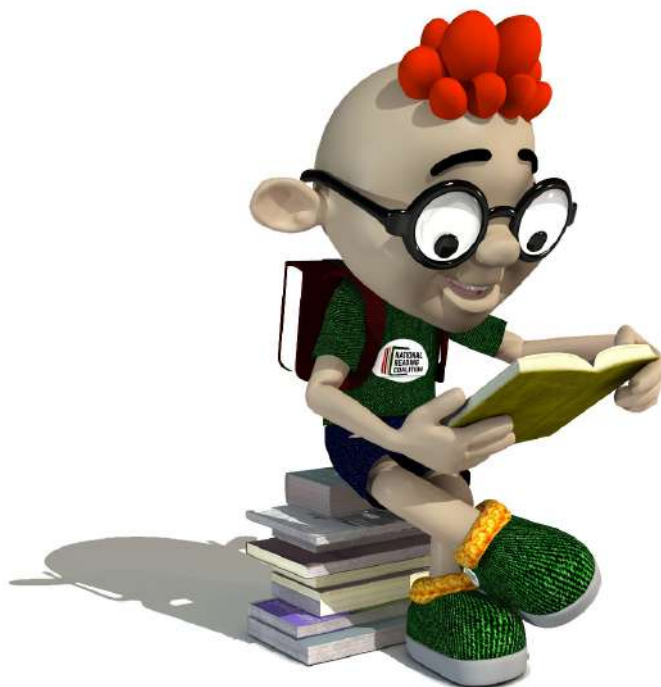


ANNUAL REPORT 2019

BUILDING SOCIAL CAPITAL

FOR SOUTH AFRICA

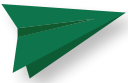


NECT
+ NDP =



SIX YEARS OF ADDING VALUE
THROUGH **SOCIAL CHANGE**





Mission

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

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



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA





SIZWE NXASANA
CHAIRMAN



MOBILISING SOCIAL CAPITAL FOR SOUTH AFRICA

“ We look forward to a continued collaboration to minimise the effects of the pandemic and stay the course of the South African vision laid out in the National Development Plan. ”

Our 2019 Strategy meeting with the executive of the Department of Basic Education emphasised the need to further embed the NECT programmes in the education system and to sharpen the focus on key systemic issues that militate against improved quality of outputs and outcomes in the education system.

The Board of Trustees is impressed with the NECT’s programmes demonstrable sense of handing over and imbedding the systemic programmes that have been designed and tested together with DBE and other partners. In this regard, two exemplar large scale programmes that have been adopted and engrained into the workings of the education system are notable: the Primary Schools Reading Improvement Programme and the Daily lesson and assessment plans that are used by majority of the 24,998 schools in the system.

The systemic-collaborative approach used by the NECT in the two programmes is unique and effective and holds potential for extended utilisation in the social development space, beyond Basic Education.

As you may be aware, the NECT has taken up two national challenges that fall outside the strict purview of band construction of school sanitation facilities.

Under the technology improvement initiative, the modernisation of the school administration system has experienced further delays due to incompatible provider offers to the project requirements. We chose to take a conservative approach that is more cost-effective, ensures high national data security and would not leave government with unmanageable contracts. This project is proceeding and has strong support from all provincial departments which are contributing proportionally to the costs of developing and testing the envisaged new system. The schools’ sanitation project is a response to President Ramaphosa’s call to eradicate the pit latrines.

The importance of proper sanitation for schooling was further underlined by the COVID-19 pandemic which is seriously disrupting schooling. While the NECT had completed sanitation facilities in twenty schools using a more cost-effective, quicker and distributive Alternative Building

Technology (ABT); it was unsuccessful in rolling out 121 facilities before the lockdown due to the glitches in the government procurement processes. Government process are laborious and less flexible than the private sector processes that saw the construction of the first twenty. We are preparing to help government implement the ABT. Reminiscing on the education system itself, we have seen increased pass rates on the National Senior Certificate in 2019.

However, we have also observed a decline in the overall enrolment and in the pass rates for Mathematics, physical science and English.

The 10,6% year on year decrease in the mathematics pass rate requires close investigation and national vigilance. Low levels of Reading culture, slow implementation of an integrated ECD strategy and the slow pace of relevant skills development remain the Achilles heel of the nation.

While much progress has being made in training primary school teachers to teach reading, the promotion of the culture of

reading nationally and the resourcing of schools remain slow and thinly spread. Partners are encouraged to join the NECT network and DBE in the delineated 25% of the education circuits where we concentrate our reading improvement efforts. Sustainable change requires interventions that are comprehensive, have depth and systemic alignment. Improvement initiatives that are sparsely spread have weak system impact and low sustainability potential.

On ECD and skills development, the NECT continues to provide support through the Education Technical Assistance Office which flexibly mobilises the required technical assistance for critical policy and programming processes within the DBE, which flexibly mobilises the required technical assistance

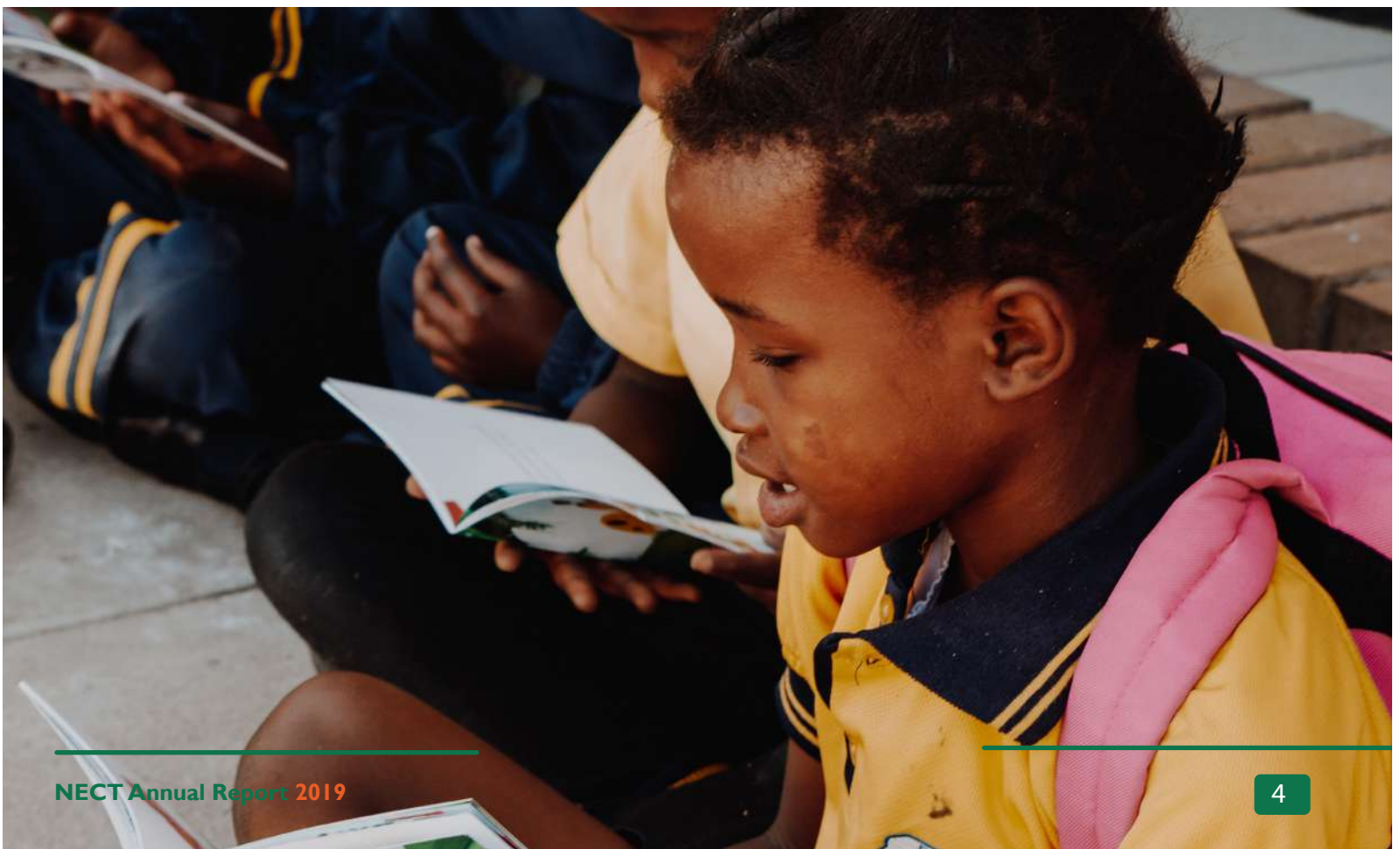
for critical policy and programming processes within the DBE. From this support, plans are expected for the ECD function migration from the Department of Social Development to the DBE leading up to the Presidential proclamation. The implementation of the three-stream curriculum model in the senior and FET phases should help to prepare learners better for post school and the production of skills.

Over and above contributing education strategy and its rollout, the NECT has successfully promoted the leveraging and pooling of resources. In 2019, we continued with pattern of the previous years where every government Rand attracted 54 cents from the private sector. Looking forward, we regrettably expect COVID-19 to reverse educational gains, shrink the development resource

base; not just in South Africa but across the globe. In response to this new challenge, the NECT is working on a set of three to five 'Education Recovery Investment Portfolios' which will encourage a systemic and enterprise approach that aligns education initiatives to a few common strategies and outcomes.

In this way the sector should realise increased harmonisation of governmental and non-governmental improvement efforts, economies of scale, extended safety net to non-governmental organisations and the performance of the sector.

We look forward to a continued collaboration to minimise the effects of the pandemic and stay the course of the South African vision laid out in the National Development Plan.





FUNDING PARTNERS

The NECT conveys its gratitude for the generosity and the support received from our partners enabling us to continue driving the positive agenda for education reform in our country, and creating hope for the majority of over 12 million children in the system. Your support and faith in us is humbling. We continue to stand with strength because of you.

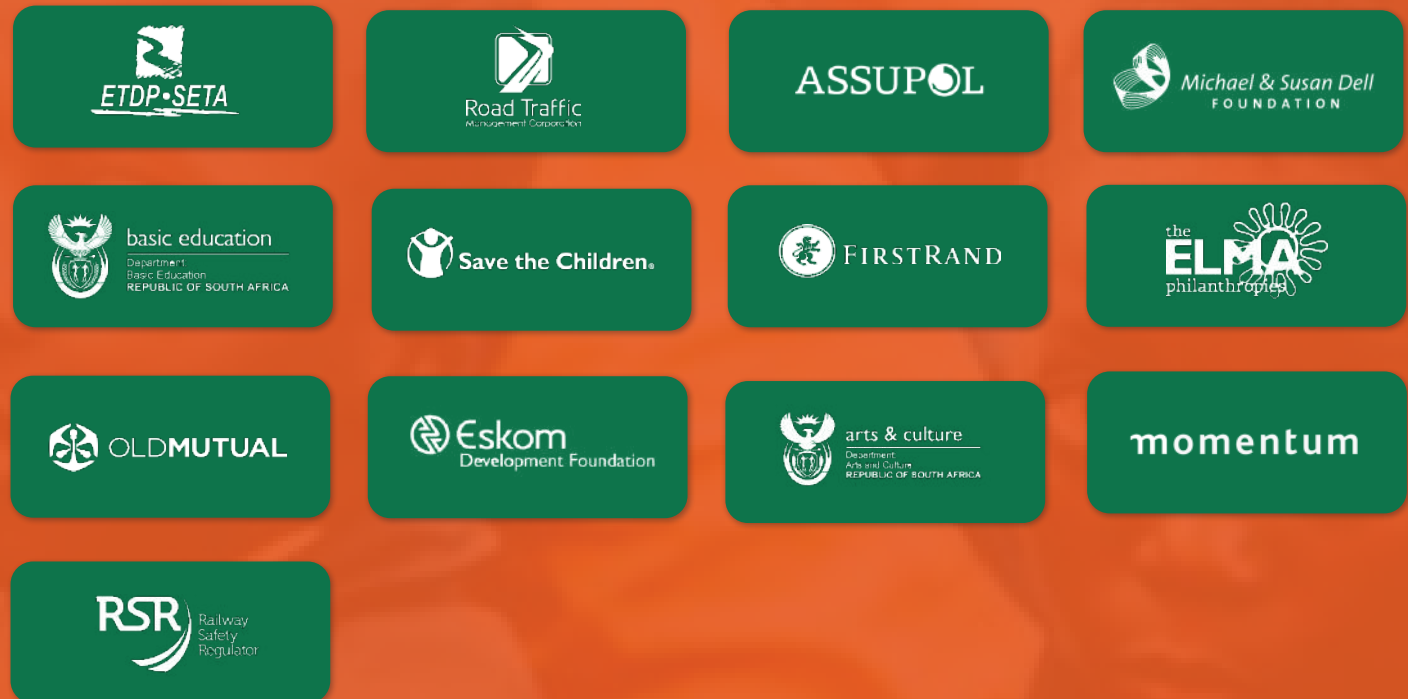


NECT 2019 FUNDERS

CORE PROGRAM FUNDERS



SPECIAL PROJECTS





CEOs

REFLECTION



GODWIN KHOSA

CHIEF EXECUTIVE OFFICER

MATURITY & SUSTAINABILITY OF THE NECT PROGRAMMING

// **As in 2018,**
the NECT programming
in 2019 PRESENTED
SIGNS OF MATURITY,
embracing the initiatives in the
education system, which are
critical for sustainability. //

Our 2019 reflections are complex due to the global disruptions of the first half of 2020, thus the latter section of these reflections presents a brief focus on this period.

As in 2018, the NECT programming in 2019 presented signs of maturity, embracing the initiatives in the education system, which are critical for sustainability.

The reading programme that was designed, tested and rolled out by NECT and over 800 curriculum advisors and officials of the DBE, funded through the skills development levies (ETDP SETA), was adopted as the national reading improvement programme.

The programme has already reached over 20 000 Primary School Teachers that teach reading.

There could be no better demonstration of policy entrepreneurship that addresses a critical national challenge, engrains national strategy, and taps into national technical and teacher union capabilities to design, test, rollout, and secure policy level approval of an initiative.

This programme demonstrates the role of collaboration in education improvement. This testing imperative carried through the programming of the NECT.

Several partners were involved in supporting the DBE exploration of new programmes including Teaching Mathematics for Understanding.

This follows findings and recommendations of the Ministerial Task Team with Ministerial Task Team with continued technical support from the Japanese International Cooperation Agency (JICA).

Similarly, the search for the appropriate competencies of the future continue through the education innovation unit. The Edhub sustained the relationship between leading institutions and research from around the globe, as well as the national education system.

Similarly, the search for the appropriate competencies of the future continue through the education innovation unit. The Edhub sustained the relationship between leading institutions and research from around the globe, as well as the national education system.

The networking of the Harvard affiliated Centre for Curriculum Redesign, E3 (Entrepreneurship, Education and Employability), Lego Foundation, MIT MediaLab's lifelong Kindergarten and the University of Johannesburg were used to support the DBE's agenda to mainstream the learning competencies for the future.

Currently the Edhub is testing a comprehensive competency-based learning programme with roughly 1 200 learners from 11 schools from Waterberg and Soweto. Forming part of this test initiative is the use of Alternative Building Technologies (ABT) for school sanitation which was carried out in response to President Ramaphosa's call for the eradication of pit latrines. These test cases, which were in 20 schools, presented the potential to yield 30-40% cost effectiveness and shortening the construction period to 2-4 weeks. The delayed implementation of the national school administration system that was

sighted in the previous year continued due to the incompatibilities of the commercial models proposed by the private sector.

A significantly more cost-effective arrangement has been entered into with UNESCO. This arrangement with UNESCO envisaged to address the commercial complexities and fast-track the implementation of the project.

The impact of the NECT can be assessed at systems level and the level of learners in the classrooms. More than 93 400 teachers have been inducted into a common system for improving reading, President Ramaphosa's call for the eradication of pit latrines. These carried out in response to President Ramaphosa's call for the eradication of pit latrines.

National professional development programming, and 47% of the districts are part of the initiative aimed at improving district effectiveness. Several provinces have institutionalised these initiatives.

From the 132 849 learners tested in 2019, the steady improvements across all reading sub-tasks and the performance was better where reading was encouraged. The learner score in project schools higher for oral reading and 15,6% higher for reading

with comprehension. The Trust recorded a slight decline of 0.3% in total income compared to 2018, while the total expenditure decreased by 8.9% resulting in a Surplus of R15.5 million for the year.

The 8.9% decline in expenditure is attributed to delayed experienced in implementation of some of the planned activities on Education Technical Assistance Office (ETAO) and National Reading Coalition (NRC) programmes.

A summary of income and expenditure report presented below:

Income		2019	2018
Total Income in Rands		261,501,131	262,301,000
Income Sources	Government Sources%	65%	60%
	Non Government Sources%	35%	40%
Total Expenditure in Rands		245,964,468	269,925,809
Expenditure		2019	2018
Expenditure Splits	Education Programme %	59%	81%
	Special Projects %	35%	12%
	Administration Cost %	6%	7%
Surplus/(deficit) for the year in rands		15,536,664	(7,642,809)

“ It is worth noting that while **the revenue and expenditure decreased on the NECT traditional programmes** due to provincialisation, the decrease was offset by the increase on the **ring-fenced strategic partnerships programmes.** ”

COVID-19 Interim reflections

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

In addition to the immediate disruptions, COVID-19 will affect the baseline of the past seven years of the NECT's work.

The following are some of the initiatives established to support the system during emergencies:

- An interim Steer team involving the DBE and several partners was established to support the continuation of learning through 12 radio programmes, online platforms and TV broadcasts.
- Coordination of several government-civil society engagements and report back sessions.
- Establishing and overseeing an independent consortium of

organisation to monitor the readiness of the education system to reopen.

In regards, the NECT provided critical support to the education system without which the current and the future education of the 13 million learners could have been impacted negatively. The NECT is quickly re-gearing its programmes and operations to support the envisaged education recovery programme.





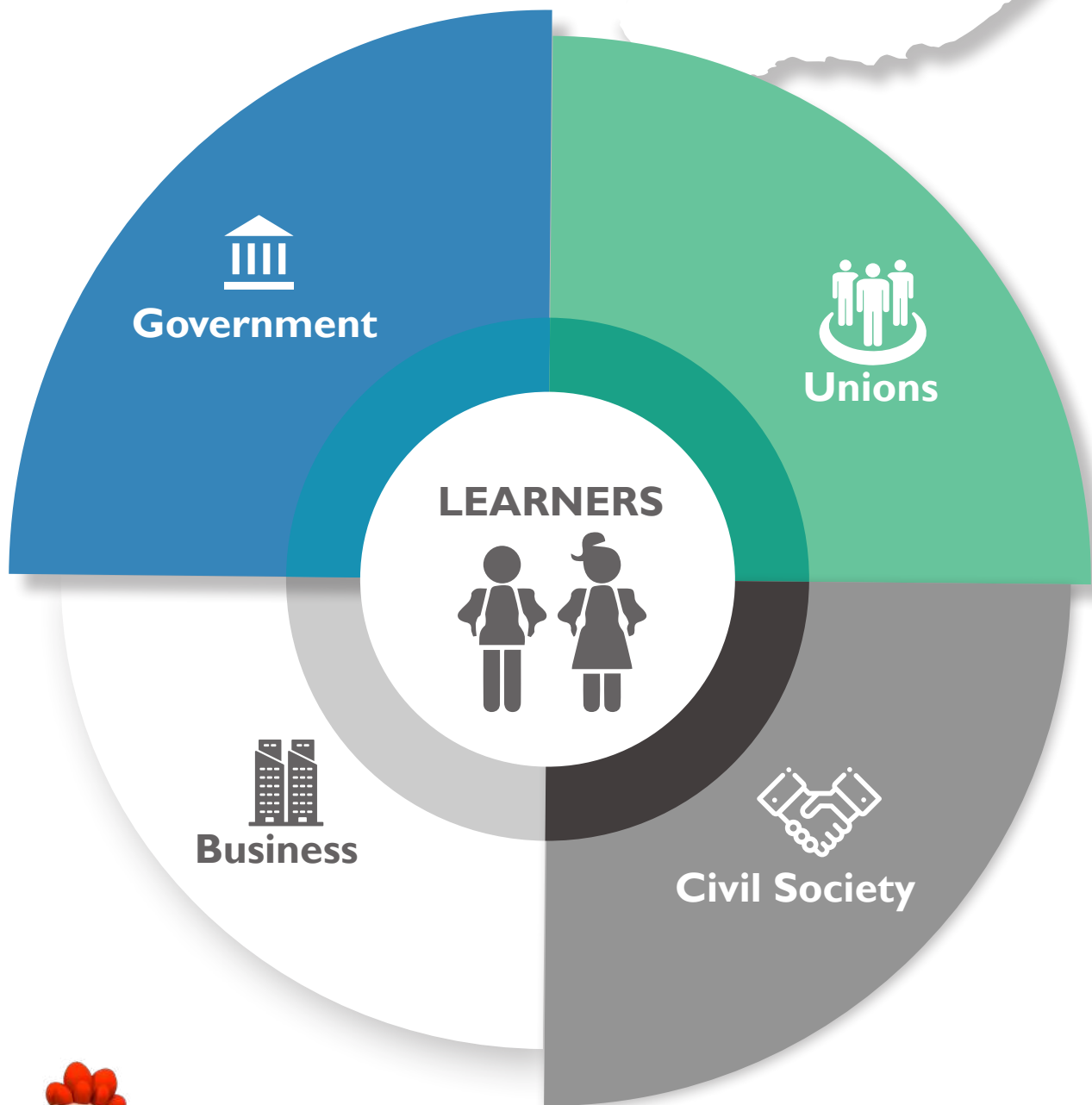
Did You Know?

