



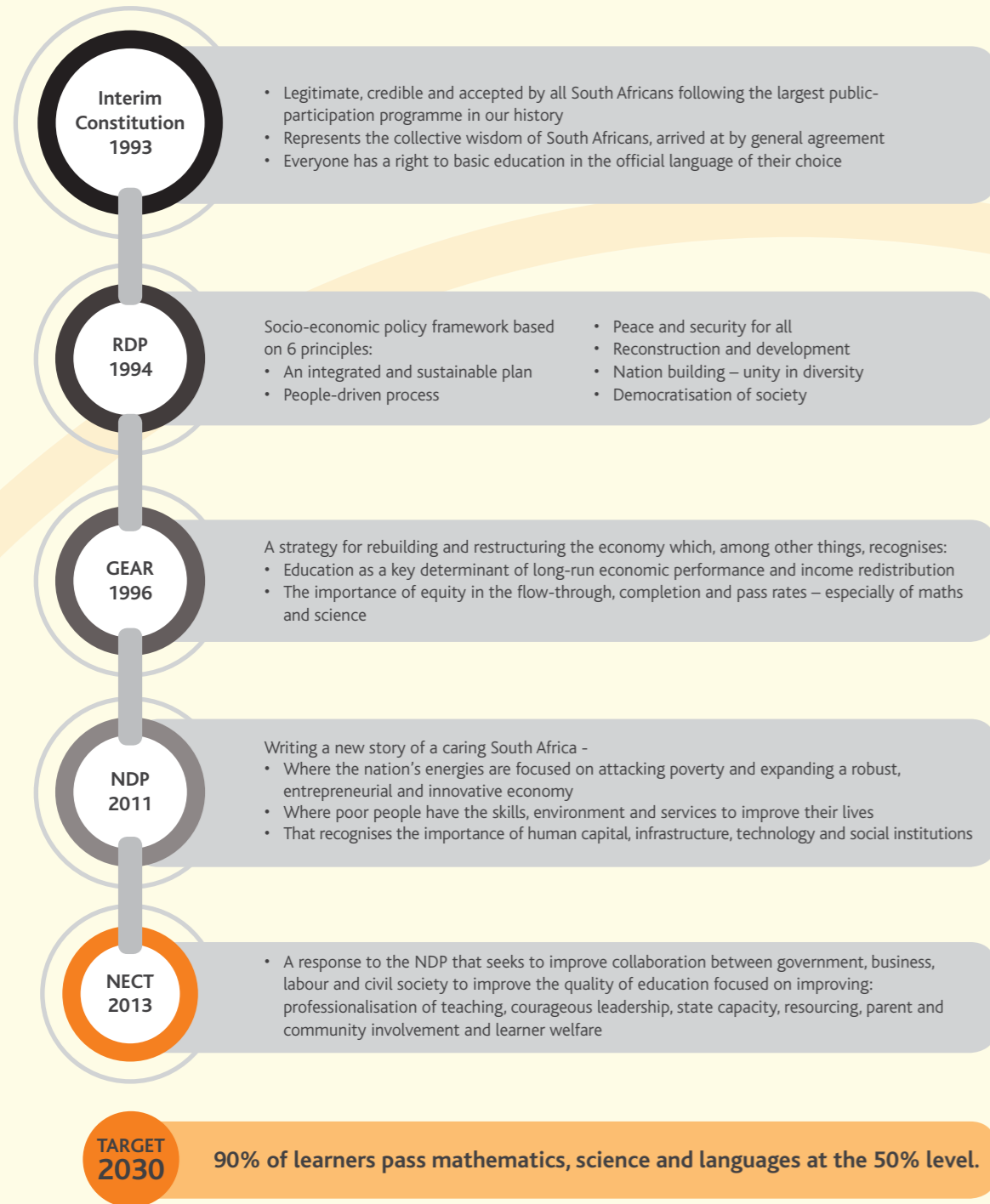
CONTENTS

Setting the Context for the NECT	01
Chairman's Statement	03
NECT People	05
CEO's Statement	09
A New National Plan, A New Collaboration Energy	11
Progress Made to Date	17
Programme 1:	19
Districts and Schools	20
Focus Area 1: Strengthening Districts	22
Focus Area 2: Fresh Start Schools Programme	27
Focus Area 3: Community Interest in Education	33
Focus Area 4: Learning Programmes	36
Programme 2:	38
Strengthening the Education System for More Sustainable School Improvement	40
Programme 3:	41
Testing and Institutionalisation of New Ideas in Education	43
Programme 4:	49
Working Towards Improved Alignment and Value of Social Investments	51
Programme 5:	62
Education DialogueSA	67
Are We Making the Mark	43
Risks and Risk Management	49
2015 Goals for the NECT	51
The Financial Report	62
Nect 2014 Donors	67

“ The development of South Africa means the development of each and every one of us who lives here. Partnerships based on mutual trust are vital. ”

- South African Constitution

SOUTH AFRICA'S CRITICAL PATH OF SOCIO-ECONOMIC DEVELOPMENT



The National Education Collaboration Trust is the most comprehensive, advanced and inclusive response to the call by the National Development Plan for more active and collaborative citizenship. It aims to achieve marked and sustainable educational improvements through the active collaboration of the best national capacities. The NECT not only carries those unique national genetic qualities – courage and vision – to take on seemingly impossible challenges, but also presents a combination of “worthy ideas with practical good sense” as a path forward.

It does this in a systematic and cost-effective way within a co-operative environment. It is for these reasons that the NECT is made up of patrons, trustees and an education dialogue group that represents all sectors of the society: government, business, labour, academia and civil society. The implementation of its programmes is also designed to involve the best private-sector organisations, NGOs and universities working with all relevant government departments, led by the Department of Basic Education.

CHAIRMAN'S STATEMENT

An educated population is the cornerstone of a competitive and modern economy. The National Development Plan recognises that for South Africa to compete, grow and pull its people out of poverty we must improve our education system significantly. To achieve the improvements envisaged in the NDP, business, teacher unions, government and the civil society need to show more than allegiance to our country, but a commitment to strive together to fix what government on its own cannot fix. To borrow from Adlai Stevenson, "such a mark of patriotism requires more than short, frenzied outbursts, of emotion, but tranquil and steady dedication of a lifetime". This is the philosophy that underlines the National Development Plan which calls upon active citizenry to improve the lives of all of us who live in South Africa. We know from the experience of implementing the Reconstruction and Development Programme and the Growth Employment and Redistribution Policy that the NDP requires a significant and widespread collaborative effort and follow through.

The National Education Collaboration Trust has been established as one such effort to create impetus to the objectives of the NDP. Specifically, it has been set up to advocate for the improvement of the quality of education and implement practical steps that will circumvent the negative effects of a poor education system in the economy and lives of South Africans.

The premise of the NECT is that sustained improvement in education calls for more than additional resources and technical inputs. It requires an injection of relevant social capital which, together with additional resources and technical inputs, can address some of the underlying causes of educational underperformance. Community and parent interest, their participation in education and the accountability of those who are charged with delivering quality education are some of the fundamentals that have to be rebuilt at every level of the education system in order for us to see the value from the over R200 billion investment in Basic Education per annum.

Since it was founded in July 2013, the NECT has profiled in detail all 85 of the districts in South Africa. We have charted a path together with the Department of Basic Education, the teacher unions, business and civil society, and have begun to transform eight chosen priority districts which represent 18% of South African schools and just fewer than 2 million learners as a first step. By 2030, the NDP objective is to have 90% of our learners passing mathematics, science and language subjects with at least a 50%. It makes perfect sense for social investment players to tap into this network that will see more resources concentrated in the priority schools and districts.

To date, we have seen over R240 million invested in cash or kind in the target districts. As we rollout the programme we will need to ramp up this investment to about R1 billion annually. As can be seen from the financials, government through its various departments has started channelling significant investments into the priority districts. We need the other stakeholders to improve the pace of their contributions as we build up the implementation in the first eight districts. In 2015, we require a cash investment of R301 million to implement the planned activities. I would like to pay homage to the businesses and foundations that have contributed financially as well as in kind to the NECT. We are looking forward to a continued partnership with them and a swift resolution of internal processes among those which are yet to join the partnership.

We will also be initiating and following up project and district-based agreements with specific organisations that have interest in the NECT's chosen priority districts and intervention areas. After a careful consideration of the depth of the work that is required in the eight districts, the Board resolved not to take on additional districts in 2015 as was initially planned. Instead, the executive will work with the DBE to design a replication model that will immediately start to benefit the rest of the districts.

I would like to thank my fellow trustees who have worked tirelessly to give birth to the much needed collaboration vehicle, the NECT. Minister Motshekga in particular played a very important role of bringing along her sister departments and the Presidency to support the NECT. Similarly, the other trustees and the patrons played critical roles, making sure that the support of business, civil society and labour unions is secured and remain intact.

The CEO and his team have done sterling work in transforming what were agreements on paper in 2013, into an institution with systems, programmes, relationships and notable outputs.

We are looking forward to a fruitful collaboration in 2015.

Sizwe Nxasana
CHAIRMAN



NECT GOVERNANCE STRUCTURES

NECT PATRONS

Cyril Ramaphosa, Deputy Chairperson of the National Planning Commission and Deputy President of South Africa

Phumzile Mlambo-Ngcuka, founder of Umlambo Foundation and former Deputy President of South Africa.

Bobby Godsell, Chairman of Business Leadership South Africa

James Motlatsi, former President of the National Union of Mineworkers.



Dr Cyril Ramaphosa



Mrs Phumzile Mlambo-Ngcuka



Mr Bobby Godsell



Dr James Motlatsi



NECT TRUSTEES

The Board of Trustees and Executive Committee members have been meeting monthly to determine and discuss strategy and policies, and review performance. The Trustees have exercised their powers and functions with a view to fulfilling their strategic leadership and oversight roles guiding the executive of the Trust. No Trustees have received any remuneration from the Trust in respect of their duties as Trustees during the period.

Details of the Trustees who served on the board throughout the year are listed below:

Sizwe Nxasana, CEO of FirstRand (Chairperson)

Angie Motshekga, Minister of Basic Education

Paddy Padayachee, Acting Director General, Department of Basic Education

Basil Manuel, President of the National Professional Teacher's Association of SA

Nkosana Dolopi, Deputy Secretary-General of the South Africa Democratic Teachers' Union

Futhi Mtoba, Senior Partner, Deloitte

Brian Figaji, former Vice-Chancellor of Peninsula Technikon

Mark Lamberti, Group Chief Executive Officer, Imperial Holdings Limited

Godwin Khosa, CEO of the NECT



Mr Sizwe Nxasana
Chairman



Hon Angie Motshekga



Mr Paddy Padayachee



Mr Basil Manuel



Mr Nkosana Dolopi



Mrs Futhi Mtoba



Prof Brian Figaji



Mr Mark Lamberti



Mr Godwin Khosa
CEO

NECT PEOPLE

The NECT was conceptualised and conceived as a lean but responsive and effective organisation. The Education Collaboration Framework (ECF) makes provision for an organisation led by two or three experts, supported by finance and administration staff. This configuration is based on a model of operation in which the NECT office coordinates and oversees the implementation of national and district programmes, without needing to set up a large organisation that duplicates capacity that already exists nationally.

Thus the NECT has established a structure to enable it to achieve its objectives. The core organisation is headed by the CEO, with a staff complement of ten (10) full-time employees, four fixed-term employees, one seconded employee and one intern.

Our employment decisions, policies and practices are made without regard to individuals' gender, race, colour, religion, creed, sexual preference or national origin. We are an equal-opportunities employer.



Mr Godwin Khosa
CEO



Dr John Thurlow
Senior Education Specialist



Mr Peter Kimingi
Chief Financial Officer



Ms Nonkosi Mangxangaza
PA to CEO/Office Manager



Mr Peter Gent***
Senior Projects Manager



Mr Khaya Tyatya
Junior Education Specialist



Mr Mzukisi Bushet
M&E/MIS Coordinator



Ms Lumka Luzipho
Education Trainee



Ms Ntombizethu Mhlongo
Education Trainee



Ms Lorraine Lehaha
Office Assistant



Ms Koketso Mashaba
Receptionist



Mr Tseko Letlala*
Education/Finance Trainee



Ms Mikateko Ndhambi*
Relationship Manager



Mrs Mukondeleli Tshivhase****
Learning Programmes Coordinator



Ms Busi Sithole**
Intern



Mr Ken Finlayson#
School Renovation Programme

* Fixed-term employees
** ETDPSETA paid intern
*** Fixed-term seconded employee: (from FirstRand Foundation)
**** Fixed-term employee (on Zenex-funded project)
Seconded from the DBE

“ We are very excited to be where we are, we agreed we would work together to move education forward, and we are doing this. ”

- Hon Angie Motshekga, Minister of Basic Education

CEO's STATEMENT

The first year of the National Education Collaboration Trust was a roller-coaster ride. This is true for the lean staff of the NECT, our counterparts in the Department of Basic Education, both the national and district level staff, and our colleagues from our management agency and the district Lead Agencies. I believe that what kept everyone involved in the NECT going during the challenging year is nothing other than national pride.

Our first and foremost challenge in setting up the NECT was formulating a theory of change and its attendant programme theory. The 20 years of education improvement experience in South Africa has taught us the importance of defining a theory of change linked to a clear programme theory. The theory of change underlying the NECT emphasises a collaboration that seeks to invest additional relevant learning and teaching resources, technical capacity and social capital in the education system in order to improve learning outcomes in schools. It is a bitter truth to say that focusing on one aspect and not the others will not achieve change in schools. The programme theory presents a practical way of coordinating Government, private sector, and labour and civil society energies to implement a common programme in a manageable number of districts. We have seen much enthusiasm from the national and provincial education departments and their sister departments to partner in a coordinated programme that includes business, labour unions, and civil society stakeholders. Seven targeted national departments are actively involved in the NECT's web of partnerships.

We are pleased with the progress made in the mobilisation of the necessary implementation capacity. In the eight priority districts, four Lead Agencies were identified and engaged during the reporting period following a selection process that

ensured that the best talent in the country was recruited. Of the four, three were engaged in January 2014 to start with a six-month inception programme in six districts. The fourth Lead Agent started with the inception programme in the remaining two districts in September. The Lead Agency engagement model requires Lead Agencies to identify and engage NGOs and service providers for 40% of the required programme input. This arrangement ensures a tight coordination of the work and provides greater participation of organisations that have the requisite expertise.

In terms of the operations, the five educational programmes spelt out in the Education Collaboration Framework (ECF) keep the work of the NECT focused and manageable. It is through these programmes that the six themes of the ECF find expression. During the reporting period, the first of the five programmes, the District Intervention Programme (DIP), accounted for over 80% of the NECT's effort. The DIP is also the most advanced programme, followed by the Education DialogueSA programme. Three-year district implementation plans have been approved by the NECT for four districts in Limpopo and Kwazulu-Natal and two more will be approved before the end of the year. While they differ slightly in terms of emphasis, all the district plans are four-pronged. They all are geared towards improving the programming of curriculum delivery in the target districts (and provinces), enhancing community involvement through district steering committees, improving the district support and monitoring of schools; and revamping 409 Fresh Start Schools. The Fresh Start Schools (FSS) Programme is a new approach in the practice of large scale school improvement. The programme champions differentiation and high dosage interventions in order to achieve swift and in-depth improvements.

Programme II of the NECT focuses on systemic interventions and is exploring support interventions aimed at bringing down the proportion of the personnel spend in education. However intractable the issue is, 86% and a continuously growing spend on personnel is unsustainable and unacceptable. Even the teacher unions accede to the fact that this trend will ultimately leave teachers with no budget for their tools of trade. The NECT is in discussion with the North West Department of Education to address this challenge.

Programme III, the Innovation Programme, has taken on three innovation projects in the form of an investigation of how certain sub-systems of the public education sector have improved, providing support to the DBE to develop an ICT strategy, and testing a psycho-social referral system for learners who often do not receive proper screening and treatment for psychological and social needs that inhibit effective learning.

