

 NATIONAL
EDUCATION
COLLABORATION
TRUST



**Social Capital Building for
Education Improvement**

Annual Report 2022

NECT
+ NDP =



A young girl with braids is focused on writing in a notebook at a desk. The background shows other students in a classroom setting, slightly out of focus. The lighting is warm and natural.

Mission Statement

Mobilising national capacity to assist Government to achieve distinctive, substantial and sustainable improvements in Education.

By 2030:

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

Chairman's Foreword

Embarking on a journey through nine years of the NECT's history reveals an undeniable wealth of observations and invaluable lessons. Failing to harness and utilize this knowledge to envision our future would be an immense loss to our nation. The resounding success of countries like Singapore, who, despite their demographic and geopolitical differences, have triumphed through unwavering commitment to their long-term development plans. Let us draw inspiration from their daring to excel and apply the same level of dedication to our National Development Plan.

The work of the NECT, spanning a decade of macroeconomic vision and education-specific actions, was marked by a powerful fusion of patriotism and extensive collaboration experience. Through the involvement of over 120 organizations, experts, and community leaders, the NECT's reach extended to over 115,000 teachers from more than 90% of our schools, reaching across all districts and provinces. This unparalleled networking not only pooled financial resources but also generated an unwavering national focus, channelling boundless energy and social capital to uplift teacher and management knowledge, while connecting our national policy process to the global developments.

Internationally, the NECT forged invaluable alliances between the global South and North to explore the curricula of the future. Through our support for robotics and curriculum enhancement, the NECT paved the way for the development of future competencies which is being taken forward jointly with the Department of Basic Education. We look forward to the release of a set of the competencies and programmes that will guide the curriculum provision into the next decades in par with developments elsewhere in the world.

As many of the contributors in the education sector would know, the NECT has played critical role networking key role players in in the education sector to maintain the social capital that resulted in a stable and suitable environment for improvement. The stakeholder networking yielded a stable educational environment, fostering constructive engagements between the government, teacher unions, civil society organizations and the private sector. It is truly remarkable that, even during challenging salary negotiations, the education teacher unions opted against strikes, advocating instead for conversations

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that are informed by the macro-economic situation. The NECT's contributions to such maturity in education unions cannot be understated.

Also, when the Covid-19 pandemic swept the world, South Africa was better equipped to weather the storm in the education sector, partly due to the role that the NECT played. The NECT played a crucial role in facilitating communication and mediation among stakeholders during the pandemic, supporting the swift return of teachers and learners to schools. As a result, the South Africa's schools reopened within weeks while many countries faced closures extending up to two years. The NECT's structured response to the pandemic focused on rebooting the schooling system, driving a recovery process, and building back better. The resulting curriculum streamlining and strengthening enabled us to seize opportunities and regain educational ground lost during the crisis. During the rebooting phase of the education response, the NECT established a Remote and Digital Learning initiative within three weeks, mobilizing various platforms such as television, websites, and radio stations in collaboration with the private sector, content producers, and broadcasters. These achievements deserve celebration and serve as a blueprint to elevate our national education system to world-class standards. Underscores its vital role in crisis management, the NECT was used to collect, process and feed critical decision-making information to the DBE, the National Coronial Control Centre and the national Cabinet during the Covid-19 lockdown period.

Approaching its 10th-anniversary milestone, the NECT underwent an independent evaluation, led by a distinguished team of experts. The feedback on the evaluation report from various stakeholder groups echoed the strategic importance of the NECT and called for the extension of its lifespan beyond the originally envisaged ten years. Recognizing this increased relevance, the Board of trustees led the process of reorganizing the NECT's strategy and configuration with the intention to enhance its sustainability and impact. The reorganisation is marked by the consolidation of its eight programmes into three divisions with increased responsibility for strategy, resource mobilization, partnerships and social capital building.

As we commemorate the NECT's 10th-anniversary, we wish to recognize and applaud the unwavering commitment and tireless efforts of those who contributed to its founding and continued existence. Special acknowledgment goes to the



Minister of Education, who consistently embraced openness to engagement and collaboration, alongside the trustees, whose dedication extended beyond fiduciary responsibilities, bridging perception gaps, and fostering shared visioning among stakeholders with diverse perspectives and starting points. The funding and implementing partners that stayed course of education are the main reason the NECT's extensive reach and impact. We thank them greatly, for our educations would not be where it is; even though more challenges lie ahead.

In light of the slow-down in improvement efforts due to Covid-19 disruptions and the urgency to meet our 2030 targets amid rapid technological advancements worldwide, the NECT's role is more critical than ever before. We invite our partners to embrace the extended mandate of the NECT, working collaboratively towards a brighter and more prosperous future for our nation. The goal of achieving an excellent education system is more achievable if it is tackled in a collaborative way.