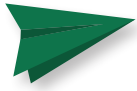
When you see this light bulb, take a break and read something interesting about our education system, you never know, you might just learn something new.



Six Years of Building SOCIAL CAPITAL

NECT BUILDING
SOCIAL
CAPITAL





21 Technical & Retired Professionals were added resources which the Education Department had the luxury of enjoying their technical inputs.

100 Million Education funding communities that were organised to improve systems, skills sets of teachers and officials and to provide additional materials that are critical to the development process.

Five Teacher unions have received continuous professional support to their over **400 000 members**.

60 NGOs Civil society organisations involving over **2 300 personnel** were part of the process.

25 **Funding Partners**, many of whom are private sector entities, made use of the platform created by the NECT to invest their resources.

The **NECT** has demonstrated the ability of people to work together, and with the state, create patterns of interdependence, build trust and promote reciprocity among players representing the state, private sector, teacher unions and civil society.

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The South African Schooling Landscape and the NECT Reach:

An analytic piece of the Basic Education System - A system on the mend.

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Addressing the National Reading Challenge

Driving improvements in reading through improving the coordination amongst various stakeholders in the sector to reduce inefficient overlaps and gaps. The National Reading Coalition promotes the adoption of approaches that have evidence of success and increase the opportunities for economies of scale.

Section

3



Using Structured Learning Programmes to Achieve More Teaching and Learning

Improving the quality of teaching, learning and management of schools as well as the effectiveness of the support and monitoring services provided to schools by the districts, with a view to replicating the programme and lessons learned during implementation in other districts and provinces.

Section

4



Using Technology to Advance Education

The SA-SAMS Project Delivery Team continued with its communications and change management plans to ensure all provinces are kept abreast of the SA-SAMS model.

Section

5



Reimagining the Future: The Sandbox Schools Project

The aim of the Sandbox Project is to test teaching and learning practices aimed at developing competencies for a changing world, within the context of a 'typical' public school, in order to gather substantial evidence on which practices and models are best suited to the South African schooling system.

Section

6



Strategic Initiatives

Through the newly established technical office, the NECT is assisting the DBE strategic and implementation of the three key areas namely Early Childhood Development, Three Stream Curriculum Model and National Institute for Curriculum and Professional Development.

Section

7



Education Dialogue SA

The dialogue programme has spear-headed pertinent conversations in the sector, most notably the dialogues on the Early Child Development (ECD) migration that afforded ECD practitioners, funders and centre managers an opportunity to engage openly with government.

Section

8



Fostering Partnerships

The Trust has been successful in acquiring special projects on reading and the development of Life Orientation textbooks. These projects increase partners and ultimately funding towards the organization.

Section

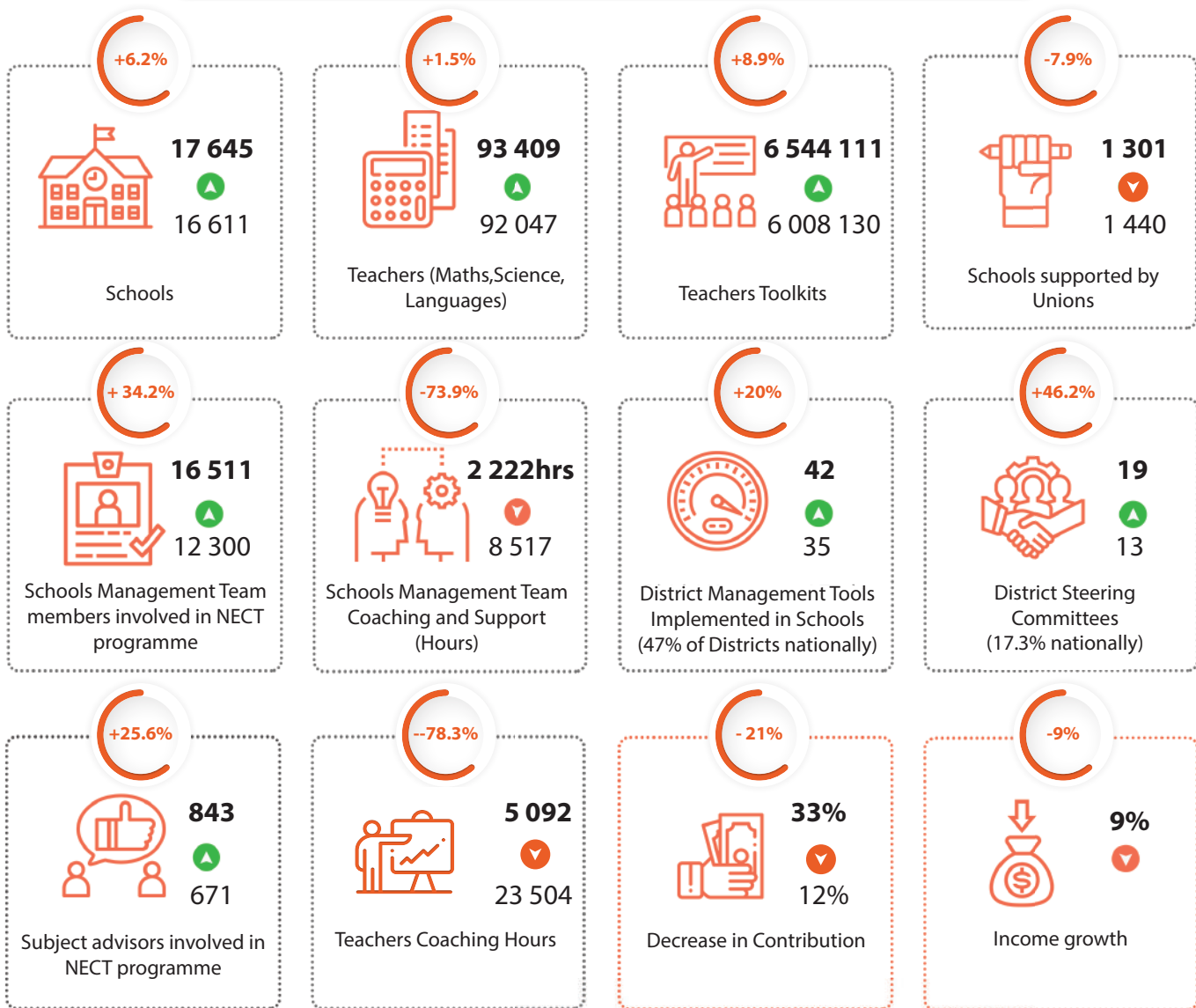
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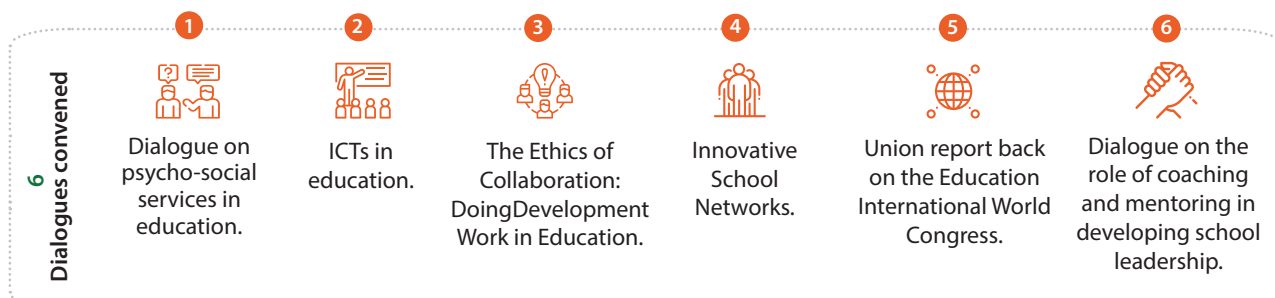
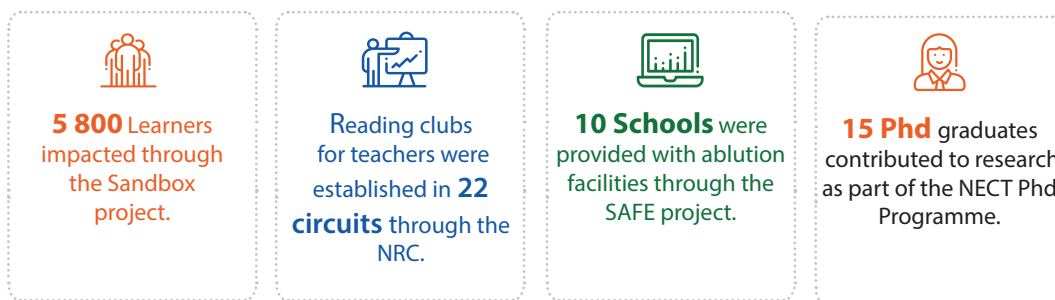
Financial Review

Collaboration and partnerships are the cornerstone of the NECT's work. Through these partnerships with various stakeholders have unlocked additional resources that have brought success in the implementation of programmes.

Highlights of the 2019 Reach



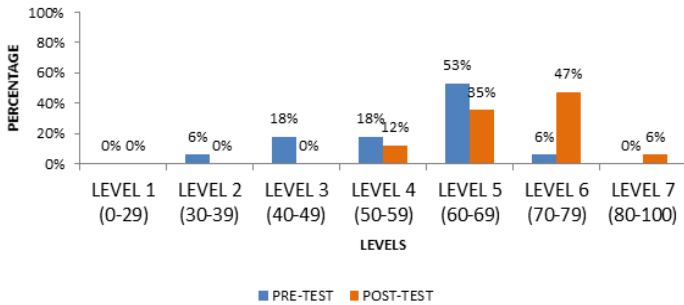
Highlights of the 2019 Outputs





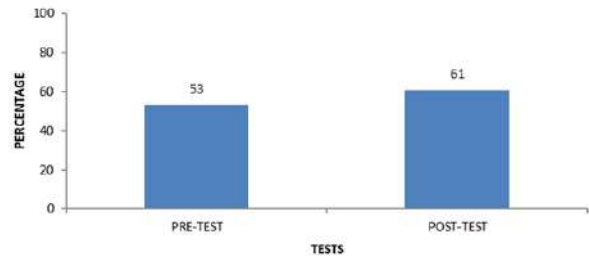
Highlights of the 2019 Outcomes

Subject Adviser Assessment in FET Mathematics for Term 3 & 4 2019



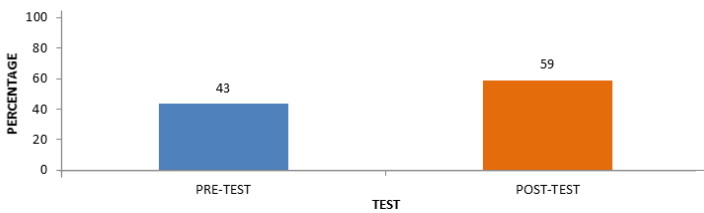
There was an improvement in levels 6 and 7 of the FET Mathematics training test levels. Level 6 saw an improvement of 41 percentage points and Level 7 by 6 percent points.

Subject Adviser Assessment in EFAL Senior Phase for Term 3 & 4 2019



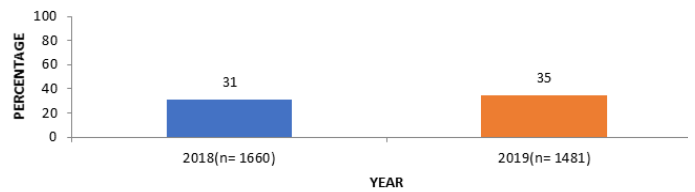
The improvement rate between pre and post assessment for the EFAL Senior Phase Subject Advisors was at an average of 8 percent.

MP – Home Language Assessments for Siswati and isiNdebele



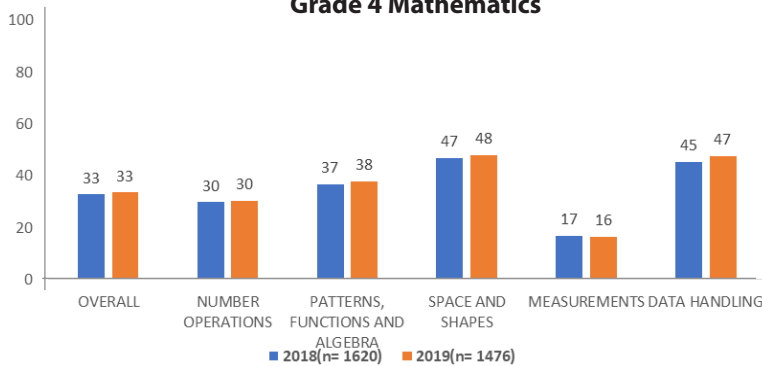
Overall teacher performance improved by 16 percentage points between the pre and post-tests. The language programme is being rolled out in the Ehlanzeni and Nkangala districts.

KZN 2018 – 2019 Provincialisation



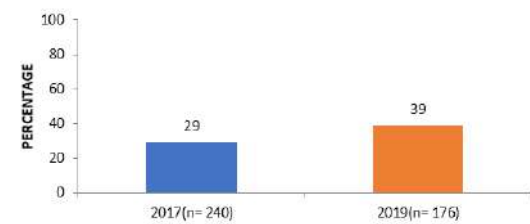
- In 2019 the number of learners assessed was slightly lower.
- The number of schools and districts remained the same in the assessment periods (2018 and 2019)
- The overall average score improved by 4 percentage points.

Grade 4 Mathematics



- Three content areas showed a positive shift of an average of 4 percentage points in 2019.
- The performance in all the content areas is weak, with performance still falling below 50% in 2019.
- Learners scored the highest in data handling, space and shapes in 2018 and 2019.
- Data Handling score is at a level 3 achievement in 2019

KZN Universalisation

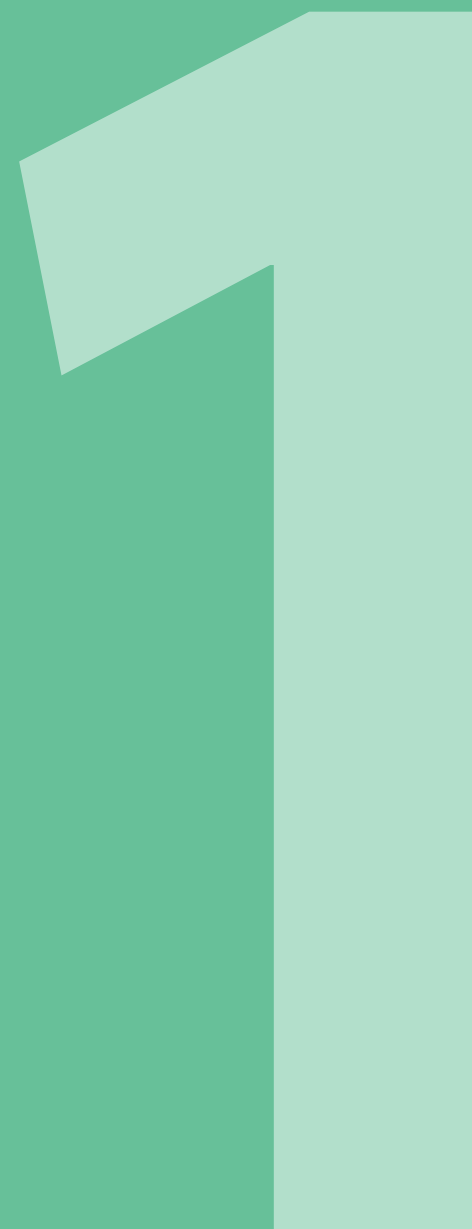


- There has been an overall average increase of 10 percent since 2017
- Although this is positive it is still 11 percentage points below 50 percent.



Section **1**

THE SOUTH AFRICAN SCHOOLING LANDSCAPE AND THE NECT REACH





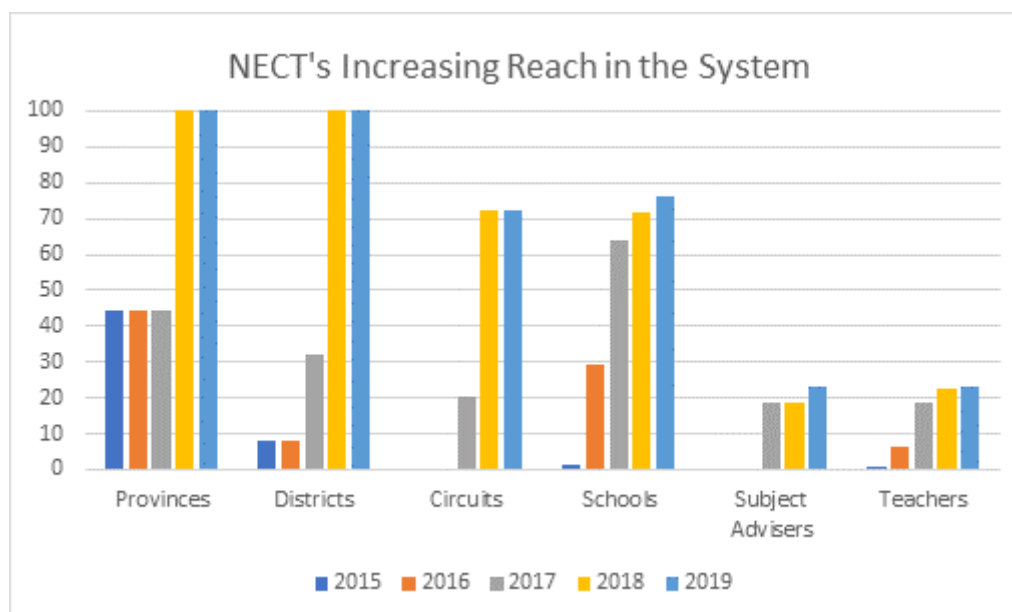
The South African School Landscape and the NECT's Reach

During 2019, the NECT's approach in the District Improvement Programme shifted greater responsibility to the sector to implement the proven teacher professionalisation interventions, where provinces used their own budgets to fund the cost of printing materials for teachers, materials delivery and catering for teacher workshops.

This has resulted in the Structured Learning Programmes reaching 76% of schools and 23% of teachers in the system, thus impacting the routines of teaching and the quality of learning.



