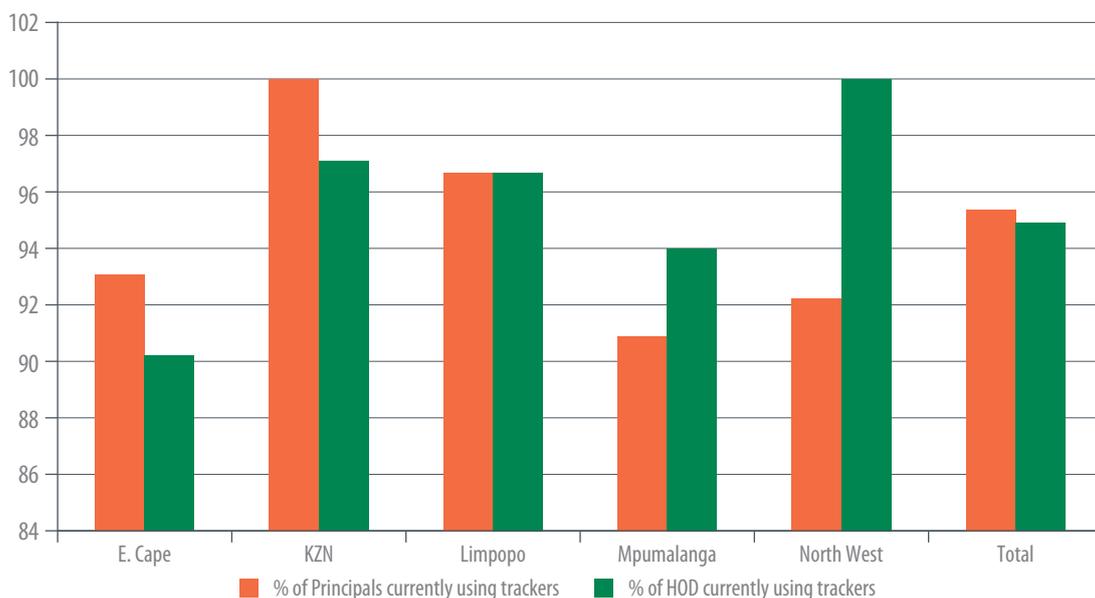
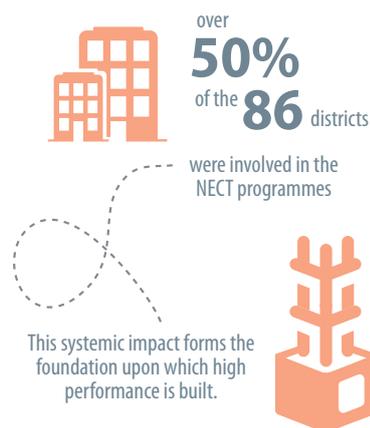


Figure 7: Proportion of principals and HODs utilising trackers

The NECT has observed that the availability of curriculum completion data with monitoring and support resources has changed the conversations about performance in schools and is laying a foundation for improved school and district accountability. The agreement of the South African Democratic Teachers` Union (SADTU) to implement this programme is a significant step in **building the culture of accountability** in schools.

The stamp of approval for the NECT programmes not only increases investment and activity levels among teachers, but contributes to building a **professional and collaborative culture** among teachers, principals and education officials. A new professional discourse, that is anchored in a common sense of what to do and how to do it, is being created. **Vertical and horizontal alignment** of the functions in the system, i.e. from classrooms through to school management, district, provincial and national levels are being **reinforced**.

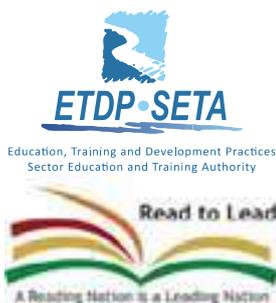
A NATIONAL PROGRAMME TO IMPROVE EARLY GRADE READING

THE PRIMARY SCHOOL READING IMPROVEMENT PROGRAMME (PSRIP) OPENS ADVISORS, TEACHERS AND LEARNERS' EYES TO A WHOLE NEW WORLD OF POSSIBILITIES

One of the concrete ways in which the NECT is contributing to strengthening the foundation of the national education system's performance is the Primary School Reading Improvement Programme (PSRIP), a programme aimed at improving reading levels in early grades.

"The PSRIP journey has been an exciting and rewarding one. The passion brought to the programme by provincial and district partners has secured outstanding buy-in at school and classroom level. There have been on-going requests for more teachers to participate in the programme and for additional subject advisors to come on board. We have even had requests from schools to buy the project resources. To meet this demand, we have supplied soft copies of the materials to districts. The official number of teachers currently on the programme stands at 11 618 – but unofficially there are many more using the materials."

– Dr John Thurlow – **PSRIP Project Manager**



Following the trial of a reading programme by the NECT during the past three years, a strategic partnership was initiated with the Education Training and Development Practices Sector Education and Training Authority (ETDP SETA) and the DBE to extend the reading programme to all nine provinces. In 2016, the ETDPSETA allocated funds of R55,9 million to cover training costs for teachers, repeat training of subject advisors and teachers previously trained and the provision of the required teacher and learner materials. The DBE arranged for its national and provincial structures, including 260 language subject advisors and teachers, to receive training and implement the programme.

A NATIONAL READING PROGRAMME TO BUILD FOUNDATIONS FOR PERFORMANCE

The PSRIP targets 10 000 primary school teachers of English as a second language in 1 670 schools across all nine provinces. The PSRIP aims to build the capacity of Foundation Phase (FP) teachers to teach reading in English at the English first additional language (EFAL) level, with the support of trained EFAL/FP subject advisors.

The programme was introduced in the third quarter of 2016 as an extension of the language component of the NECT's learning programme. The ETDP SETA funded programme is offered in all the provinces.

The programme's objectives include:

- a. Strengthening the capacity of FP teachers to teach learners how to read more effectively by using the different reading methodologies such as shared reading, group guided reading and independent reading cited in the Curriculum Assessment Policy Statements (CAPS) and utilising the Early Grade Reading Assessment (EGRA) to identify reading proficiency levels;
- b. Enhancing the skills of subject advisors to provide effective support to the targeted teachers in their districts;
- c. Providing opportunities for teachers to be exposed to new trends in teaching learners how to read with understanding and meaning;
- d. Improving learner performance in EFAL; and
- e. Improving the teaching routines and repertoire in classrooms and schools.

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FORMAL ASSESSMENT TERM PLAN

Week	Lessons	Assessment	Marks	Date Completed
5	Monday – Friday Group Guided Reading	Task 1 Reading	10	
6	Friday Phonemic Awareness & Phonics	Task 2 Phonics	10	
10	Monday – Friday Group Guided Reading	Task 3 Listening & Speaking A	5	
10	Thursday Shared Reading	Task 3 Listening & Speaking B	5	
10	Tuesday & Thursday Writing	Task 3 Writing	10	

Page from a tracker

Handwriting poster

Grade 3

**ENGLISH FIRST
ADDITIONAL
LANGUAGE
LESSON PLAN**

Term 1

First page of a lesson plan

ITEM	QUANTITY	NOTES
Term 1 Lesson Plan	1	Use this lesson plan to see what to teach on a daily basis. The core methodologies included tell you how to teach each lesson.
Term 1 Tracker	1	Use this document to complete your ATP and Term Planner. Tick off and date each lesson and assessment activity as it is done. Reflect on your teaching.
Term 1 Fluency Words	1	All fluency words required are provided. Cut them up and stick them in an orderly fashion. You will use these fluency words with the display boards.
Display Boards	4	Display these four boards prominently in your classroom. Use them to display your words and writing skills for the week.
Big Books	6	Use these Big Books for the Shared Reading Programme. Accession and store these books carefully.
Anthology	1 per school	Each school will be given one copy of the Anthology. This Anthology is sometimes used for Shared Reading in Grade 2 and 3. One teacher should be responsible for the Anthology.
EGRA A Guide for Teachers	1	Your EGRA Teacher's Guide explains exactly how to administer the EGRA, and how to record the learners' results.
EGRA Learner Assessment Booklets	1 per learner	You will be given one of these booklets per learner. Please store and look after these booklets carefully. You will be required to submit the learner results to the district office.

Management notes

THEME VOCABULARY

Headings from the display boards

Cover from a Big Book (DBE)

Figure 8: Examples of PSRIP resources

A NATIONAL READING PROGRAMME TO BUILD FOUNDATIONS FOR PERFORMANCE *continued*

Since its inception in November 2016, the PSRIP has registered 20% additional subscriptions, which brings the total number of teachers participating in the programme to **11 925 teachers** across 50 of the 80 school districts. The distribution of the participating teachers across the provinces is presented in **Figure 9**. It is worth noting that even the more affluent provinces such as the Western Cape, have shown high demand for the reading programme by opting for an increased allocation of participating teachers.