Programme IV is investing effort into reviewing past social investments into maths and science improvement, with a view to developing some guidelines that will improve returns on investment. The case of Anglo-American's investment of R100 million in maths and science initiatives in previous years is an example of why the programme is relevant. The key lesson from this example is that uncoordinated, school by school projects that are not meaningfully aligned to the district's programmes do not enjoy much success and sustainability.

The fifth programme, Education DialogueSA, has made some significant inroads in unravelling the issues involved in improving teacher professionalisation and school ethos in South Africa. The dialogues have raised fundamental questions about how to professionalise the teaching corps and how we can improve school ethos. The key recommended actions from the

dialogues will be consolidated early in 2015 as the dialogue group moves into a conversation about the future configuration of schools in South Africa.

Among the support programmes, the partnerships and monitoring and evaluations programmes are worth reporting on. In this regard, the NECT is in discussion with 17 private sector organisations and Foundations and nine Government departments about their contribution to the work of the NECT. An independent Monitoring and Evaluation (M&E) Committee, made up of four distinguished experts, has been established to provide oversight of the NECT's M&E work. The committee directly advises the Board of Trustees.

As you will see from the report, we are grappling with four strategic and operational risks which are likely to slow down the implementation of the NECT programmes, if not addressed. The highest risk relates to possible disruptions resulting from a divergence with service providers regarding the costs of human resources inputs. This issue is being managed quite closely with the service providers concerned. The second highest risk pertains to low supply of the relevant expertise in the most rural districts, and the last two risks, of equal weight, are about the slow pace of funding confirmation and the shortage of teachers and learning resources in the key subjects.

Lastly, the NECT's goals for 2015 are presented in the report. Given the short period within which the NECT plans to achieve its objectives, almost all the goals are stretch-goals. It is notable that all the goals are dependent on a web of partnerships that are being negotiated with various organisations.

Godwin Khosa

CHIEF EXECUTIVE OFFICER

A NEW NATIONAL PLAN, A NEW COLLABORATION ENERGY

THE NECT MODEL OF COLLABORATION: HOW DIFFERENT IT IS FROM THE PARTNERSHIP MODELS OF THE PAST 20 YEARS?

HISTORY OF SOCIAL INVESTMENTS IN SOUTH AFRICA

South Africa has a rich culture of partnerships for education improvement. Since 1994 there have been a large number of education improvement projects and numerous large-scale partnerships. The large-scale partnerships that were implemented with the advent of the deracialised education system were supported by international funders such as the USAID and DFID, which together contributed close to a billion rand over the past 20 years. The USAID targeted a mix of poorly performing districts, hand-picked across the country, and DFID worked across three education systems in Limpopo and the Eastern Cape. Large business also supported large-scale education improvement through three institutional mechanisms: the Joint Education Trust, the National Business Initiative and the Business Trust. The capitalisation of these institutional mechanisms together came to over R1 billion, and the three organisations managed well over R3 billion from the international donor community, other business contributors and government.

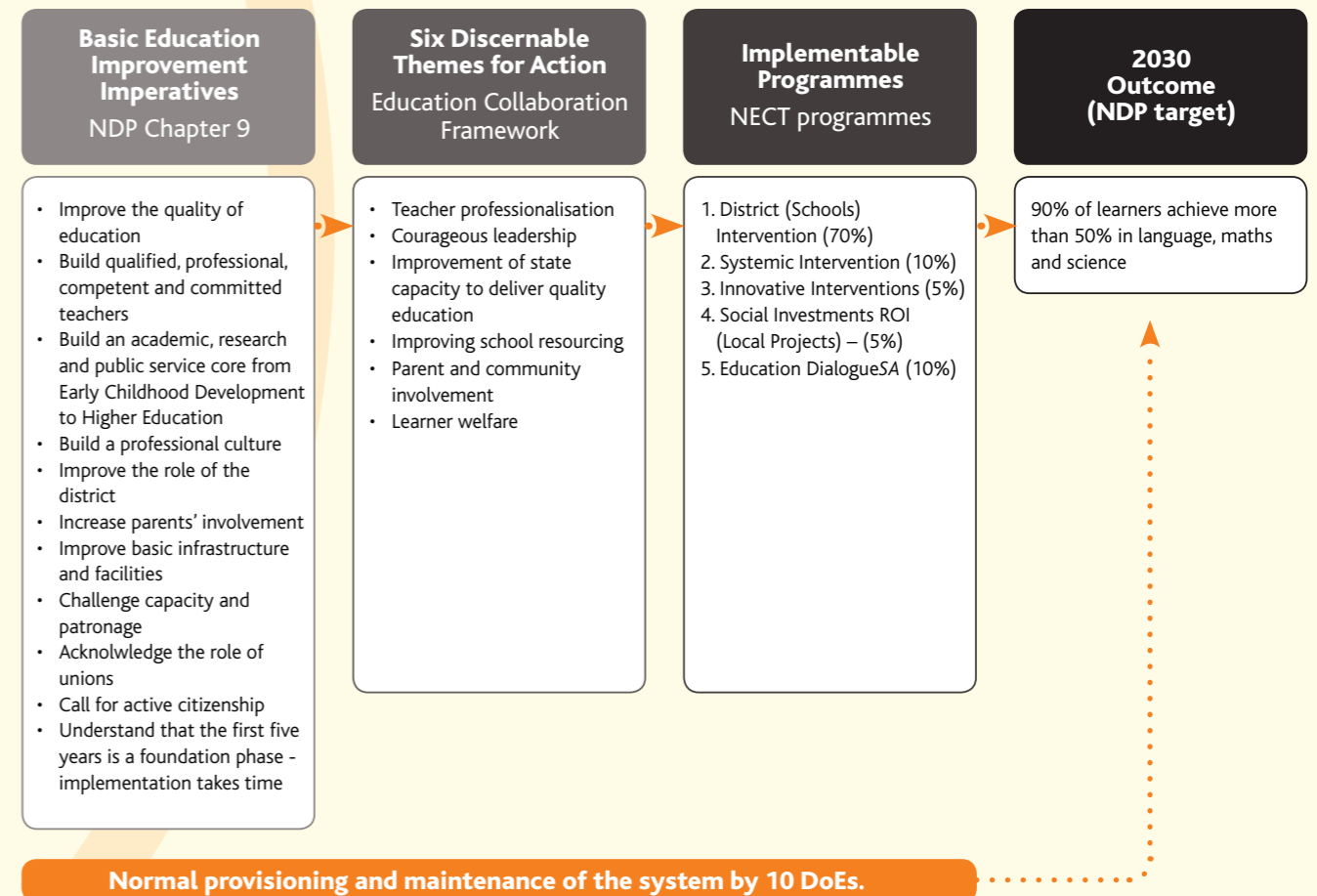
It is clear that business has played a key role in supporting the delivery of education in the new South Africa. In the main, business interventions complemented and leveraged the larger government resources, and in so doing contributed to improved

service delivery. Business also helped to enable and support innovation and NGOs working in the education sector. These intervention programmes created extensive and invaluable lessons in the field of education improvement, which have been continuously infused into policies and programmes.

The NECT was set up to continue this legacy, but more specifically, to respond to the call by the National Development Plan for stakeholders to work together towards a national vision. As can be seen from the diagram on the following page, the NECT intervention logic rests on three tenets:

- Translation of the NDP imperatives into six key themes around which the nation should collaborate to improve education
- A focus on five programmatic areas that will directly facilitate the implementation of the six themes
- Emphasis on Government's continued responsibility to provide education services – where the NECT programmes are aligned to the government's policy and programmes and are designed to facilitate the efficiency and the speed with which these programmes unfold.

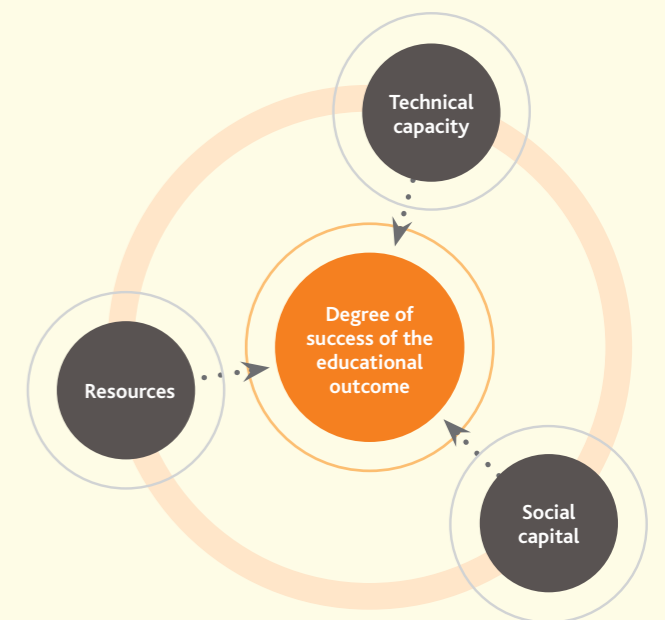
EDUCATION COLLABORATION INTERVENTION LOGIC: A PROGRAMME TO IMPLEMENT CHAPTER 9 OF THE NDP



NECT CHANGE THEORY

The quality of education will improve significantly and in a sustainable way if the education stakeholders collaboratively work towards implementing a high dosage of common, evidence-based priority interventions aimed at increasing:

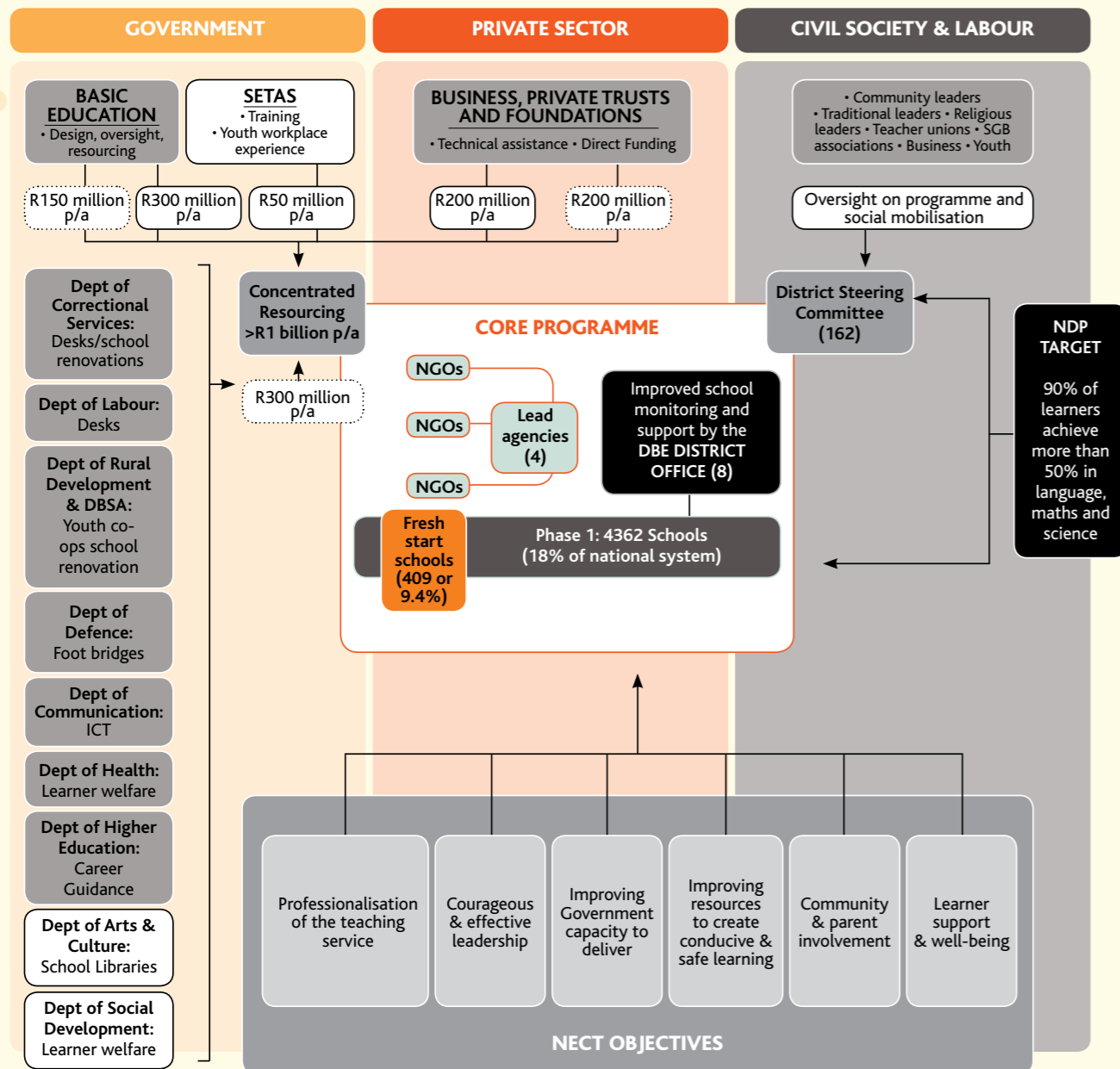
- Technical capacity of teachers and education officials
- Investments in learning and teaching resources
- Social capital at the various levels of the system and functional areas.



NECT PROGRAMME THEORY

The programme theory of the NECT is outlined in the diagram below. It shows the various inputs expected of the Department of Basic Education, as the anchor partner of the collaboration; other government departments with relevance to education; organs of state such as the SETAs; the private sector and the civil-society collective – comprising labour,

youth and various community (including traditional) leaders. As can be seen, the various inputs are meant to support a common programme implemented by Lead Agencies which coordinate local technical capacities to implement this programme in schools, districts, provinces and the national Department of Basic Education.



- Active partnerships
- Lead agency: organisation engaged in each district to complement design and project management capacity
- Fresh start schools: purposeful sample of schools earmarked for in-depth and responsive interventions with a view to revamp them comprehensively
- Indirect funding — Direct funding

IMPLEMENTATION AND MANAGEMENT AGENCIES

The NECT engaged four agencies to partner with the districts in the implementation of the district-improvement interventions. These agencies were chosen based on their ability to design,

coordinate and co-manage other NGOs with the district offices in the delivery of the programmes, as well as to provide implementation capacity themselves. The Lead Agencies engaged for the first eight districts, are as follows:

Districts	Agency Name	
Libode and Mt Frere in the Eastern Cape	Education Excellence Consortium (EEC)	18 Education NGOs Directors: M. Potterton, M. Dikotla, L. van der Elst, N. Mabude and B. Chinsamy
Vhembe and Waterberg in Limpopo	Deloitte	Professional services firm. Member of Deloitte Touche Tohamatsu Ltd
Pinetown and Uthungulu in KwaZulu-Natal	Programme for Improving Learning Outcomes (PILO)	Directors: M. Morobe, K. Gordhan, N. Galombiik, V. Wedekind, M. Metcalfe
Bojanala in the North West and Bohlabela in Mpumalanga	PWC consortium	PriceWaterhouseCoopers, Class Act, PSA, Penreach College and North-West University
National project management agent	JET education services	Registered NPO

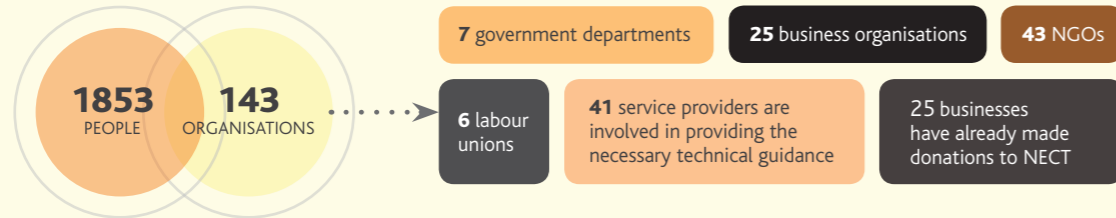
All the lead agencies are expected to engage other NGOs and service providers for not less than 40% of the budgets allocated for the delivery of the intervention.

The collaborative approach in the change and programme theories is carried through into the governance structure of the NECT, in which both the patrons and the trustees are representative of the key stakeholder groups.