An important element of this programme is the consistent and continued support to 23% of Subject Advisers responsible for General Education Training (GET) languages, Natural Science and Mathematics, through bi-annual workshops during 2019. Apart from strengthening system capacity, the support to Subject Advisers ensures ownership and sustainability as they are now driving the teacher development agenda.





1.2 National Senior Certificate Results Analysis

In pursuit of the National Development Plan (NDP) 2030 goal, the basic education sector has achieved 81.3% pass rate in 2019, registering a 7.3% percentage points above the average of 74% pass rate achieved in the preceding four years. This is a marked progress towards the NDP targets.

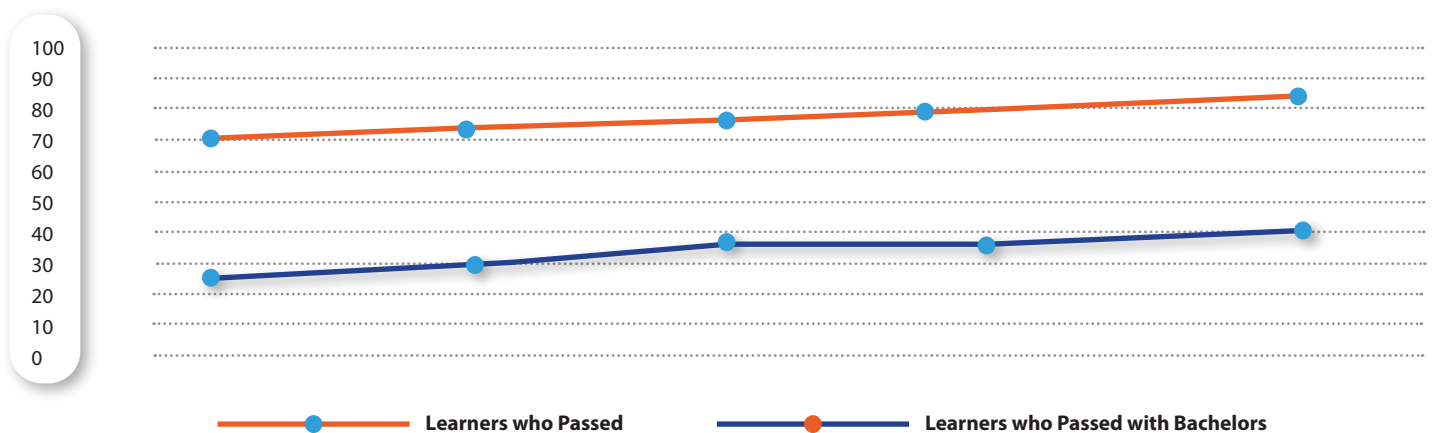
Table 1 below is a high-level analysis of the matric performance in the critical subjects as outlined in the NDP for the last five years.

Table 1. High Level Analysis of the Matric Performance in the Critical Subjects for the Past Five Years

Previous Year's Comparisons	2019	Against 2018	Against 4 year- average (2015 -2018)
Enrollment	504 303	▼ 1.6%	▼ 12.4%
Pass Rate	409 906	▲ 3.1%	▲ 7.3pp
Mathematics (30% and above)	121 179	▼ 10.6%	▼ 2.1pp
Physical Science (30% and above)	124 237	▼ 2.9%	▼ 10,5pp
English FAL (30% and above)	477 560	▼ 2.3%	▲ 0.4 pp
Poorer Quintile (1 to 3) Pass Rate	96 976	▲ 14.5%	-----



National Senior Certificate Passes and Bachelor Passes



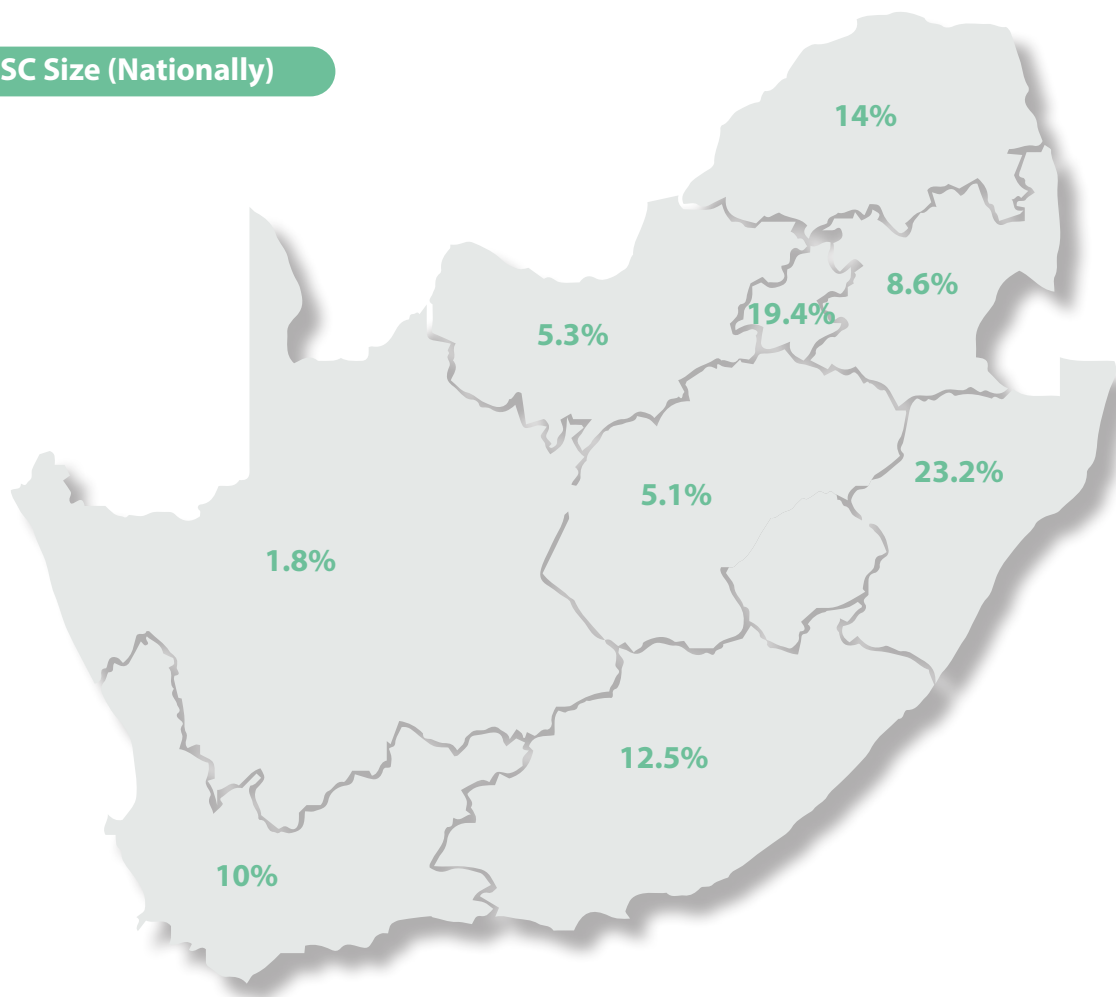
The pass rate in 2019 reached a high at 81,3%. Important to also note is the increase in bachelor passes obtained in 2019 at 36,9% and increase of 3.3 percentage points. It is imperative to point out that poorer schools are contributing increased number of passes to the system.

Table 2 below shows the provincial contributions to the national input.

Table 2. Provincial Contributions to National Input
National Senior Certification

Item measured	EC	FS	GP	KZN	LP	MP	NC	NW	WC
NSC Size (Nationally)	12.5%	5.1%	19.4%	23.2%	14%	8.6%	1.8%	5.3%	10%
% Bachelor Passes (Achieved)	32.3	39.1	44.5	37.8	26.8	32.7	30.3	37.2	43.6
Percentage point Variation against 2018	▲ 49	▲ 1.6	▲ 0.9	▲ 4.6	▲ 3.3	▲ 3.1	▼ 2.2	▲ 11.1	▲ 1.3

📍 NSC Size (Nationally)





Did You Know?

The number of graduates from public higher universities more than doubled from 92 874 in 2000 to 203 076 in 2016 – Statistics SA 2019.

1.3 2020 Policy Update

Central to policy reform is continuous policy analysis and adjustments. In 2019, government introduced the intent to move the provision of **Early Child Development (ECD)** from the **Department of Social Development to DBE**, as per President Cyril Ramaphosa State of the Nation address.

The advantage of the ECD function shift will enable the DBE to seamlessly manage the educational journey of our children through to Grade 12. This is in line with practices in many other countries across the world.

“

The responsibility for **ECD centres** will be migrated from the **Department of Social Development (DSD)** to the **Department of Basic Education (DBE)**

”

Function migration in government is a process that entails:

- **Legislative**

Reintroduction of more progressive mechanisms and approaches to the disruption and interpretation of existing ECD legislation such that it embodies a comprehensive approach to the provision of quality early learning.

- **Budget Reallocation**

The DBE will draw from its experiences, with adjustments over the medium term, in respect of norms and standards for the funding and provisioning of ECD programmes. This will contribute to more equitable distribution and resourcing of Early Learning programmes.

- **Structural Reconfigurations**

The operational arrangement in terms of ECD provision will adopt a more coordinated approach towards quality early learning interventions through collaborations and constructive engagements of various departments and their social partners as well as the civil society organisations. This will also require institutional arrangements that incorporate ECD into the education ecosystem.





The DBE is planning the function shift to achieve:

- A greater focus on quality of learning from an early age
- Streamlined public funding for comprehensive ECD Services
- A more coordinated approach towards quality ECD interventions through partnership, collaboration and constructive engagements
- Institutional arrangements that incorporate ECD into the education ecosystem
- Consistent quality assurance, monitoring and support system aimed at increased access and quality of early learning services
- Streamlined public funding for comprehensive ECD Services
- A more comprehensive, reliable and dynamic data system
- Integrated Communication and Advocacy efforts
- A more expansive network of various types of ECD infrastructure





Section 2

**ADDRESSING
THE NATIONAL
READING
CHALLENGE**



2.1

National Reading Coalition Targets 25% of Schooling Circuits

In line with the Department of Basic Education's (DBE) commitment and the pronouncement by the President of South Africa, the NECT together with the DBE launched the National Reading Coalition (NRC). The NRC is a structured network for reading improvement activities that together will enhance the imperatives of the Read to Lead campaign.

The NRC targets the following beneficiaries:

25% of Education Circuits
222 out of 888



133200 Teachers and over



5 Million Learners



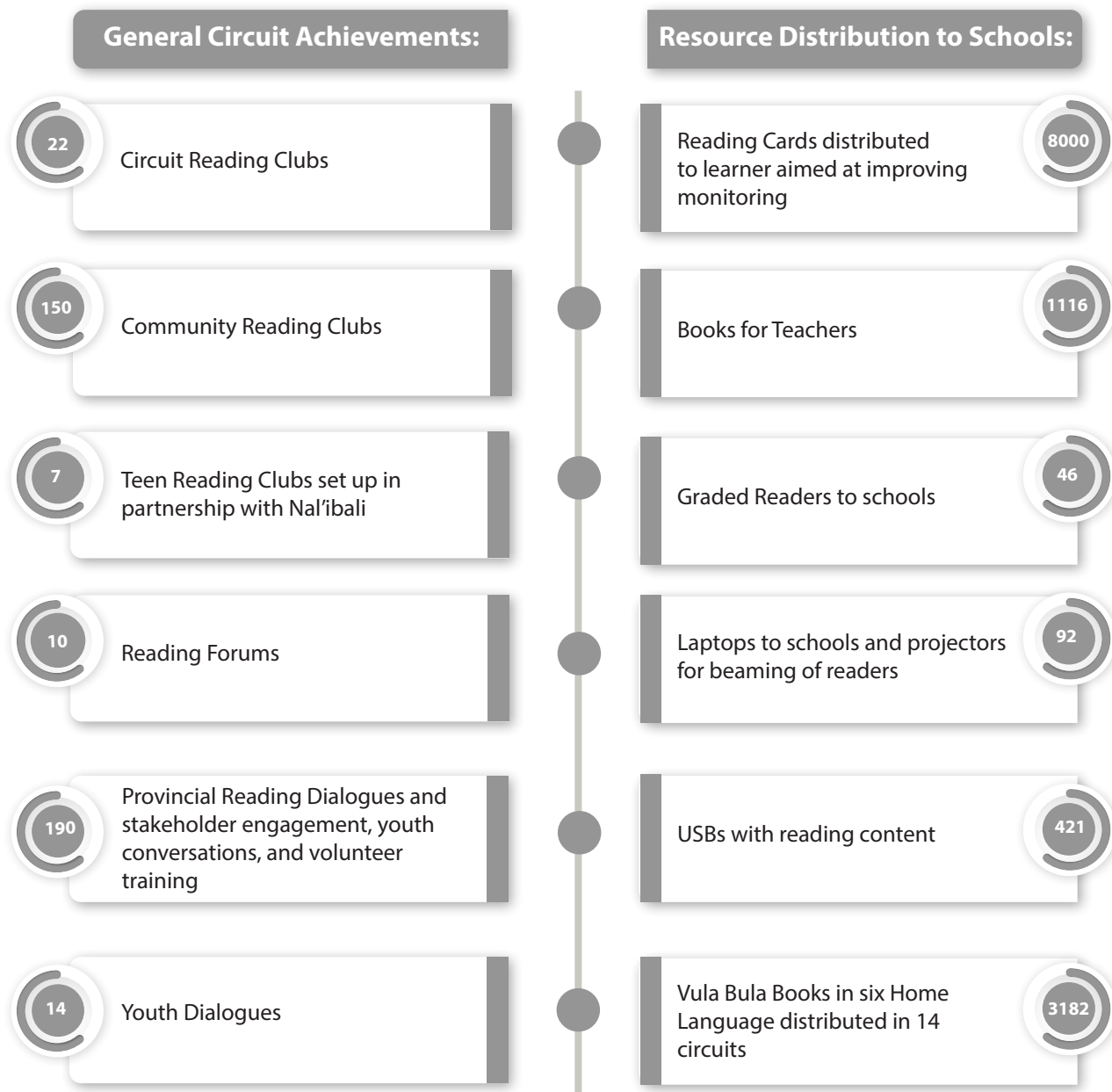
4400 Schools within
22 Circuits were adopted across the Country to demonstrate and pilot the coordination of reading initiatives by the National Reading Coalition

The NRC began testing its concept in 22 circuits where a range of reading activities took place. These included training teachers on Foundation Phase and Intermediate Phase Reading Methodologies, training Subject Advisors to support teachers, establishing circuit book clubs, creating reading forums with youth representation, to name but the few. Towards the end of the year the NRC expanded into the balance of 200 circuits by establishing relationships and beginning the process of reading improvement. This expansion process will continue throughout next year, effectively extending the reach of the NRC and its reading activities.



Achievements

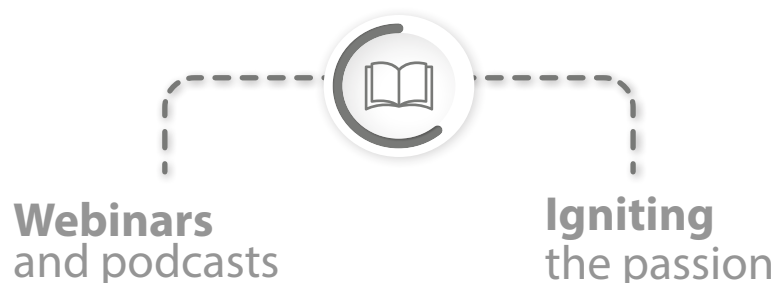
Table 4. Reach of Reading Resources in Schools and Communities



2.2

Heeding President Cyril Ramaphosa's Call to #JoinTheReadingRevolution

The National Reading Coalition(NRC) together with the Read to Lead campaign collaborated with Government Communications and Information Systems(GCIS), the National Library and the Department of Arts and Culture to develop the President's Reading Circle. The President's Reading Circle is a virtual book club which is championed by President Cyril Ramaphosa and is aimed at the promotion of reading across the country.



A microsite was developed in this regard as a platform for the President to have webinars and podcasts with South Africans to speak about the importance of reading and igniting the passion in the communities.



#READINGREVOLUTION

2.3

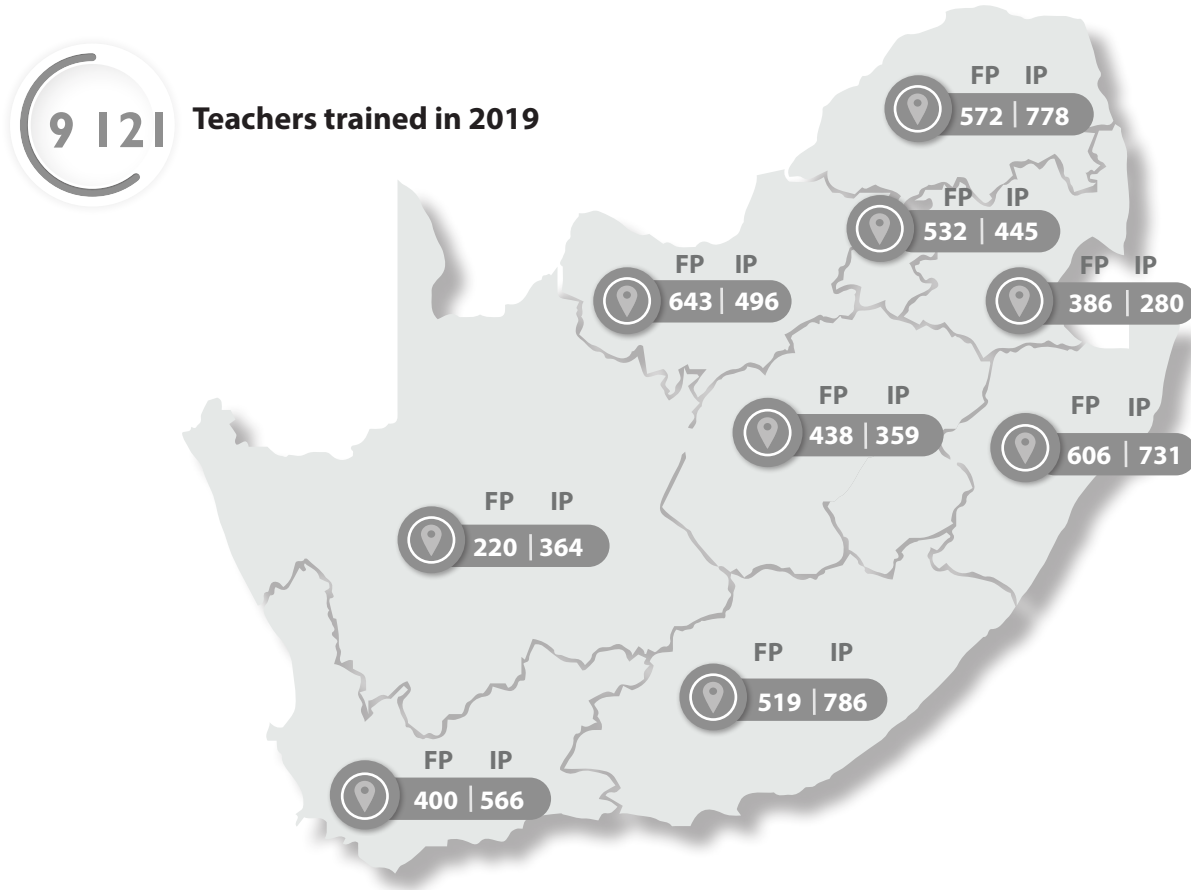
Primary School Reading Improvement Programme (PSRIP)

The Primary School Reading Improvement Programme (PSRIP) is a partnership between the ETDP SETA, the DBE and the NECT. It targets subject advisers, school management teams and teachers with training on how to improve the teaching of reading. The PSRIP primarily seeks to improve the weekly routines and core-methodologies in classrooms across the country.



Foundation and Intermediate Phase

Map below shows the number of Foundation and Intermediate Teachers trained and resourced by the PSRIP in 2019.



A total of 20842 teachers were trained and resourced by PSRIP between 2017 and 2019.