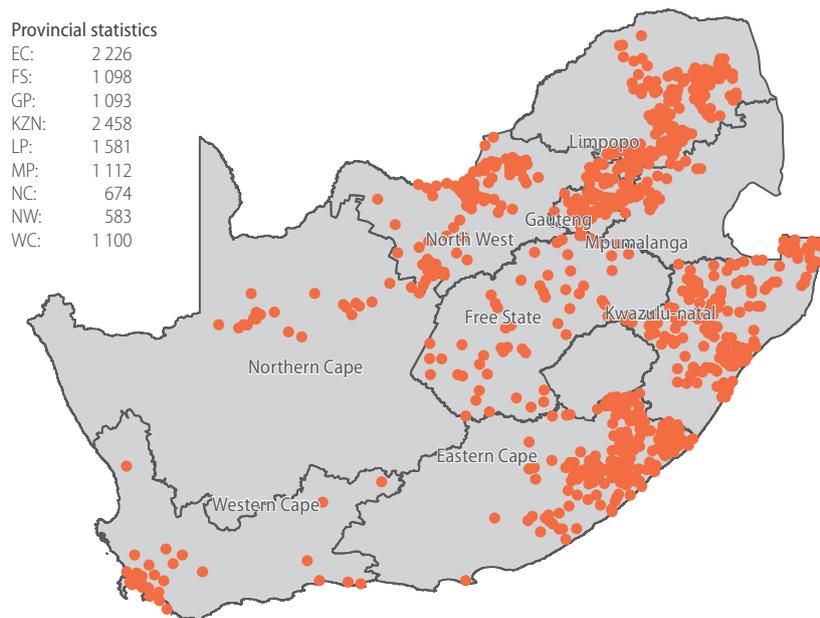


Figure 9: Distribution of teachers participating in the PSRIP

Vuwani Crisis

LET US NOT FORGET WHAT HAPPENED IN VUWANI, LEST WE REPEAT IT

The Vuwani community unrest began on 8 May 2016 and ended on 4 August 2016. During the unrest, over 100 schools were affected by **violent protests**, resulting in major **infrastructural damage** to at least 29 schools. 42 000 – 50 000 learners were unable to attend classes, 985 of these were grade 12's preparing for their final exams. 47 school days were lost; this is 25% of the school year.

The **collaboration** between Section 27, Basic Education for All, the Kagiso Trust, the Helen Suzman Foundation and the NECT formulated a coordinated response to the Vuwani crisis. The result was a **successful crowd funding initiative that raised R10 891 685** for the cause. In addition, the matric learners were taken to study camps that were partly resourced by the collaboration.

These voices lobbied together to **protect schools in communities**. This is collaboration at its most practical form.



LESSONS FROM METHODOICAL TRIALS LEAD TO SUCCESSFUL SCALE-UPS

THE NECT PROGRAMMES TRANSITION FROM TRIALS TO NATIONAL ROLLOUT AND EXPECTATIONS ARE EXCEEDED

The approach through which the NECT aims to influence the over 400 000 teachers in the education system is through design-trials and scale-up of promising education initiatives. During 2014, the first year of implementation, the NECT's focus was on designing and testing a set of initiatives in 415 Fresh Start Schools (FSS), coupled with robust evaluation systems used to gather evidence on the effectiveness of these initiatives. In 2015, the focus of the trials was increased to include all the schools in the two Kwazulu-Natal districts, thus increasing the total number of target schools to 1 532.

In the last quarter of 2016 the FSS programme was ramped up to all the schools in the eight target districts ("universalisation" of the programme), thus bringing the total reach of the programme in the target districts to 4 362. A total of 1 670 additional schools have been introduced to the NECT programme through PSRIP described on page 20. The teacher union, SADTU, has agreed to work with the NECT and the respective district offices to rollout the NECT programmes in 785 schools in the Butterworth and Greater Sekhukhune districts. Thus the total number of schools involved in the NECT programme in 2017 is estimated to be 6 817 (or 28.5% of the public schools) in 50% of the 86 districts and in all provinces.

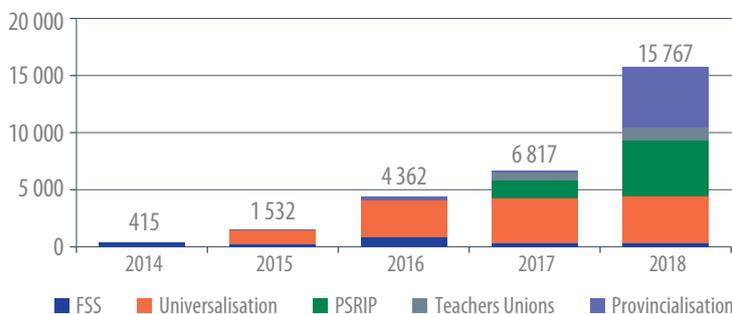


Figure 13: The NECT Scale up plan



NECT AIMS TO INFLUENCE OVER
400 000
teachers in the education system

1 532
total number of trial schools



JAN 2017 UPTAKE
6 817
NATIONALLY

TEACHER ASSESSMENT PROGRAMME TARGETING

14 000

Mathematics and English teachers from across the system



NECT PROGRAMMES PLANNED TO REACH

55.6
PERCENT of the public schooling system

Trail-blazing teacher assessment programme

The NECT is also introducing a teacher assessment programme targeting 14 000 mathematics and English teachers from across the system.

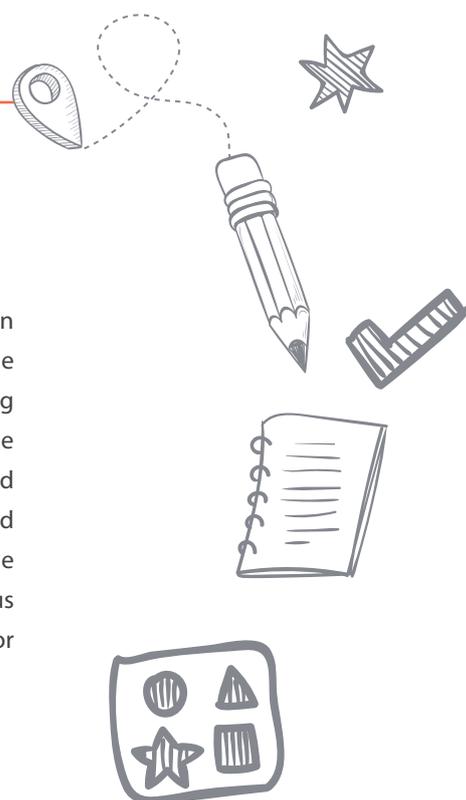
In the latter part of 2017, the NECT programmes plan to reach 60% of the public schooling system, that is, 15 767 schools. The scale-up plans are being pursued through strategic partnership frameworks with provincial and national entities whose primary responsibility is to provide and support education provision on a large scale. **Table 5** shows the strategic partnerships for the replication of the programme and the discussions that are currently underway.

Table 5: Progress regarding the strategic partnerships for replication

	VALUE (2017)	STAGES OF PLANNING/DISCUSSIONS			COMMENTS
		Initial	Advance	Confirmed	
Primary School Reading Improvement Programme (PSRIP) (2016/17)	56.9m			■	<ul style="list-style-type: none"> ETDPSETA Funding
Eastern Cape-provincialisation	R40 m		■		<ul style="list-style-type: none"> Approved by Department's provincial EXCO
Kwazulu-Natal – provincialisation	Tbc	■			<ul style="list-style-type: none"> Draft MOU being considered by the Department
Limpopo – provincialisation	Tbc	■			<ul style="list-style-type: none"> Initial discussion with the HOD/MEC
National Reading Programme (2017/18)	Tbc	■			<ul style="list-style-type: none"> ETDPSETA Funding

In the context of the replication of the programme, the role of the NECT is set to change from an implementer of trials to a provider of strategic project management and technical assistance with the provincial education departments taking the lead in implementation of trials. The financing model for the replication requires government (particularly the provincial departments) to cover the costs. In this way, the NECT will achieve its strategic objective of leveraging public investments for driving the implementation of the NDP.





CLASSROOMS RESOURCED WITH 2.6 MILLION TOOLS AND MATERIALS

Resourcing classrooms is in line with the NECT's programmatic (rather than project-based) approach. This is an approach that focuses on changing the behaviours of the over **400 000 teachers** making up the system by distributing sets of materials to improve teachers' performance. The materials include training packages on relevant teaching skills and content knowledge intended to build the requisite professional practices and common routines expected in a mega organisation such as our education system. We believe this is the best way to build a consciousness about a common 'system goal' and thus have a lasting impact on the system in its entirety, creating long-term value for **millions of learners**.

The Teacher Professionalisation Programme delivered teaching materials to 26 000 maths, science and language teachers

With the aim of constructing a **common repertoire of materials** that school managers, teachers and learners can use in classrooms, the NECT has worked hard with experts from universities, NGO's, the private sector and government to design materials from scratch or incorporate those from previous interventions. The materials include daily lesson plans that standardise the pitch, pacing and sequencing of the curriculum across the country, management instruments and learner referral materials.

Over 2.6 million items of teaching materials and school management instruments have been distributed to teachers and school managers, the largest proportion being Learning Programmes materials for teachers and school managers. The range of materials distributed in the trial districts is presented in **Table 3** on the next page.

Grade 1 Mathematics Learning Programmes ready to be distributed to the districts.



	ENGLISH	ISIXHOSA	SETSWANA	SEPEDI	TSHIVENDA	XITSONGA	ISIZULU	
1. Languages Grades 1–3	■	■	■	■	■	■	■	Year-long daily lesson plans, Core methodologies, planner and tracker, assessment plan & support materials
2. Languages Grades 4	■							
3. Maths Grades 1–3	■	■	■	■	■	■	■	
4. English, Maths and Science Grades 4–9	■							Teaching planners and trackers and content modules
5. English, Maths and Science Grades 5–9*	■							Teaching planners and trackers and content modules

* Only trialled out in two districts KZN

Due to the importance of mother-tongue languages in the early grades, the materials have been designed to cover six of the official languages. Each language element has been individually created, in order to preserve the unique language structures and vocabularies.

The NECT has published all materials online. This open-source approach supports the vision of distribution at scale, and overcomes cost and delivery barriers to entry.

Over 240 931 Big Books and Vula Bula Books have been distributed

The NECT, through the **Primary School Reading Improvement Programme**, has provided 46 000 Big Books (EFAL readers) for grades 1 to 3 to schools across all provinces. The **Big Books of Little Stories** are used for shared reading in the classroom. Shared reading is a method for introducing reading to learners who are learning to read for the first time. The teacher holds the Big Book in front of the learners and models reading while introducing skills such as predicting, clarifying, questioning, reviewing and recounting.