HOW DOES THE NECT MODEL DIFFER FROM PAST PROGRAMMES?

- 1 It consolidates and builds on the past lessons about improvement that have been driven by the private sector, Government and international donors
- 2 It is a direct response to the National Development Plan
- 3 It is integrated into Government planning. To this end, the NECT has been accepted as one of the five pilot projects of Government's Medium Term Strategic Framework, 2014 – 2019.
- 4 It combines Government resourcing of education with private investments and social capital in order to drive tangible and sustained improvement
- 5 It champions organised utilisation of public and private resources aimed at education improvement
- 6 It is endorsed and supported by all the teacher unions
- 7 It has a dedicated structure that publicly accounts to its funders and stakeholders

In order to support the day-to-day improvement work in education, the NECT model has brought together various people and organisations.



The various people and organisations were brought together from stakeholder groups sketched out in the diagram below. Their objective was to deliver on the desired outcomes of the Education Collaboration Framework.



INVESTMENT IN THE NECT VIS-À-VIS EDUCATIONAL NGO SUPPORT

According to 2012/13 CSI data for 47 companies as presented in the Trialogue report, the NECT's funding target from these companies – which would enable it to reach its funding target and to complete its work – would represent 4.31% of the companies' CSI budgets and 8.53% of their education-specific investments. As reported earlier, together with other contributions from Government and trusts, the NECT actively requires its Lead Agents to spend more than 45% of the district spend through NGOs. To date, 43 NGOs have received funding for specific programmes through the NECT.

It is important that the NECT communicates strongly with the NGO community that the NECT is not a competitor for NGO funding, but rather a conduit to ensure that this funding is supportive of the NECT's improvement programmes. Programme 4 is specifically designed to help the private sector to allocate and manage their educational CSI funding in a manner that will generate maximum impact.



PROGRESS MADE TO DATE

The NECT programmes were designed and initiated during the first six months of its existence (from July 2012), starting with district profiling and talent mobilisation. The swift diagnosis of the implementation needs of the Education Collaboration Framework and the creation of a practical picture of how the NECT could most efficiently and speedily begin to meet the objectives of this framework were key. We also had to create confidence that the NECT would build on the value already created by past improvement programmes, and that our plans would be able to harness the collaborative intention of the Framework. The programme initiation had to engender the future picture of the collaboration and also stay true to the principles of the ECF.

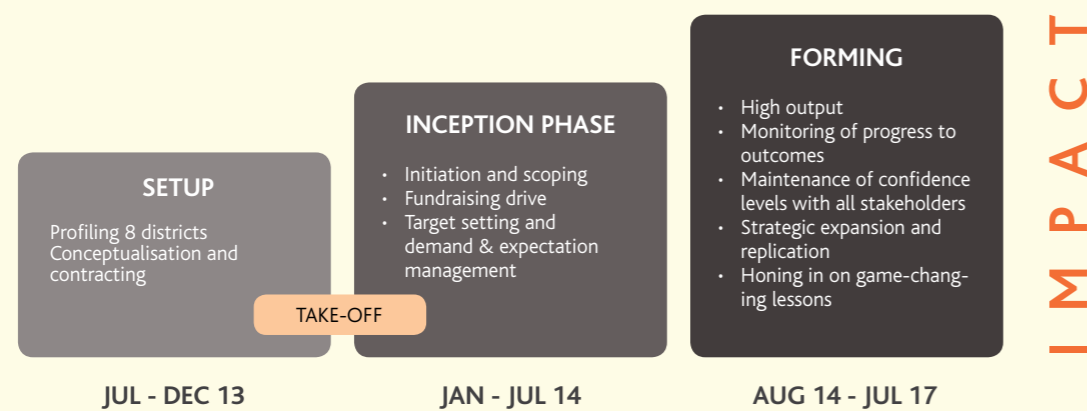
The programme initiation:

- Created an **evidence base for the design** of the interventions
- Followed **a transparent process** of identifying the best expertise within the national borders – based on Lead Agency service-provider arrangements
- Started with an inception phase which allowed the lead agencies to confirm an understanding of **local dynamics** necessary for the design of

the three-year district programmes, to adjust their assumptions and test their organisational configurations to manage the programmes on a district-by-district basis

- Ensured that the interventions focused on **enhancing the reform agenda** rather than promoting unrelated interventions
- Pursued **innovation interventions** that the DBE had not had relevant capacities to investigate and implement – teacher provisioning, learning from the improvement of the examination system and developing a national education ICT vision and strategy

As depicted below, in the first five months the NECT focused on setting up the relevant structures and plans in preparation for the implementation of the ECF. During this period, the NECT engaged three reputable organisations to manage the implementation of the district intervention programme in six districts, through which it soon mobilised over 1 600 volunteers, interns, NGO practitioners and consultants to carry out the work of implementing the ECF.



FROM LEFT TO RIGHT:
RICHARD MASEMOL (TEACH SA)
MUGWENA MALULEKE (SADTU)
THEMBA KOJANA (DBE)

Following the set-up stage was the inception period, which ran from January to July 2014, and during which the lead agencies were afforded the opportunity to understand the local challenges in the districts and to work with the district officials to develop the three-year plan and implement a quick-wins programme.

The set-up and inception phases of the programme have been successfully completed, mainly in respect of the District Intervention Programme (Programme 1), which targets 4 362 schools in eight districts in five provinces. The systemic interventions, innovation interventions and local project interventions (Programmes 2, 3 and 4) are still at various scoping stages, while the Education Dialogue Programme (Programme 5) is at a more advanced stage.

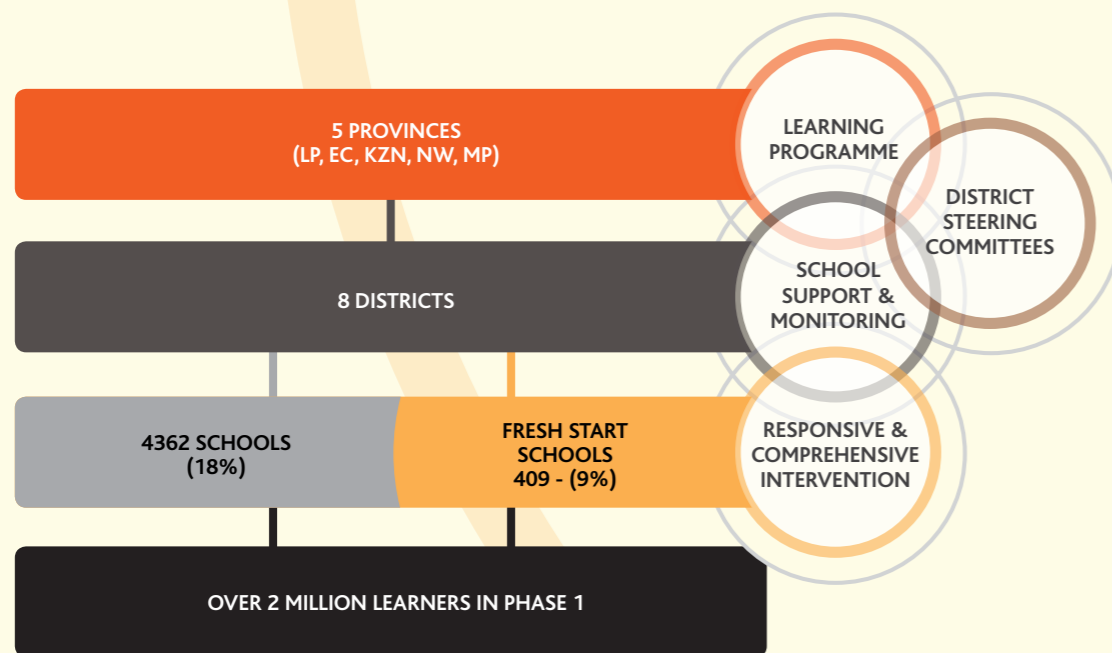
“What has been accomplished is quite significant.”

- Sizwe Nxasana,
Chairman of the NECT

PROGRAMME 1: DISTRICTS AND SCHOOLS

The focus areas for the district interventions are pitched at four levels, as depicted in the diagram below. The Learning-Programmes Intervention aims to improve the planning and implementation of

curriculum delivery in schools. The strategic objectives and progress updates of these interventions are presented below.



The District Intervention Programme is aimed at improving the effectiveness of the support and monitoring services provided by districts to schools. All the policies and programmes, whether in relation to curriculum, teaching, financing or the governance of the schools, are mediated at school level. Districts are critical to providing the necessary guidance and supervision to the schools on how to meaningfully programme and implement these expectations, and to funnel them into each and every school. Therefore it is important that the organisational capacities of the districts are attuned to the support demands of the schools. It is for this reason that the DBE promulgated a policy on organisation, roles and responsibilities of districts in 2013. The policy seeks to ensure that the district configurations are fit for purpose. This policy

provides the chassis of the district improvement work that the NECT is carrying out in the eight districts. To further strengthen this chassis, the DBE has been working with McKinsey and Company on a four-pronged implementation programme that will ensure:

- A detailed roll-out of the mandate and the setting up of effective structures of the district and circuits that will, among other things, define common key-performance tasks and indicators for district and circuit officials
- The districts have the right people in the key roles
- There are sufficient and relevant tools and resources to undertake the school-support work e.g. ICTs, vehicles

- There are standard operating procedures for supporting schools and managing districts.

The enterprise logic at the centre of this programme is to improve learning outcomes. The NECT district interventions draw from, as well as feed into, the District Improvement Programme.

FOCUS AREA 1: STRENGTHENING DISTRICTS

The objective of the District Intervention Programme is to improve the quality of school support and monitoring by the district offices. While the various district plans have slightly different emphases, all eight district plans cover the following areas:

- Area 1:** Enhancing teacher performance [30% weighting]
- Area 2:** Effective school management [30% weighting]
- Area 3:** Learner welfare and development
- Area 4:** Promotion of effective curriculum management
- Area 5:** Learner/teaching support materials
- Area 6:** Equipment, infrastructure and facilities
- Area 7:** Parent and community involvement
- Area 8:** District capacity improvement

NECT will be supporting district offices to improve their roles in monitoring and supporting schools.

Since the beginning of the year, the NECT has held eight district forum meetings to promote dialogue among district officials, Lead Agency experts and the DBE to share tools and resources.

A model is being developed by the NECT and the DBE for the replication of the lessons and resources from the first eight districts to all of the 85 districts nationally. The team of 85 DBE officials who were responsible for school evaluations in the past years, and led the profiling of the 20 districts earmarked for interventions by the NECT, will be available to support the replication of the programme in other districts.

Critical success indicator: Improved frequency and quality of school support and monitoring by the district offices.

The DBE is working with McKinsey and Company to develop a model and a programme detailing minimum staffing requirements, relevant tools and standard operational processes for districts and circuits. These inputs serve as the basis on which the

“ We hold workshops with circuit managers about school management: making sure schools operate efficiently, that teachers carry out their work timeously, that communities play a central role... ”

- John Dombo, DSC Waterberg

DISTRICT SPECIFIC HIGHLIGHTS

Jik'Imfundo in KwaZulu Natal	Lesson streaming through Telematics in the Eastern Cape	School readiness programme in Limpopo
<p>The KZN Department of Education has adopted the NECT's Jik'Imfundo programme. Jik'Imfundo means "changing education". Some of the major achievements in KZN to date include 1 215 SMT members officially signing up to participate in the programme; teacher toolkits designed to provide teacher support have been developed in isiZulu and English for use in 2015; 1 016 Heads of Departments have been trained in curriculum support to ensure effective programme use; arrangements are currently underway to develop a learner support platform.</p>	<p>In the Eastern Cape, teacher shortages in the NECT-targeted subjects have resulted in the establishment of nine Telematics centres. These centres stream maths and physical science lessons to 11 645 learners in Grades 11 and 12 at 63 schools in the Libode and Mt Frere districts. The Eastern Cape districts also provided winter schools support in maths and physical sciences to 4 539 learners from 13 centres across the two districts. To provide support to learner welfare, a database for psycho-social referrals has been developed and is being used to support learners in need.</p>	<p>In the two Limpopo districts, winter schools in July were attended by 7 750 learners across 38 delivery sites. Support was provided in English First Additional Language (EFAL), maths and physical language sciences. To date, 76 of the 119 Fresh Start Schools have been profiled in detail, and specific plans of support for each school are being developed. Lesson exemplars have been developed and provided for maths and language to 677 schools. Professional learning communities (PLCs) have been established to provide teachers with the opportunity to share experiences and support NECT activities. Databases of school and district information have been developed and these are used to aid school-readiness planning for 2015.</p>

FOCUS AREA 2: FRESH START OPPORTUNITIES FOR 409 SCHOOLS WITHIN THE 8 DISTRICTS

The Fresh Start Schools Programme aims to provide differentiated and comprehensive support to a select number of schools that require focused and urgent attention.

The NECT has identified, through circuit managers, 409 schools that face unique and difficult circumstances, and that will require special measures to improve their situations. These schools have been identified to receive intervention support that will enable them to turn over a new leaf, significantly break from the past, and drastically improve their conditions. The schools themselves have to see the need to embark on the change journey, redesign themselves, and persevere with the intervention programmes.

Most schools that are not performing well have a wide range of challenges involving management, resourcing, infrastructure, weak teacher content knowledge, poor learner welfare levels, and poor parental involvement.

Each Fresh Start School receives support from a carefully selected change agent who has passion, an appropriate educational background, and a history of success. At the end of this year, the lead agencies working with the districts had engaged 32 change agents, each responsible for a group of schools – ranging from seven to ten per change agent.

The target ratio of change agents to schools that require this intervention is 1:5. In this way, each school is expected to receive one visit per week from the change agent for 40 weeks a year. The change agent has a responsibility to work with the school principal to address the key challenges of the school.

Features of the Fresh Start School Programme

- It focuses on a manageable number of schools that require high dosage of target interventions **TRUE**
- It promotes collaborative efforts among stakeholders to address specific challenges per schools **TRUE**
- It is a punishment to dysfunctional schools **FALSE**
- It acknowledges that schools are unique and require a unique mix of interventions **TRUE**
- It only provides schools with resources and infrastructure inputs and not curriculum inputs **FALSE**
- It is a quick fix that does not include actions towards long-term improvements **FALSE**
- It is concerned about improving the children's experience of schooling and learning outcomes now **TRUE**
- School-by-school comprehensive change interventions in other countries have shown greater potential for success **TRUE**



The Lead Agencies conducted up to three recruitment and selection exercises to identify and engage the required 60 school change agents from among NGO practitioners and retired principals and circuit managers. In Limpopo, 85% of the change agents are retired school principals and circuit managers, while in the Eastern Cape the majority of the change agents (75%) were recruited from NGOs.

In order to standardise their inputs, change agents were taken through a number of training sessions that sought to induct them into their new roles of driving school change, as opposed to managing schools.

The inputs made by the change agents in the respective schools in our first three provinces are summarised in the table on the next page.

The former circuit managers and principals have been engaged at a cost of around 60% of their pre-retirement packages.

CASE STUDY: THE NECT'S FRESH START SCHOOLS INITIATIVE IS ALREADY YIELDING RESULTS AT N'WAMALOBYE SECONDARY SCHOOL

N'wamalobye Secondary School in the Vhembe District of Limpopo faced some intractable challenges when it was first put on the FSS programme. "There was an overall lack of ownership, by teachers and learners," says Principal Kayivela Sambo. "There was no co-operation or team spirit; our teachers suffered low morale and low self-esteem. We were unaware of our own potential. That atmosphere also affected the learners – they weren't being inspired with any commitment to learning, which was reflected in their behaviour: late-coming and absenteeism, bullying, graffiti and vandalism were rife."

Sambo credits the Fresh Start Schools (FSS) initiative with turning the school around by renovating the school buildings. "The renovation of the school created a very conducive environment for learning, that brought hope to learners, teachers, and parents alike," says Sambo. "Morale and co-operation amongst teachers, management and learners has increased, and team spirit has emerged; teachers have improved their time management and are now committed to teaching. This also affects the learners – we have no more late-coming, absenteeism or bullying, the general cleanliness of the whole school has improved, and graffiti is non-existent."