Highlights of progress registered:

- The DBE and the nine provincial departments adopted the PSRIP as the Sector Reading Programme
- All teacher unions started training on the PSRIP
- There has been a strong appetite for Subject Advisers, SMTs and teachers to engage with and implement the programme
- Subject Advisers increased motivation and commitment to visit schools
- SMTs have a better understanding of the management processes associated with the teaching of languages
- Teaching quality is improved through the demonstration and mimicking of best practise



Did You Know?

The National Reading Coalition has adopted 25% of the education circuits around the country to facilitate high impact, in depth reading improvement activities.





Section **3**

**USING
STRUCTURED
LEARNING
PROGRAMMES TO
ACHIEVE MORE
TEACHING AND
LEARNING**



3.1

A New 5-Part Model Responds to Policy and Practice

Building on the traditional three-part model of materials provision, teacher training and support, the NECT and the DBE tested and refined an integrated five-step approach to teacher development that may be used for any subject, especially languages, mathematics and science.

This new approach goes beyond the traditional three part model by adding two elements, namely, training Subject Advisors as well as monitoring and feedback as part of a continuous cyclic process system, thus impacting the routines of teaching and the quality of learning.

Figure 1 below shows the five-part model as a build up from the traditional three-part model.

A new 5-Part model responds to policy and practice



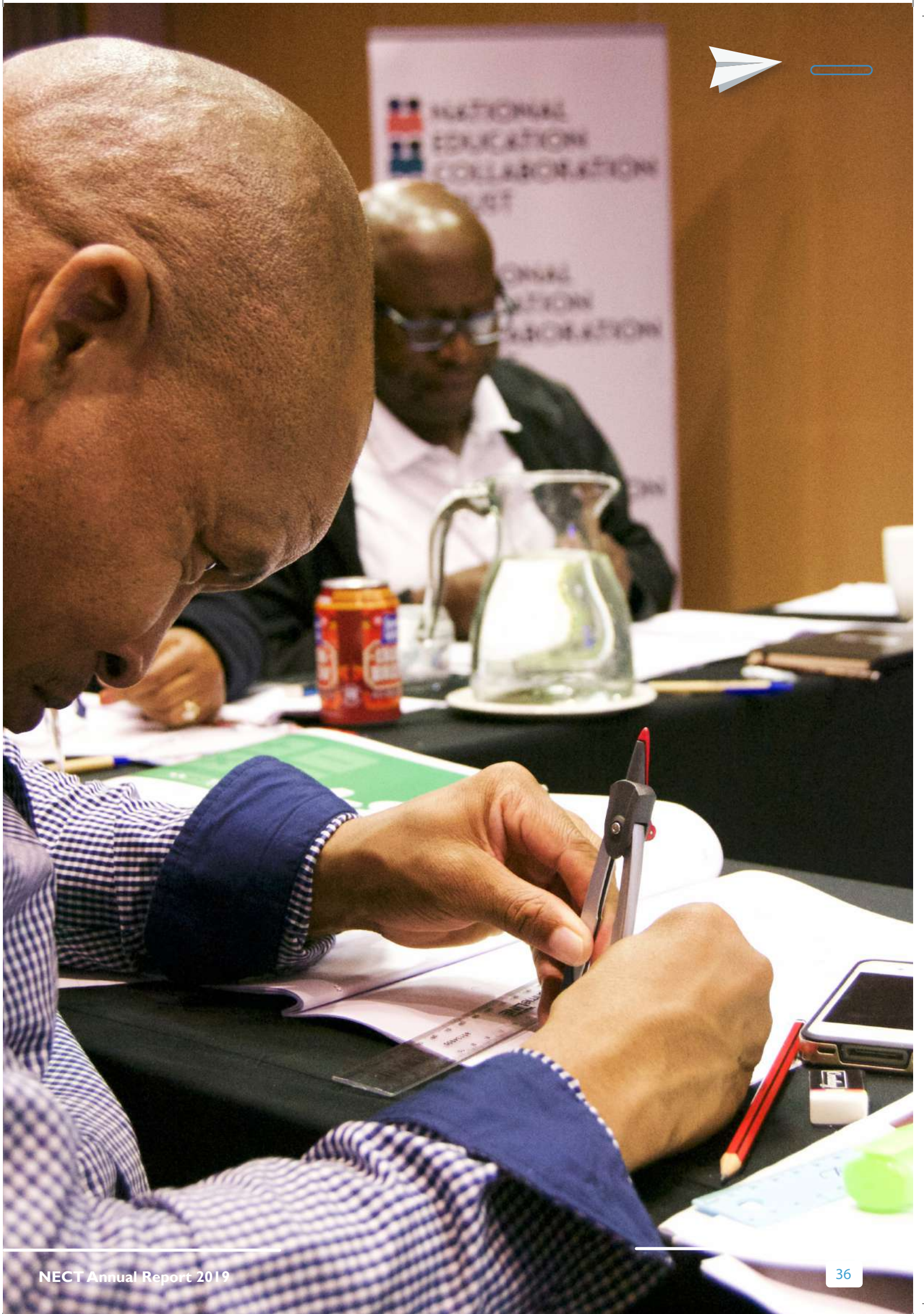
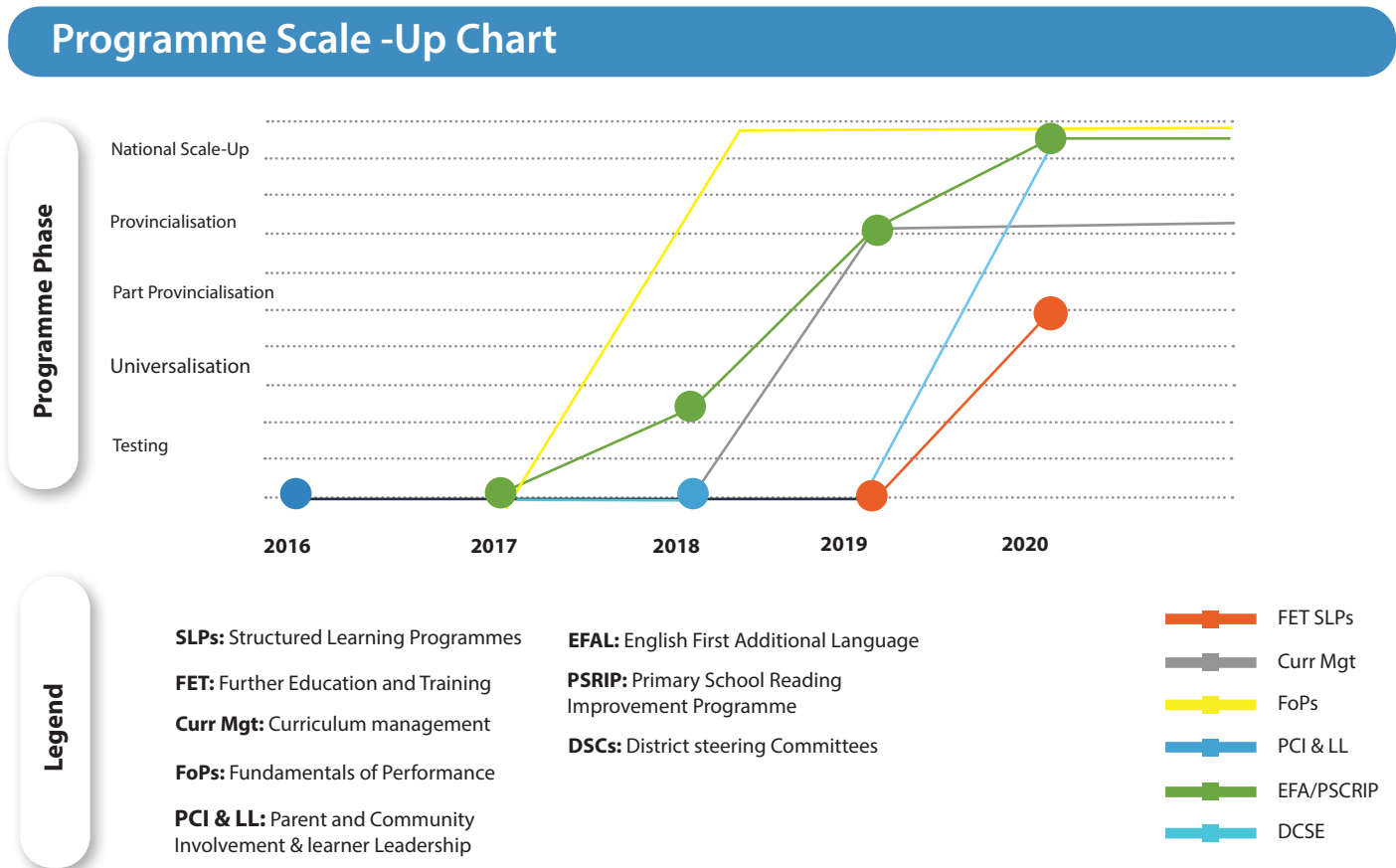
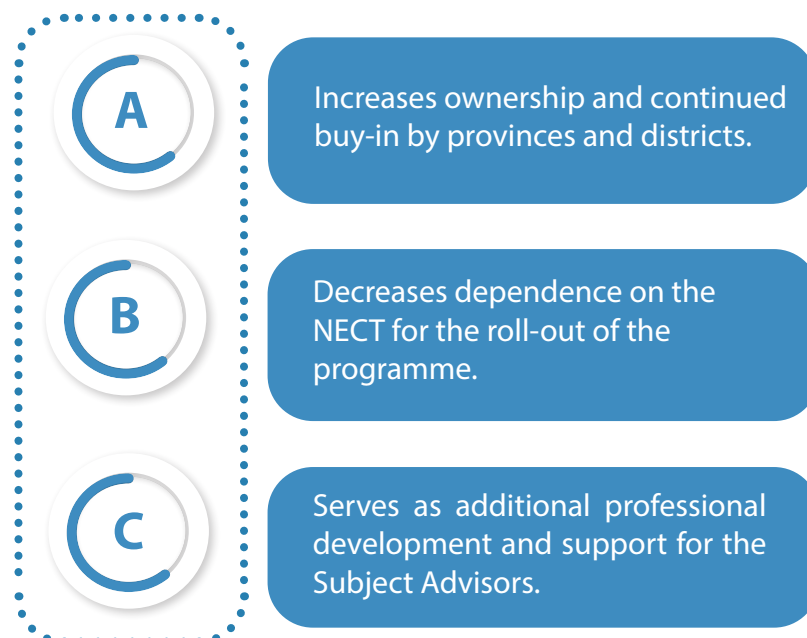


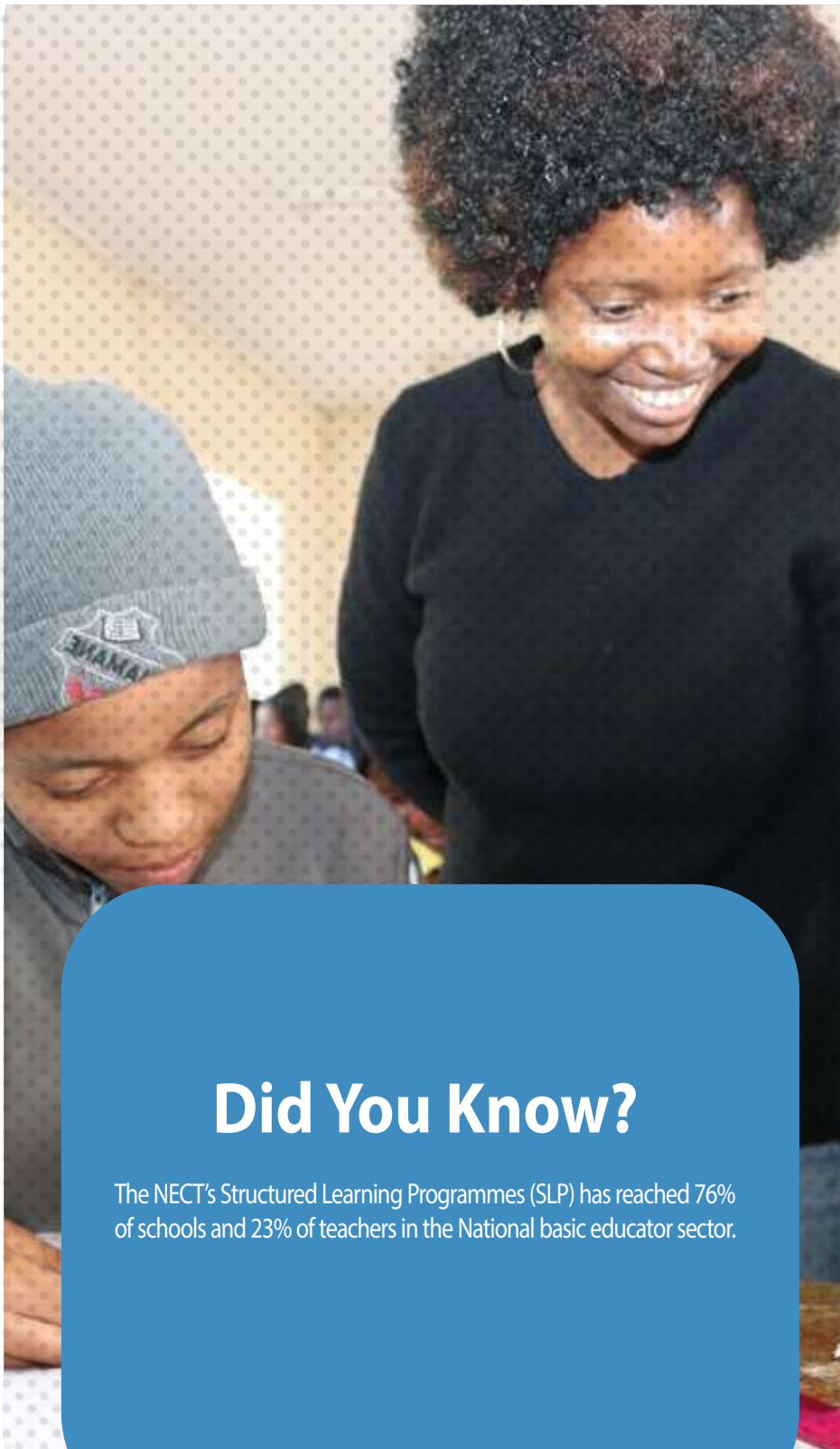
Figure 2 below illustrates the maturation process, from design to scale up of the structured learning programme, starting with a small number of pilot schools and eventually leading to scale up at provincial level, reaching 76% of schools in the system.

Figure 2: District and school improvement programmes from design to scale up maturation process



The positive response on the new five-part model by provincial departments is a significant step towards the sustainability of the programme as it:





Did You Know?

The NECT's Structured Learning Programmes (SLP) has reached 76% of schools and 23% of teachers in the National basic educator sector.



3.2

Improvements to Teaching Practices and Learner Level Data

3.2.1. Teaching Mathematics for Understanding Pilot

It is acknowledged that language teaching programmes have dominated professional development in the Foundation Phase, which has led to an imbalance in the pace at which early grade Mathematics has developed.

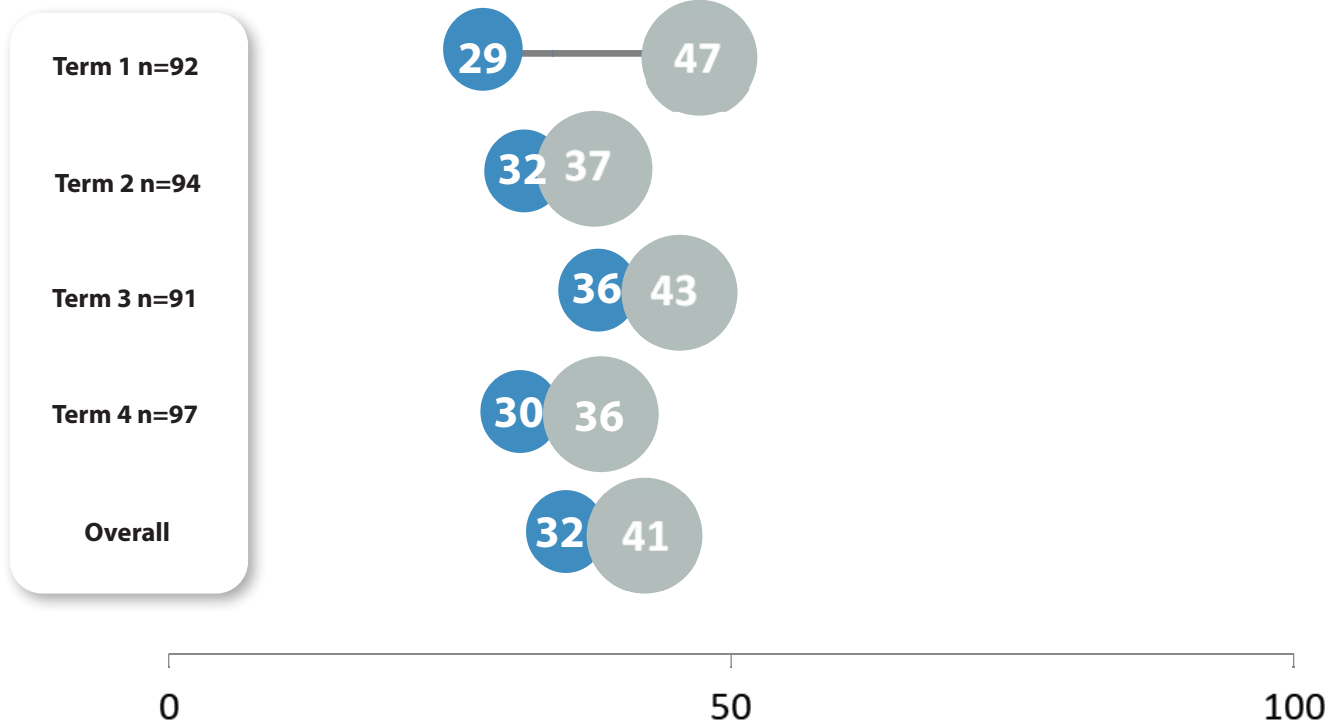
The need to strengthen early grade Mathematics was the impetus for a trial of Teaching Mathematics for Understanding (TMU), a new framework developed by the DBE. Working within CAPs and using the same principles of SLPs, the framework has repackaged existing curriculum content around innovative methodologies and routines

Changes at the school level

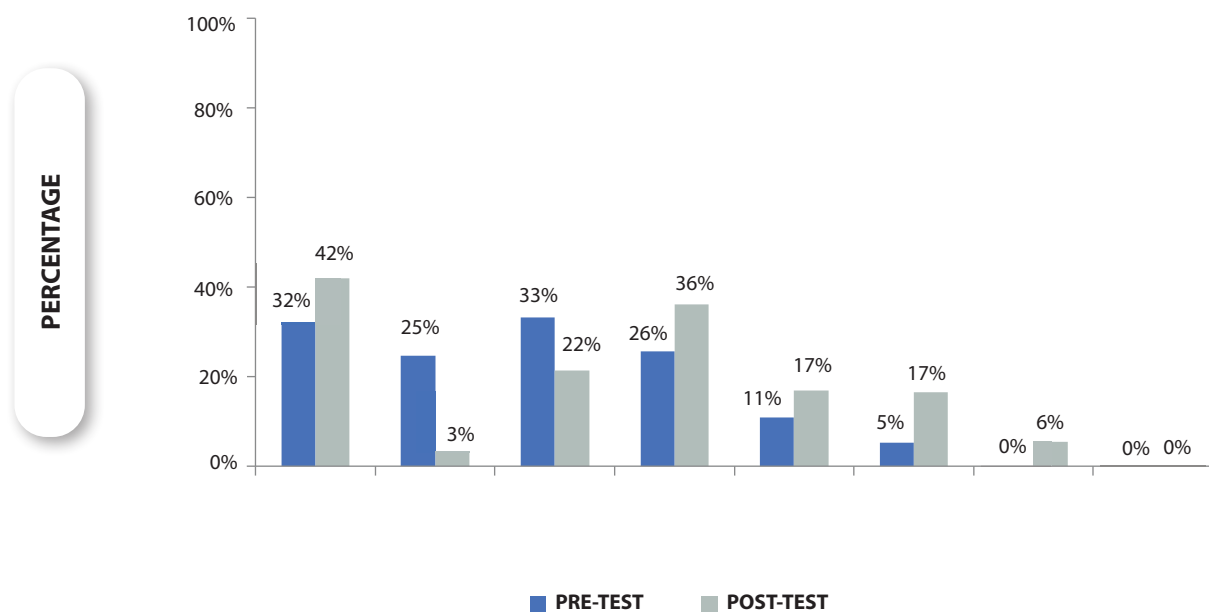
- Whilst the **TMU trial** has confirmed a number of findings that were evident from internal monitoring and from NECT's experience of using SLPs in other provinces.
- It continues to highlight the need for investment in teacher professional development, including **content** and **pedagogy** in the early grades.
- Subject Advisors and teachers all showed some **progress** in pre and post assessments of training. Many started from a low base as illustrated in the example of Grade 3 teachers.