The NECT has also provided **194 931 Vula Bula** books for Foundation Phase Home Language to **1 532 schools** in our target districts. The languages include: isiZulu, isiXhosa, Setswana, Tshivenda, Xitsonga and Sepedi.

In addition, **3 340 teachers** have been provided with a second EFAL resource, an Anthology of Stories.



46 000
BIG BOOKS
provided to
learners



194 931
VULA BULA
BOOKS
provided to
learners



3 340
EFAL RESOURCES
provided to teachers

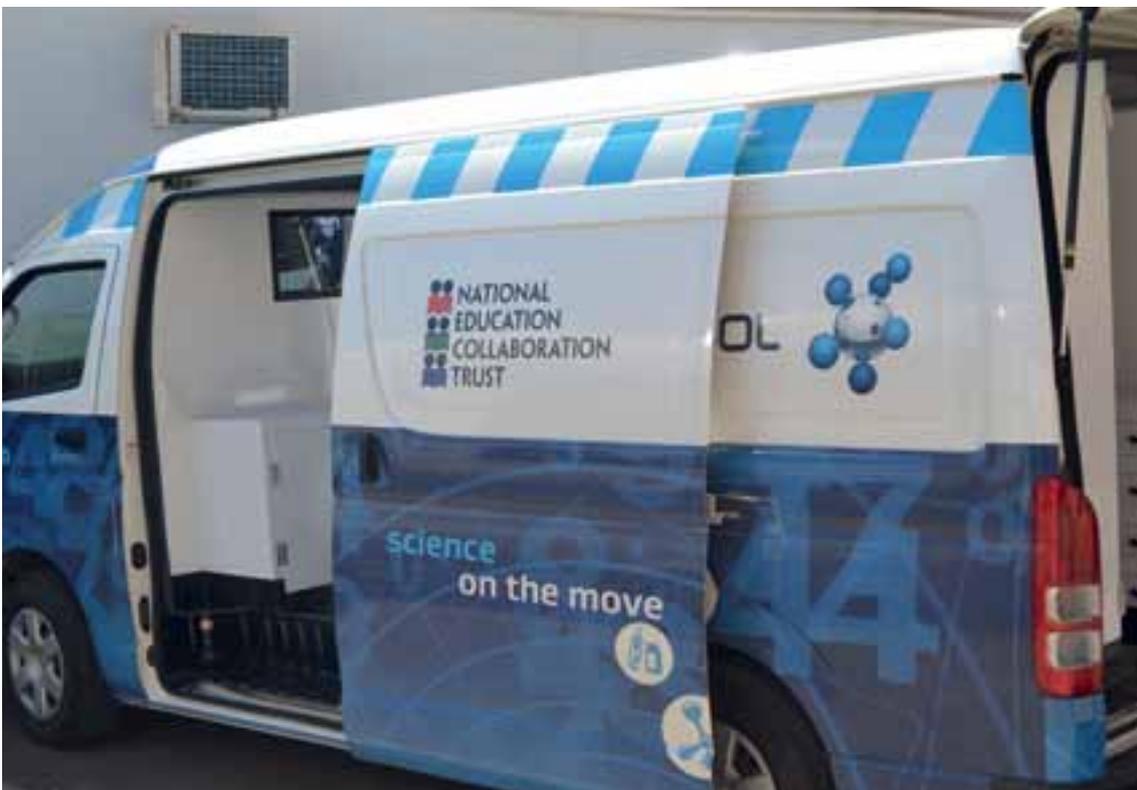




A partnership with Sasol has provided three mobile science laboratories in the Eastern Cape

The SASOL Inzalo Foundation donated a mobile science laboratory for use in the Eastern Cape districts of Libode and Mount Frere in 2015. The success of this intervention in making Science far more accessible and fun for learners and teachers resulted in SASOL handing over two additional mobile laboratories to the NECT.

For many learners, this was the first time they had ever been exposed to a laboratory environment. Experimenting and observing the wonders of science first-hand proved to be an awe-inspiring experience for many of those young minds.



INNOVATION TRIALS TECHNOLOGY

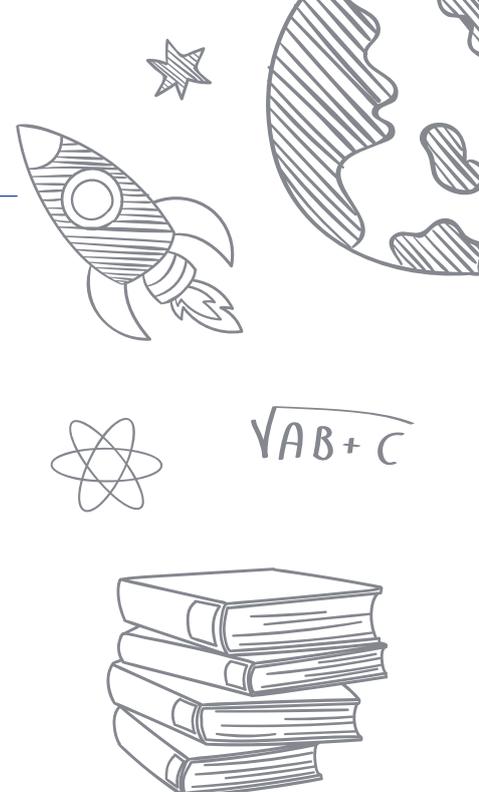


“Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family”

Kofi Annan

The NECT Vision

**COMMITTED TO ENSURING THAT 90%
OF LEARNERS PASS MATHEMATICS,
SCIENCE AND LANGUAGES WITH
AT LEAST 50% BY 2030**



The National Education Collaboration Trust (NECT) works collaboratively with government, business, the unions and civil society, with the end objective of actively assisting the Department of Basic Education (DBE) to achieve the educational goals set out in the National Development Plan (NDP). Accordingly, the NECT seeks an active relationship with everyone in the education system in order to deliver education that secures a prosperous future for all learners. The NECT relies on the active participation of communities, school governing bodies, school management and teachers, district staff, parents and, above all, learners in order to achieve its vision.



METHODICAL TRIALS LEAD TO SUCCESSFUL ROLLOUT

THE NECT ADOPTS SUCCESSFUL TRIALS BEFORE ROLLOUT

The NECT programmes are driven by innovating for scale – seeking solutions to challenges that affect the majority of our country’s public schools. The field that is best known for conducting trials is medicine, in which clinical trials are carried out to improve and advance medical care. Trials ensure that innovation is safe and effective prior to mass implementation and the results of the trials are used to guide decision makers and investors. The NECT has adopted this trial-based methodology with great success. Several test initiatives are underway in the eight trial districts that engaged with the NECT in 2014. We’re pleased to share our flagship trial programmes below.

The District and School Planning System

The process of planning system improvement on the basis of available information is still a challenge in many districts and schools. On the basis that planning is critical and to encourage district offices and schools to build collective capacity to plan for the service and support of schools, the NECT designed a **self-assessment of district functionality and performance** tool. This innovative process is called the **Fundamentals of Performance (FOP)** assessment. The objectives of the FOP are to:

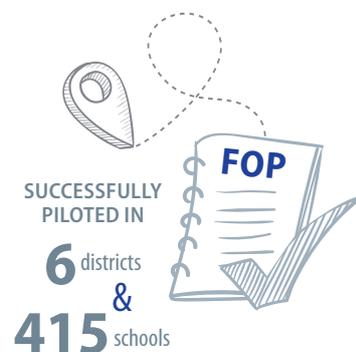
- Establish whether the fundamentals are in place for a **functional and well equipped** district office and each school;
- Revisit and reinforce **performance standards**;
- Create an opportunity for **collective reflection and engagement** by district officials and school management staff;
- Identify and discuss the **needs and requirements for improvement** in capacity, to support schools and classrooms;
- Generate **performance dashboards** for ‘lead indicators’ at three levels of the system;
- Serve as a tool and methodology to **collect and process** relevant data for evidence-based improvement planning over a 3-5 year period.

The process is based on policies and standards for district functionality created by the DBE. It is organised around 10 key competency areas under which ‘lead indicators’ are identified for ongoing tracking and reporting by individuals; and by collective teams of officials in district offices. The assessment process leads to the **development of district improvement plans**. See **Table 3**: Example of ratings by area out of 10.

Table 3: District FOP Assessment Example

10 AREAS OF DISTRICT FUNCTIONALITY (OUT OF 10)				
1 HR availability and management	2 Structures and processes for school support	3 Data management and use	4 Organisational culture in the district office	5 Resource provisioning to schools
4	5	3	6	5
6 Planning and performance management	7 Office infrastructure and facilities	8 Curriculum management	9 Facilitating school management and leadership	10 Customer care and inter-personal relations
4	7	6	4	9

The FOP system is now being presented on a digital platform in preparation for wider implementation. Since the second half of 2016, it has been gradually scaled up through the DBE, with a view to reaching **26 districts** in 2017. A similar instrument for school management is being tested to strengthen planning in schools which facilitates the vertical alignment and database conversations between districts and schools.



Parent and Learner Empowerment Modules

The **Parent and Learner Empowerment Programmes** are designed to be delivered in parallel, as learners form the bridge between parents (households) and the school. **The Parent Empowerment Programme** seeks to prepare parents to increase their involvement in the education of their children, while the **Learner Programme** attempts to capacitate learner leaders to encourage learners to take responsibility for their own learning.

Since the last quarter of 2016, the NECT has been collaborating with the DBE to progressively scale up both programmes to all schools in the sector, starting with the Parent Empowerment Programme. The DBE and the NECT conducted advocacy meetings which reached **320 circuit managers and school governance officials in five provinces** in preparation for the rollout of the first batch of modules to districts in April to June 2017.



The provincial and district officials expressed support for the trials of both programmes because of the **innovative approach** that involves both parents and learners. Current programmes are restricted to school governing bodies (SGBs) and learner representative councils (LRCs). Importantly, this fresh approach addresses the critical issues referred to in the NDP – the importance of education, attendance and punctuality, bullying and reading – all of which have a direct influence on teachers’ **curriculum coverage** and pitching of lessons as defined in the CAPS.