Sizwe Nxasana
Chairman: NECT Board of Trustees



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CEO's Reflection on the NECT's Decade of Education Advancement

The evolution of education improvement in South Africa has traversed multiple phases, including structural and policy transformations during the mid-nineties, as well as an array of quality enhancement undertakings introduced over the past two decades. Over these three decades, the engagement of the private sector, education NGOs, and governmental bodies has been fundamental. The inception of the National Education and Collaboration Trust (NECT) a decade ago aimed to harmonise the roles of diverse stakeholders, encompassing the private sector, academia, teacher unions, NGOs, and government. These reflections encapsulate a decade of the NECT's insights and accomplishments.

Firstly, we extend our profound gratitude to our stakeholders for their unwavering support in our transformation journey. The following sections provide a breakdown of our achievements and endeavours, demonstrating the profound impact of joint concerted efforts over the past decade.

Some Lessons we have Learnt in the Decade of Collaboration.

1. **Booster initiatives and not programmes are the permanent facet of education systems**

Drawing from three decades of education history in South Africa and comparable experiences worldwide, we discern that sustained educational progress necessitates periodic booster initiatives to infuse innovation, vigour, and change. While foreign aid often propelled these initiatives in developing nations, developed countries tend to pioneer, design and fund their own. Examples such as Kenya's USAID-funded Tusome project and the UK-funded ESSPIN in Nigeria underscore this trend. Reflecting on our ten-year trajectory, the NECT asserts that rather than focusing solely on improvement initiatives, education systems should incorporate enduring booster initiatives. These activities should ideally be orchestrated and funded by governments in conjunction with private sector entities, unions, and NGOs. However, the successful conception and execution of such initiatives hinge upon specific prerequisites much of which we still don't have in place in government:

- Capacity to design theoretically sound and bankable initiatives.
- Organisational environment that enables quick deployment of initiatives.
- Optimal flow of material and non-material resources among key actor- groups.
- Strong focus on strengthening the capacity of the system.
- Sufficient government 'absorptive capacity' characterised by the right qualities and quantities of expertise, leadership commitment, staff ethos, and complementary budgeting.
- Social capital based on constructive dialogue and relationships (within tiers, between tiers and with professional and labour organisations)

It is the development of these conditions that will allow our education system to initiate and drive booster initiatives.

2. Good Education Outcomes will be sustained through systemic intervention and not projects.

In our decade of operation, the NECT achieved widespread reach and sustainability by adopting a systemic approach. We focused on designing and testing programmes that are implementable by the state. We worked through 30% of subject advisors to reach over ninety percent (90%) of the schools.

This enabled us to reach more than a hundred and fifteen thousand (115 000) teachers across seventy-five (75) districts. Our methodology entailed assimilating lessons and innovations from pilot initiatives, culminating in the seamless integration of these insights into the national strategy. This integrated approach, underpinned by a systemic perspective, was instrumental in propelling our large-scale achievements.



3. Dialogue and social capital as guarantees for education improvement

The divergence of visions and disparities in perceptions among key stakeholders often engender friction and inefficiency in education improvement efforts. Constructive dialogues serve as a potent tool to mitigate such challenges, fostering shared visions, common goals, and a unified perspective among stakeholders. Moreover, robust dialogues empower stakeholders to collectively identify impediments within the education system and collaboratively devise innovative solutions as well as lay a basis for inter-stakeholder accountability. Complementing this, is social capital, characterised by trust and robust relationships which paves the way for effective collaboration, resource sharing and

In our decade of operation, the NECT achieved widespread reach and sustainability by adopting a systemic approach.



community involvement. The NECT’s Education DialogueSA initiative stands as a testament to this ethos which hosted over 285 dialogues and engagements that reached more than 34 800 South Africans over the decade. It is in these dialogues that we conversed about 30 years long history and curriculum aspects of what to teach in the future.

Some Achievements of the Collaboration

1. Fostering continuous growth of our half a million teachers

Over the past decade, the NECT spearheaded transformative efforts, providing a surplus of 35.2 million teaching and learning resources. Our initiatives encompassed the development of professional pedagogic routines, managerial support enhancement, and the facilitation of comprehensive teacher professional development. A noteworthy accomplishment is the tailored Covid-19 material that aided educators in adapting to the modified curriculum which helped to gear teaching and learning in more than 90% (22 812) of schools nationally.

We trained and supported over

16 500



managers, from



of the **schools**, and

283

(33%) **circuit managers**, substantially elevating their leadership and management proficiencies.

2. Nurturing courageous leadership in the education system.

Aligned with the NDP, the NECT collaborated closely with the DBE to strengthen the capabilities of school leaders. Our efforts centered on effective organisation, management, and leadership strategies, focusing on curriculum coverage, data utilisation and bridging learning gaps exacerbated by Covid-19 disruptions. This translated to the training and support of over 16,500 managers from 30% of the schools and 283 (33%) circuit managers, substantially elevating their leadership and management proficiencies.