TMU: Grade 3 overall scores Pre & Post T 1 - 4



TMU: Subject advisors average score per levels across T1 - 4 2019





Evaluation data revealed the challenges teachers face in keeping pace with the curriculum as well as which Structured Learning Programmes (SLPs) are designed to be used through various strategies.

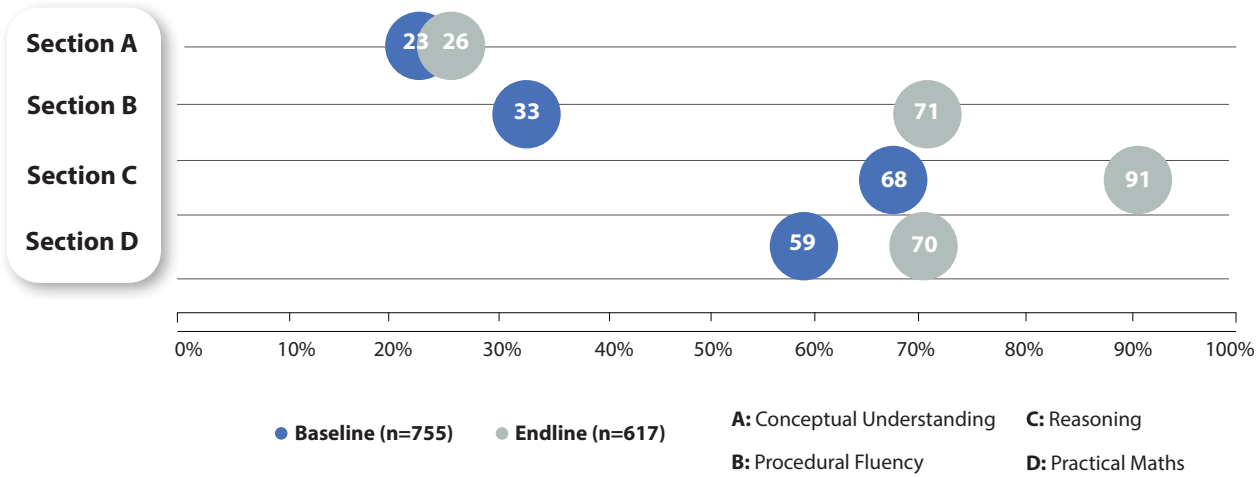


Changes at the learner level in early grade Mathematics, unlike Languages, highlights the evidence based on the expected outcomes using SLPs is still developing.

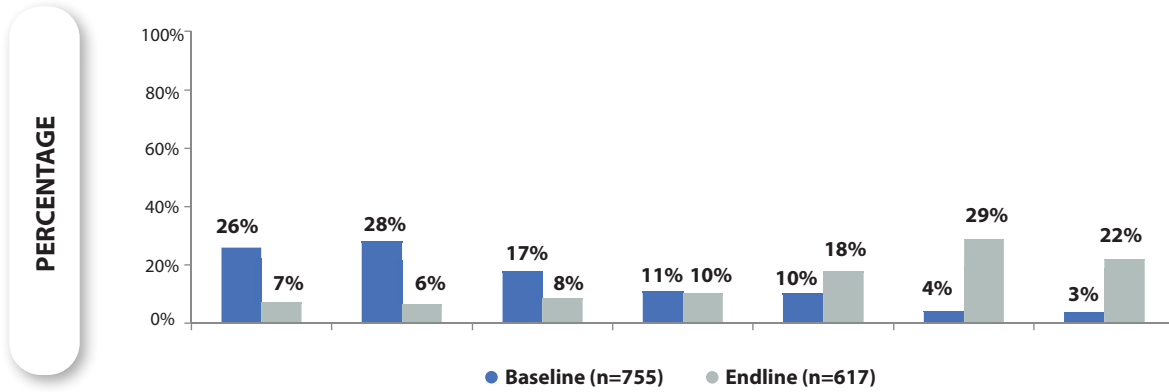


Hence, it is somewhat premature to draw hard conclusions from the trial period, in the absence of a formally designed study implemented at scale. Early indications are that learners in Gr 1 show a greater capacity to absorb the new approach in the Framework.

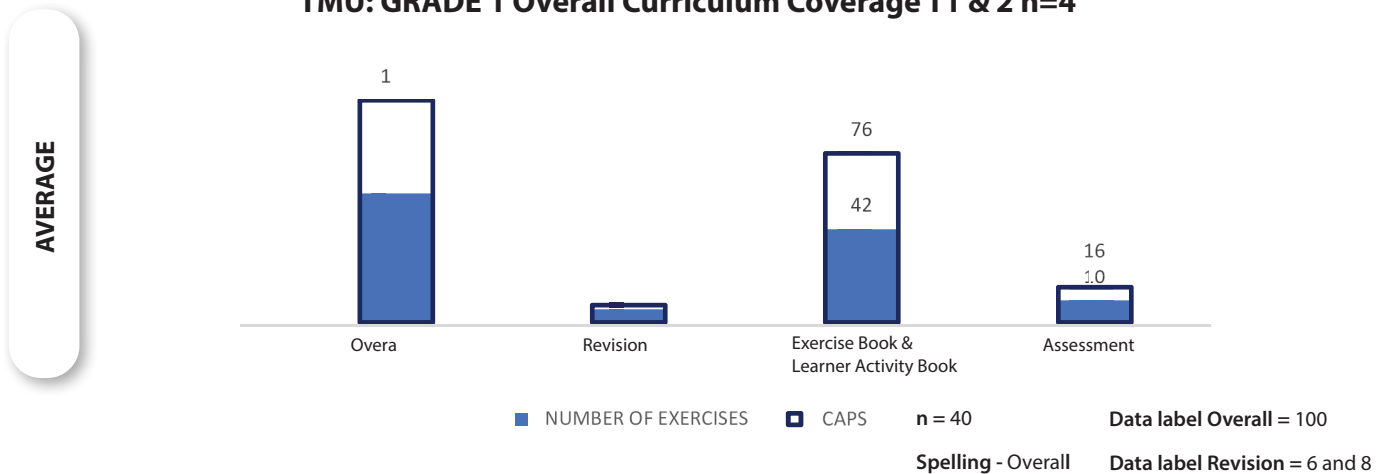
GRADE 1 TMU Assessment: overall test scores for Baseline and Endline per content area



GRADE 1 TMU Assessment: overall test levels for Baseline and Endline



TMU: GRADE 1 Overall Curriculum Coverage T1 & 2 n=4



Innovation in Language Programmes

As with the early stages of innovation in Language programmes, it now remains to be seen if similar teaching and learning gains can be demonstrated in Mathematics. Further fine tuning and elaboration of the Mathematics trial displays a greater capacity to absorb the new.



Section **4**

**USING
TECHNOLOGY
TO ADVANCE
EDUCATION**



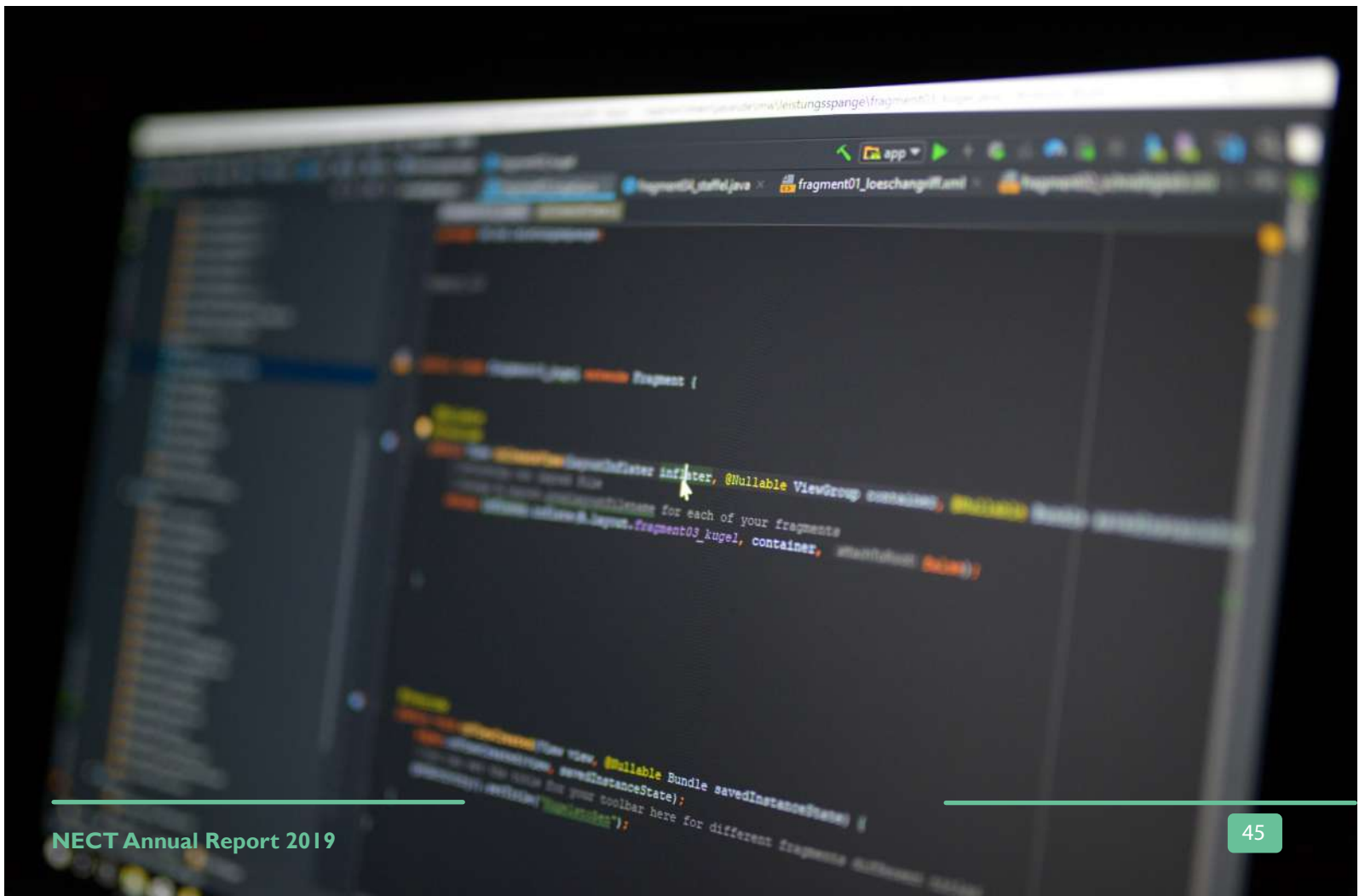
4.1

South African School Administration and Management Update

The National Education Collaboration Trust embarked on the journey of modernising the South African School Administration and Management System.

Much of the focus for 2019 was on:

- Closing the SITA vendor recruitment process.
- Securing a vendor for the SA-SAMS system using the NECT.
- Maintaining Provincial advocacy for the modernisation of SA-SAMS.
- Finalising the school administration management functional mapping and user functional flow.





The **SA-SAMS Project Delivery Team** continued with communications and change management plans to ensure that all provinces are kept abreast of the developments on SA-SAMS.



EMIS workshops were held with **DBE, Free State** and **North West** to review the functional and process mapping. In December 2019, a workshop was held with all nine provinces hosted by the DBE EMIS Sub-HEDCOM.



The Technical work-stream worked with the North West and Free State provincial EMIS offices to review the technical assessment of digital equipment results, and planning for upgrade of the old equipment.

The **SA-SAMS Business Process work-stream** has successfully completed the mapping of the school administration and management processes, user functional flow processes and the realignment of the current SA-SAMS functionality to the modernised functional processes.



4.2

Establishment of the Office of the Chief Information Officer (CIO)

In support of assisting the DBE to realise the efforts of implementing leading practices in ICT for the effective delivery and enabling of education and learning, the SA-SAMS Project Management Office (PMO) led the NECT initiated process that led to the establishment of the Office of the CIO at DBE.

The Chief Information Officer commenced his duties in September 2019 with the responsibility for establishing a national PMO to support provinces in IT Services Management, Data Warehousing and Analytic functions, and to optimally support project management and ICT operations.



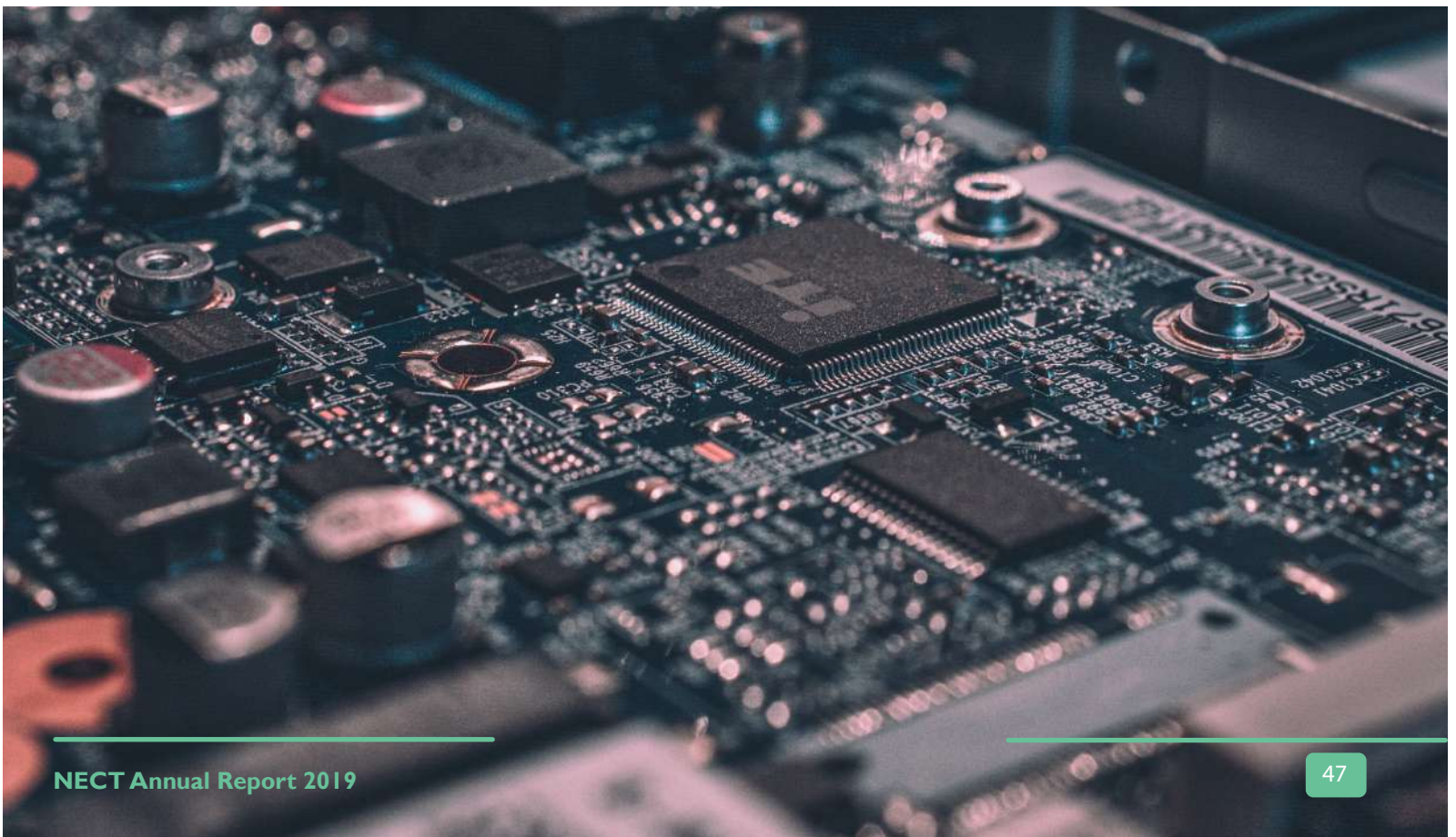
The SA-SAMS PMO led the NECT initiated process that led to the establishment of the Office of the CIO at DBE.



The CIO commenced his duties in September 2019 with the responsibility for establishing a national PMO.



To support provinces in IT Services Management, Data Warehousing and Analytic functions, and to optimally support project management and ICT.





Did You Know?

The South African College High School founded in **1829** is the oldest high school in South Africa.

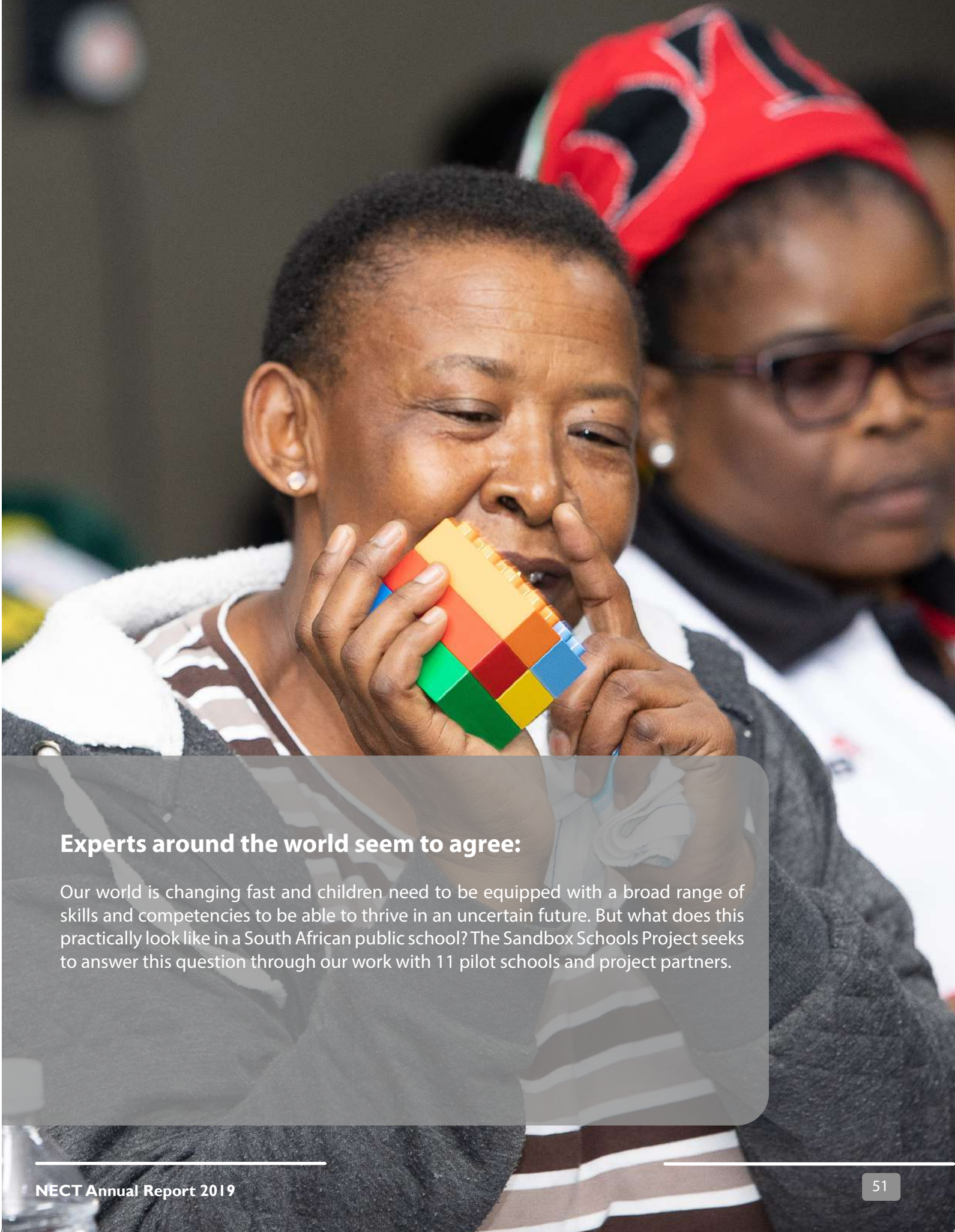




Section 5

**REIMAGINING
THE FUTURE:
THE SANDBOX
SCHOOLS PROJECT**





Experts around the world seem to agree:

Our world is changing fast and children need to be equipped with a broad range of skills and competencies to be able to thrive in an uncertain future. But what does this practically look like in a South African public school? The Sandbox Schools Project seeks to answer this question through our work with 11 pilot schools and project partners.