Table 4 shows the module content of the two programmes for 2017:

Table 4: Content of Parent and Learner Empowerment Programmes

PARENT EMPOWERMENT MODULES	LEARNER EMPOWERMENT MODULES
Introductory module	Introductory module
Module 1: Importance of education to parents	Module 1: Importance of education to learners
Module 2: Are you building or blocking the education of your children	Module 2: Are you building or blocking your education?
Module 3: Discipline management	Module 3: Bullying in school
Module 4: Reading and writing at home	Module 4: Importance of reading
Module 5: Communicating with learners about school	Module 5: Communication with parents about school
Module 6: Communicating with teachers	Module 6: Communication with your teachers
Module 7: Attendance, time management, punctuality and time management for parents	Module 7: Attendance, time management, punctuality and time management for learners
Module 8: Decisions and consequences for parents	Module 8: Decisions and consequences for learners

The structures set up for the rollout of the pilot programme are a) **Parent Volunteers** who are the direct beneficiaries; b) Groups of **4 to 6 Peer Parents** linked to the Parent Volunteer; c) **Learner Leaders** who work with small groups of their peers; and d) Two teachers per school who serve as the **Parent Involvement Coordinator** and the **Learner Leadership Coordinator**.

The training of Parent Volunteers and Learner Leaders is being performed by NECT Coaches working alongside the district officials. The district officials are responsible for school governance in **120 pilot schools located in six districts**. On average, each school has 13 to 20 Parent Volunteers and a similar number of Learner Leaders.

Courageous Management Modules



The focus for 2017 is on **strengthening the capacity** of principals to manage curriculum delivery in schools. Because the thrust of the NECT's District Improvement Programme is the improvement of learner outcomes; and because the effective delivery of the curriculum is a critical factor in improving learning outcomes, all efforts are now being made to ensure that **curriculum delivery is effectively managed** in schools. Here, the role of the principal is essential; particularly since current evidence suggests that the observed weaknesses in curriculum coverage result from shortfalls in the manner in which curriculum management is undertaken by principals.

Responsibility of Principals

The focus of the Management and Courageous Leadership programme, therefore, is to build the management capacity, the administrative systems and processes, and attributes of the organisational culture that are fundamental for realising effective curriculum management in schools.

The training of principals during the 2017 school year will therefore focus solely on curriculum management, and on building the associated school structures, systems and cultures required to strengthen curriculum management.

The first module to be delivered in this series is **Managing Curriculum Coverage**. This module builds the principals capacity to understand the organisational essentials for managing curriculum coverage. These essentials are represented in a business process for curriculum coverage. This module forms the school management component of the **NECT's Learning Programme**.

The second module to be delivered is **The Analysis and Planning for subject improvement in schools**. The focus of this module is on enabling principals to **detect and remedy** observed weaknesses in the teaching of particular subjects. With this data, principals will be able to improve the delivery of these subjects in the curriculum through proper analysis of the factors which affect subject performance. Subsequently, through the implementation of a tailored plan, the manner in which the subject is managed and delivered to learners dramatically improves.

The third curriculum management module is the **Case-based Administrative Overview** of the various components of the process – facilitating **effective and courageous curriculum management**.

Two other modules will be delivered in 2017. These modules are complementary to the overall effort for improving curriculum management in schools. The additional modules to be covered during the year are as follows:- “Subject Improvement Planning” in the 3rd quarter, and “Building Positive School Cultures” in the 4th quarter. The planning module seeks to embed curriculum management and subject improvement planning as part of the planning process for the whole school. The “Positive Culture” module seeks to create a proper environment in the school for promoting excellence in teaching and learning. This drive for excellence in the school may be the force which could strengthen and reinforce exemplary practice in curriculum planning, management and delivery.

The NECT will test these modules as **innovations that will complement and strengthen the Learning Programmes.**

Teacher Engagement Support Tool

South African teachers face a multitude of well-publicised problems, ranging from shortages and skills gaps, to inadequate infrastructure and support. These all precipitate poor teacher performance, which in turn leads to poor learner results. The NECT has initiated numerous projects to address issues where practical, and nonetheless creatively to improve outcomes in curriculum coverage, teacher knowledge, and teacher support through professional development, materials, and coaching.

However, the NECT faces four critical challenges in delivering these projects to all areas where they are required: The scale of distribution across all South African public sector teachers; the depth of engagement achievable at those scales; the speed at which scale can be achieved; and the total costs of scale.

The NECT has identified that **mobile smartphone technology** presents an opportunity to address these challenges. Our investigations indicate that more than 70% of teachers already own capable smartphones (and the number is rising), and teachers are enthusiastic users of these devices. We have therefore designed a smartphone application that would be free to use for SA public school teachers, which would create a channel to teachers to support them with NECT tools and best-of-breed content, and so improve teachers’ professional development, and ultimately improve learner outcomes.

The NECT solution also addressed constraints in school connectivity and data costs required to support the smartphone application. Importantly, the overall solution is also designed to continuously maximise teachers’ engagement with the tools and content so that the professionalisation is deepened far beyond what can be achieved by traditional delivery mechanisms of paper-based materials and infrequent seminars.

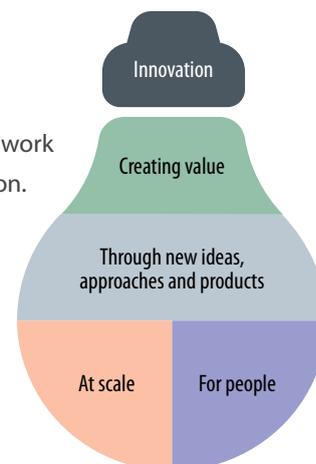
The project is complex, thus the NECT has spent time in careful preparation to mitigate risks and address the challenges. Also, the NECT has **collaborated widely and frequently with key stakeholders** across the department, national, unions, educational experts, technology experts, and marketing experts in a collaborative approach that seeks not only to leverage critical skills and insights, but to build a sustainable platform for the solution in preparation of a successful systematisation of the solution. The NECT is currently at the point of seeking **private-sector funding to build the technology solutions**, and to test the parameters required for a successful full-scale deployment.



THINKING FOR THE FUTURE

PURSUING EDU-INNOVATIONS THROUGH PARTNERSHIPS

As observed by Charles Handy, we cannot “prolong” history and we can make anything work better even if it is not broken. These words are at the heart of the culture of innovation. In 2016, the NECT adopted a definition for innovation as creating value, through new ideas, approaches and products, for people, at scale. Innovation really is about using the known knowns to address the known knowns, known unknowns, and the unknown unknowns.



Establishment of the Edu-Innovation Hub in 2016

Following the research and consultation phase, the NECT established an Innovation Hub in 2016. The EIH is a dedicated hub mandated to promoting innovation, in response to the growing challenges facing the local education sector, in order to achieve the 2030 NDP educational goals. The overarching purpose of the Innovation Hub is to support and coordinate innovation for 21st century education, so that it has the potential to impact our basic education system at scale.

The EIH has two primary imperatives:

- **Enablement** – identify and support initiatives that show true potential for large scale transformation.
- **Promotion and amplification** – drive the innovation agenda into the mainstream.

EIH STRATEGIC FOCUSES OVER THE NEXT 3 YEARS

The Edu-Innovation Hub (EIH) aims to make sustainable changes to the basic education system by identifying, supporting and enabling innovators to implement new ideas, approaches and/or products that create new value at scale. The following outputs are envisaged in 2017:

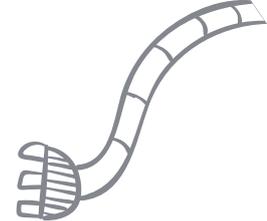
- 300+ innovator applications generated
- 5–8 EIH supported projects moving through the Innovator Pathway, at varying stages of maturity
- 1–3 self-sustaining innovations
- Well established advisor, implementing partner and early adopter networks
- Awareness of innovation in education tangibly increased through communication and promotional efforts of EIH

The work of the Hub is experimental and entrepreneurial. It seeks out transformative ideas, takes risks on less proven approaches, explores new solutions and factors in flexibility, iteration and failure. It requires a fundamental shift in mindset, trading off probability of success in return for greater social impact, where the first question is not “Is this going to work?”, but rather “If it works, would it matter?”.

The establishing of the EIH was a collaborative effort between the FirstRand Empowerment Foundation, the G-TAC Hub of the National Treasury and the Global Education Leadership Programme which continues to provide support to the Hub’s design.

Tangible advancements have required focus and a strategic approach to innovation within the NECT. Six Innovation Clinics, focused on limitations and inventions, were hosted by the Innovation Hub over the past year, bringing together NGOs, entrepreneurs, labour, business, schools, funders, government and learners.

During 2016, a refined business model was drawn up, which articulates the purpose, positioning and value proposition of the EIH, relative to the NECT.



EXPLORING THE POTENTIAL OF TECHNOLOGY IN EDUCATION THROUGH PROGRESSIVE PARTNERSHIPS



This programme aims at partnering with government to address key systemic challenges that are holding back the improvement of the education system, or that risk reversing the gains already made. The focus of the programmes has been on two initiatives: the **modernisation of the school administration system** – (SA-SAMS) and **profiling of school connectivity**.

1. Modernisation of the school administration system (SA-SAMS)

Private sector funding and expertise were engaged to unlock the development of User Requirement Specifications for the upgrade of SA-SAMS using the most advanced project management approaches. The exercise produced Technology Assessments, a Requirement Traceability Matrix, a Project Feasibility Study and a Concept of Operations document. The upgrade of the system will include technology upgrades, system re-engineering and integration with other systems such as those used in the government departments of Home Affairs Social Development.