3. Enhancing state capacity

The NECT embarked on multifaceted initiatives to bolster the state’s capacity for efficient service delivery. These initiatives include among others:

-
- Improvement of district-level planning that reached 53 (70.7%) of the districts nationally.
 - Provisioning of technical assistance to the DBE to plan and drive the implementation of the Three Stream Model, migration of the ECD and establishment of a National Language Unit.
 - The modernisation of the South African School Administration and Management System (SA-SAMS), strengthening the decision-making evidence.
 - The Sanitation Programme that reached 572 schools, approximately 9 000 teachers and 275 000 learners.
-

4. Rethinking community engagement, parent involvement, and learner support

A cornerstone of our efforts has been empowering parents to actively engage in their children’s educational journey. Through innovative programs, we have equipped over 27 000 and community members to support schools and foster their children’s learning. Noteworthy accomplishments include the adoption of the three reading and discipline modules by the DBE, for a national roll out after two years of testing in 120 schools in six districts across three provinces (LP, EC, and MP), involving 3,933 learner leaders and 2,715 parent volunteers. Over 140 Dialogues and stakeholder engagements involving parents and community members have been instrumental in nurturing collaboration and shared goals. In tandem, our focus on learner support and well-being involved the capacitation of over 5,600 community and school-based beneficiaries, emphasising psychosocial support, and a total of 1 917 learners reached through the Ubuntu Youth Leaders Programme. A total of 23 (30.7%), functional District Steering Committees (DSCs) were also established, aiding effective educational service delivery.



5. Collaborative initiatives with teacher unions

As envisaged by the NDP, the NECT worked closely with teacher Unions to increase their efforts in education improvement. Collaborating with four Teacher Unions (SADTU, NAPTOSA, NATU, PEU), we strengthened teachers’ capacities in line with the priorities of each union’s teacher development institutes, impacting over 9,200 Principals, Deputy Principals, and teachers across four provinces (LP, EC, NW, and KZN).

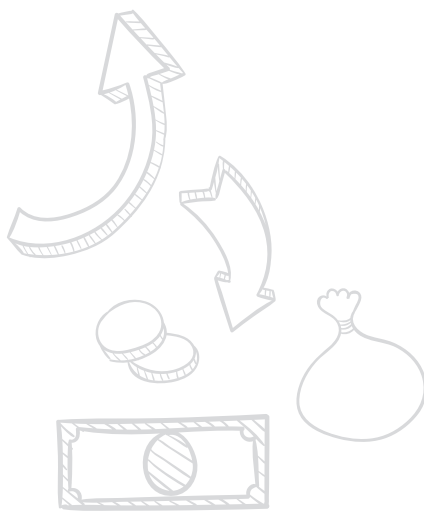
6. Backing the education system during disasters

In addressing the schooling disruptions posed by social upheavals and disasters, the NECT worked hand-in-hand with the DBE, community structures and partners to develop emergency response plans to ensure education continuity amidst and post the disruptions. Such initiatives have accomplished the following among others:

- Resolving the devastating community unrest in Vuwani in 2016
- Introduction of psychosocial support programs that capacitated 5 687 community and school-based beneficiaries to provide psychosocial support to learners and teachers in EC, LP, NW & MP provinces.
- Introduction of the Remote and Digital Learning programme that reached an excess of 6.2 million learners, teachers & parents (during and post-lockdown).
- Mobilisation of resources exceeding R20 million to refurbish and rebuild damaged schools benefiting 12,727 learners across 20 schools in KZN following the July 2021 unrest and the April 2022 floods.

Raising and investing R2.5 billion in education.

The NECT platform enabled the state, private sector, philanthropists, foundations, and trusts to raise R2,5 billion earmarked for education improvement. Of this amount, 62.5% was raised for core programmes, while 37.5% was raised for special projects. Over the years, and more so during the operation-constrained lockdown period, the NECT accumulated R111,9 million. These accumulated reserves are earmarked to bolster the DBE and provinces in advancing learning recovery and counteracting the effects of envisaged government budget cuts. The graph below shows the NECT financial performance for the period 2014-2022.