His sentiments are echoed by two Grade 11 learners interviewed, Masana Makhubele and Amukelani Rikhotso, both 17. "It's much easier to develop the right mind-set towards learning now that the school has been renovated, and both teachers and learners now have a high sense of belonging and ownership," they said.

"We always hoped that the challenges our school faced would one day be addressed," Sambo concludes, "but thanks to the NECT's FSS programme, that came about much sooner than we anticipated. The community is fully aware of the changes and appreciates them – the positive contribution of the FSS initiative marks the beginning of success in our school."



SCHOOL SUPPORT INPUTS MADE BY CHANGE AGENTS

Inputs between April and July	Eastern Cape	Kwazulu-Natal	Limpopo
Total school visits (person days)	490	652	544
Principals' training (beneficiaries)	150	3 000	238
In-school subject coaching	128	-	-

The inputs to schools by the change agents differ from school to school, depending on the particular needs of each school. Some interventions are of a lower order, meaning that they are easier to

conceptualise, implement, and achieve results from than more complex transformative interventions such as changing the subject knowledge of teachers.

NATURE AND CATEGORIES OF SCHOOL ACTIVITIES IMPLEMENTED BY THE CHANGE AGENTS

	Level of Interventions	Descriptions
Higher order ↑ ↓ Lower order	Learner support	Providing psycho-social support to learners: 234 interns have been trained and deployed in Limpopo and Kwazulu-Natal to provide learners with psycho-social support services.
	Teacher subject knowledge	Subject-related coaching has been provided to 24 high schools in the Eastern Cape.
	Management	Training on diagnostic analysis of the ANA results has been provided to the Eastern Cape schools; principals' and curriculum-management workshops have been provided to principals in Limpopo and Kwazulu-Natal.
	Resourcing	Provision of essential resources: minor refurbishments of 50 schools in Limpopo; 3 493 study guides distributed; sanitary and cleaning resources supplied; 1 234 administrative interns deployed; school renovations carried out; 105 342 school desks and 5 375 teachers' tables repaired or supplied; six lesson-streaming (Telematics) centres established in conjunction with the University of Stellenbosch.
	Organisation of schools	Internal and external organisation of school systems, e.g. merging of small schools (34 in EC), timetabling in EC and LP schools; cleaning up of school yards and toilets; providing winter schools; organising filing; visioning exercises; organising parents' meetings.

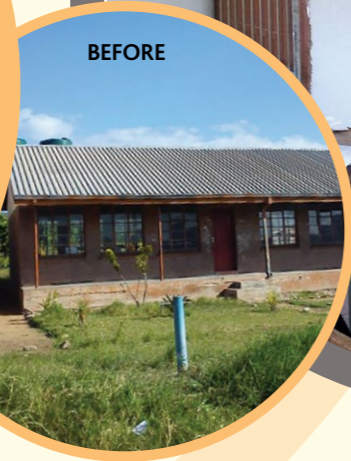
SCHOOL RENOVATIONS

The school renovation programme is being rolled out in Fresh Start Schools and is expected to cover 32 schools in the eight districts, thus creating infrastructure improvements worth over R48 million. Fresh Start Schools that require new infrastructure

will be prioritised by the DBE's school construction programme. Below are pictures of the schools, supported by the NECT, both before and after the renovations.



BEFORE



BEFORE



AFTER



AFTER



AFTER

NAME OF SCHOOL: Ludane High School [Vhembe]
Renovated by the NECT partnership involving the Department of Basic Education and Department of Rural Development and Land Affairs
NUMBER OF INTERNS: 15 (2 months)
VALUE OF RENOVATIONS:
Construction Material & Services R 297 586.74
SPONSORS OF MATERIAL: DBE

DESCRIPTION OF WORK COMPLETED: Ceilings were renovated, new chalkboards installed, floors relaid, and roof painted.

CASE STUDY: RENOVATION OF SCHOOLS

N'wamalobye High School and another four high schools have been renovated through a partnership model developed under the auspices of the NECT. The partnership involves the NECT, the Department of Basic Education (DBE) and the Department of Rural Development and Land Affairs (DRDLA). The partnership targets the Fresh Start Schools that require infrastructure renovations, i.e. schools that have reasonable physical infrastructure that does not require wholesale redevelopment. According to the model, the DRDLA provides youths trained in construction to carry out the renovations. DRDLA provides the youth with stipends, tools and protective clothing. A total of 50 youths have already been involved in the project, and an additional 30 will be coming on-stream. The DBE, for its part, provides a budget of R500 000 to procure the materials, and hires technical project managers who mentor and manage the interns.

The renovation work carried out in each of these schools, it is estimated, would cost over R1.5 million at "normal" construction market prices.

NAME OF SCHOOL: Radzilane High School [Vhembe]
Renovated by the NECT partnership involving the Department of Basic Education and Department of Rural Development and Land Affairs
NUMBER OF INTERNS: 15 (2 months)
VALUE OF RENOVATIONS:
Construction Material & Services R 436 113
SPONSORS OF MATERIAL: DBE

DESCRIPTION OF WORK COMPLETED: Ceilings were renovated, new chalkboards installed, floors relaid, and the roof painted.



BEFORE



AFTER



AFTER

HIGHLIGHTS OF START-UP INTERVENTIONS IN SCHOOLS SO FAR

- In KZN, PILO has inducted 1 500 school principals in the use of the toolkits (Learning Programmes) for managing curriculum implementation
- The other provinces have not yet started their programmes for improving district-level efficiencies. However, the circuit managers responsible for Fresh Start Schools in the Eastern Cape and Limpopo have been trained, with 32 change agents recruited for this purpose
- The change agents have made 1 686 person-day investments in schools that have until now received close to no visits by the districts offices, to perform a wide range of support activities
- A school-renovation model that costs less than R500 000 to procure the materials, and involves on average 15 interns for two months, performs critically needed infrastructure inputs at an estimated value of R1.5m per school
- Fresh Start Schools renovations are carried out in partnership with the Department of Rural Development, which identifies interns and provides them with stipends and protective clothing
- The DBE has committed R16 million to refurbish 32 Fresh Start Schools
- The NECT facilitated the merging of 34 schools in the Eastern Cape
- Winter schools were conducted in Limpopo and in the Eastern Cape. Emphasis was on improving the quality of winter schools; e.g. the choice of tutors and their preparation and support
- Lead Agencies led some minor refurbishments of 50 schools in Limpopo; 3 493 study guides were distributed; sanitary and cleaning resources were supplied; 1 234 administrative interns have been deployed; school renovations have been carried out; 105 342 school desks and 5 375 teachers' tables have been repaired or supplied
- A mathematics and science lesson-streaming programme has been piloted in ten schools in the Eastern Cape using Telematics centres in collaboration with Stellenbosch University
- 234 interns have been trained and deployed in Limpopo and Kwazulu-Natal to provide learners with psycho-social support services
- An index of psycho-social support services has been developed in KZN

FOCUS AREA 3: COMMUNITY INTEREST IN EDUCATION: AN ACHIEVABLE DREAM, OR NOT?

INTRODUCTION

A distinguishing feature of the NECT District-Improvement Programme is the formation of local-level stakeholder forums called District Steering Committees (DSC) which are made up of representatives from business, unions, academic institutions, school governing body chairpersons, youth leaders, and traditional and religious leaders. The district director and a representative of the district also serve on the DSC. This district-level structure is similar to the NECT Board in composition and reports to the Board through the NECT office. The need for such structures in districts is premised on the following assumptions:

- A local-level structure is best placed to exercise oversight on programme work in each district – especially as each district has different challenges
- It has access to and engages the provincial political (MEC) and administrative heads (HOD) easily, to facilitate the removal of barriers that lie in the provincial sphere of control
- A committee comprising all stakeholders has a better chance of resolving problems
- The interest of the local community will be best served by people who have a direct stake and interest in schools within their districts

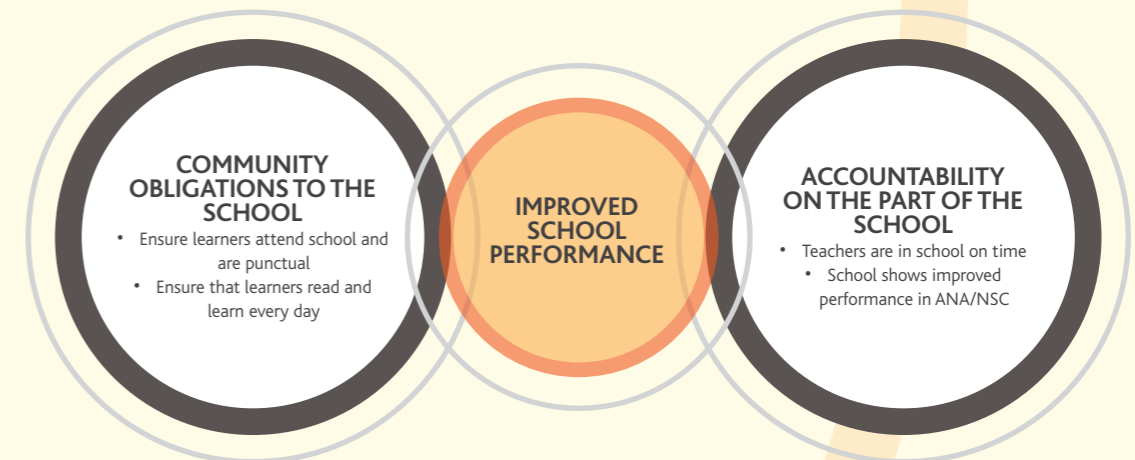
ROLES AND RESPONSIBILITIES OF THE DISTRICT STEERING COMMITTEES

The roles of the District Steering Committees are performed in three areas, as illustrated in the figure below:

- Social transformation: ensuring the active involvement and participation of stakeholders in programmed activities, in a plan that is funded by the NECT
- Governance: meeting every month for the first six months – and thereafter quarterly – to keep stakeholders engaged, and to hold the district Lead Agents accountable
- Educational: exercising oversight and the securing of conditions for success

The social transformation role is a response to the call of the National Development Plan to facilitate greater parental involvement in the education of their children (NDP, 2012: 365-366). This role also ties in with the President's assertion that education is a societal matter and therefore has to be of importance to all citizens. The social-transformation role is associated with obligations on the part of the parents and accountability on the part of teachers, and the intersection of these two objectives. The District Steering Committee is expected to mobilise parents to act in terms of their obligations and accountability, as summarised from the National Development Plan.

MOBILISING THE COMMUNITY



PROFILE AND PERFORMANCE OF THE DISTRICT STEERING COMMITTEES

The eight DSCs were formed at stakeholder meetings convened in each district during the January to March period of 2014. Remarkable progress has been made by six of the District Steering Committees, while the last two (in Bohlabela and Bojanala) are beginning to meet to deal with the inception plans being rolled out since October 2014. The table below provides a profile and summary of activities of the DSCs to date.

PROFILE AND PERFORMANCE OF DSC'S AS AT OCTOBER 2014

District	Chairperson	Sector	# Members	#DSC Meetings	#Stakeholder Meetings	Which stakeholders met
Vhembe	Judge Joe Raulinga	Judiciary	20	5	3	Unions, Traditional leaders and SGB chairs
Waterberg	MR RJ Dombo	Business (Mining)	21	7	3	Businesses, Unions (SADTU, PEU), Traditional leaders and Mayors
Uthungulu	Mr S Zungu	FET	19	10	None	-
Pinetown	Mr M Dlamini	Business	18	12	None	-
Mt Frere	King Diko	House of Traditional Leaders	18	10	3	Traditional leaders, Unions, SGB chairs, Principals and Parents
Libode	Nkosi Ndebeni	House of Traditional Leaders	15	10	3	Unions, SGB chairs, Principals and Parents
*Bojanala	Mr W Phaladi	Traditional leader	20	-	-	-
*Bohlabela	Dr Richard Ngomane	Religious Leader	14	2	-	-

*Programme only initiated in October

The NECT has been able to revive the interests of traditional leaders in education. In this regard, it is interesting to note that the majority of chairpersons (three out of eight) represent traditional leadership, indicative of the leadership's interest in education. This is a positive step, as traditional leaders have considerable influence on parents, especially in the rural or semi-rural areas where the eight districts are located.

The average size of the DSCs is 20 members, and almost 100% of members were inducted into their roles over a two-day training session. This was followed up with support from programme managers, whose duty it is to provide technical support to all District Steering Committees.

As from September 2014, interns were allocated to all districts, except the Eastern Cape, to assist the District Steering Committees with administration. The office of the Lead Agent provides secretarial support to the DSCs.

Four of the six districts have made exceptional progress in bringing stakeholders together in introductory meetings, in which the focus was on sharing information about the NECT, its goals, and plans for the next three years, and what is expected of each stakeholder group. Plans for similar meetings are being developed for the remaining districts.

Specifically, since the induction of the DSCs, and in addition to the scheduled meetings, some of the notable achievements are as follows:

- The Vhembe DSC met with three stakeholder groups; unions, traditional leaders and SGB chairpersons to communicate the NECT's goals and programme, and to secure their participation
- The Waterberg DSC met with three stakeholder groups; business, teacher unions, traditional leaders and SGB mayors. The problem of union members taking leave for memorial services was dealt with firstly at the union level, and then was escalated by the DSC chair to the office of the MEC who requested that this practice be curtailed. This is an example of joint decision making for the betterment of education in the district
- The Libode and Mt Frere DSCs were instrumental in meeting with the unions and SGB chairs and parents to discuss their roles in ensuring that learners attend school, are punctual, and homework is monitored
- The Uthungulu DSC, led by the traditional leader and the District Director, is addressing the sensitive problem of faction fights – a long-time feature of the area. These incidents that flare up periodically inevitably result in school closure. This intervention by Traditional Leaders holds promise for political and social stability

NECT AND THE QLTC

Both the NECT and the QLTC have a similar leadership composition: The DBE, unions, parents and learners. The difference lies in the absence of business and social structures (excluding parents) in the QLTC.

The goal of the NECT is to improve educational outcomes through a comprehensive multi-layered and multi-year programme. The goal of the QLTC is to improve school functionality by jointly enforcing the non-negotiables (such as teachers in class on time, teaching for the full period, etc.) enunciated by the President.

Provinces have established QLTC structures in different ways: some have dedicated staff to lead the QLTC, while others use existing capacity in districts. The DSC work is compatible with and supports the QLTC programmes as it enhances implementation of the NECT's programmes.

The work of the QLTC is supported by the unions and the Department in implementing the call from the President and the Minister of Basic Education to ensure that teachers are in class on time and teach for the whole period, and that learners are in class prepared to learn and respect teachers. The QLTC-DSC responsibilities are a grey area that still requires the attention of the NECT and JET to ensure alignment and integration of activities. In addition to the meeting held with the responsible QLTC official from the DBE, the next step is to meet with the QLTC structures at the provincial level to plan a joint programme of action. This will be completed by the end of February 2015.

“ Teachers must take seriously their responsibility for creating a true learning nation which is critical to advancing human development. ”

- Mugwena Maluleke: General Secretary South African Democratic Teachers Union

PROFILE OF DSC CHAIRPERSONS



PROFILE OF DSC CHAIRPERSONS

Province	District	Chairperson	Profile
Limpopo	Vhembe	Judge Joe Raulinga	A Judge of the High Court of South Africa
	Waterberg	Mr John Dombo	Managing Director of Dombo, Du Plessis & Partners, he also serves as a government relations manager for Platreef Resources
KwaZulu Natal	Uthungulu	Mr Samuel Zungu	Currently serves as the Principal of the Umfolozi FET College
	Pinetown	Mr Mbusi Dlamini	Managing Director of KFML Holdings
Eastern Cape	Mt Frere	King Thandisizwe Diko	King of the kwaBhaca clan in Mt Frere
	Libode	Mr Vikele Ndabeni	Senior Traditional leader at Mvumelwano Traditional Council in Port St Johns
North West Province	Bojanala	Mr Stephen Phaladi	Executive Director for Bagopa Holdings (Pty) Ltd
Mpumalanga	Bohlabela	Dr Richard Ngomane	Senior Pastor of Living Waters Church and businessman



CASE STUDY: WATERBERG DSC

JOHN DOMBO, CHAIRPERSON OF THE WATERBERG DISTRICT STEERING COMMITTEE

"The DSC has engaged with local stakeholders to identify our challenges regarding dysfunctional schools, such as the lack of appropriately trained teachers or learning and teaching materials not available. In rural areas like this, where many of the parents are illiterate – how do they monitor their children's homework? One of the biggest challenges in our district is a number of very small farm schools with insufficient population. They need to be amalgamated; but how do you amalgamate them while still ensuring that all children still have access, and will be able to continue to grade 12?"