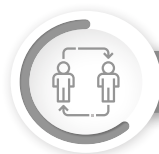


5.1

The Journey Thus Far: From Theory to Practice!

After a period of initial research and design, the Sandbox project officially kicked off engagements with the pilot schools in 2019.

These engagements formed part of the project's Change Management Strategy and involved establishing strong relationships within the schools, entrenching institutional arrangements for the introduction of structured interventions, and building a common understanding around the idea of education for a changing world.



Engagements



Change Management strategy



Entrenching institutional arrangements



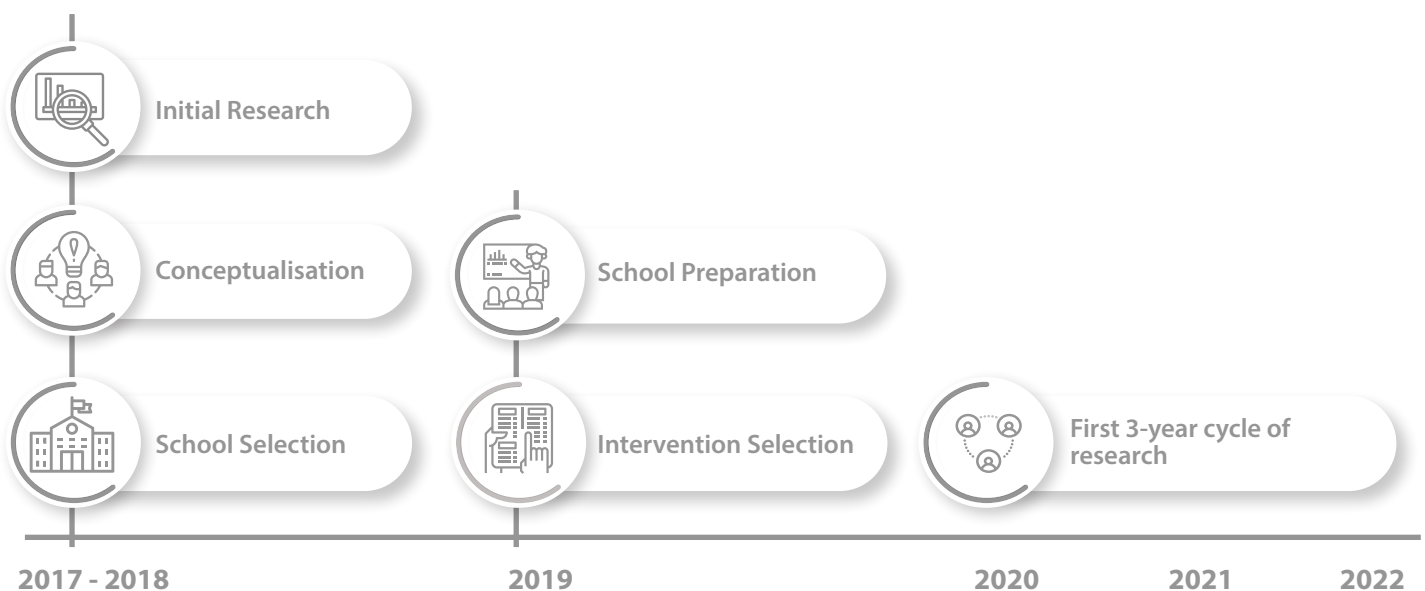
Establishing strong relationships at the schools



Building a common understanding around the idea of education for a changing world

All about learning

While there seems to be broad consensus around what learners need to know in this fast-changing world, there is much less clarity around how to deliberately teach these skills and competencies, or how to 'measure' them. This calls for a highly exploratory approach where ideas are designed, tested, and refined as we go, and where learning is the goal.




Throughout the past year, the learning orientation of the **Sandbox Project** has become more central and has led to a strong research focus across all interventions at the pilot schools. The Sandbox team spent much of 2019 crafting a detailed Research Plan in partnership with the University of Johannesburg (UJ), which revolves around the overarching research question:

What can be learned from the design and implementation of a teaching and learning intervention (Sandbox) in the foundation phase of schooling, about how to enable teaching and learning for the demands of the changing world?



The Sandbox Project adopted a Design-based Research approach to the pilot. This means that it aims to test **innovative education ideas** in realistic settings, with an intentional iteration loop built into the design and implementation of the interventions being tested. The project has also attracted 6 PhD and 2 Masters students, who have signed up to conduct their research on various interventions in the pilot.

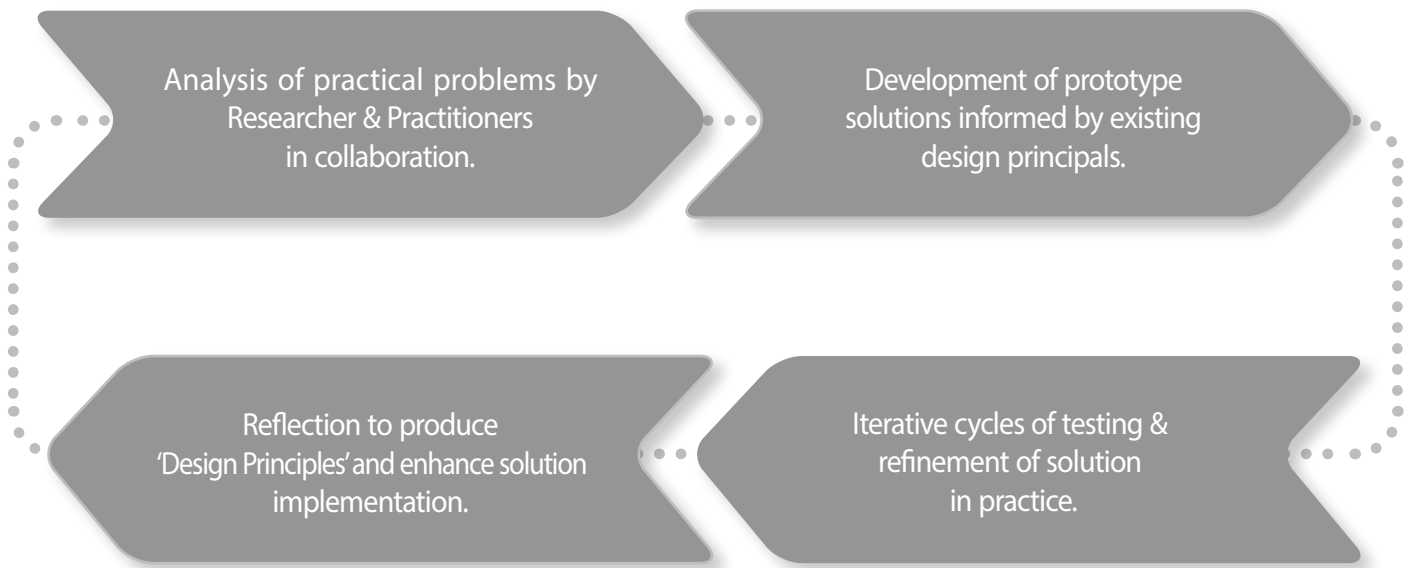


A photograph of two Black women in a classroom. The woman on the left is wearing a blue visor and a dark grey hoodie, looking towards the right. The woman on the right has short, curly black hair and is wearing a blue and white striped t-shirt, looking down at a screen. In the background, there is a window with a grid pattern. In the bottom right corner, there is a small stack of colorful blocks (red, green, blue, yellow).

While research of the structured interventions **begins in 2020**, the past year also included the delivery of LEGO Six Bricks to all **Foundation Phase learners and teachers**, as a way of introducing an element of playful learning at the Sandbox Schools. Six Bricks is a manipulative that was developed in South Africa to help teachers facilitate playful learning in their everyday practice.

This tool has already introduced colour and liveliness to many classes, and has proven to be popular among learners and teachers. It is also included in the design of other interventions to be researched thoroughly over the next three years.

Figure 1: Typical design-based research process



Managing Change

Much of the focus in 2019 was on establishing trust with teachers and Principals at the Sandbox Schools, and contributing towards building a mindset that is open to change.

This work included hosting interactive 'Play-dates' with school and district stakeholders around the need for change in education and hosting weekly 'Power Hours' at the pilot schools for teachers to collaborate and problem-solve together.

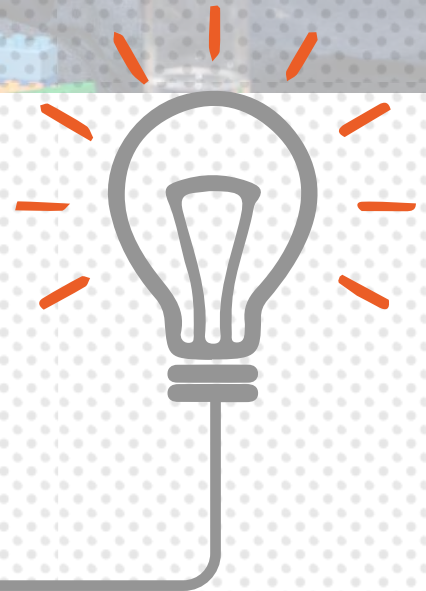
The aim of these sessions is to immerse stakeholders in what 'education for the changing world' looks like. They are highly participatory and aim to create a safe environment where questions and mistakes are encouraged.

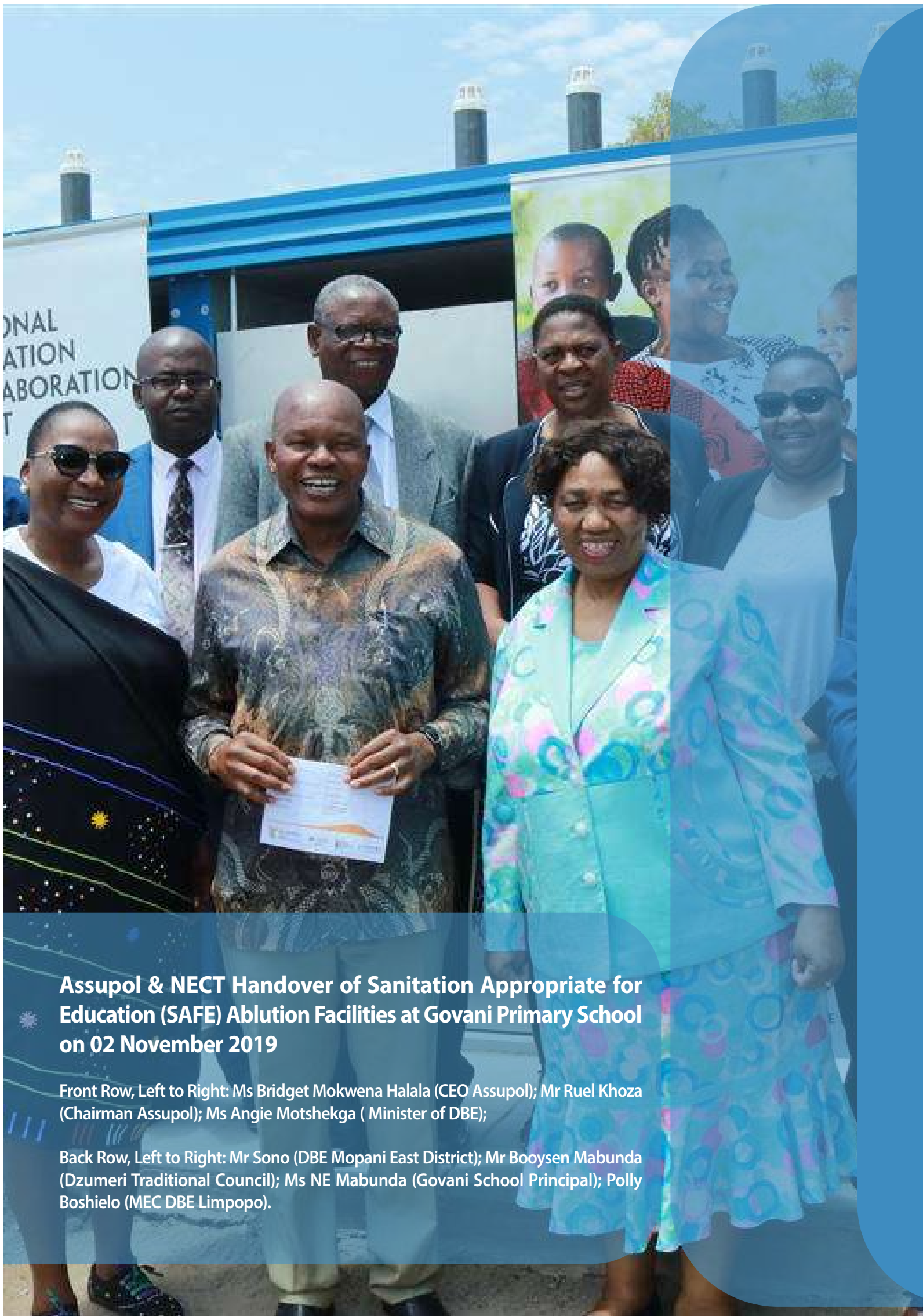




Did You Know?

The intention of Sandbox Schools initiative is to boldly explore and drive the transformation agenda in education, and it is specifically designed to assist the education sector to respond to the demands of this changing world.





Assupol & NECT Handover of Sanitation Appropriate for Education (SAFE) Ablution Facilities at Govani Primary School on 02 November 2019

Front Row, Left to Right: Ms Bridget Mokwena Halala (CEO Assupol); Mr Ruel Khoza (Chairman Assupol); Ms Angie Motshekga (Minister of DBE);

Back Row, Left to Right: Mr Sono (DBE Mopani East District); Mr Booysen Mabunda (Dzumeri Traditional Council); Ms NE Mabunda (Govani School Principal); Polly Boshielo (MEC DBE Limpopo).

Section **6**


**STRATEGIC
INITIATIVES**



6.1

Sanitation Appropriate for Education

On 14 August 2018, President Cyril Ramaphosa launched a public-private partnership that will provide innovative, safe ablution facilities at nearly 4 000 mostly rural and township schools. After the launch a project management office was established to mobilize resources and implement the sanitation related programmes.

 10 Schools were provided ablution facilities Sponsored by:



 A total of 10 schools were provided ablution facilities to the amount of 10 million sponsored by:



“

The construction of sanitation facilities using alternative building technologies is quicker and cost effective. The NECT was able to complete construction in a school with 24 seats within 14 days.

”



An investigation on the social acceptabilities of various sanitation technology in schools: Research Project

The NECT SAFE project conducted research with the aim to understand the various sanitation technologies implemented in schools, including amongst others Enviroloo, Amalooloo, Enviroosan, Ventilated Improved Pit Latrines and Waterborne technologies.

PhD students were commissioned to conduct the research. The interviews were conducted with SGBs, SMTs and students. A total of 31 schools participated in the research in Limpopo, KwaZulu Natal and the Eastern Cape. Most of the schools participating in the research were rural schools and some in urban areas. The research had two main findings.





The research had two main findings:

1

Most schools prefer waterborne toilets, which use running water.

Enviro-san technology is the second most preferred technology in KZN schools which is a low flush technology. The challenge with low or full flush waterborne toilets is that they require water which is scarce resource in **South Africa** more especially in rural areas.

2

Some of the schools in Limpopo and Eastern Cape provinces prefer using **dry sanitation technology** due to unavailability of water in the rural parts of the provinces.



Recommendations:



Health and Hygiene should be standard for all sanitation utilities. To support the School Clubs which spearhead H&H, schools should be provided with cleaning materials for washing hands, as well as cleaning of the toilets.



The installation of all sanitation technologies in schools should be accompanied by maintenance plans which should be shared with the SMT. In addition, learners should be shown how to use sanitation properly to avoid misuse of toilets in schools.



While some schools have cleaners employed through Public Works, the DBE should further identify the shortfalls of other schools and employ the relevant number of cleaners.

6.2

Education Technical Assistance Office (ETAO)

The Department of Basic Education (DBE) is pursuing three critical initiatives which are important for transforming of the education sector.

These initiatives are :



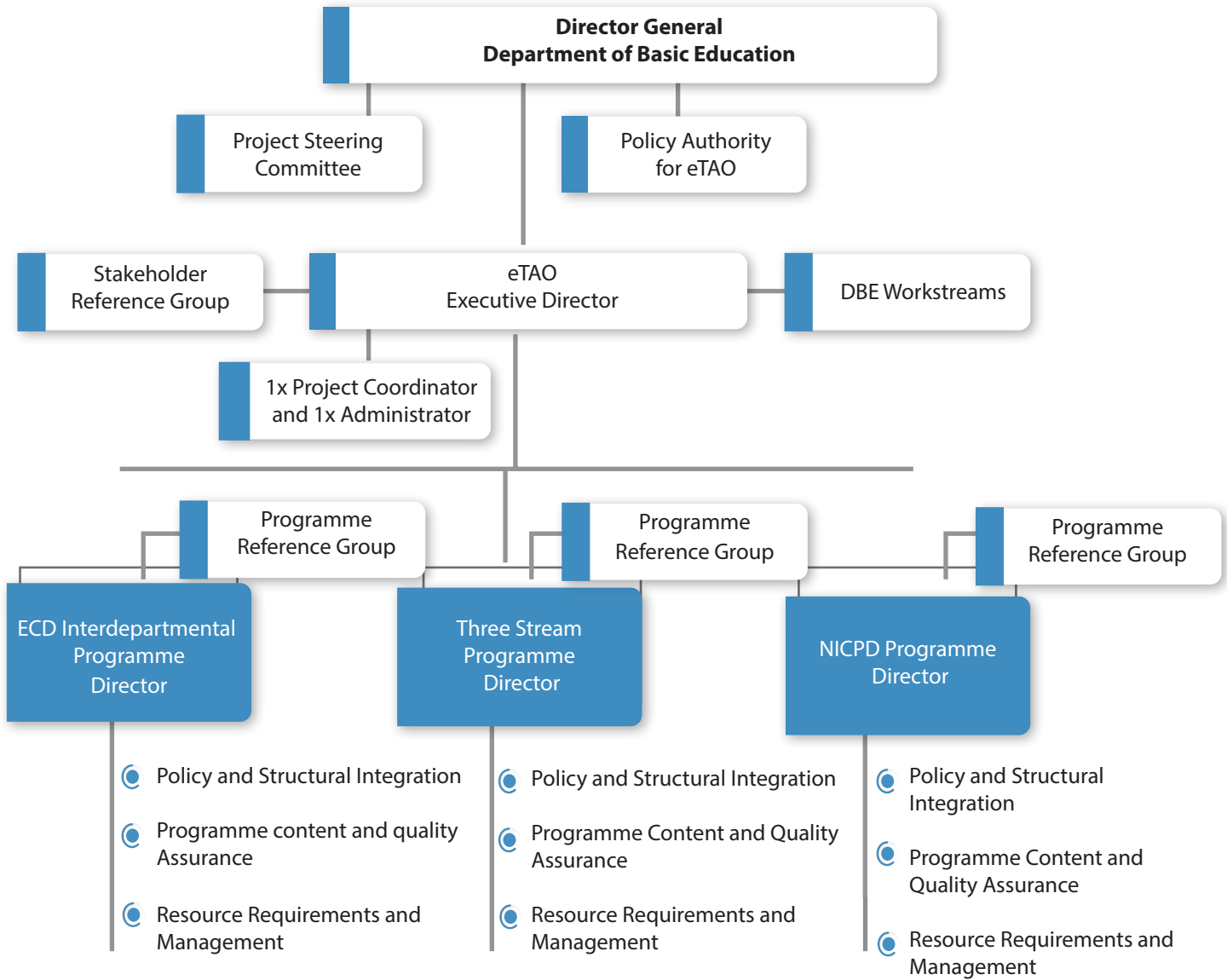
1 Migration of Early Childhood Development from the Department of Social Development to the Department to the Basic Education.