The background research and planning laid the ground for a multi-year framework agreement for improving the use of technology to improve the administration of schools. Discussion of the framework agreement has been initiated with the DBE, the provincial departments, the South African State Information Technology Agency (SITA), the NECT and private sector funders with an interest in this area (notably, the FirstRand Empowerment Fund and Zenex Foundation who provided special funding for the research and preparation work and the Michael and Susan Dell Foundation whose Data Driven District project depends on SA-SAMS).

2. Assessment of connectivity in schools

The NECT, through Council for Scientific and Industrial Research (CSIR) has assessed IT connectivity in five districts, viz. Bohlabela, Bojanala, Mount Frere, uThungulu (King Cetshwayo) and Waterberg. The draft report presents useful observations about connectivity in schools:

- There are significant inaccuracies in the National Education Infrastructure Management System (NEIMS) and Education Management Information System (EMIS) databases in the DBE which has provided the basis and recommendations for correcting the DBE databases.
- There is an indication that the connectivity challenge in schools is more limited than thought, given that 54% of the schools have access to 3G and a further 43% have access to LTE (high speed wireless data for phones and other mobile devices).

The draft report is being confirmed with the connectivity providers (Vodacom, MTN, Cell C and Telkom) and will be used to produce a costed blueprint on how to fast track connectivity and its utilisation in schools. In parallel, the CSIR is performing an evaluation of the minimum quantum and speed of connectivity required by a school in order to define when a school can be considered to be “functionally” connected. The NECT will be recommending to the DBE that this profiling should be extended to all 86 education districts.

The report will be finalised once all the connectivity companies have provided the data that will confirm the connectivity rate and after the 6% of the unidentified schools confirmed active or defunct.



1.8
BILLION
active users



1
BILLION
active users

26
PERCENT
of everyone
on Earth uses
Facebook

3
HOURS
of video uploaded
every minute

82
PERCENT
of people
online uses
Facebook

4
BILLION
videos
watched
every day

8.6
BILLION
pieces of content
shared every day

31
SECONDS
average viewing time
of users per video

3. Minister's ICT Advisory Committee

The ICT Advisory Committee continues to work with the senior management of the DBE to advise the Minister and the Director General about ICT improvement in the education sector. The committee will also oversee critical projects such as the modernisation of the school administration system.

4. Teacher Engagement and Support Tool (TEST)

The real game-changer of mobile technology lies in its power to engage users

Mobile technologies and social media are tapping into people's voluntary energy on scales never before witnessed. To reach our 2030 goals, we can tap into some of that same engagement power to uplift our teachers' knowledge, skills, and attitudes. And that will have a revolutionary impact on outcomes.

TEST is has initiated a project to develop a free mobile application for SA public school teachers aimed at improving the engaging teachers through technology. The approach is meant to start with converting the NECT-led tools, content and support to suitable chunks of technology based materials that teachers can us to build their knowledge, skills, and cultivate the required attitudes to improve learning and teaching.

The roadmap for this project is outlined in the sketch below.

ROADMAP OF TEST FREE MOBILE APP



Define concept: Teacher focus groups run and subject matter experts consulted.

Prototype trial: Test and refine the concept with a selection of schools and teachers.



Survey technology options: Detailed Request For Information distributed to potential partners.

Engage lead provinces: If the prototype results are successful, finalise key provincial partnerships.



Approach funders: Request support for building the platform

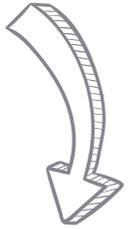
Deploy at scale



THE EVOLUTION OF GOVERNANCE



COLLECTIVE ENGAGEMENT AND COLLABORATION WITH CIVIL SOCIETY IMPROVES PERFORMANCE



THE NECT PRESENTS A NEW FORM OF GOVERNANCE

The NECT is founded on the principle of collective engagement and joint efforts to **improve the performance of the education system**. This form of engagement is referred to as the virtuous cycle in the NDP, a practice that involves **collaborative, continuous stakeholder involvement in development endeavours**. This approach does not only promote pooling of technical and material resources, but creates a unique form of 'convening authority' that allows stakeholders to address philosophical differences and find common ground for working together. It is more like an ongoing 'CODESA' of education, permeating the breadth and the depth of the NECT. It is based on the belief that each South African is responsible for the education of our children. This is the central feature of the NECT's change theory and the basis on which each governance structure of the NECT has been designed. The patrons and trustees at national level and the District Steering Committees in each of the districts involved in the NECT are represented by key stakeholders including business, government, labour and civil society structures such as youth organisations, traditional and religious leadership.

Business remains involved as represented by patrons, three out of nine trustees, more than 20 funding partners and a Partners' Forum, established in 2016. Business Leadership South Africa has maintained its interest in the NECT and receives quarterly reports and periodic presentations via the BLSA. Government participation is through the DBE and updates are presented to the Human Resources Development Council as chaired by the Deputy President.

- Government participation is through the DBE and updates are presented to the Human Resources Development Council as chaired by the Deputy President.
- Labour is represented by the Deputy Secretary General of SADTU and the President of NAPTOSA.
- Civil society involvement takes the form of the District Steering Committee (DSC), which is designed like the NECT Board of trustees in every NECT programme trial district.
- A DSC is made up of local leaders from business, labour, churches traditional authorities and youth government.

THE CHAIRPERSON'S OF DSC'S:

- | | |
|--|--|
| 1 King Thandisizwe Diko – Mt Frere DSC | 5 Mr Mogotsi Gustaph Mompei – Bojanala DSC |
| 2 Judge Joseph Raulinga – Vhembe DSC | 6 Mr Samuel Zungu – King Cetshwayo DSC |
| 3 Mr John Dombo – Waterberg DSC | 7 Nkosi Vakele Ndabeni – Libode DSC |
| 4 Mr Mbusi Dlamini – Pinetown DSC | 8 Dr Richard Ngomane – Bohlabela DSC |

Figure 10 below shows the statistic of the DSC meetings and their community involvement advocacy initiatives.

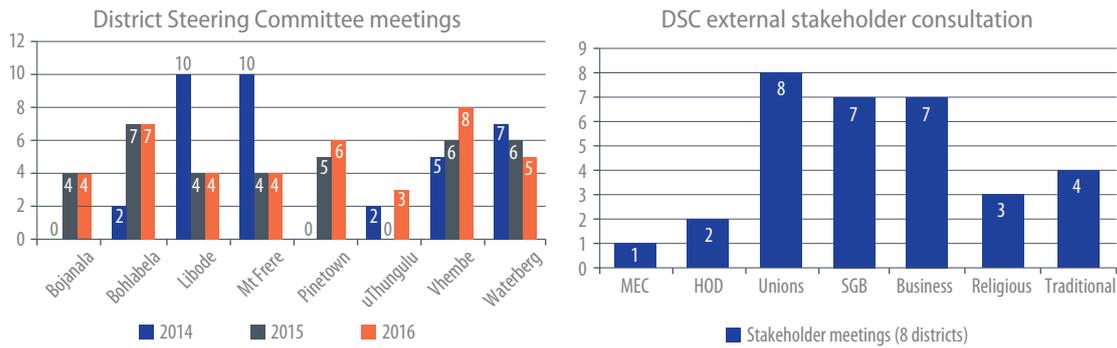


Figure 10: District committee meetings held

“MATRIC LEARNERS ARE MOVED TO SAFE STUDY CAMPS DURING A TIME OF POLITICAL UNREST.”

In Vhembe district, the DSC played a critical role of creating a **cross tribal, multistakeholder, united front** that lobbied communities to **protect schools in communities** that were engulfed by political unrest. The collective voice created by the DSC was trusted by everyone during the time that various factions distrusted or had issues with established structures such as government departments, political parties and even courts. The DSC efforts played a critical role in reaching the agreement that allowed matric learners to be taken out of the communities to study camps and provided support through the supply of critical learning and teaching resources. For more information see page 22 or visit www.NECT.org.za

Social Compact building through dialogues

The dialogue programme seeks to drive a positive narrative around education through a series of participative dialogues which enable education stakeholders to share ideas about critical topics and challenging circumstances affecting education delivery. The dialogues are non-partisan and inclusive, giving individuals and organisations the opportunity to explore joint societal actions. (Education Collaboration Framework, 2013:13) Please see page 31 for further details.

INDEPENDENT REVIEW OF THE DIALOGUESA PROGRAMME

In an independent review of the DialogueSA programme, stakeholders and participants of the dialogue presented the following views:

- The dialogue is a **“hugely” powerful** platform.
- It has an unprecedented ability to **convene diverse stakeholders** who collectively have the power to “improve the education of our children”, which is critical in the light of the vast **challenges facing our education system**.
- The dialogues **must continue** as catalysts for positive change.
- The current **programming of the dialogues is not conducive** to achieving consensus around a course of action. **Follow-up action** after dialogues and **communication** with participants must be strengthened.
- To retain participants’ commitment, Education Dialogue SA must **reaffirm its ambitious purpose and strengthen its programming**, so that the purpose can be achieved.

The Board and Management of the NECT have reviewed these DSC observations and agreed that dialogues should include more policy discussions, a greater focus on promoting sharing with other countries that have outperformed us in conditions similar to ours and to facilitate greater sharing among practitioners and experts from within the borders of the country.

In 2016, the NECT organised a number of **dialogues and roundtables** involving key stakeholders. Highlights of these are presented below.

The Role of the NGOs in supporting the National Development Plan:

A summit involving in excess of 140 NGO leaders and funding organisations was held in March 2016 to discuss the role of the NGOs in supporting the implementation of the NDP. The summit agreed on measures to be taken to strengthen the NGOs and to promote the coordination and application of their work. Following the dialogue group, an Education NGO Committee was established with the founding purpose of coordinating practical strategic steps towards improving the impact of NGO work in education and ultimately on the NDP.