"We hold workshops with circuit managers about school management: making sure schools operate on time, that teachers carry out their work timeously, that the Annual National Assessments are done, that communities play a central role. Where we find unfilled vacancies that are critical to the functioning of a school, we take it up with the district as well as the provincial department.

"We've just had a workshop with traditional and municipal leaders to discuss the steps we can take, together with the provincial DBE, the teacher unions, traditional leaders, youth, churches and business, to improve education in our district. Business is lending a hand in terms of infrastructural improvement. Sanitation, for instance, is one area in which business is taking an active interest.

"We have a good working relationship with our Lead Agency, Deloitte; they have performed well beyond our expectations. They were active in our Winter Engagement programme – specialised winter-school training in maths and science for almost 700 final-year students. Deloitte has also put the district managers and curriculum advisers on the DMC through training to empower them to implement our programmes much more efficiently.

"We all need to put our shoulder to the wheel to develop an educated, enlightened, working nation. We've given ourselves three years to turn things around in this district. With the buy-in we are confident that nothing can stop us achieving the first phase of this turn-around. We want to see this district being number one in the province in terms of these outcomes; to be a shining example so we can build a generation that can sustain that motivation into the future."

FOCUS AREA 4: IMPLEMENTING LEARNING PROGRAMMES IN PROVINCES - BUILDING ON THE GAUTENG EXPERIENCE

The Learning Programmes Intervention aims to provide curriculum support to teachers, so as to improve curriculum coverage and curriculum delivery, with the aim of improving learner outcomes. The programme draws from the lessons learnt in the Gauteng Primary Language and Mathematics Strategy, in which curriculum support was offered to teachers of mathematics and languages from Grade 1 to Grade 7.

SCOPE

The NECT has identified four provinces in which to begin the Learning Programme implementation.* These are Pinetown and uThungulu in KwaZulu Natal; Mount Frere and Libode in the Eastern Cape; Bohlabela in Mpumalanga; and Bojanala in the North West province.

The programme will achieve:

1. The development of contextually relevant lesson plans to the target districts
2. The provision of lesson plans to foundation-phase teachers in language and mathematics
3. The shared partnership between the project and provincial/district officials to build capacity
4. A well-coordinated and documented approach, subject to stringent monitoring and evaluation.

*KwaZulu Natal districts will implement Learning Programmes in January 2015, with the other districts commencing in July 2015.

WHAT DOES THE LEARNING-PROGRAMMES INTERVENTION MEAN TO THE DISTRICT PROGRAMME?

- Language and mathematics support to all foundation-phase teachers in the relevant languages of teaching and learning
- Stakeholders will look at ways of accessing and developing the best possible learning resources (lesson plans and other resources) that comply with national and provincial policy

- Integrated support on instructional reform (lesson plans and other curriculum components) will be institutionalised, via provinces, over time

RATIONALE FOR THE LEARNING RESOURCES INTERVENTION

The Learning Resources Intervention provides an opportunity to engage in a larger-scale intervention, based on existing successful programmes which are shared with the districts.

The objective of the Learning Resources Intervention is to improve curriculum coverage by strengthening instruction and management of teaching and learning. The intervention has five interdependent components, outlined in the diagram on the next page.

COMPONENTS OF THE LEARNING PROGRAMMES INITIATIVE



“ We are making steady progress. But we have to do more. We have to improve the quality of matric passes. We need to train more teachers, including principals, so that they can teach and manage schools better. ”

- President JG Zuma

LEARNING PROGRAMMES UPDATE

- Political briefing and buy-in at national and provincial levels:**
- Meetings have been held with curriculum officials from the DBE to explore and agree upon the Learning Programme model
 - Meetings have been held with provincial heads in Limpopo, KZN, EC and NW to share, scope and gain their support
 - Labour union support has been secured in KZN
 - Initial discussions have been held with labour unions in EC and Limpopo

- Planning, orientation and buy-in process:**
- Meetings have been held in six of the eight districts with curriculum officials – district directors and subject advisers
 - KZN, EC and Limpopo have adopted the pace-setters approach for foundation-phase teaching from Term 1, 2015
 - Briefing sessions have been held with all school's SMTs in Limpopo and EC
 - In KZN, planning, orientation and buy-in is complete and the programme has been incorporated into curriculum plans from January 2015

- Scoping:**
- Rapid Resource Audits have been conducted in 35 sample schools in EC and Limpopo (there is a dire shortage of resources in these provinces)
 - Meetings have been held with curriculum officials in EC and Limpopo to ascertain provincial support for LTSM
 - KZN provincial plans are in place to provide LTSM for learning programmes

- Language and mathematics expert capacity:**
- Professor Brahm Fleisch has been contracted to advise on the Learning Programmes Initiative
 - The NECT has employed a curriculum expert to manage the programme activities
 - Through the funding partnership with the Zenex Foundation, language and mathematics experts have been consulted to aid with planning and reflect on lessons in similar projects
 - Terms of reference have been developed and a service provider will be contracted to develop lessons in eight languages of learning and teaching (LOLTs) for foundation phase mathematics and languages

PROGRAMME 2: STRENGTHENING THE EDUCATION SYSTEM FOR MORE SUSTAINABLE SCHOOL IMPROVEMENT

This component aims at partnering with government to address a few key challenges that are holding back the improvement of the education system, or that risk reversing the gains already made. Such interventions will in all likelihood be at national level.

Increases in personnel costs as a proportion of the education budget will further undermine the quality of education in schools, as there will be increasingly insufficient funding for resources, systems, and upskilling.

The DBE is in the process of designing a web-based solution for teacher provisioning. It is envisaged that the web-based system will improve the effectiveness of teacher allocation; however, we are aware that an effective reversal of the current patterns and trends will take more than a new system. It requires sophisticated analytics based on thoroughly cleaned data, the

courage to engage the key stakeholders in a dialogue, and a commitment to act on the recommendations with a focus on curbing the growing proportion of personnel costs. In this regard, the NECT is scoping a project aimed at supporting the DBE to better implement the teacher-provisioning model, with the aim of reducing the growing proportion of personnel costs.

The consultation held in preparation for this task shows that some provinces have programmes underway to address these challenges. The North West Department of Education has initiated a fresh process of looking at:

- The redeployment of teachers where it is practically possible
- Cases of teachers who have been on sick leave for years
- More efficient termination processes
- Improving the management of leave.

PERSONNEL EXPENDITURE

A DBE report prepared in 2013 shows that the proportion of the personnel cost to total cost increased by 2.91% to 86.1% between 2010/11 and 2012/13 nationally. The provinces with the largest personnel costs are Limpopo (93.7%), the Eastern Cape (90%), and Free State (89.1%). The personnel proportions in Mpumalanga and the Northern Cape are 87%. The report also emphasises that more resources could be released for non-personnel spending if the teacher-provisioning model was implemented regularly and correctly as is required.

Reduced personnel spending as a proportion of the overall budget is a necessary condition for long-term sustainability and the improvement of education quality in South Africa. The growing proportion of personnel costs is not a matter that can be addressed by the NECT, but it is critical to the success of the NECT programmes and the achievement of its NDP goals. The issue requires courageous leadership by political, administrative and union leaders at provincial

and national level. A tough but necessary call, as Dr Itumeleng Molale, the head of the North West Education Department puts it, **"We agreed with the premier to be bold and move teachers to where they need to be moved to improve the efficiency of the system, particularly where teachers' circumstances are not impacted on significantly."**

CASE STUDY ON THE IMPROVEMENT OF THE EXAMINATION SYSTEM

What works at the systems level of the public service remains unexplored. The NECT is investigating the improvement of the examinations system over the past 20 years, with the intention of drawing out lessons for systems-level improvement.

The case study on the improvement of the national examinations system is being carried out in order to extract the success lessons that can be applied to other education sub-systems, and to create hope about the possibility of positive change. The NECT has engaged an organisational behaviour specialist to conduct the case study. Discussions between the NECT, DBE and the specialist have identified Mpumalanga and the Western Cape as the two ideal provinces in which to conduct the case study. The decision to focus on these two provinces is based on a number of contextual and systematic factors such as the functionality, efficiency and improvements in the examinations systems of the two provinces over the past 20 years. The Western Cape education system has been functioning very well over the past 20 years, whilst Mpumalanga has seen improvements in the integrity of the examinations process.

The methodology to be applied incorporates document analysis, telephonic and face-to-face interviews, as well as potential focus groups at provincial level. A blend of deductive methods, particularly the Process Tracking Approach, and inductive approaches such as Appreciative Inquiry and Most Significant Change Theory, are being used. The case study is at the point of conducting exploratory interviews with key role players and informants to determine the current and optimal state of the examinations system. The key role players and informants range from National Assessments and Public Examinations (NAPE) officials, to provincial Heads of Departments and Examinations Heads, Umalusi and members of National and Provincial Irregularities Committees. The case study is expected to be completed by April 2015.

PROGRAMME 3: TESTING AND INSTITUTIONALISATION OF NEW IDEAS IN EDUCATION

The Education Collaboration Framework makes a commitment to creating avenues for mainstreaming lessons from government-social partner innovations. To this end, plans have been set in motion to implement at least three innovation programmes of national importance that will be piloted, tried out, and mainstreamed over the next ten years. Innovation itself may entail testing foreign technology, designing social innovation within the geographic confines of

the beneficiaries, reflection that results in the review and refinement of dominant approaches, and inputs that catalyse developmental actions.

During 2014, management and the members of the Department of Basic Education's extended committee proposed three innovation projects to the Board.

DEVELOPMENT OF THE ICT STRATEGY

There are currently a wide range of ICT interventions that are aimed at improving access and utilisation of ICTs in classrooms, as well as in the administration of education. These interventions are implemented without a common vision, programme or implementation strategy. Thus the NECT has embarked on a project with the relevant sections of the DBE that seek to:

- Consolidate a single ICT vision that is accessible to all key players in the Government and private sectors
- Develop an achievable implementation strategy which should be adopted at cabinet level
- Develop a coherent and affordable implementation programme incorporating the use of the cloud, TV channels, streaming, materials, teacher centres, laptops for teachers etc.

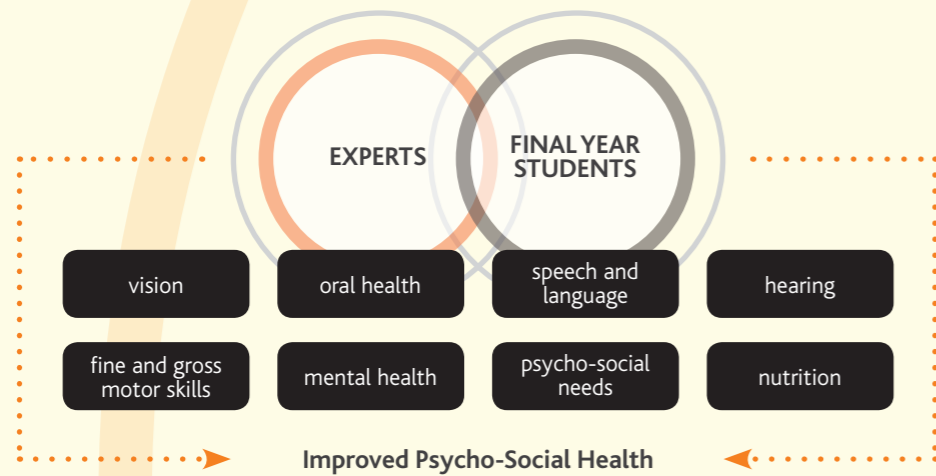
- Obtain national commitment from all key public entities, including the Department of Telecommunications and Postal Services, teacher unions, and private sector ICT companies, and the Universal Service and Access Agency of South Africa (USAASA)
- Provide implementation support, monitoring and evaluation.

A senior project-management expert, Mr Peter Gent, has been seconded from RMB and is working under the auspices of the Director General to scope and project-manage the work. A team comprising the NECT, DBE and the Department of Telecommunications and Postal Services is working on a plan to fast-track the ICT strategy rollout in the first eight NECT districts.

TESTING A PSYCHO-SOCIAL REFERRAL SYSTEM FOR LEARNERS

Thematic focal area six of the ECF aims to improve the wellbeing of learners in schools. In particular, it seeks to increase the provision of psycho-social services to learners, improve nutrition in schools, and contribute to the resourcing required for sports and cultural activities in schools.

The NECT, along with the DBE's Chief Directorate for Health and Social Services, is testing a model for the delivery of health and social services to learners using public-private partnerships as a way of addressing health and social barriers to learning. The model being tested earmarks the utilisation of experts and final-year university students working in the following areas in which barriers to learning occur: vision; oral



health; speech and language; hearing; fine and gross motor skills; mental health; psycho-social needs; and nutrition. The model is being tested in 21 schools in the BelaBela circuit in the Waterberg District (one of the eight priority districts of the NECT) in Limpopo.

The objective of the test project is to establish a seamless set of processes for screening, referring, and treatment of learners with learning barriers, utilising the resources in Government and in the private sector.

A reference group, consisting of representatives from the Universities of Limpopo (Medunsa) and Pretoria, the Limpopo Department of Health, the Department of Basic Education, NGOs and businesses (Special Olympics South Africa, Juta & Co), and Warmbaths Hospital, has been set up to oversee the implementation of this work. It is envisaged that the fieldwork will be carried out when the schools reopen in 2015. The planning will be completed during the last quarter of 2014.



PROGRAMME 4: WORKING TOWARDS IMPROVED ALIGNMENT AND VALUE OF SOCIAL INVESTMENTS

The NECT's specific intention is not to replace, duplicate or compete with existing initiatives, but rather to supplement and promote better coordination and effectiveness of existing social investments in education. Thus the NECT plans to focus on low-investment, high-impact projects that will contribute towards better decision-making with regard to both private and public sector social investment, so that this investment will have a more strategic impact on education policy and programmes.

With this in mind, and after initial discussions with Trialogue, Zenex, Tshikululu, Bridge and independent social investment partners, the NECT is pursuing two priority projects:

- The first is to develop guidelines for social-investment practitioners. The guidelines specifically seek to assist social-investment practitioners to make informed decisions with respect to supporting mathematics and science

intervention activities. There is a wealth of research and evaluation that captures various lessons on how to design and implement effective maths interventions. The NECT is working with Bridge to design a methodology for extracting the lessons and presenting them in an accessible and user-friendly guide. The lessons will be fed into the DBE's evolving maths and science strategy that is underway

- In the second project, the NECT aims to provide strategic information and conversation spaces for executives who make investment decisions in corporations and development organisations that invest in education improvement. The NECT also assumes that the executive collective has great potential to drive both critical thought-leadership and capacity for tactical policy influence in the education space. This project is still in the design phase.

PROGRESS MADE

- The NECT has engaged Bridge to collect and review the various Maths and Science programmes and produce a set of lessons and guidelines based on the review.
- Collaboration is being sought between Tshikululu Social Investments (TSI) and the NECT regarding this project as TSI is also in the process of reviewing and packaging the lessons from the Maths and Science chairs funded by the FirstRand Foundation.

“ *The NECT's specific intention is not to replace, duplicate or compete with existing initiatives.* ”

- Godwin Khosa, CEO NECT

PROGRAMME 5: EDUCATION DIALOGUESA

The purpose of the dialogues is to create an avenue for open, honest engagement around key subjects which need resolution and action for educational reform to be successful in South Africa. Key stakeholders include teacher unions, student organisations, civil society organisations, business, academics, and government. The dialogues are non-partisan and inclusive, giving all individuals and organisations the opportunity to explore the pros and cons of different but joint societal actions.