2 Rollout of the Three Stream model in order to diversify educational options for learners.

3 Establishment of the National Institute of Curriculum and Professional Development (NICPD) as an institutional body for attaining more coherence and effective teacher development and curriculum implementation.

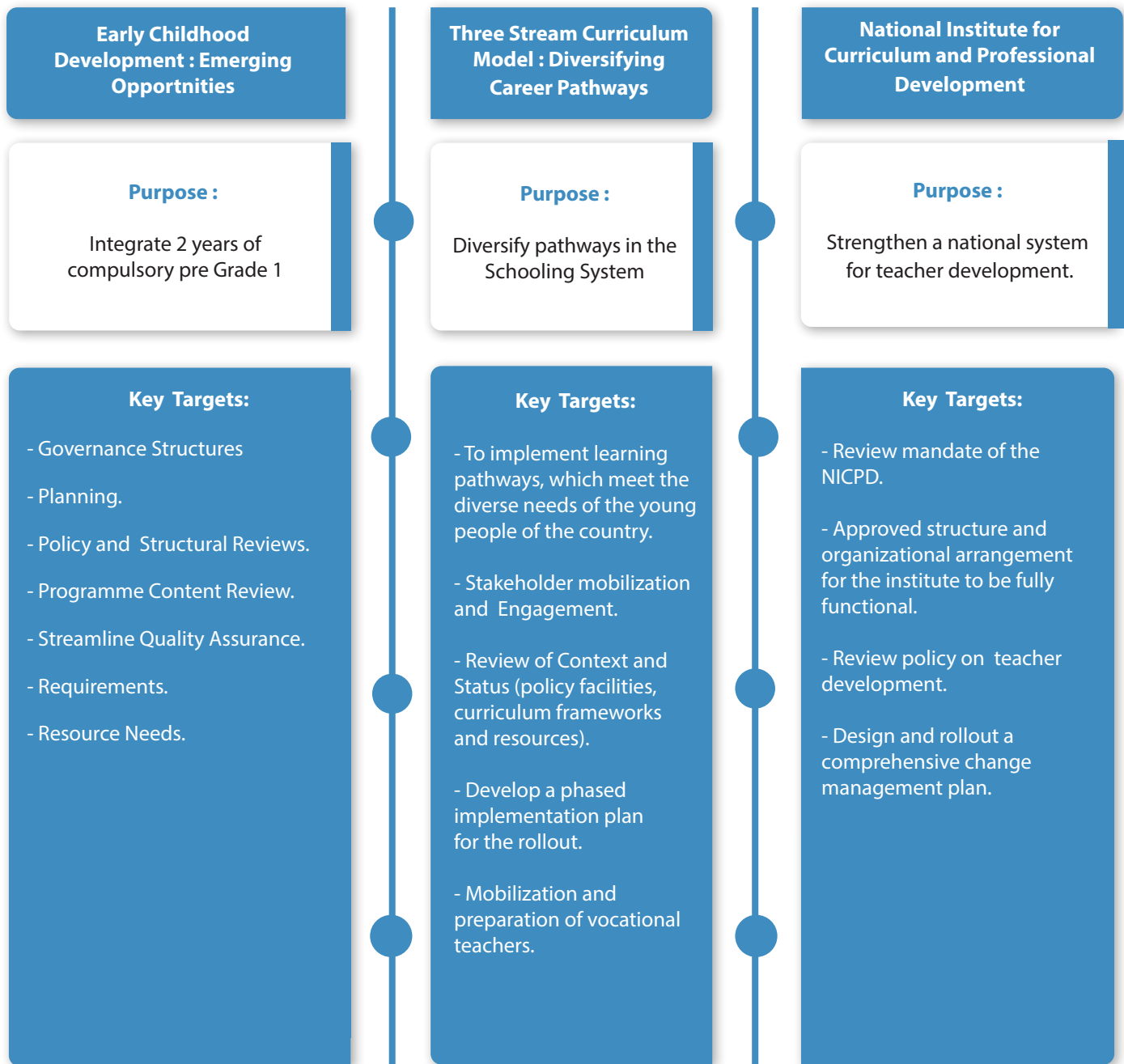
6.2.1 Governance and Management

Figure 1. Organizational Structure of the eTAO





6.2.2 Three Critical Initiatives





Achievements

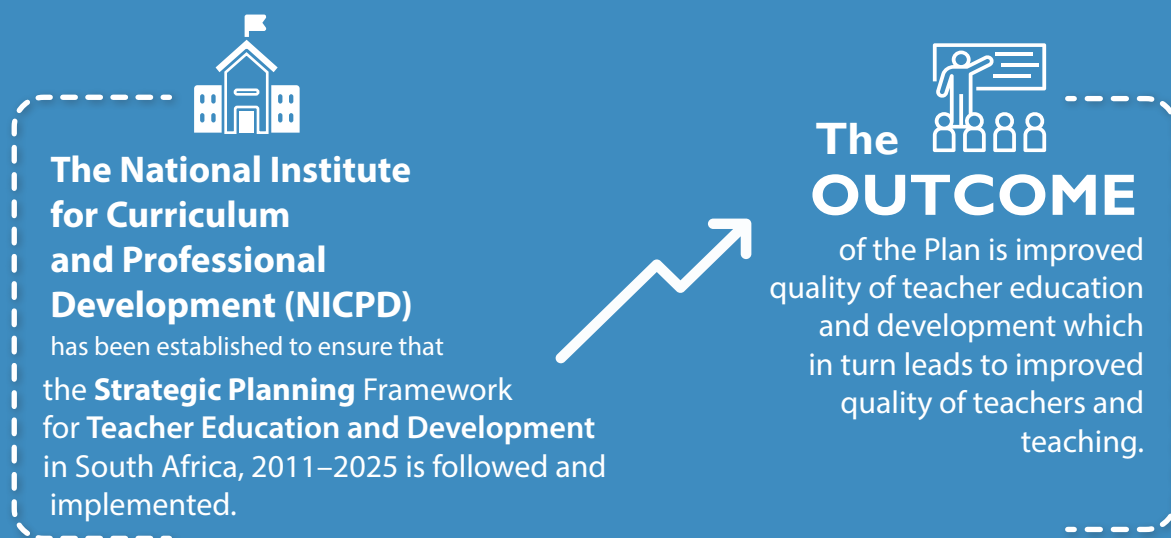
In the quest to translate policy statement into tangible programme, the NECT is playing integral part in support of DBE planning process for expedite ECD function shift from DSD to DBE. Through NECT support and deployment of technical resources, the following have been achieved.

- ✓ Developed terms of reference for the work streams (HR, Finance, Communications, and Infrastructure).
- ✓ Co-hosted 9 dialogues: one national dialogue and provincial dialogues in eight provinces (except for KwaZulu Natal).
- ✓ Solicited funding from private sector organizations to fund the activities. The following organisations have been approached to fund or second person to some of the positions: **Zenex Foundation**, **ILifa Labantwana** and the **National Planning Commission (NPC)**.
- ✓ The DBE has also approached Government Technical Advisory Centre (GTAC) to form part of this urgent capacity support.
- ✓ To this end, **UNICEF** has already committed two technical resources that are supporting the ECD function shift by managing ring-fenced financial resources on behalf of DBE.



- As part of the preparation for the function shift, DBE secured permission from National Treasury for the NECT to “manage” **financial resources** derived from DBE savings on workbook programmes to be used in conducting audit of the function shift.
- This audit exercise will be undertaken by **Government Technical Assistance Centre (GTAC)** whose mandate will among, others include guiding DBE through the function shift process, determine which ECD functions that are currently administered by the Department of Social Development should be transferred, as well as determine resources allocation to deliver ECD.

6.2.3 National Institute for Curriculum and Professional Development (NICPD)



Achievements

The NECT secured technical resources to support NICPD Chief Directorate and this support has amongst others developed a strategy document which proposes a pathway to achieving this in 2020, as well as steps towards making significant progress towards the activities outlined in Output 1 (individual and systemic teacher development needs are identified and addressed) of the Teacher Professional Development Master Plan 2017-2022.

6.3

Development of the Life Orientation Textbooks

The Department of Basic Education (DBE) has undertaken a project to develop nine state-owned Life Orientation textbooks for grades 4-12 with financial support from multiple stakeholders.

The NECT, as part of its mandate from the DBE, provides fundholding and coordinating support of the project. The project has made considerable progress since April 2017 and is currently in the Grade Book Edit and Design of phase.



The project supports the Care and Support for Teaching and Learning (CSTL) programme, which includes a Human Rights and Inclusive Education course for teacher training.

These textbooks seek to take into considerations aspects of social cohesion, inclusivity and appropriateness of the values to be imparted to learners as seen below:



Opportunities for sustaining wellbeing.



Social cohesion and pedagogies of discomfort.



Indigenous knowledge system.



Power, diversity and inclusion.



Values and human rights.



Creative arts as method.



Self belief and resilience.



Critical thinking as method.



Risk assessment choice and consent.



History as method.

It is envisaged that the development of all nine textbooks will be completed by 30 November 2020. Upon completion, the Life Orientation textbooks will be integrated into the Learning and Teaching Support Materials (LTSM) and included in the DBE National Catalogue.



Did You Know?
98% of South African children have attended some form of educational facility.
Source: UCT Children's Institute.





NECT Patron, Dr James Motlatsi addressing participants during the Schools Uniform Dialogue held at Leriba Lodge on 05 February 2018.

Section **7**

**EDUCATION
DIALOGUE SA**



7.1

Supporting the Education System through Dialogues.

The **Education DialogueSA** programme has its roots in the **development** and **mobilisation** of social capital, with the intention of bringing about the necessary changes in education. When schools in Vuwani were under siege, the first Dialogue intervention used social capital to separate them from the community struggles, and secured for learning. Since then, social capital has been regularly convened and developed through the DialogueSA programme.

The focus for the 2019 dialogues:

Decentralise the dialogues and taking it to the provinces and districts to increase the participation of stakeholders. The approach was two pronged:



Host provincial dialogues with ECD practitioners and centres around the migration of ECD services.



Host dialogues in the NECT districts as advocacy for reading and Maths & Science.



Ms Sesi Nombulelo Nxesi CEO of EDTP SETA during the ECD Dialogue hosted at Birchwood Hotel on 12 April 2019.



These dialogues have been held in Districts in Limpopo and the Eastern Cape, and have attracted large numbers of participants, primarily parents.

7.1.1 Migration of Early Childhood Development Dialogue

The ECD Dialogue process was mandated by the Minister of Basic Education, who requested the NECT to facilitate a public consultation process on the function shift. National dialogues were convened, followed by dialogues in each province.

These dialogues were well attended by ECD practitioners and providers, as well as officials from the two implicated Departments, and the discussions indicated a high level of engagement. The ECD dialogues were well received and attracted over 900 participants including government officials from both the Department of Basic Education and the Department of Social Development.



ECD SERVICES

Practitioners and ECD centre managers were also in attendance to provide feedback of their experiences delivering ECD services to communities.



NDP VISION

It was agreed that consultations need to be centered around what is best for the child, and be guided by the vision of the NDP. All stakeholders agreed that the goal must be towards providing better quality services to poor communities.

In considering this vision, it was suggested that ECD was conceptually distinct from school-based education, and that an ECD facility / classroom should not necessarily look like that of a school.

The “**location**” of ECD services, especially those for 4 year olds (and 5 year olds to a lesser extent), raised to most concern. Currently these services are provided primarily by the private sector, through independently owned ECD Centres, as well as ECD Centres funded through various organisations.

These privately owned and run ECD Centres have a significant economic interest in the location of services for 4-year olds in the future.

In poor communities, ECD Centres are one of the few business opportunities, that create both revenue and employment in these areas. Arguments put forward by participants for the retention of non-school based centres include the following:



ACCESSIBILITY

Since these Centres are more widely spread across communities than schools, avoids travel.



TIME OPERATION

Since ECD Centres tend to operate for a full day, whereas primary schools close around lunchtime.



AGE DIFFERENCES

Given that some primary school learners are perhaps 15 years old, and mixing them with 4-year olds could entail a risk.



FEEDING SCHEMES

Where the National School Nutrition Program provides for one meal a day, whereas ECD Centres generally feed three times a day.



OPPORTUNITIES

Children to sleep or rest during the day, which is a practice at ECD Centres, but which could be difficult at a primary school.

7.1.2

Further Dialogues Convened

In addition to these two major streams, the following dialogues were convened in 2019 under the banner of DialogueSA:



Dialogue on psycho-social services in education



ICTs in education



The Ethics of Collaboration: Doing Development Work in Education in collaboration with Old Mutual



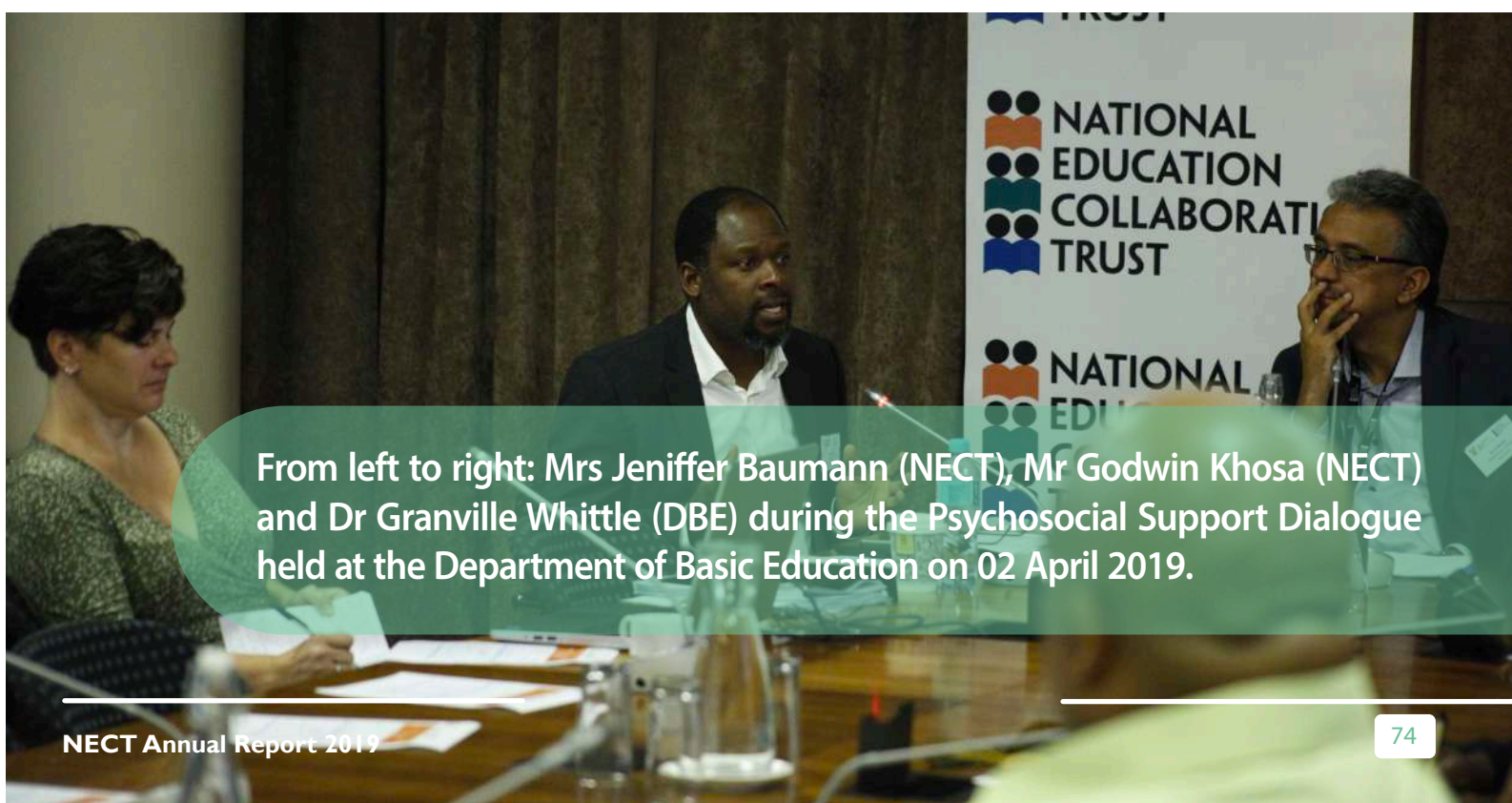
Innovative School Networks



Union report back on the Education International World Congress

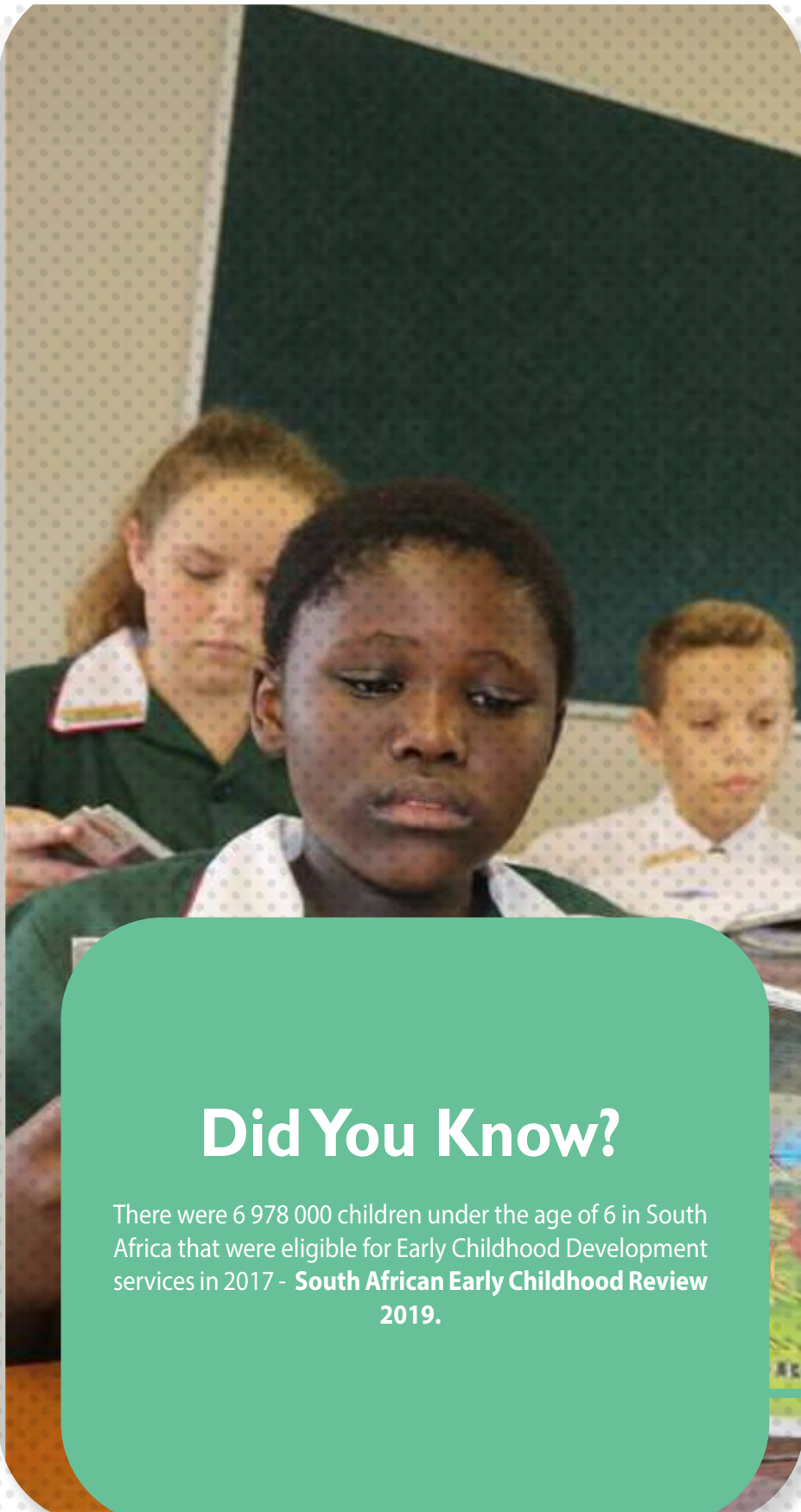


Dialogue on the role of coaching and mentoring in developing school leadership in collaboration with Old Mutual



From left to right: Mrs Jeniffer Baumann (NECT), Mr Godwin Khosa (NECT) and Dr Granville Whittle (DBE) during the Psychosocial Support Dialogue held at the Department of Basic Education on 02 April 2019.