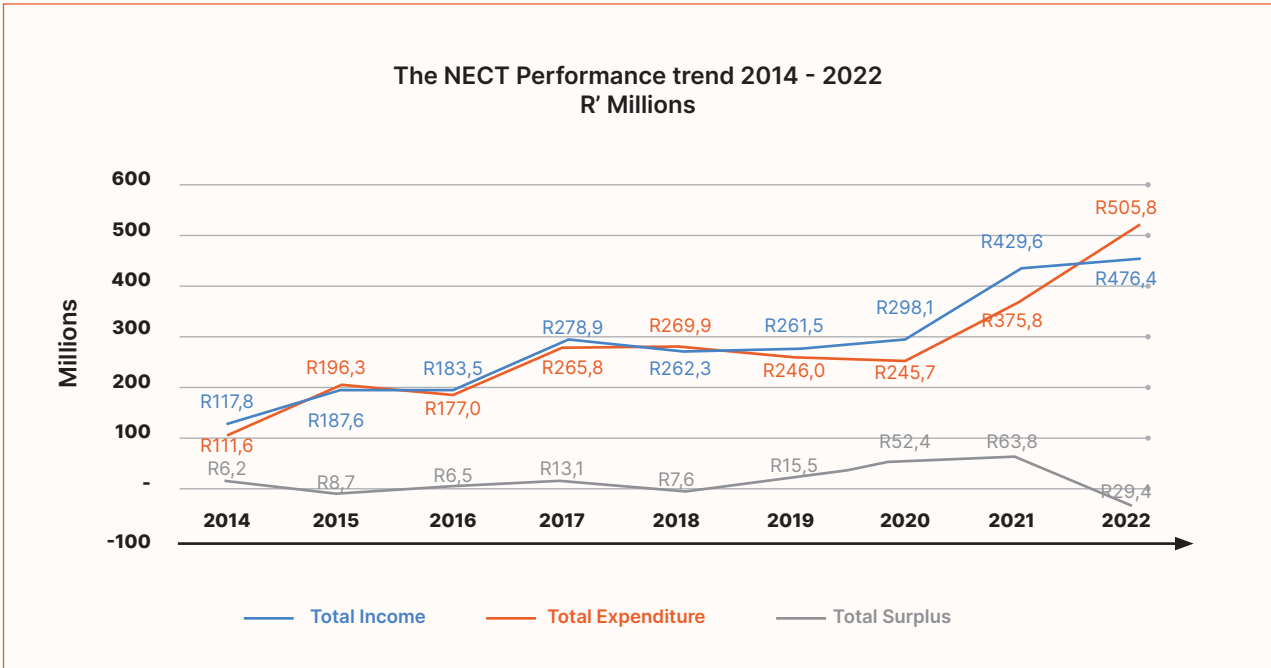


Figure 1: The NECT financial performance for the period 2014-2022

Of the total funding raised, the NECT expended 90.2% in education improvement programmes, 5.2% on administration costs, and 4.6% remain reserves.



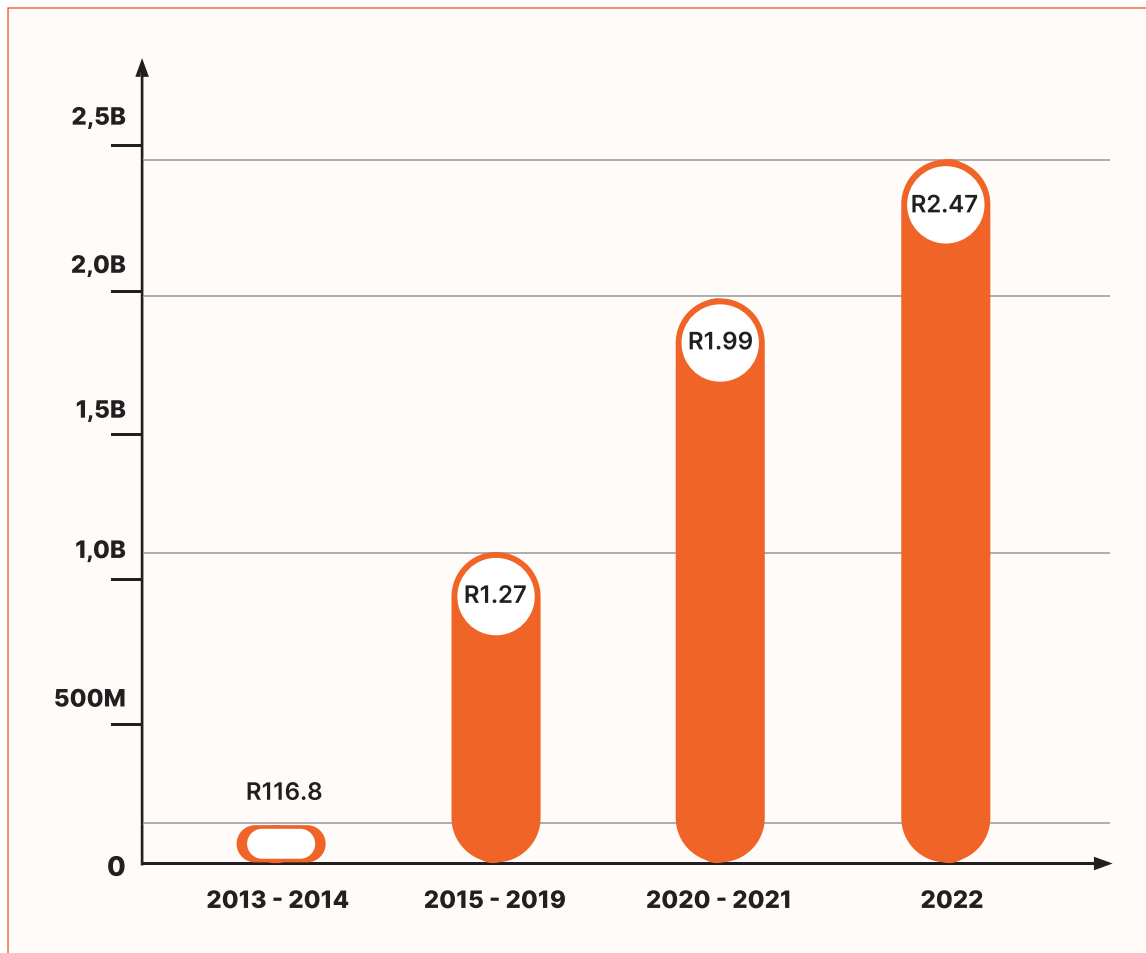
Godwin Khosa
Chief Executive Officer



NECT Funders, 2013 – 2022

Since 2013, the NECT has mobilised over R2.4 billion from a network of over 50 funders, including government, private sector, and foundations and trusts. Of this amount, R960 million (40%) was secured from the private sector. These resources have allowed the NECT to reach over 90% of South African public schools, an achievement similar initiatives have not reached in the same time frame. The reach and impact of these interventions are an example of what can – and will! – be achieved when resource availability is combined with ideas, social capital and a commitment to driving improvement.