Two national dialogues and one provincial dialogue were organised in the past 12 months, involving over 120 delegates representing all of the above-mentioned stakeholders.

The three dialogues provided an opportunity for report-back, and also for discussions on how to improve teacher professionalisation and school ethos.

VALUE OF THE DIALOGUES

The dialogues are valuable as they:

- Create an avenue for structured conversations among stakeholders with divergent backgrounds
- Contribute to minimising gaps in perception among stakeholders
- Kept over 2 000 stakeholders on the NECT database informed about the teacher-professionalisation programme and
- Contribute to nurturing a common education improvement agenda by, amongst other strategies, systematically and objectively challenging widespread misinformation and negative propaganda in the education sector.

Systems across the world appear to have focused a lot more on technical means of improving the effectiveness of schools. These include a focus on classroom instruction through the provision of standardised learning and teaching plans, learning resources and tests, as well as support from home and in-class coaching and support for teachers with languages and mathematics as the bedrocks of learning. The Education Dialogue Group is of the view that more needs to be done to support the technical interventions being made by the DBE, in particular, a search and focus on the "magic of education" which should drive learners, teachers, parents, and the community as a whole to be committed to and value excellence in education. This focus should aim to take further President Mandela's Culture of Learning and Teaching Programme (COLTS); President Mbeki's Values, Education and Democracy Programme, and President Zuma's Quality Learning and Teaching Campaign (QLTC).

A task team comprising Prof Yusuf Sayed and representatives of the DBE, the Education Labour Relations Council (ELRC), teacher unions, and the NECT prepared a teachers' advocacy programme as a contribution to World Teachers' Day. The campaign reached 49 716 472 readers and listeners nationally (some several times), through 65 print and electronic media platforms.

ACTION PLANS EMANATING FROM THE DIALOGUES

In keeping with the action-oriented dialogue process, two experts supporting the dialogue are exploring the action steps emanating from the first dialogues.

With regards to the teacher-professionalisation programme, action steps are being considered by John Volmink in relation to the following stakeholder groups: Government (DBE and Department of Higher Education and Training [DHET]), teacher unions, the South African Council for Educators (SACE), parent associations, and faith-based organisations. A following section lays out key agreements, steps, and joint programmes that we would like to embark on with the key stakeholders in teacher professionalisation.

On school ethos, John Samuel has been considering questions that review the purpose and model of schooling in South Africa. He has taken the view, on behalf of dialogue task teams, that in many educational systems throughout the world (including South Africa) there is a growing crisis that manifests through:

- Inadequate levels of actual student learning
- Stagnant measured learning outcomes (despite massive inputs)
- A growing failure of education to contribute to the strengthening of a democratic culture (persistence of racism, inequality and the exclusion of the poor)
- The absence of deep structural and organisational innovation in educational systems.

It is also noteworthy that the phenomenon of the growth of the middle class throughout the world has resulted in an erosion of confidence in public systems such as health and education. Furthermore, educational systems almost throughout the world are divided – one for the rich, and one for the poor – and we are beginning to witness this bifurcation in South Africa.

In the growing debate about private and public education provision, a critical and central issue is often lost sight of, or barely mentioned – that public education is a vital building block in 21st-Century democracies, and just as other democratic institutions hold together democratic societies, public education should perform a similar function. It must be remembered that public schools are critical public spaces where our children should begin to learn the language and the mental habits of being democratic citizens.

The task team has posed the question "Is our education system organisationally structured to make the short-term changes that would support and enhance long-term change?" These and other related issues are being carefully investigated, before we advance a critical and high-level discussion on the subject among key stakeholders. The resolution on this discussion and a consensus on the outcome is key to developing the strategy for long-term educational reform in South Africa

**CO-CHAIRS OF DIALOGUESA:
PROF IHRON VAN RENSBURG
AND DEPUTY MINISTER
ENVER SURTY**



ARE WE MAKING THE MARK?

OUR MONITORING & EVALUATION PROGRAMME

1. MONITORING AND EVALUATION FRAMEWORK

The success of the implementation of the Education Collaboration Framework depends on the programme's ability to effectively create the conditions for success, and to track and monitor key drivers for improving the quality of educational outcomes in state schools, in schools targeted for special attention, and in the education system in general. The Monitoring and Evaluation Framework for all the NECT programmes is in the process of being finalised. The framework will be used to guide the measurement of progress made in all five programmes. The Monitoring and Evaluation Framework is aligned to the Education Collaboration Framework, which identifies key

strategic objectives aligned to the National Development Plan 2030.

The framework further outlines in broad terms the theory of change which will transform and improve the quality of education outcomes during the life of the initiative. With respect to the District Improvement Programme, the Monitoring and Evaluation Framework identifies common core indicators against which all schools in the programme would be monitored. In addition to these measures, specific indicators relating to the unique challenges of Fresh Start Schools will be monitored and tracked.

2. MONITORING OF THE INCEPTION PHASE

During the inception period of the District Improvement Programme (DIP) which ran from January to July 2014, "quick wins" were to be identified in Fresh Start Schools (FSS). "Quick wins" were an initial set of interventions to be rolled out in the first phases of transformation of FSS. "Quick wins" refer to the immediate intervention and resolution of issues which we know will yield immediate value. According to Lead Agent's inception phase plans, "quick wins" had to be achieved in the first 60 days of work with FSS. Lead Agents were required to identify three "quick wins" per school, and some Lead Agents also implemented "quick wins" at the district level (e.g. Deloitte and the Education Excellence Consortium's (EEC) involvement and support for winter school programmes organised by the districts).

For monitoring purposes, the FSS were randomly selected from district lists for the field visit.

"Quick wins" vary by school, based on each school's individual circumstances, and are decided upon between the change agents and school management teams (SMTs). Among the areas identified for "quick wins" so far are:

- Sourcing of school furniture
- Support with schools' timetables
- Improved administration and information systems
- Interventions to address poor learner attendance
- Staff and SMT development
- General cleanliness of schools

The majority of "quick wins" in the sample of schools were achieved, and those that were either partially completed or not started are factored into the three-

year plans of the Lead Agents, and will be monitored as part of the monitoring and evaluation plan.

3. MONITORING AND EVALUATION ADVISORY COMMITTEE

A Monitoring and Evaluation Advisory Committee was established by the NECT Board. Its primary aim is to advise the Board of Trustees on programme implementation fidelity and impact. The Committee specifically oversees the development and implementation of Monitoring and Evaluation Frameworks. The Committee met twice this year after its establishment in July 2014. It has subsequently submitted its first report and recommendations to the Board.

The Committee is made up of independent experts with extensive and complementary education, monitoring and evaluation experience. The Advisory Committee uses the information coming out of the monitoring and evaluation process to provide education policy-related recommendations to the Board for consideration.

THE MONITORING AND EVALUATION ADVISORY COMMITTEE

Prof John Volmink, (Chairperson)

Current chair of Umalusi, the council for the quality assurance of general and further education training in South Africa

Prof Sarah Howie,

Professor in the Department of Curriculum Studies at the University of Pretoria and the Director of the Centre for Evaluation and Assessment in Education and Training (CEA)

Emmanuel Sibanda,

Senior Manager for the Statistical Information and Research (SIR) Unit at Umalusi, responsible for research and reporting.

Dr Martin Gustafsson,

Advisor to the Department of Basic Education specialising in education planning.

KEY ELEMENTS OF THE MONITORING AND EVALUATION FRAMEWORK

The key elements and timeframes of the Monitoring and Evaluation Framework are presented in the table on the next page. The work includes the undertaking of a baseline study for all the indicators to be tracked during the project's implementation. NECT works with the Lead Agents to ensure that the Monitoring and Evaluation Frameworks are aligned to the ECF.

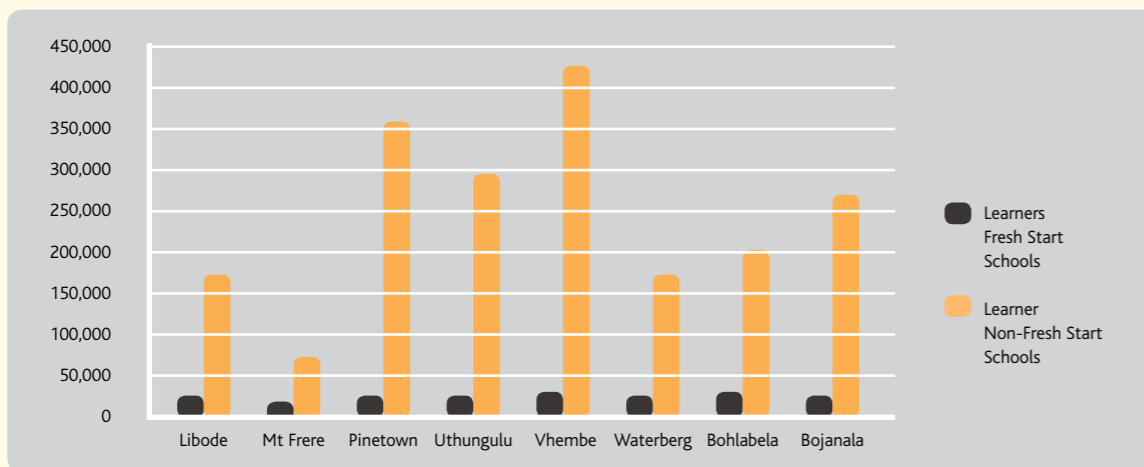
ELEMENTS OF THE M&E AND TIMELINES

Activity	Monthly	Quarterly	Annually	Dec 2014	June 2015	Dec 2015	June 2016	Dec 2016	June 2017	Dec 2017
District Improvement programme clarification evaluation				●						
District Improvement programme baseline studies				●						
Input and output (fidelity) monitoring	●									
Outcome monitoring		●	●							
Comprehensive programme evaluation						●			●	
Independent programme evaluation						●			●	
District Improvement Programme independent review						●				
District Improvement Programme outcomes assessment								●		
Commissioning of cross-cutting evaluations										●

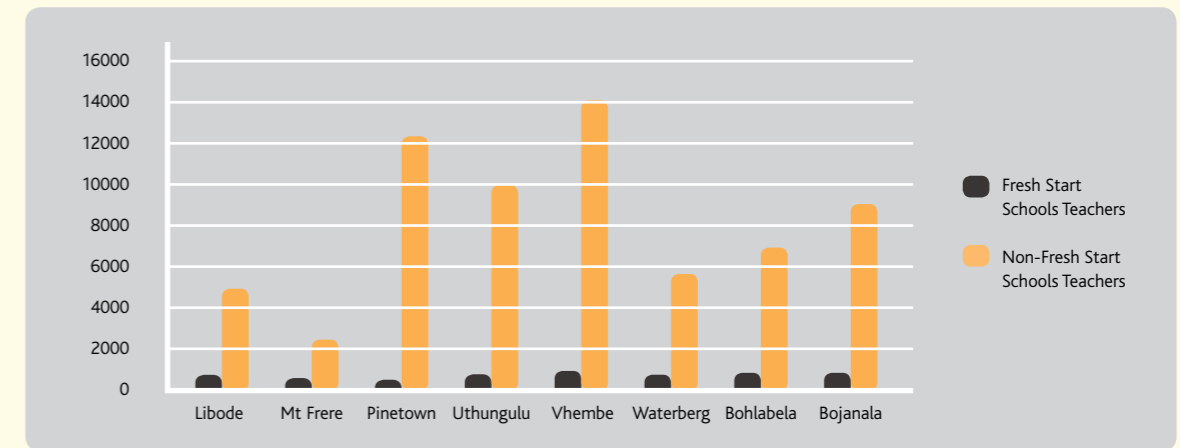
4. OUR BENEFICIARIES

The District Improvement Programme has identified a number of key stakeholders who will ensure the success of the programme. The primary beneficiaries are:

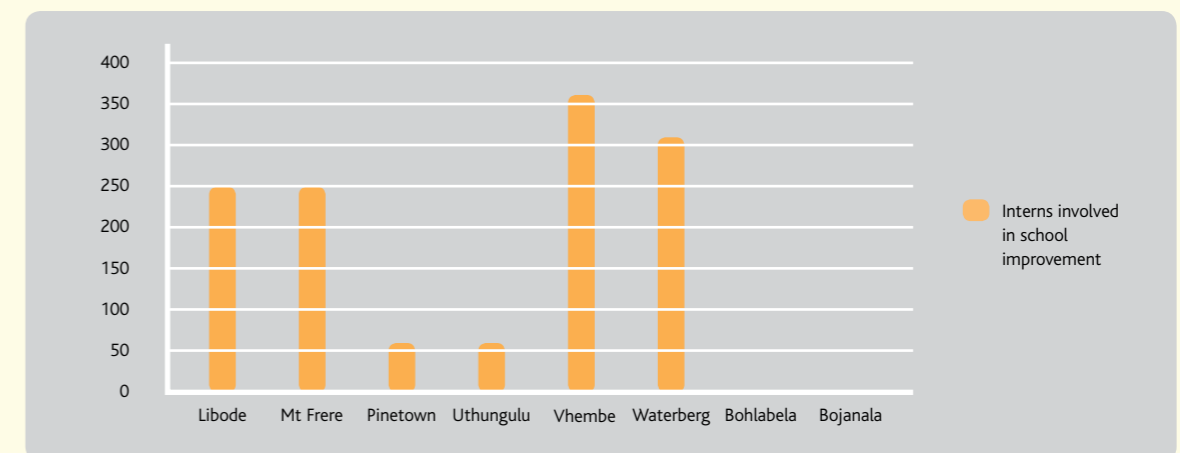
LEARNERS TARGETED BY THE DISTRICT IMPROVEMENT PROGRAMME



EDUCATORS FROM FRESH START SCHOOLS & NON-FRESH START SCHOOLS



YOUTH PARTICIPATION



Notes

- A total of 185 641 learners from 409 Fresh Start Schools will benefit from direct and customised interventions
- An additional 1 983 427 learners will benefit from district-wide intervention initiatives
- These interventions will entail:
 - curriculum-related programmes
 - learner welfare and development
 - learner teaching support materials
 - infrastructure and equipment.
- 5 200 teachers from the Fresh Start Schools will benefit from targeted interventions based on their unique challenges.

“ You can feel that on the ground [this programme] is beginning to have an impact. ”

- Angie Motshekga, Minister of Basic Education



"TRAFFIC LIGHTS" PROGRESS REPORT

Programme 1: Attain tangible and sustained improvements in learning outcomes in 8 districts	●	The first year was used as a set-up year; where the four lead agencies, over 43 NGOs and in excess of 1 600 people were engaged to deliver the work of the NECT.
Effective local multi-stakeholder district steering committees	●	
Effective, efficient, and economic implementation of intervention plans	●	
Academic improvement in targeted subjects	●	
Improved quality of district support and monitoring of schools	●	
Improved management of schools	●	
Improved teaching and learning in schools	●	
Improved involvement of households and the communities	●	
Programme 2: At least two key sub-systems of the education system re-engineered and performing as well as the NSC exam in the next 10 years.	●	Delayed due to changes in political and administrative leadership in provinces.
Programme 3: At least three innovation programmes (of national importance) piloted, trialled, and mainstreamed in the next 10 years.	●	The setting up of the three projects initiated in the 2nd half of 2014 is proceeding well.
Testing of a referral system for psychological and social needs	●	
Development of a case study on the improvement of the exam system	●	
Development of an ICT strategy and ICT nodal schools	●	
Programme 4: Tools and guidelines developed and advocated among CSI units and schools, with the aim of increasing the value of investments.	●	Service provider, departmental counterpart engaged in the 2nd half of 2014.
Development of guidelines on the improvement of mathematics and science interventions	●	
Programme 5: Educational experts engage in effective dialogues with the aim of informing the education reform agenda and sustaining the impetus of the NECT and the NDP.	●	Three dialogues held, all six unions actively engaged, over 2 000 stakeholders kept informed and an estimated R50 million people impacted
Three dialogues of the education stakeholders on crucial education topics per year	●	
Programme 6: Effective governance; and viable and effective operations that plan for and facilitate the achievement of the programme outputs and outcomes in an efficient and economic manner.	●	The Board and its subcommittees met 12 times during the past 16 months. Fundraising from the private sector and labour is behind target. NECT has increased the pace of raising partnership funding by producing specific project proposals
Effective governance of the Trust and financial and risk management	●	
Finance and risk committee meetings	●	
Fundraising	●	
Programme 7: Strategic partnerships – to establish and maintain partnerships with the key contributors to the ECF strategy and plan.	●	One reporting meeting with the President, one with the Education Portfolio Committee, two with the Human Resources Development Council and four with BLSA. The partnerships established are advancing well, particularly in regard to in-kind contribution.
Effective reporting to Government, business, and labour	●	
Establishment of partnerships	●	
Programme 8: To monitor and evaluate the NECT programmes	●	A draft framework still to be finalised, a management information system is being populated and the Monitoring & Evaluation Advisory Committee has been established. A baseline will be rolled out at the beginning of 2015
Development of an M&E Framework which will provide guidance and form the basis for M&E of all NECT programmes	●	
Establish an MIS to house all project data and enable effective monitoring of fidelity, progress, and lessons from the implementation	●	
Establish an effective and independent M&E Committee	●	
Implementation of the M&E Framework	●	

RISKS AND RISK MANAGEMENT

The NECT has a risk register and mapping system that enables the Management Committee to identify, assess, monitor, and address both strategic and operational risks under the oversight of the Audit and Risk Committee (ARC) of the Board.