Did You Know?

There were 6 978 000 children under the age of 6 in South Africa that were eligible for Early Childhood Development services in 2017 - **South African Early Childhood Review 2019.**





The NECT Annual Report Launch held at the Sasol Place in Sandton on 15 July 2019

Front Row, Left to Right: Charlene Lackay (MMI), Zanele Shabalala (Standard Bank), Pearl Phoolo (Standard Bank), Beth van Heerden (FRF), Godwin Khosa(NECT).

Bottom Row, Left to Right: Angie Motshekga (DBE), Sizwe Nxasana (NECT Chairman).

Section 8

**FOSTERING
PARTNERSHIPS**





Leveraging Partnerships

The NECT continued on the partnerships trajectory as it is the cornerstone for social relevance and sustainability. The partnership programme seeks to leverage strategic partnerships with key education stakeholders in order to channeling resources into activities that would best achieve NDP goals and promote good returns on investment for private and public spending on education.

As guided by the Board, management embraced partnerships as critical strategic leverage which underpinned the core operations of the NECT.

The NECT's Education Dialogue SA programme head, Mr Duncan Hindle, during a dialogue in collaboration with the Human Resources Development Council on 28 October 2019.



8.1

Landscape Research in Collaboration with Michael and Susan Dell Foundation

Success by Numbers, a 2012 report by the DBE and the Michael & Susan Dell Foundation, shed (MSDF) light on how data can be used to track and accelerate the achievement of improvement goals across South Africa's Grade R–12 school system.

The outcome of Success by Numbers resulted in follow-up research by MSDF to understand major global and local contextual changes since 2012.

Research was undertaken by AT Kearney on behalf of MSDF. Among others, the research sought to put the spotlight on gaps in both education data management and the enabling environment for ed-tech tools. It will also offer a set of practical recommendations for closing those gaps to improve South Africa's position in the digital transformation of the education sector.

The Report was disseminated through dialogue sessions in Gauteng, KZN, Eastern Cape and Western Cape respectively.

8.2

Human Resource Development Council (HRDC)

In preparation for the HRDC 2020 Summit themed "Skills required for the 21st Century" the NECT was requested to support the work of the HRDC summit Content Standing Committee Task Team.

Subsequently, the NECT was requested to convene a consultative meeting which took place on 25 October 2019. The purpose of this meeting was to reflect on key developments in the following areas; Early Childhood Development (ECD), Teacher Development, Numeracy, Literacy and Safe School Environments. The meeting was attended by Government, Teacher Unions, Organised Business and Civil Society organisations.

In the quest to guide the conversation, the NECT developed a discussion paper that was well-received. In strengthening HRDC's outcomes, the planning meeting resolved that each stakeholder/social partner should reflect on their current work and determine how they could support HRDC's intended outcomes. This process will allow collective strength and the identification of gaps within the system and ascertain the extent to which a social compact can assist to bridge gaps and bolster strengths.

8.3 IBM South Africa

The NECT and IBM entered a month-long partnership where the NECT was joined by four consultants as part of the IBM **Corporate Social Investment (CSI)** initiative. During the first week of the programme, IBM produced a **Statement of Work (SOW)**. Which outlined the project was outlines into project scope, project deliverables, skills transfer and useful templates.

The IBM team focused on sharpening NRC the following deliverables were met:

- Report on how NRC can be delivered over short, medium and long term.
- Training of NECT on Design Thinking, IBM Digital Nation Africa (DNA) platform.
- IBM team will provide templates and assets in its meeting with NECT. Such assets can be uploaded in a NECT repository.

8.4

Contribution to Exposing Youth to Work Opportunities



NECT PHD PROGRAMME

A total of **15 PhD graduates** contributed to research work and supported SAFE, Innovation and the District Development programme. A further two masters graduates were engaged to support these research initiatives.

The NECT will partner with universities to expand the pool of candidates given work and research exposure activities that would best achieve NDP goals and promote good returns on investment for private and public spending on education.



FIRSTRAND INTERNSHIP PROGRAMME

A total of **14 interns** were employed and placed in the National Reading Coalition to implement the reading programme across the country. They were placed in the Eastern Cape, Limpopo and at Head Office.

The NECT is responsible for mentoring these interns and they are paid a stipend by First Rand.



Did You Know?

The Vision of the NECT is to ensure a South Africa where 90% of learners pass mathematics, science and languages with at least 50% by 2030.



Veränderung in \$ und Prozent zum Vorlag

- 1. Dow Inc.
- 2. Caterpillar
- 3. 3M

1.80
1.37
1.29

52 Wochen



Section 9

**FINANCIAL
REVIEW**





Overview of 2019 Financial Performance of NECT

The abridged statements above are extracts from the annual financial statements as audited by Ernest & Young Inc. The full audited annual financial statements, which received an unqualified audit opinion, available on the NECT's website (www.nect.org.za).

Abridged statement of comprehensive income and statement of financial position



The Trust raised a total of **R259,334,550** from funders in 2019 and expenditure amounted to **R245,513,305** in the same period.

The Surplus, after accounting for interest earned on invested funds and interest expenses, amounted to R15,536,664.

Table 11: Abridged statement of comprehensive income

	2019	2018
	(R)	(R)
Income	259,334,550	259,738,155
Expenditure	(245,513,305)	(269,923,151)
Operating surplus/(deficit)	13,821,245	(10,184,997)
Net Finance charges	1,715,419	2,560,188
Total surplus/(deficit) for the year	15,536,664	(7,624,809)
Other comprehensive income	-	-
Total comprehensive surplus/(deficit)	15,536,664	(7,624,809)

Table 12: Abridged statement of financial position

Assets	2019	2018
	(R)	(R)
Non-current Assets	6,597,582	3,112,526
Currents Assets	87,172,620	104,073,200
Total assets	93,770,202	107,185,726
Funds and Liabilities		
Accumulated Surplus	25,074,639	9,537,975
Non-Current Liabilities	44,247,224	55,690,042
Current Liabilities	24,448,339	41,957,708
Total funds and liabilities	93,770,202	107,185,726

Income Analysis

The income from special projects increased to 33% in 2019 compared to 12% in 2018. The increase in the special projects’ revenue is attributed to the revenue recognised from the successful completion of PSRIP phase II and SAFE phase I special projects.

The figure below presents 2019 revenue sources compared to 2018.

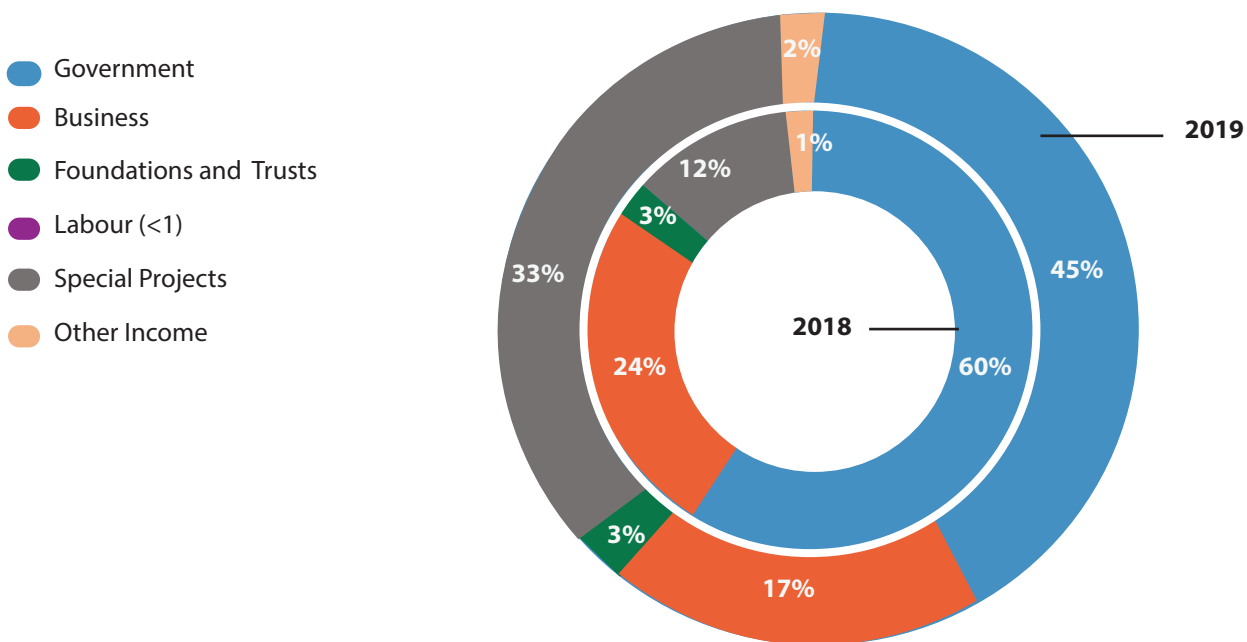


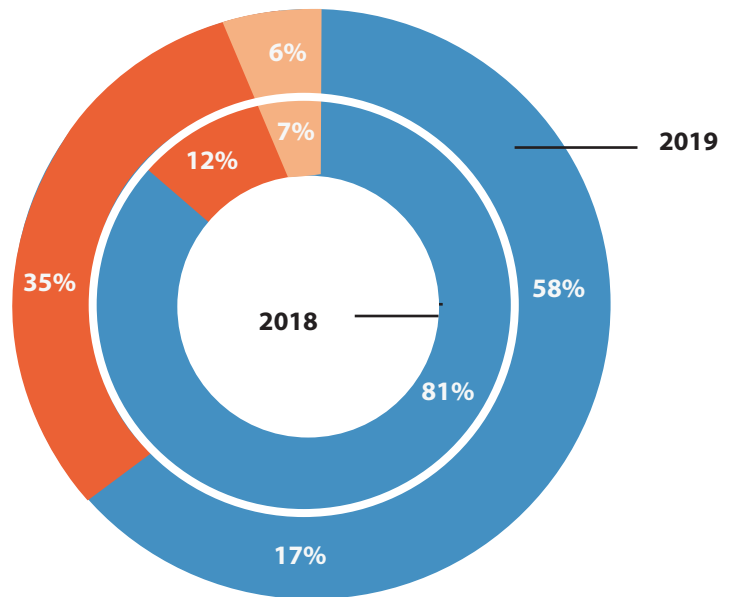
Figure 2: Programme Expenditure Distribution

Expenditure Analysis

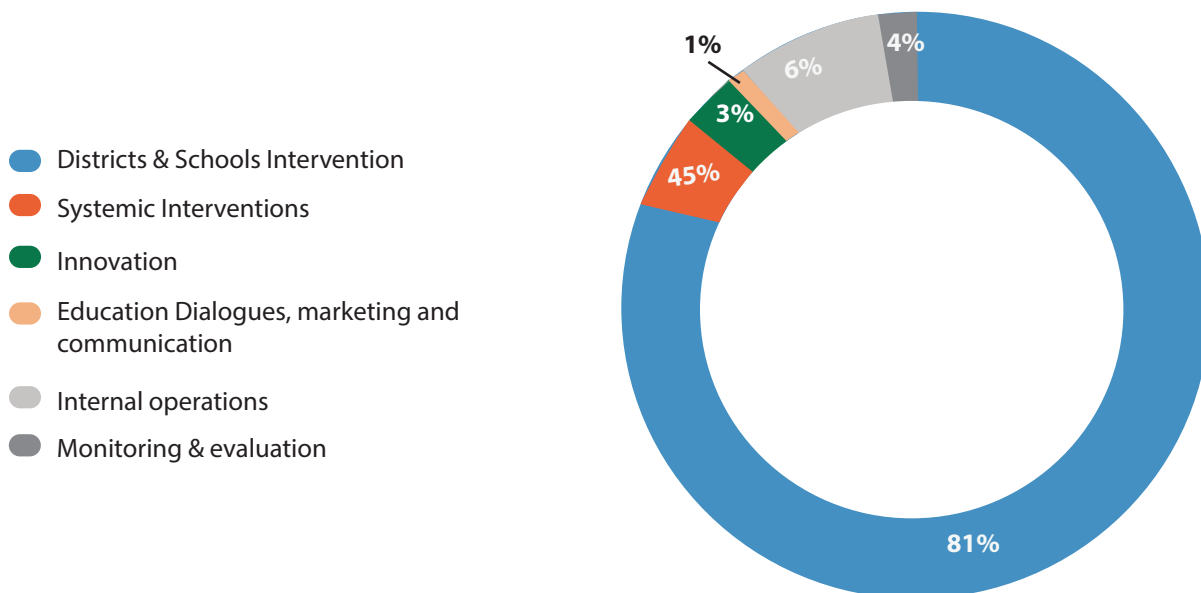
In 2019, the NECT invested 94% of all expenditure directly into education-related programmes while 6% was spent on administration costs. The following figure compares expenditure spread between education-specific programmes and administration expenditure in 2019 and 2018.

Expenses by category 2019 versus 2018

- Core Programmes
- Special Projects
- Administration



Expenditure in 2019 was spread across six programmes as presented in the figure below.



N.B. Programme 1, which is the NECT's flagship programme involving education improvement in the districts, used 81% of the NECT's total expenditure in 2019.

List of Funders and Contribution: 2014 to 2019

Government & SETA	2019	2018	Total Contribution 2014-2017
	(R)	(R)	(R)
Department of Basic Education	106,711,000	112,218,000	372,062,753
Department of Education-Kwa-Zulu-Natal Provincial Government	9,031,248	5,431,997	-
ETDP SETA-Teacher Testing	-	4,990,000	-
Department of Education- Free State Provincial Government	-	1,882,368	-
Department of Education- Eastern Cape Provincial Government	-	30,892,165	-
Department of Basic Education EU	-	-	(40,014,019)
ETDP SETA	-	-	(7,359,151)
Total Government & SETA	115,742,248	155,414,530	419,435,923
Business			
First Rand Empowerment Foundation	27,703,562	28,742,172	75,499,492
Standard Bank South Africa	3,913,043	7,826,087	36,052,632
Old Mutual South Africa Ltd	5,987,035	4,700,000	16,346,290
Nedbank Ltd	1,200,000	2,000,000	11,227,194
Woolworths Holding Ltd	2,000,000	2,000,000	8,010,000
Momentum Metropolitan Foundation	2,045,782	1,645,782	6,339,243
Telkom SA SOC Ltd	1,249,712	2,662,615	1,603,670
Industrial Development Corporation of South Africa Ltd	500,000	500,000	1,500,000
JSE Ltd	300,000	300,000	1,553,319
Private Individuals	5,500	15,000	-
Imperial Holdings Ltd	-	-	5,075,198
ABSA Bank Ltd	-	1,310,459	12,689,541
Hollard Group Ltd	-	1,000,000	4,000,000
Sasol Inzalo Foundation	-	-	1,282,198
Ernst & Young Inc	-	530,000	1,290,000
IT Master Information Technology Consultants/ Vodacom	-	-	500,000
The South African Breweries (Pty) Ltd	-	-	4,000,000
Sishen Iron Ore Community (SIOC) Development Trust	-	5,271,157	12,936,323
Nedbank Private Wealth Educational Foundation	-	-	2,000,000
Business Leadership South Africa/USAID	-	-	894,400
Anglo Gold Ashanti Ltd	-	-	1,899,915
Investec Ltd	-	-	1,781,971
Liberty Group Ltd	-	-	2,000,000
Murray & Roberts Holdings Ltd	-	-	895,921
Alexandra Forbes Ltd	-	-	569,692

Credit Suisse Securities Pty Ltd	-	-	250,000
Deloitte South Africa Inc	-	-	1,000,000
Kagiso Tiso Holdings Pty Ltd	-	-	300,000
Massmart Holdings Ltd	-	-	1,335,488
Anglo American Chairman's Fund Trust	-	-	5,000,000
Safika Holdings	-	-	500,000
Total Business Contributions	44,904,634	58,503,272	218,332,487
Foundation & Trusts			
Zenex Foundation	7,386,570	7,010,750	44,244,766
DG Murray Trust	-	-	900,000
Total Foundation & Trusts Contributions	7,386,570	7,010,750	45,144,766
Labour			
Education Labour Relations Council	220,003	-	998,572
Total Labour Contributions	220,003	-	998,572
Special Projects			
ETDP SETA	50,230,970	10,050,874	63,907,168
Road Traffic Management Corporation	9,897,321	7,630,007	172,575
Assupol Life Limited	8,471,782	-	-
Michael and Susan Dell Foundation	5,428,742	930,991	-
Department of Basic Education	3,467,550	-	-
Save the Children SA	2,569,998	605,486	-
Firststrand Empowerment Foundation	2,398,925	269,858	-
ELMA Philanthropies Foundation	1,443,779	271,470	-
Old Mutual South Africa LtdW	908,708	2,730,550	-
Eskom Development Foundation NPC	576,433	792,032	307,968
Department of Arts and Culture	399,833	1,017,820	132,180
Momentum Metropolitan Foundation NPC	364,058	-	-
Railway Safety Regulator	318,427	-	-
Gauteng Department of Education-SA SAMS	187,379	-	-
Department of Basic Education (SA SAMS)	-	3,185,544	814,456
Gauteng Department of Basic Education (SA SAMS)	-	2,734,333	191,363
Road Accident Funds in South Africa	-	348,460	151,540
Western Cape Department of Basic Education (SA SAMS)	-	-	9,975
Vuwani crowd-funding initiative	-	-	10,691,274
NGO Summit	-	-	649,528
Northern Cape Provincial Government-SA SAMS	-	-	-
Limpopo Provincial Government-SA SAMS	-	-	-

Kwa-Zulu Natal Department of Education -SA SAMS	-	1,643,885	-
Mpumalanga Department of Education-SA SAMS	-	-	-
North West Department of Education-SA SAMS	-	-	-
SA Sugar Association	-	350,000	-
Free State Provincial Government-SA SAMS	-	-	-
UNICEF	-	2,000,420	-
New Leadership Foundation- SA SAMS	-	400, 000	-
Total Special Projects	86,663,907	34,961,731	77,028,025
Total	254,917,362	255,890,283	760,939,773

9.1

Governance

NECT Governance Structures

“

New paradigm and practice of collaboration that supersedes the traditional silos. Achieving the lofty goals of the NDP Requires teamwork, partnership, and collaboration.

”

- Angie Motshekga, Minister of Basic Education



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