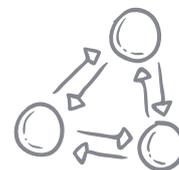
The committee comprises the following organisations: JET Education Services (current chair), Teboho Mahuma (an independent NGO which formed part of the summit committee), the Sasol Inzalo Foundation, the Catholic Institute of Education, the Media in Education (MIET) Trust, ISchoolAfrica, Project Literacy, Harambee, Pearson, Cozacares, the South African Institute for Distance Education and the NECT. The NECT's role is to support the establishment of the committee and the initiation of its programmes by bringing the NECT's 'convening authority' to bear. The committee is envisaged to be a self-sustaining network that supports education NGOs.

The NECT maintained consultations with the teacher unions, business and government entities:

The NECT continues to play a facilitative role among the teacher unions and between the teacher unions and the DBE. The NECT was key in the facilitation of discussions between the DBE and unions regarding the remodelling of the Annual National Assessments and among unions on how they could play a more active role in teacher professional development. As a result, SADTU agreed to replicate the work of the NECT in two districts (Sekhukhune and Butterworth) comprising a total of 785 schools.

Provincial roadshows were organised to advocate for increased curriculum coverage in classrooms:

The NECT conducted four provincial roadshows targeting over 2 000 provincial and district officials and members of the community, to advocate for the need to improve curriculum coverage. The roadshow campaign was fuelled by an observation from the NECT that the majority of classes were covering less than 30% of the curriculum. The dialogue created a lot of discussion and awareness among key officials and the public. This was a necessary undertaking to lay the basis for the replication of the NECT's work across the provinces.



THE COMMITTEES OBJECTIVES

The committee's proposed objectives are to:

- Promote alignment of the work of education NGOs to the NDP;
- Promote collaboration, networking, and information sharing;
- Promote conversation among education NGOs, between NGOs and government and between NGOs and private funders;
- Facilitate a united NGO voice on education and on the key issues impacting education in South Africa;
- Promote governance and ethical standards for the work of education NGOs;
- Help unlock funding for the work of NGOs in education.



“SADTU AGREES TO REPLICATE THE WORK OF THE NECT IN SEKHUKHUNE AND BUTTERWORTH.”



FINANCIALS AND FUNDING

“Education is the single most important investment any country can make in its people”

National Development Plan

The NECT Partners' Forum



The NECT has established a Partners' Forum representing private and non-governmental sector funders. The purpose of the forum is to provide opportunities for funders, as partners of the NECT, to acquire a deeper understanding of the NECT's plans, activities and engagements for educational improvement.

The inclusive, forum provides a platform for knowledge sharing with the primary objective being the effective implementation and delivery of the NECT programmes. The forum drives collaboration and association and affords funders an opportunity to make strategic contributions to the direction of the NECT. In this way, the funding partners are brought much closer to the coal face of the NECT's work.

Two meetings were held in 2016 and representatives of the forum accompanied the NECT Board on a field visit to beneficiary schools and districts.



NECT GOVERNANCE STRUCTURES

The NECT is an organisation established as a collaborative trust to change the course and pace of South Africa's education system in support of the National Development Plan. Its trustees are by design, represented by Government, the Private Sector, the Unions and Civil Society. Its executive consists of non-aligned educational specialists who have dedicated the next decade to the cause.

“ TO ACHIEVE QUALITY EDUCATION IN OUR LIFETIME, WE NEED TO DEVELOP AND CONSTRUCT AN ENTIRELY NEW PARADIGM AND PRACTICE OF COLLABORATION THAT SUPERSEDES THE TRADITIONAL SILOS. ACHIEVING THE LOFTY GOALS OF THE NDP REQUIRES TEAMWORK, PARTNERSHIPS, AND COLLABORATION. ”

– ANGIE MOTSHEKGA, MINISTER OF BASIC EDUCATION

NECT Patrons



Dr. Cyril Ramaphosa
Government and Business



Dr. Phumzile Mlambo-Ngcuka
Civil Society



Bobby Godsell
Business



Dr. James Motlatsi
Labour

NECT Trustees



Sizwe Nxasana (Chairman)
Business



Minister Angie Motshekga
Government



Basil Manuel
Labour



Futhi Mtoba
Business



Mathanzima Mweli
Government



Nkosana Dolopi
Labour



Mark Lamberti
Business



Prof. Brian Figaji
Civil Society



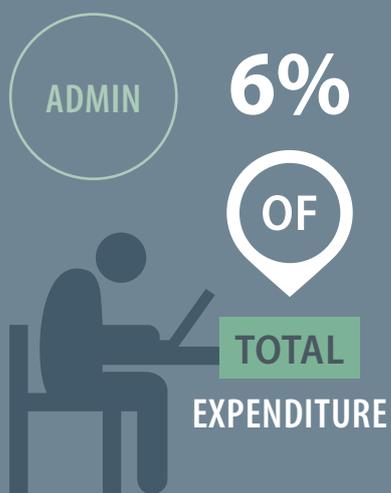
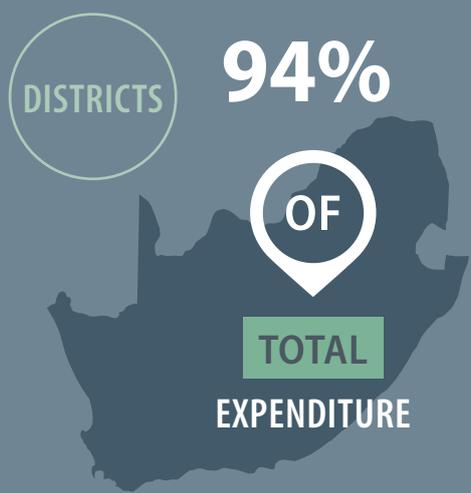
Godwin Khosa (CEO)
NECT

As can be seen from **Table 8**, the NECT met all the governance indicators with the exception of the indicator for EXCO meetings. One EXCO meeting was replaced by a full Board meeting and two were cancelled as they became unnecessary due their proximity to the main Board meeting.

Table 8: Governance and financial management indicators

	TARGET	ACHIEVED	NOTES
Board	4	5	<ul style="list-style-type: none"> A total of 6 Board and EXCO meetings were held. EXCO meetings were low due to unavailability of key members. Two Audit and Risk Committee meetings held following the Board meetings. Risk registers developed for each Board meeting for approval and sign off.
EXCO	4	1	
Audit & Risk Committee	1	2	
Risk Registers	4	5	
Total	13	13	

Financial highlights



FINANCIAL PERFORMANCE

1. Abridged income statement and statement of financial position

In 2016 the NECT received a total of R184.7 million from funders and spent R177 million. Total income, inclusive of other income, amounted to R185.5 million. The surplus for the year amounted to R6.5 million. **Tables 9 and 10** below present abridged statements of comprehensive income and of financial position.

Table 9: Abridged statement of comprehensive income for the period ended 31 December 2016

	Year ended 31 December 2016	Year ended 31 December 2015
	R	R
INCOME	182 774 681	186 542 790
Government & SETAs	77 051 685	122 178 234
Business	69 204 862	56 955 037
Foundations and Trusts	16 686 907	7 409 519
Special Projects	19 831 227	–
EXPENDITURE	176 612 402	196 244 251
Programme expenses	166 048 995	187 013 248
Special Projects	19 831 227	–
Administration expenses	10 563 407	9 231 003
Operating (deficit)/surplus	6 162 279	(9 701 461)
Finance income	750 988	1 046 777
Finance cost	(8 535)	(20 643)
Disposal of fixed assets	(387 499)	–
Operating (deficit)/surplus	6 517 234	(8 675 328)
Other comprehensive income	–	4 705
Total comprehensive surplus / (deficit)	6 517 234	(8 670 623)

Table 10: Statement of financial position as at 31 December 2016

	2016	2015
	R	R
ASSETS		
Non Current Assets	1 816 044	2 484 991
Current Assets	44 454 527	37 133 615
Total Assets	46 270 571	39 618 606
FUNDS AND LIABILITIES		
Accumulated Funds	4 072 111	(2 445 123)
Non Current Liabilities	16 241 479	62 079
Current Liabilities	25 956 981	42 001 650
Total funds and liabilities	46 270 571	39 618 606

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.

2. Analysis of financial performance

i. Income

Compared to 2015, there was a 0.9% decline in the income. This is attributed to the fact that some income from Government, initially projected to be received within the NECT's financial year will only be received in 2017 due to unexpected delays in approvals within the National Treasury.

The historical distribution of income from various categories of funders since NECT's inception is presented in the graph below.

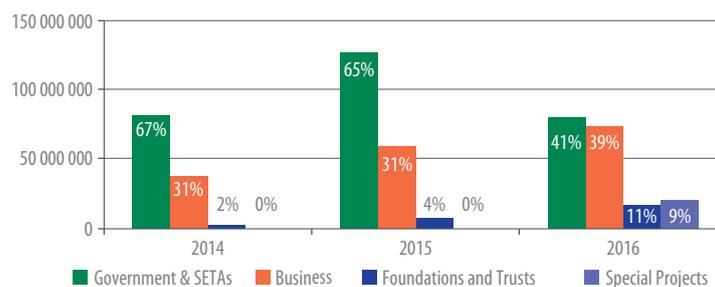


Figure 12: Historic Distribution of income

As can be deciphered from the graph above, the private sector funding has been increasing since 2014 towards a desirable proportional contribution between government and non-governmental contributors in 2016. In 2016, the non-governmental contributions increased by 25% compared to 2015.

Table 11 presents list of funders since the inception of the NECT.