The NECT management has a responsibility to:

- Develop a risk coverage plan and carry out monthly assessments, thus ensuring that fundamental risks which threaten the achievement of the NECT's objectives are identified and included in the Risk Register
- Submit a risk register to the Audit and Risk Committee at the beginning of each year, update the register and report quarterly, to the ARC
- Co-ordinate and promote risk management by ensuring that risk processes are implemented efficiently and effectively
- Ensure that each risk has an 'owner' who reports on and takes action steps towards the management of the risk
- Ensure that there is appropriate communication with staff on risk, risk policy, and controls

The risk register specifies the organisational function within which the risk is identified and also the cause of the risk; it rates the likelihood of the risk manifesting and the related impact to the business of the NECT. Each risk is rated out of 100. Mitigation strategies or control measures are specified for each risk, and a risk owner from NECT management is appointed to manage the risk.

For the reporting period, four strategic risks have been registered and are being managed.

“ Our vision should be a shared vision where we all, as participants, together will create a better South Africa for all of us. ”

- Enver Surty, Deputy Minister of Basic Education

RISK	CAUSE(S)	RISK RATING (= LIKELIHOOD x IMPACT) MAX = 100	RISK MITIGATION / CONTROL MEASURES	RISK OWNER/ DRIVER
Risk category : Finance and Legal				
1. Possible slowing of the implementation of programmes	Slow pace of funding confirmations and transfers	40	• More individualised funding proposals targeting the more significant current and potential funding partners	Chief Executive Officer
2. Disengagement of critical implementation capacity	Poor fit between ideal human resources input and existing cost structures	50	• Exploration of alternative contractual and partnership structures involving NGOs and universities	Chief Executive Officer
Risk category : Programme implementation				
3. Slow implementation of the programme in the Eastern Cape	Low supply of relevant school-improvement expertise in Libode and Mt Frere	45	• Exploration of partnerships with local universities and relocation of staff from other provinces	Senior Education Specialist/ Lead Agency
4. Low sustainability of intervention impact	Shortages of teachers in key subjects and learning resources in the context of high and growing personnel costs	40	• Scoping of the challenge in order to determine avenues for improvement • Advocacy among teacher unions and the departments to create urgency in addressing the matter	Chief Executive Officer

2015 GOALS FOR THE NECT

PROGRAMME 1: DISTRICT IMPROVEMENT

COMPONENT 1: LEARNING PROGRAMMES

Component goal: To improve coverage and delivery of the curriculum in mathematics and languages in the foundation phase (Grades 1-3) across eight districts

OBJECTIVES	2015 TARGETS	IMPLEMENTATION CAPACITY AND SUPPORT PARTNERSHIPS
1. Provide curriculum-support material encompassing pace-setters and lesson plans approved by each province, and the monitoring tools to measure this support.	<ol style="list-style-type: none"> 1. Develop term 3 and 4 support materials for foundation phase in eight districts by June 2015 2. Develop term 1 and 2 support materials for foundation phase in eight districts by November 2015 – in preparation for 2016 	<ul style="list-style-type: none"> • Curriculum and subject advisors • Lead agency staff • Independent subject specialists • Zenex Foundation (funding support)
2. Provisioning of implementation support, including training/coaching	<ol style="list-style-type: none"> 1. Trainers/coaches drawn from subject advisory services and lead agencies prepared to train school level managers by June 2015 2. HoDs and SMTs in 3 053 schools to be trained on the implementation of term 3 and 4 (2015) support materials by July 2015 3. HoDs and SMTs in 3 053 schools trained on the implementation of term 1 (2016) support materials by December 2015 	
3. Provision of the minimum number of learning and teaching support materials (LTSMs) in every classroom	<ol style="list-style-type: none"> 1. Ensure that graded readers in the relevant languages of teaching and learning are available in classrooms by December 2015 to support the implementation of the learning-programmes initiative 2. Ensure that mathematics LTSMs are available in classrooms by December 2015 to support the implementation of the learning-programmes initiative 	<ul style="list-style-type: none"> • DBE • Provincial departments • Additional funding for development and production of readers for schools – commencing with Fresh Start Schools (FSS)

COMPONENT 2: DISTRICT STEERING COMMITTEES

Component goal: To ensure effective oversight of the programme implementation and improved community and parental involvement in education

OBJECTIVES	2015 TARGETS	IMPLEMENTATION CAPACITY AND SUPPORT PARTNERSHIPS
1. Effective oversight of the implementation of the NECT programmes and liaison with the QLTC structures where they exist.	<ol style="list-style-type: none"> 1. DSCs meet four times a year to review progress made in the implementation of the support plans and approve quarterly plans and targets 2. DSCs conduct consultations and implement programmes with the following stakeholder groupings (with a minimum of one meeting per annum for each stakeholder cohort): <ol style="list-style-type: none"> a. All SGB chairpersons b. All teacher unions operational in the district c. Traditional and religious leaders d. MEC and HoD 	<ul style="list-style-type: none"> • ELRC • QLTCs • Labour unions • Community leaders (traditional, religious, business, youth) • District officials • MECs and HoDs • SGB Chairs • Local business people

“ I’m pleased that education has become a national priority. ”

- Graeme Bloch, Independent Educationist

COMPONENT 3: FRESH START SCHOOLS

Component goal: Selected schools receive tailor-made support so that their unique challenges are addressed, thus giving them the opportunity to produce significant learner-achievement gains

OBJECTIVES	2015 TARGETS	IMPLEMENTATION CAPACITY AND SUPPORT PARTNERSHIPS
1. To improve internal operations within the 409 Fresh Start Schools	1. Change agents/coaches provide support, together with circuit managers, to SMTs and other school stakeholders so that the relevant improvement interventions are planned by January 2015	<ul style="list-style-type: none"> Lead Agents District officials SMTs
2. To improve parental and community involvement in the 409 FSS	<ol style="list-style-type: none"> Four parent meetings attended by not less than 50% of the parent body in each of the FSS by August 2015 Two improvement projects implemented with the parent body in each school in at least one academic programme, by December 2015 	<ul style="list-style-type: none"> District officials Lead Agents SGBs Labour unions
3. To address resource provisioning in the 409 FSS	<ol style="list-style-type: none"> Effective management of books in schools – all available books are allocated to learners and returned at the end of the year By February 2015, each FSS has LTSM reports showing the shortages and excesses of LTSM A plan to unblock LTSM provision is agreed to and in implementation by the district by July 2015 Up-to-date and verified school-infrastructure, water and sanitation, equipment, and facilities reports for 409 FSS by September 2015 	<ul style="list-style-type: none"> DBE Provincial departments Lead Agents Government departments
4. To enhance management operations in 409 FSS	<ol style="list-style-type: none"> Ensure effective SMT planning and monitoring (minimum of 10 meetings) by December 2015 Provide 30 days' leadership coaching and training to each of 409 principals and 409 deputy principals in FSS by December 2015 	<ul style="list-style-type: none"> Lead Agents District officials FSS Sasol Inzalo
5. To provide curriculum support to teachers in 409 FSS	<ol style="list-style-type: none"> Provide 40 hours of subject-specific training to teachers in each of 409 schools in languages, mathematics, and physical sciences (secondary schools) by September 2015 Curriculum pace setters to be provided to teachers of Grades 4 to 7 for mathematics and languages in 171 primary FSS by March 2015 Curriculum pace setters to be provided to teachers of Grades 9 to 12 for mathematics, languages and physical sciences in 238 Secondary FSS by March 2015 	<ul style="list-style-type: none"> Lead Agents District officials SMTs

COMPONENT 4: DISTRICT-WIDE INTERVENTION

Component goal: To attain tangible and sustained improvements in learning outcomes in public education

OBJECTIVES	2015 TARGETS	IMPLEMENTATION CAPACITY AND SUPPORT PARTNERSHIPS
1. Enhance the professional practice of teachers in 3 953 schools across eight districts	<ol style="list-style-type: none"> Provision of Learning-Programme curriculum packages for the foundation phase from term 3, 2015 Subject-specific training delivered to HoDs in 3 953 schools across eight districts: language and mathematics in the primary schools and language, mathematics and physical sciences in secondary schools Cluster-based professional learning groups conducted quarterly involving 3 953 schools Training provided to 66 588 teachers in lesson planning and subject content each term 	<ul style="list-style-type: none"> Districts officials Circuit managers Lead Agents Expert service providers SMTs
2. Improve the effectiveness of school management: 3 953 principals, 3 953 deputy principals and 7 906 HoDs	<ol style="list-style-type: none"> Implement a SMT Leadership training and coaching programme in 3 953 schools – three sessions conducted by September 2015 Provide training on coaching/instructional support to 120 district officials, responsible for three subjects, by December 2015 Instructional support provided directly by district officials to SMTs in 1 439 schools by December 2015 	<ul style="list-style-type: none"> Districts officials Circuit managers Lead Agents Expert service providers SMTs
3. Provide support to the welfare and development of 1 983 427 learners	<ol style="list-style-type: none"> Four active reading hubs established in each district by December 2015 Databases of existing psycho-social support organisations developed by March 2015 	<ul style="list-style-type: none"> Districts officials Circuit managers Lead Agents Expert service providers SMTs NGOs
4. Promote effective curriculum management in 3 953 schools	<ol style="list-style-type: none"> Develop a database on actual textbook and workbook usage/coverage to guide planning in eight districts by July 2015 As part of the learning programmes initiative, ensure that foundation phase classrooms in 2 063 schools are equipped with supporting LTSM by June 2015 	<ul style="list-style-type: none"> Provincial officials District officials Lead Agents DBE Additional funders
5. Facilitate networks to address equipment, infrastructure and facility shortages in 3 953 schools	<ol style="list-style-type: none"> Works with DSCs to mobilise private-sector partnerships per district to support infrastructure components of school-community protection plans 	<ul style="list-style-type: none"> DBE DSCs Government departments Private-sector partners Lead Agents
6. Promote the involvement of parents and communities in education activities in 3 953 schools	<ol style="list-style-type: none"> SGBs elected in all of the 3 953 schools by April 2015 At least four SGB meetings in each of the 3 953 schools in 2015 	<ul style="list-style-type: none"> DSCs Community members Lead Agents
7. Improve the capacity of eight districts to deliver the support required by 3 953 schools	<ol style="list-style-type: none"> Baseline studies conducted in 400 schools to determine service ratings of district by schools – by June 2014 Conduct two leadership capacity-building sessions with the extended management committees in each of the eight districts by October 2015 Develop circuit operational and planning guidelines in eight districts by June 2015 	<ul style="list-style-type: none"> SMTs District and circuit officials Expert service providers Lead Agents

SPECIAL PROJECTS

OBJECTIVES	2015 TARGETS	IMPLEMENTATION CAPACITY AND SUPPORT PARTNERSHIPS
School furniture	1. Address the needs of schools for furniture as identified in school plans by December 2015	<ul style="list-style-type: none"> • DBE • Government departments • Province • Districts
School infrastructure	1. Work with DBE and other Government departments to develop plans for infrastructure requirements in 4 362 schools by September 2015	<ul style="list-style-type: none"> • DBE • DSCs • Government departments • Private-sector partners • Lead Agents
School sports	<ol style="list-style-type: none"> 1. 40 multi-purpose sports facilities to be built across eight districts in five provinces by December 2015 2. 800 teachers to be trained to coach five sports disciplines by December 2015 	<ul style="list-style-type: none"> • National Lotteries Board • DBE
School administration capacity (interns)	1. By July 2015, 1 026 administrative interns will be provided to high-enrolment schools that do not have sufficient administrative capacity	<ul style="list-style-type: none"> • ETDPSETA • DBE • Districts • Schools
Learner welfare	<ol style="list-style-type: none"> 1. A total of 234 psycho-social support interns will be provided in two provinces to provide psycho-social support to learners 2. 13 966 learners in the BelaBela circuit, Waterberg District, to be screened for health and psycho-social problems by March 2015 	<ul style="list-style-type: none"> • ETDPSETA • DBE • Districts • Schools
Career guidance	1. Career guidance and counselling to be provided to high-school learners to help them choose subjects and prepare for careers	<ul style="list-style-type: none"> • DHET • ETDPSETA
Lesson-streaming (Telematics) centres	1. Nine Telematics centres to be established by February 2015 in two Eastern Cape districts (Libode and Mt Frere), to stream mathematics and physical science lessons to 11 645 learners in Grades 11 and 12 from 63 schools	<ul style="list-style-type: none"> • University of Stellenbosch • Province

PROGRAMME 2: SYSTEMIC INTERVENTION PROGRAMME

Goal: Fast-track the implementation of strategies that will have a systemic impact on the education system.

OBJECTIVES	2015 TARGETS	IMPLEMENTATION CAPACITY AND SUPPORT PARTNERSHIPS
1. Reduction of the proportion of personnel-spend in education	<ol style="list-style-type: none"> 1. A report on the problems causing the high and increasing proportions of personnel costs in education budgets 2. A seminar with the stakeholders (unions, SETA and private sector) exploring solutions 3. Recommendations to the NECT regarding what can be done 	<ul style="list-style-type: none"> • Department of Finance (GTAC) • Provincial Departments of Education
2. Networking schools and teachers' centres in the eight districts	<ol style="list-style-type: none"> 1. Develop a connectivity plan for the eight NECT districts, agreed to by the Department of Postal and Telecommunication Services (DPTS) and key private-sector players 2. Schools and teachers' centres to be connected or resuscitated. Dates and magnitude to be confirmed after standard-based audits 	<ul style="list-style-type: none"> • DPTS • DBE and Department of Science and Technology • ICT service providers

“ Education is a ladder out of poverty for millions of our people. ”

- President JG Zuma

PROGRAMME 3: INNOVATION PROGRAMME

Goal: Support the mainstreaming of good practices and lessons-education improvement in the education system.