We want to express our gratitude for the generosity and support of our funders. Due to their contributions, we have made significant strides towards achieving the 2030 NDP goals and creating a brighter future for South African children.



“In hindsight, we are happy that the funds advanced to the NECT initiative, even before knowing what it [initiative] will be like, have resulted in such extensive support for the system. It is unusual that Treasury advances funds in this manner”.

– Julia De Bruyn, National Treasury (September 2022)

2013 - 2014 TESTING PHASE



6 817
schools
reached in 4
provinces.



26 000
teachers
reached

Introduced the
**Fresh Start Schools
Programme** in



409

schools which was
later scaled-up into the
current **Schools and
District Improvement
Programme**

2015 - 2019 SCALE-UP PHASE



17 645
(66%) schools
reached in 9
provinces.



93 409
teachers
reached

Introduced **Reading
Improvement
Programmes** which
have reached over



42 000
teachers



Launched the **SAFE
project** to provide
ablution facilities to
679 schools

- Established the **Education Technical Assistance Officer (ETAO)** to strengthen state capacity to deliver on strategic imperatives
- Introduced the modernisation of the school administration system to advance data-backed decision making in education

2020 -2021 COVID-19 PANDEMIC

NECT played a strategic role in supporting the DBE with learning continuity during lockdown, preparing for the safe return to school, and laying the foundation for recovery and rebuilding in the system



Surveyed over **13 000**
officials, teachers, parents, learners
of the state of the school readiness to
reopen safely



Mobilised over **R80 million**
to support the Education Covid-19
Response Plan



Over **R8 million**
mobilised to refurbish KZN schools
affected by the July unrest

2022 RECOVERY AND REBUILDING PHASE

Contributed to the recovery and rebuilding of the education system following the Covid-19 disruptions. This entailed:

- Providing technical support for the development of curriculum-strengthening strategy, including the SA Competency Framework



Conducting a school functionality study in
500 schools on the return to normal
timetabling and levels of
curriculum coverage



Launching the **One Million African Storybook
Project** in all official home languages to over
9000 schools



Resources from over 50 partners invested in long-term and sustainable improvement

GOVERNMENT



PRIVATE SECTOR






FOUNDATIONS, TRUSTS AND CIVIL SOCIETY



Upcoming Sections




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The NECT through the Years

Ten years of collaborative and systemic improvement in education

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SECTION A

School and District Improvement

Contributing to improved learning outcomes by supporting teachers, school managers and subject advisors to improve school curriculum and management

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SECTION B

System Capacity Development

Implementing system-level initiatives that strengthen the state's capacity to deliver quality education

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SECTION C

Social Capital Building and Partnerships

Creating opportunities for conversation and collaboration towards education improvement