Table 11: Funders list

	2016		2015		2014		Total contributions 2014–2016
	Count	Amount	Count	Amount	Count	Amount	
GOVERNMENT & SETA							
Department of Basic Education	1	72 387 534	1	122 095 234	1	77 620 985	272 103 753
ETDP SETA	2	4 664 151	2	2 333 000	2	362 000	7 359 151
Total Government & SETA	3	77 051 685	3	124 428 234	3	77 982 985	279 462 904
BUSINESS							
First Rand Empowerment Foundation	1	27 365 220	1	11 034 272	1	10 000 000	48 399 492
Standard Bank South Africa*	2	10 017 544	2	10 640 351	2	7 500 000	28 157 895
Sishen Iron Ore Community (SIOC) Development Trust	3	6 216 325	–	–	–	–	6 216 325
ABSA Bank Ltd**	4	4 544 270	3	7 000 000	–	–	11 544 270
Old Mutual South Africa Ltd	5	4 500 000	4	3 666 290	3	2 880 000	11 046 290
The South African Breweries (Pty) Ltd	6	3 000 000	5	1 000 000	–	–	4 000 000

continues on next page

* Standard Bank contributed R15 million (inclusive of VAT) in 2016, out of which R3.58 million was budgeted and accounted for in 2015.

** ABSA contributed a total of R14 million in 2015 and 2016 out of which R2.46 million had been unspent as at the end of 2016 and was deferred to 2017.

Table 11: Funders list *continued from previous page*

	2016		2015		2014		Total contributions 2014–2016
	Count	Amount	Count	Amount	Count	Amount	
Nedbank Ltd	7	2 000 000	6	2 000 000	4	3 227 194	9 227 194
Woolworths Holdings Ltd	8	2 010 000	7	2 000 000	5	2 000 000	6 010 000
Imperial Holdings Ltd	9	1 700 000	–	–	6	1 675 198	3 375 198
MMI Foundation NPC	10	1 645 782	8	1 645 782	7	1 401 897	4 693 461
Telkom SA SOC Ltd	11	1 138 017	9	465 653	–	–	1 603 670
Hollard Group Ltd	12	1 000 000	10	1 000 000	8	1 000 000	3 000 000
Business Leadership South Africa	13	894 400	–	–	–	–	894 400
JSE Ltd	14	690 000	12	289 863	9	273 456	1 253 319
Anglo Gold Ashanti Ltd	15	633 305	13	633 305	10	633 305	1 899 915
Industrial Development Corporation of South Africa Ltd	16	500 000	14	500 000	–	–	1 000 000
Ernst & Young Inc	17	350 000	15	440 000	–	–	790 000
Investec Ltd	–	–	16	1 098 788	11	683 183	1 781 971
Liberty Group Ltd	–	–	17	1 000 000	12	1 000 000	2 000 000
Murray & Roberts Holdings Ltd	–	–	18	448 294	13	447 627	895 921
Alexandra Forbes Ltd	–	–	19	427 173	14	142 519	569 692
Sasol Inzalo Foundation	–	–	20	388 805	–	–	388 805
Credit Suisse Securities Pty Ltd	–	–	–	–	15	250 000	250 000
Deloitte South Africa Inc	–	–	–	–	16	1 000 000	1 000 000
Kagiso Tiso Holdings Pty Ltd	–	–	–	–	17	300 000	300 000
Massmart Holdings Ltd	–	–	–	–	18	1 335 488	1 335 488
Anglo American Chairman's Fund Trust	–	–	21	5 000 000	–	–	5 000 000
Safika Holdings	–	–	–	–	19	500 000	500 000
Total Business Contributions	17	69 204 862	21	51 678 576	19	36 249 867	157 133 305
FOUNDATIONS & TRUSTS							
Zenex Foundation	1	16 686 907	1	10 135 980	1	2 000 000	28 822 887
DG Murray Trust	–	–	2	300 000	2	300 000	600 000
Total Foundations & Trusts Contributions	1	16 686 907	2	10 435 980	2	2 300 000	29 422 887
LABOUR							
Education Labour Relations Council	–	–	–	–	–	293 317	293 317
Total Labour Contributions	–	–	–	–	–	293 317	293 317
SPECIAL PROJECTS							
Vuwani crowd-funding initiative	1	10 691 274	–	–	–	–	10 691 274
ETDP SETA	2	8 413 800	–	–	–	–	8 413 800
NGO Summit	3	649 528	–	–	–	–	649 528
Department of Arts and Culture	4	76 625	–	–	–	–	76 625
Total Special Projects	4	19 831 227	–	–	–	–	19 831 227
Total	25	182 774 681	26	186 542 790	24	116 826 169	486 143 640

Special Projects comprise of ring-fenced funding for projects that are designed and funded based on special arrangements with third parties.

Vuwani crowd-funding initiative and the NGO Summit had multiple funders as presented below.

Table 12: Vuwani crowd-funding initiative funders in 2016

CASH FUNDERS	Amount
Kagiso Trust	850 000
SAB Miller	300 000
Total individual contributors (91) less than R5 000	59 558
Sue Heywood	21 500
Dr Judy Nxasana	10 000
FUCHS Foundation	10 000
Victor Mphaphuli	8 913
Melbro Corporate services	7 000
Narsee HT	5 000
Professor Quarraisha Abdool Karim	5 000
Mary/Rachel Slack	5 000
Panyaza Lesufi	5 000
Tim Fish	5 000
CONTRIBUTIONS IN KIND	1 291 971
Oxford University press	7 970 171
Shuter & Shooter Publishers	512 625
Reboni Furniture Group	328 947
MMI Foundation	245 000
Sizwe Nxasana	97 860
Deloitte	63 000
JVB Furniture	55 700
123 Managed Digital services	54 000
Molteno Institute for Language and literacy	50 000
Mongezi M Gocin	22 000
Total in-kind contributions	9 399 303
Total Vuwani crowd-funding initiative funding	10 691 274

Table 13: NGO Summit funders in 2016

FUNDER	Amount
ETDP SETA	499 528
Old Mutual	50 000
Zenex Foundation	50 000
Tshikululu	50 000
Total NGO Summit funding	649 528

Expenditure by programme

The NECT spent a total of R177 million across all programmes in 2016. The spread of the expenditure per programme is presented below.

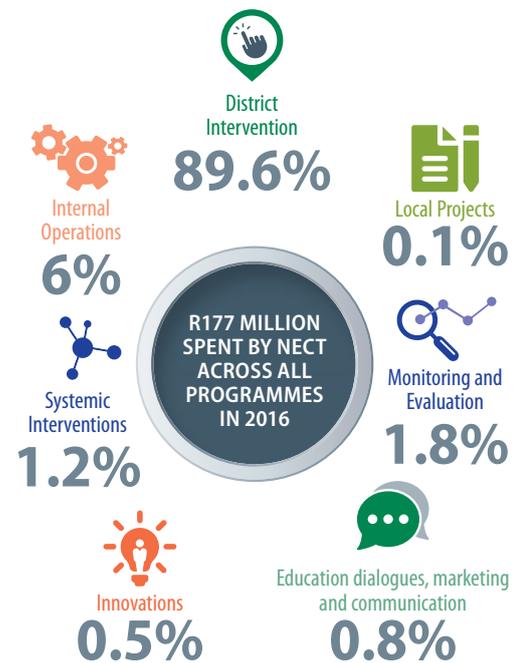


Figure 13: Expenditure per programme

Expenditure by districts

The graph below depicts the investment made in each of the NECT districts compared to the relative proportion of the number of the NECT schools in each district.

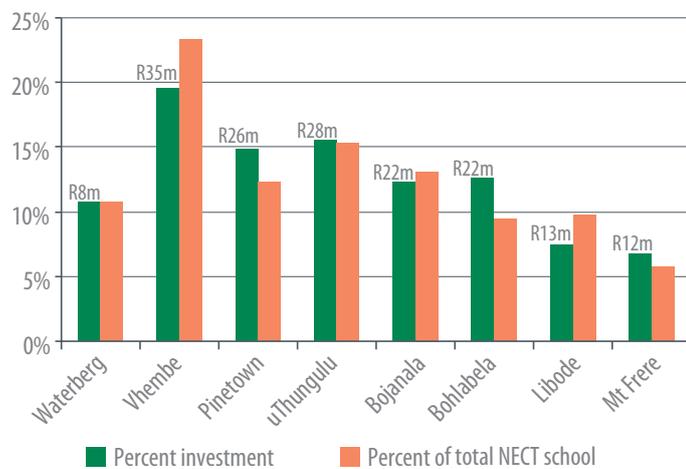


Figure 14: Expenditure per district

FUNDING PARTNERS

The NECT is a collaborative organisation, supervised passionately and professionally by its Trustees – an inspirational and intellectual group of men and women from Government, the Private Sectors, the Unions and Civil Society. Overseen by its executive which consists of non-aligned educational specialists who have dedicated their futures to the cause of the programme, the NECT can only go from strength to strength. Changing more lives for every Rand received.

Success hinges on funding, and it is with respect and humility that we extend our gratitude to our Funding Partners for their generosity, patriotism and for their unwavering support of the NECT. Coupled with the pledge made by the Department of Basic Education, to match Private Sector donations Rand for Rand, the visions of the NECT are fast becoming measurable and successful realities.

Thank you to the following organisations for partnering with us in 2016:



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



FIRSTRAND



Standard Bank



Education, Training and Development Practices
Sector Education and Training Authority



WOOLWORTHS



arts & culture

Department:
Arts and Culture
REPUBLIC OF SOUTH AFRICA



PRIVATE WEALTH
SINCE 1834



“2016 can be summarised as a year of achievements. Not ours, but the young lives we touched. The numbers far exceeded expectations, but that is because the power of collaboration ignited a fire that we had hoped for, but not relied upon. A fundamental support of the vision, an effective utilisation of complementary skills, and a willingness to engage and dialogue frequently, at all levels, is collaboration defined. Yet it is not at boardroom level that the most rewarding outcomes were designed and implemented, but at grassroots level. In the communities. By the communities. It is the philanthropic spirit of the South African people that has made the biggest impact on our year. Individuals that acted on the belief that every South African is responsible for educating our children. These individuals displayed the very spirit upon which the NECT was founded. It is this spirit that carries us forward.”