OBJECTIVES	2015 TARGETS	IMPLEMENTATION CAPACITY AND SUPPORT PARTNERSHIPS
1. Develop a learning case study on how education subsystems improve: focus on the examinations system	<ol style="list-style-type: none"> 1. Review of documents and interviews on how national examinations systems work by February 2015 2. Technical report and a case study on the improvement of the national examination system by March 2015 3. Conduct a national seminar disseminating the case study and lessons from the case study in April 2015 	Umalusi, provincial departments of education and the examinations forum.
2. Model for managing a learner screening and referral system involving NGOs, business and universities	<ol style="list-style-type: none"> 1. Methodology for the test case finalised by January 2015 2. Learners from all schools in the Bela-Bela circuit screened for special needs, referred to relevant institutions for treatment by end February 2015 3. An evaluation report on BelaBela pilot, with recommendations on the model and costing for a referral system 	Department of Health, University of Pretoria, Medunsa, University of Limpopo, and Special Olympics SA
3. Implementation of the ICT nodal schools	<ol style="list-style-type: none"> 1. Concept for the ICT nodal schools to be developed by February 2015 2. Initiation of implementation in 16 ICT nodal schools, in Grades 1 and 2 in three classrooms by December 2015 3. A plan for implementing the model in two additional grades in 2015 	<ul style="list-style-type: none"> • Department of Telecommunications • ICT service providers • Partnership with a public school implementing a whole-school ICT model
4. Identification, scoping, and approval of at least one new innovation project	<ol style="list-style-type: none"> 1. Rolling targets to be confirmed during the course of the year, as they are approved by the NECT 	

PROGRAMME 4: LOCAL PROJECTS

Goal: To contribute to the increase of returns on social investment.

OBJECTIVES	2015 TARGETS	IMPLEMENTATION CAPACITY AND SUPPORT PARTNERSHIPS
1. Support the design and implementation of social-investment programmes	<ol style="list-style-type: none"> 1. Disseminate guidelines for the design of mathematics and science social-investment interventions and implementations by June 2015 2. Establish district social-investment forums by June 2015 	<ul style="list-style-type: none"> • Mining houses • Government executives (DBE, DTI, Treasury, NPC, DME and Communications) • Tshikululu Social Investments
2. Promote thought-leadership on social investment	Still to be scoped	

PROGRAMME 5: THE DIALOGUE PROGRAMME

Goal: The creation of an avenue for open, honest engagement among key stakeholders – government, teacher unions, business and civil society.

OBJECTIVES	2015 TARGETS	IMPLEMENTATION CAPACITY AND SUPPORT PARTNERSHIPS
1. National dialogues	<ol style="list-style-type: none"> 1. Report on the content and recommendations of the 2014 dialogues 2. Two national dialogues focusing on key issues in education by December 2015 3. One national report with recommendations for actions by key stakeholders by December 2015 	Labour unions, higher education institutions, educationists, civil-society organisations and business
2. Provincial dialogues	<ol style="list-style-type: none"> 1. Three provincial dialogues with reports targeting the provincial stakeholders 	

PROGRAMME 6: INTERNAL OPERATIONS

Goal: Effective governance, and a viable and effective operation that facilitates the achievement of the programme outputs and outcomes in an efficient and economic manner.

OBJECTIVES	2015 TARGETS	IMPLEMENTATION CAPACITY AND SUPPORT PARTNERSHIPS
1. Governance	<ol style="list-style-type: none"> Board of Trustees meets at least four times a year EXCO and Finance and Risk Committee meet at least twice a year Approved (annual) implementation plan by December 2015 Annual report published once a year Report back meeting to the President and Cabinet once a year Report to the Human Resources Development Council One report to the Education Portfolio Committee 	Board of Trustees, CEO, CFO and staff of NECT
2. Finance	<ol style="list-style-type: none"> 2014 Audited Financial Statements by end March 2015 Approved break-even budgets for 2015 	CEO and CFO of NECT, external auditors, Board of Trustees
3. Risk-management strategy implemented by the management and overseen by the Finance and Risk Committee	<ol style="list-style-type: none"> Enterprise Risk Management Plan maintained and submitted to Finance and Risk Committee quarterly 	NECT management, and the Finance and Risk Committee

PROGRAMME 7: PARTNERSHIP PROGRAMME

Goal: To establish and maintain partnerships with the key contributors to the ECF strategy and plan

OBJECTIVES	2015 TARGETS	IMPLEMENTATION CAPACITY AND SUPPORT PARTNERSHIPS
1. Establish and maintain strategic partnerships with relevant Government departments	<ol style="list-style-type: none"> Investment of R300 million into the NECT districts by various state departments Investment of R300 million by the Department of Basic Education 	
2. Business	<ol style="list-style-type: none"> Establish and maintain 50 private-sector funding/partnership agreements Investment of R400 million from the private sector and foundations (direct and in-kind contributions) Four reports to Business Leadership South Africa 	BLSA
3. Teacher unions	<ol style="list-style-type: none"> One meeting with all six teacher unions Five bilateral meetings with the teacher unions One special project with all the teacher unions 	Teacher unions Education Labour Relations Council
3. Civil society	<ol style="list-style-type: none"> Effective operations of the eight District Steering Committees involving over 160 community members 	

PROGRAMME 8: MONITORING AND EVALUATION

Goal: To ensure the effective and efficient utilisation of resources to achieve programme goals

OBJECTIVES	2015 TARGETS	IMPLEMENTATION CAPACITY AND SUPPORT PARTNERSHIPS
1. Ensure comprehensive, timely, integrated performance-related information, with reliance on online access and interaction	1. MIS Framework developed and implemented by March 2015 2. Project Management System utilised by all lead agencies and project staff by March 2015	Lead Agent staff M&E Reference Group M&E Advisory Committee
2. Build and maintain an M&E system that drives performance and accountability	1. Complete the M&E Framework by January 2015 2. Undertake all baseline studies by March 2015 3. Quarterly monitoring reports presented to the M&E Advisory Committee 4. Undertake an independent review of the entire NECT programme by Dec 2015 5. [More targets to be included once the framework has been completed]	
3. Effective oversight on the monitoring functions of the NECT	1. Four meetings of the Monitoring and Evaluation Advisory Committee held per annum and reported to the Board of Trustees.	

THE FINANCIAL REPORT

FINANCIAL REPORTS FOR THE PERIOD ENDING 30 NOVEMBER 2014

The NECT's first financial reporting year will cover 18 months, as the organisation was founded in July 2013. Planning and initial set-up activities for the first six months were conducted from its secretariat offices at JET Education Services. The NECT established its own offices and recruited staff from January 2014.

Although the NECT has an important and ambitious mandate, there was a conscious decision by the founders to keep the administration overheads as low as possible and, to the extent it was practical, to outsource all administrative functions alongside project-management functions. In this vein, the financial and project-management functions were outsourced to JET Education Services, thus leaving only the strategic financial-management and reporting-to-stakeholders function to the NECT. In line with this decision, the financial administration function has been outsourced.

The organisation is well aware of the necessity for carefully considered spending, given the depressed economic climate and the NECT's objective to improve the cost-effectiveness of social investments.

It has therefore instituted strict internal control measures to ensure value for money is achieved from every investment. These include strict procurement processes, rate-cards guiding personnel inputs made by service providers, ongoing audit of the Lead Agencies, and strict monitoring of performance by all service providers to ensure that there is a justifiable return on investment.

The financial statements presented in this report cover the period 12 July 2013 to 1 November 2014.

GLOSSARY

DHET: Department of Higher Education and Training

DME: Department of Minerals and Energy

DPTS: Department of Telecommunications and Postal Services

DRLA: Department of Rural Development and Land Affairs

DSC: District Steering Committee

DTI: Department of Trade and Industry

ELRC: Education Labour Relations Council

EMIS: Education Management

Information Systems

ETDPSETA: Education, Training and Development SETA

FSS: Fresh Start Schools

HoD: Head of Department

LTSM: learner and teacher support material

MEC: Member of the Executive Council

NDP: National Development Plan

NPC: National Planning Commission

QLTC: Quality Learning and Teaching Campaign

SGB: School Governing Body

SMT: School management team

**NATIONAL EDUCATION COLLABORATION TRUST
ABRIDGED FINANCIAL STATEMENTS**

**STATEMENT OF COMPREHENSIVE INCOME
YEAR TO 30 NOVEMBER 2014**

Income	2014 Rand	% of total contribution	
Grants and donations			Government's contributions are conditional and can only be utilised on education-specific programmes and not on the NECT administration costs. Funds from Business, Foundations, and Trusts are derived from individual institutions.
Government and SETAs	59 263 000	56.1%	
Donations from Business	43 116 562	40.8%	
Foundations and Trusts	2 300 000	2.2%	
Labour	293 317	0.3%	
Interest income	647 834	0.6%	
Total income	105 620 712	100%	

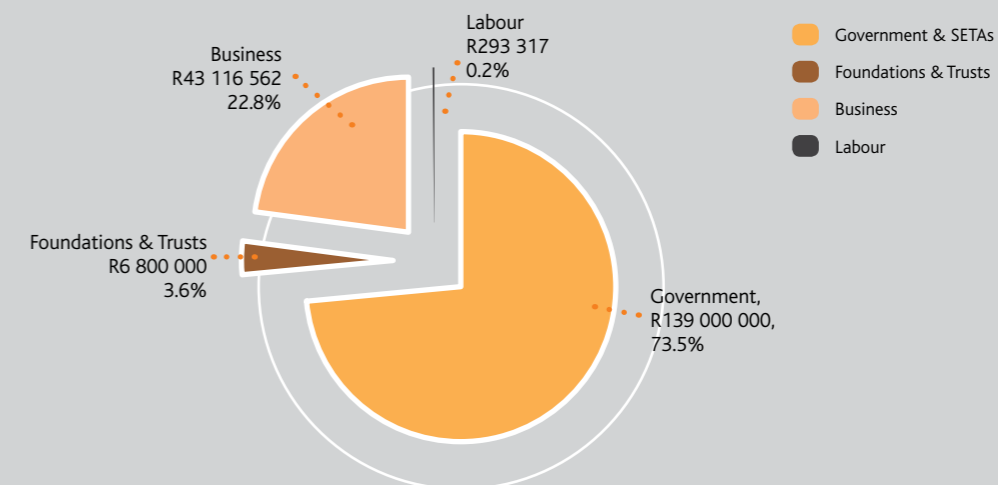
Expenditure		% of total contribution	
Programme 1: District Development	85 829 297	87.1%	District Development is the NECT's flagship programme and was allocated 87.1% of the total expenditure.
Programme 2: Systemic Intervention	180 399	0.2%	
Programme 3: Innovation	115 119	0.1%	Programme 6 is made up of administrative costs of running the NECT and amounted to 9.3%. The proportion of administrative costs to total costs is expected to reduce as 2013-14 set-up costs won't recur and as budgets increase.
Programme 4: Local Projects	-	0.0%	
Programme 5: Education Dialogues	371 739	0.4%	
Programme 6: Internal Operations	9 142 492	9.3%	
Programme 7: Strategic Partnerships	40 000	0.0%	
Programme 8: Programme Management, M&E	2 850 236	2.9%	
Total expenditure	98 529 280	100%	
Surplus for the year	7 091 432		
Opening fund balance	-		
Closing fund balance	7 091 432		

The above Statement of Comprehensive Income excludes commitments and donations in kind from the Government and the private sector.

Total contributions, including commitments to the end of the November 2014, amounted to R189 472 879.

Contribution per category is presented in the pie chart below.

2014 REVENUE INCLUDING COMMITMENTS



**STATEMENT OF FINANCIAL POSITION
AS AT 30 NOVEMBER 2014**

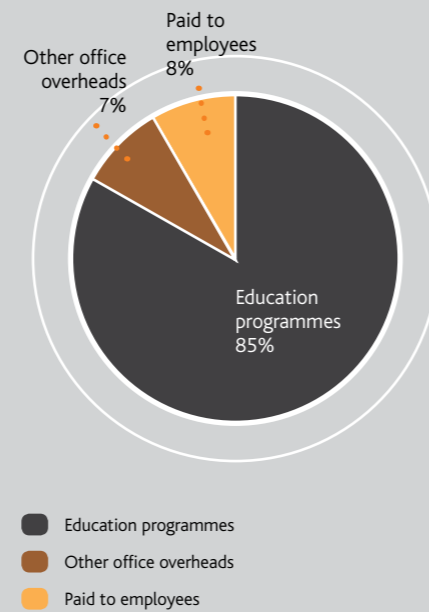
ASSETS	2014 Rand	
Non-current assets		57% of the non-current assets are held by the districts implementing the education programmes, while the rest (43%) are held at the NECT offices.
Property, Plant and Equipment	1 686 246	
Current assets		
Receivables	3 626 347	
Deposits and prepayments	275 821	
Cash and cash equivalents	46 605 983	
	50 508 151	
Total assets	52 194 397	

LIABILITIES AND FUND BALANCE		
Liabilities		Accruals are amounts that the NECT owes the Lead Agencies that have not yet been invoiced or for which there are outstanding audits/audit issues.
Finance lease liability	164 859	
Trade and other payables	3 877 092	
Accruals	41 061 014	
	45 102 965	
Fund balance	7 091 432	
Total liabilities and fund balance	52 194 397	

**CASH FLOW STATEMENT
FOR THE PERIOD TO 30 NOVEMBER 2014**

	2014 Rand
Cash flows from operating activities	
Cash receipts from funders	104 416 562
Cash paid to suppliers and employees	-56 937 025
Cash generated from operations	47 479 537
Net cash from operating activities	47 479 537
Cash flows from investing activities	
Purchase of property, plant and equipment	-1 686 246
Interest income	647 834
Net cash used in investing activities	-1 038 412
Cash flows from financing activities	
Leased assets	164 859
Net cash used in financing activities	164 859
Net increase in cash and cash equivalents	46 605 983
Cash and cash equivalents at beginning of period	-
Cash and cash equivalents at end of period	46 605 983

**CASH PAID TO SUPPLIERS
AND EMPLOYEES**



IN-KIND CONTRIBUTIONS

A total of R368 318 451 has been committed to the NECT, out of which R134 297 971 had been received by the end of November 2014. The table below presents the source and the categories of in-kind contributions.

FUNDER	RECEIVED	PLEDGES	TOTAL
Government & SETAs	R 132 133 768	R 231 470 480	R 363 604 247
Business	R 2 164 204	R 2 550 000	R 4 714 204
TOTAL	R 134 297 971	R 234 020 480	R 368 318 451

GOVERNMENT & SETAs	BUSINESS
<ul style="list-style-type: none"> The DBE has contributed raw materials toward the renovation of four (4) schools in Limpopo province Through its collaboration with Departments of Constitutional Development and Correctional Services, and Department of Labour and Department of Environmental Affairs, 353 681 learners' desks, 5 490 teachers' chairs and 5375 teachers' tables have been provided The Department of Rural Development and Land Reform contributed towards the payment of 50 interns (youth) who were employed during the renovations of 4 schools in Limpopo Province The ETDPSETA contributed towards placement of 1 000 administrative interns in the Eastern Cape and Limpopo Provinces, 236 psycho-social services interns in KwaZulu-Natal and Limpopo, 8 project management interns and 18 teacher interns in the Eastern Cape. 	<ul style="list-style-type: none"> Zenex Foundation has contributed towards the induction of District Support Committees and Learning Programme interventions Ernest and Young (EY) has committed to providing external audit services to NECT 1150 English foundation phase readers for Libode were donated by Cambridge University Press 10 000 Zulu and English reading books for Pinetown were donated by Pearson Publishers 309 Xitsonga Grades 1,2 and 3 were donated by Mangalani Publishers 600 Xitsonga Grades 1,2 and 3 readers were donated by Lingua-Franca Publishers 97 916 foundation and intermediate story books in 10 official languages (excluding English) were donated by The Times Media Group 8 000 Cambridge Story Books were donated by The Times Media Group.

“ When thinking about how they can help, business should look at how they can give meaning to the NECT and the NDP. The Government matches all funds donated by business to the NECT. It’s a very meaningful collaboration. ”

- Mark Lamberti, Trustee of the NECT

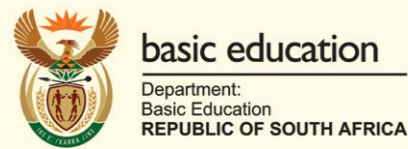
NECT 2014 DONORS

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 assembled the Government, the Private sector, from the Unions and from Civil Society, and its executive is made up of non-aligned educational specialists who have dedicated their next decade to the cause of the project.

Inevitably funding is crucial to the success of the endeavour.

The Government via the Department of Basic education has underwritten the project and is its major sponsor. It has pledged to match Private Sector donations Rand for Rand.

We would like to acknowledge and thank the following organisations for their generous and farsighted financial support of the NECT.



FIRSTRAND