67



SECTION D

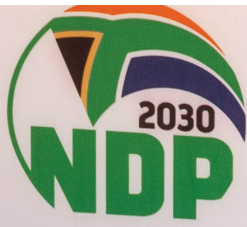
Financial Report

Overview of the NECT 2022 Financial Performance

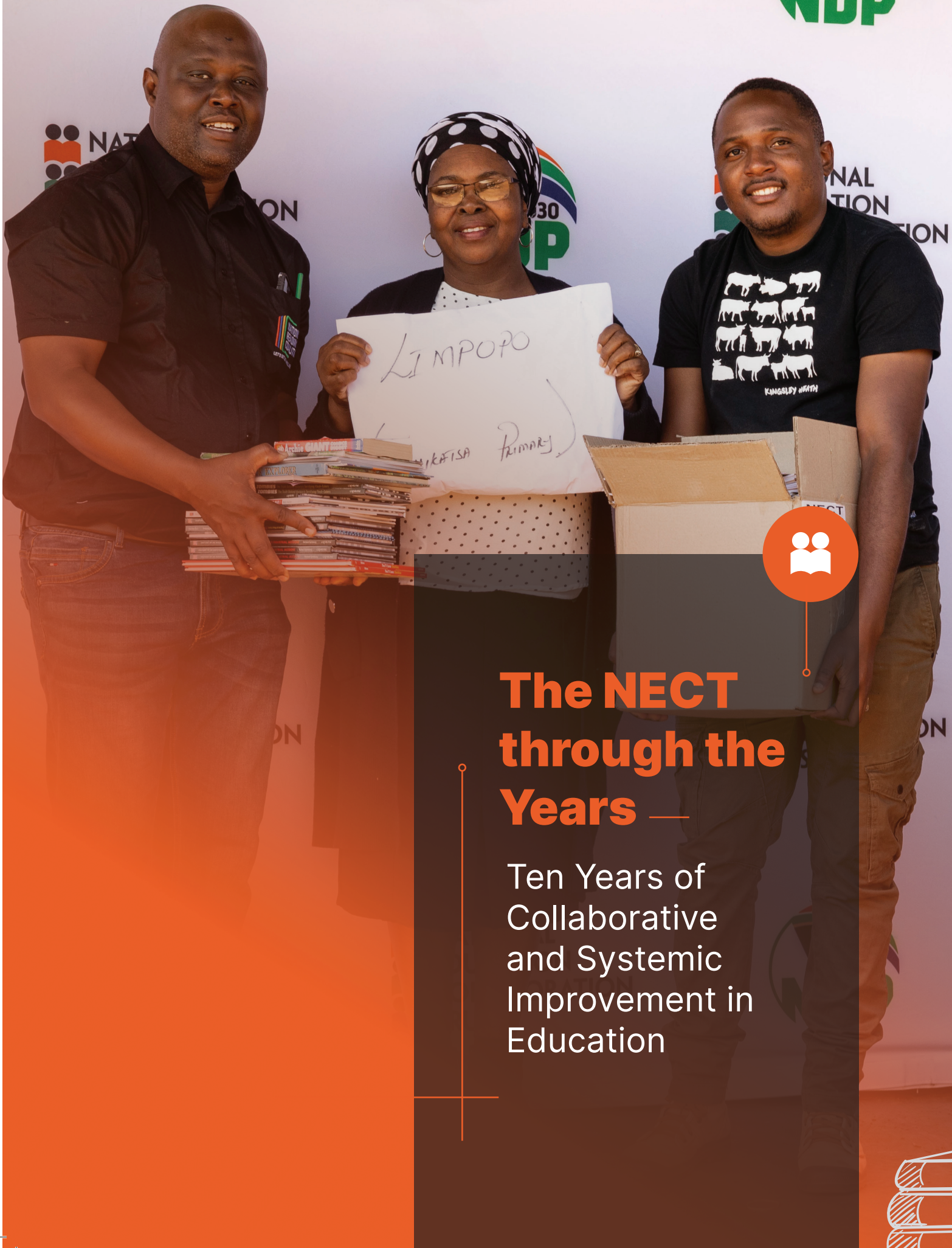
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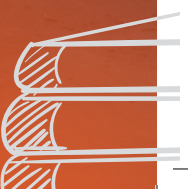


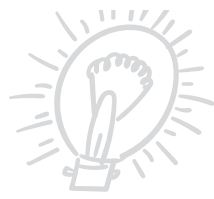
NATIONAL
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TRUST



The NECT through the Years

Ten Years of
Collaborative
and Systemic
Improvement in
Education





Reigniting Hope for Education Improvement in South Africa



August 2012

Release of the National Development Plan (NDP)

The release of the National Development Plan (NDP) in 2012 symbolised a reignition of hope and commitment to making South Africa a better place for all in the next 50 years. The 14-chapter plan outlines the areas of improvement necessary to create a robust, entrepreneurial and innovative economy.

Chapter 9 of the NDP focuses on the improvement of education, training and innovation. Throughout the chapter, stakeholder involvement and collaboration are highlighted as crucial to achieving the desired educational outcomes.

First Leadership Dialogue Convened

In December 2012, a Leadership Dialogue was convened with senior representatives of organisations across government, labour, business, academia and civil society. The dialogue:

- reflected on the successes and challenges in the education sector from 1994-2012;
- identified areas of focus to improve education; and
- discussed how education stakeholders could assist the DBE to achieve the 2030 goals of the NDP.

The discussions led to the development of the Education Collaboration Framework (ECF), which identifies six priority areas for achieving sustainable education improvement. The ECF also proposes the establishment of a vehicle that will coordinate the efforts of non-state stakeholders around these six priority areas. It is on this basis that the National Education Collaboration Trust (NECT) was established.

December 2012



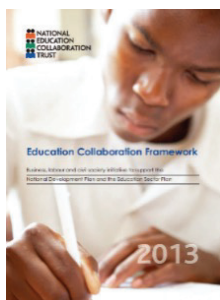
Minister Motshekga, Bobby Soobrayan (Former DBE Director General), Sizwe Nxasana (Former First Rand CEO), Enver Surty (Former DBE Deputy Minister), Senzo Mchunu (Former KZN MEC: Education), Barbara Creecy (Former Gauteng MEC: Education) at the 2012 Leadership Dialogue in December

July 2013

Establishing the National Education Collaboration Trust

The NECT was established by business, government, labour and civil society in July 2013 as a vehicle to implement the recommendations of the ECF towards achieving the 2030 NDP goals.

It was launched at the Presidential Guesthouse by the then Deputy President, Kgalema Motlanthe, Cabinet Ministers and 300 other guests from government, labour, civil society and private sector.