MATERIALS MAKING THE MARK

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

List of materials provided to NECT schools in 2016

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

Sunday Times

23 December 2030



TOP STUDENT FROM VHEMBE ACHIEVES 9 A'S

75 DISTRICTS ACHIEVE AN 80% AND ABOVE PASS RATE. THIS IS NEW SA MATRIC RECORD.

THE NATIONAL DEVELOPMENT PLAN (NDP) VISION IS ACHIEVED

2030 Matric Results

90% OF LEARNERS PASS MATHEMATICS, SCIENCE AND LANGUAGES WITH 80%



It's been a long road since the National Development Plan (NDP) was established in August 2013, 17 years ago, with the singular objective of achieving the very results that have been achieved by our matric learners today. This is a momentous occasion, and one that all South Africans should feel incredibly proud of.

The Department of Basic Education attributes the 2030 success story to collaboration; dedication and accountability.

This is not just a celebration for the Country, our economic future, and the future of these hard working Learners from all walks of life. It demands acknowledgement of the consistent and collaborative effort between learners, teachers, parents, heads of school, district advisors, the National Education Collaboration Trust, the NDP and the Department of Basic Education as a whole.

Over 400 000 teachers worked alongside millions of learners to cover 94% of the curriculum. The NECT difference (see pg 3)

WHAT'S NEXT FOR THE NECT?



HOT JOBS FOR TOP LEARNERS



NECT BLUEPRINT ADOPTED BY THE PRIVATE SECTOR



DBE SETS 2050 TARGET



PSRIP THE EDU BUZZWORD THAT HAS SA READING



YOU'VE MASTERED THE NECT E-LEARNING CHANNEL BUT CAN YOU MASTER THE EDUVERSE?

- CREATE YOUR VIRTUAL VARSITY
- BEAT THE BOTS TO THE TOP OF THE CLASS
- TURN DIGITAL DOMINATION INTO REAL WORLD REWARDS
- 50 NECT BURSARIES ARE UP FOR GRABS

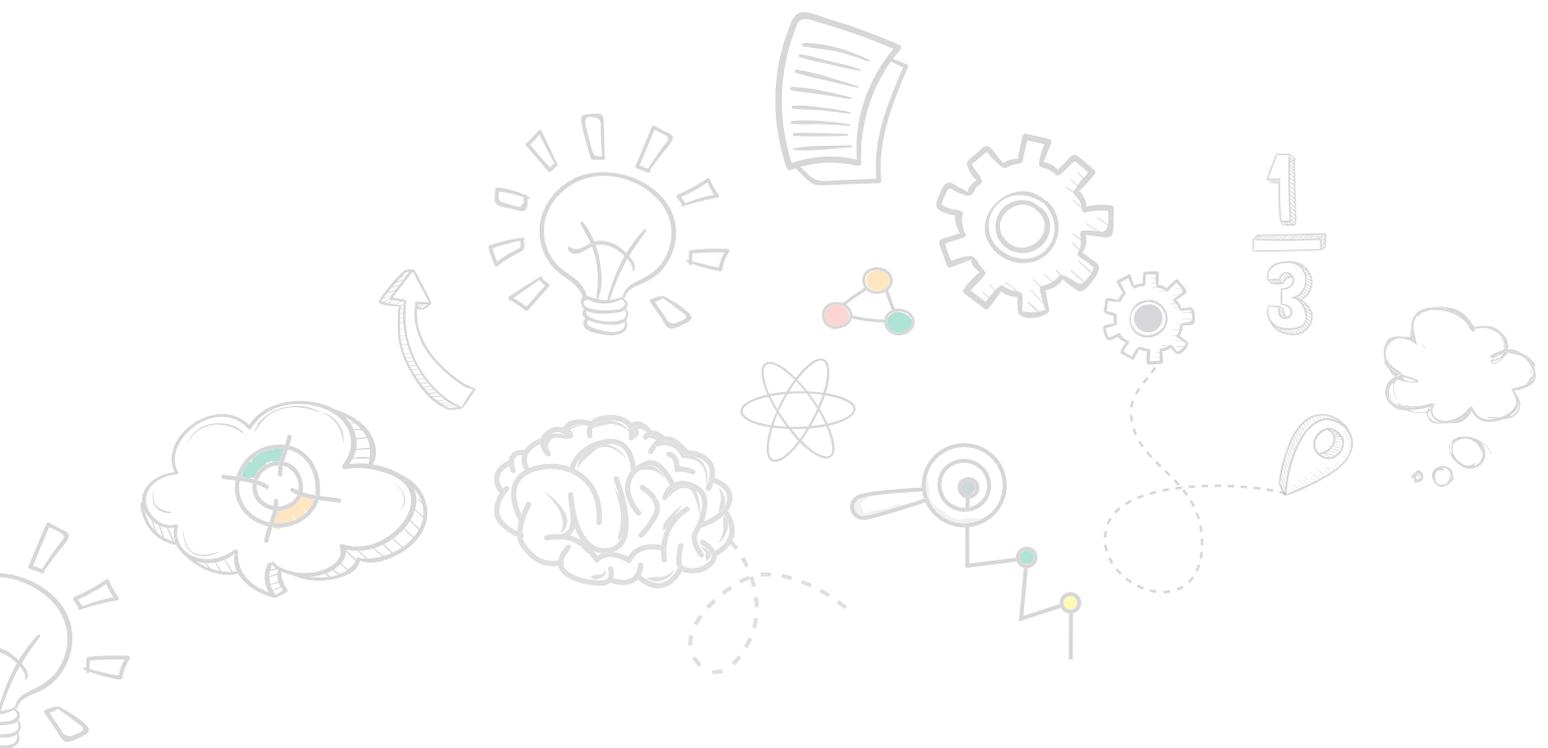


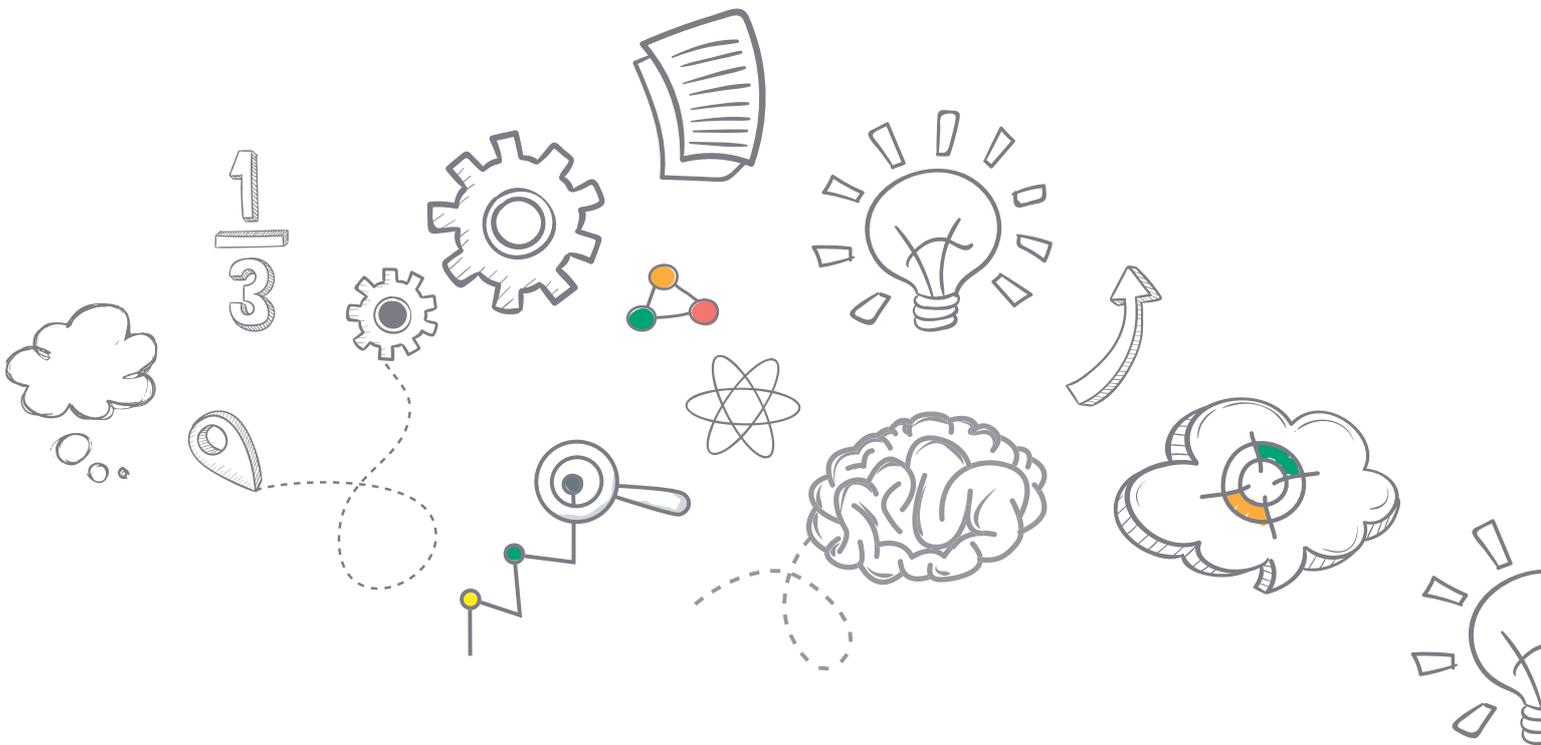
EDUVERSE: EDUCATE TO DOMINATE

“My father, my mother,
If these were the days of our ancestors,
I would ask you for cows and goats,
Now I ask you to send me to school”.

My father, my mother,
Yesterday’s heroes called for spears to defend the nation,
Today’s heroes demand pen and slate to save the nation,
That’s why I ask you to send me to school”.

– *Birth of a Dream Weaver* by Ngũgĩ wa Thiong’o





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