NECT Beginnings, Presidential Guesthouse

Over 300 South Africans met at the Presidential Guesthouse to launch the NECT

The NECT was launched in July 2013 following seven months of consultations and preparatory work. Former Deputy President, Kgalema Motlanthe, hosted the Cabinet, private sector CEOs, unions and civil society organisations, including NGOs and churches.



Sizwe Nxasana (NECT Chairman) and Bobby Soobrayan (Former DBE Director-General)



Partners from government, business, civil society, and labour gathered for the launch of the NECT



Mugwena Maluleke (SADTU General Secretary) and Matakanye Matakanya (NASGB General Secretary)



Learners from Ekurhuleni School for the Deaf and Dumb signing the South African National Anthem



Some of the NECT's Patrons, Board of Trustees, Members of Cabinet, and other senior members of business, labour, and civil society following the launch of the NECT.



Former DBE Deputy Minister, Enver Surty



Partners from government, business, civil society and labour listening to an address by NECT CEO, Dr Godwin Khosa



Trevor Manuel, former Finance Minister and Chairperson of the National Planning Commission



President Cyril Ramaphosa, an NECT Patron



Sizwe Nxasana (NECT Chairperson), Minister Angie Motshekga (Department of Basic Education), Former President Kgalema Motlanthe, Bobby Godsell (NECT Patron)



Ibron Rensburg (former Vice Chancellor of University of Johannesburg) and Nicola Galombik (founder of Harambee Youth Employment Accelerator)





Did You Know?

The heads symbolise a meeting of different minds to support education improvement.

The different colours have different meanings:

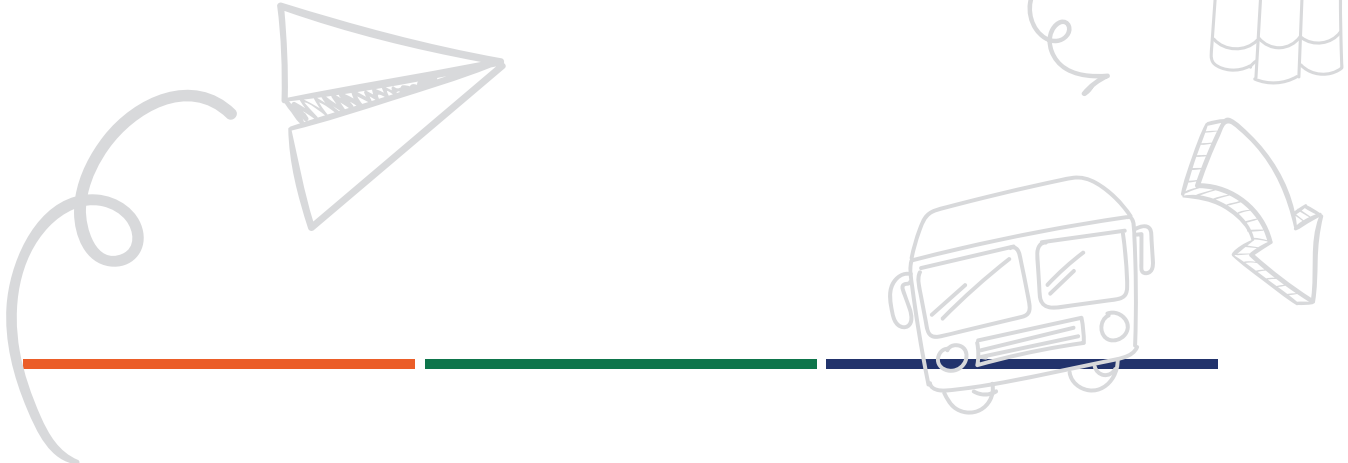
Orange -> Hope

Green -> Growth

Blue -> Future



The open books represent the NECT's focus on improving education through collaboration.



2013 – 2014: Getting the NECT off the Ground

The six thematic areas of the ECF were turned into eight programmes through which the NECT has increased its reach and impact in the South African education system. The period 2013-2014 was characterised by testing interventions to strengthen district and school functionality towards improved learning outcomes.

Thematic Areas and Achievements

1 Professionalising the teaching service



Over **115 000 teachers** from 90% of schools and subject advisors from all 75 districts have been trained and resourced for improved curriculum delivery

4 Resourcing for a conducive learning environment



Over **30 million** pieces of teacher and learner materials have been supplied for maths, science and languages



Ablution facilities have been provided to over

650 schools

2 Courageous and effective leadership



In excess of **16 500** school and circuit managers have been trained and supported in leadership and curriculum management. This includes 9 500 teachers trained through teacher union collaborations.

3 Improving government capacity to deliver

80%

of primary school subject advisors have been trained to support teachers and schools.

- Technical assistance has been provided on key policy imperatives like early childhood development and curriculum competencies for the future.
- A district self-assessment system has been established in 53 (70%) districts.

5 Community and parent involvement



23

District Steering Committees (DSC) have been established to support programme implementation in the provinces and the Quality Teaching and Learning Campaign (QLTC).

6 Learner wellbeing and support



School-based training Provided school-based training on psychosocial support for learners to over **1 000** district and school managers.



Over **2 000 youths** have been reached through the **Ubuntu Youth Leaders Programme**

The NECT's contributions to improvement were evident in the early days

The Fresh Start Schools Programme gave differentiated and comprehensive support to 409 schools that required focused and urgent attention in areas related to school functionality, resourcing, and teacher and learner support.

This intervention laid the foundation for the introduction and expansion of NECT interventions like the Structured Learning Programmes (see Section A of this report).

2015 – 2019: Reaching Over Two-Thirds of the Education System

The post-pilot phase of NECT initiatives took off during this period, with a number of initiatives implemented at scale and new initiatives aimed at improving the state's capacity to deliver. By the end of 2019, the NECT had increased its reach from 409 to 17 645 (67.9%) public schools and 93 409 (23.3%) teachers across all nine provinces. Some notable achievements in this period include the introduction of Structured Learning Programmes (SLP) which offer teacher support materials to improve curriculum delivery and reading improvement programmes. The SLP set a standard of what to teach and the sequence of teaching for South African schools. Other highlights from this period are presented below.

“

“We always hoped that the challenges our school faced would one day be addressed, but thanks to the NECT's [Fresh Start Schools] programme, that came about much sooner than we anticipated”.

– *Kayivela Sambo, Principal at N'wamalobye Secondary School, one of the first beneficiary schools of the NECT.*

”

Designed a Sector-Wide Reading Improvement Programme

The Primary School Reading Improvement Programme (PSRIP) was introduced in 2017 to respond to reading improvement challenges identified in the 2016 PRILS report. The NECT began with English First Additional Language (EFAL) reading improvement, which was later expanded in 2021 to include African home languages. As expected, the design and pilot of the African language programme took longer as it had to be repeated across nine languages. The rollout of the African language programme is planned from 2023.





Sanitation
Appropriate
For
Education (SAFE)
Initiative

Eradicating pit latrines in 630 schools

The SAFE initiative was launched in 2018 to support the DBE with providing ablution facilities to 630 schools in Limpopo, Eastern Cape and KwaZulu-Natal. Since 2018, in excess of R450 million has been raised from the public and private sector for this project. As of December 2022, the NECT had a balance of 109 schools to complete, while the DBE, together with agents such as DBSA, COEGA and IDI, cover over 1 500 schools.

Modernising the South African School Management System (SA-SAMS)

The SA-SAMS modernisation project commenced in 2018 with the aim of improving access to valid and reliable data on schools, teachers and learners. To date, two of the 14 modules have been developed based on a prototype adopted from UNESCO. The modules are being tested in two pilot provinces (North-West and Free State).

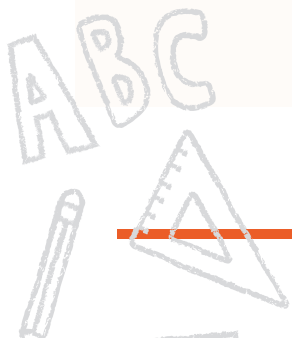
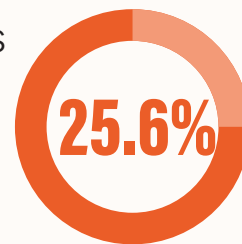
2020 - 2021: Minimising System Regression and Disintegration During Crisis

2020-2021 was a difficult time worldwide as countries battled with the health, welfare, economic and educational impact of the Covid-19 pandemic and the national lockdowns necessary to curb the spread of the virus. For the South African education system, the impact of the pandemic was further exacerbated by the July 2021 riots and the April 2022 floods which largely affected the KwaZulu-Natal province. The value of collaboration was never more evident than during this time.



Did You Know?

KwaZulu-Natal is home to of the **South African public schools.**



Evidence-Gathering for Decision Making



With the increased understanding of pandemic dynamics in education, the DBE commissioned an independent assessment of school readiness to reopen in a safe manner. The NECT conducted four cycles of School Readiness Assessments in 2020 and 2021, considering, amongst other things, the availability of necessary resources such as water, sanitisers and masks, as well as compliance with social distancing norms.

The findings of the assessments were critical in assisting the DBE to make informed recommendations to the National Coronavirus Command Council (NCCC) and Cabinet on reopening schools. The NECT presented reliable data that was trusted by all relevant stakeholder groups: government, provinces, teachers and the public.

Learner & Teacher Welfare



The Psychosocial Support (PSS) programme was introduced to respond to the emotional and psychological impact of the pandemic on teachers, learners and community members. The programme offered school- and community-based training and PSS support messages disseminated through email and WhatsApp, reaching almost 65 000 beneficiaries. This includes 4 625 community members who were reached through Ward Committees (see Section C of this report for more details).

With funding received from UNICEF, the NECT also provided handwash stations to 123 schools in Limpopo, Mpumalanga, Eastern Cape and KwaZulu-Natal. This helped create a sanitary learning environment for reopening schools.



Ensuring Learning Continuity and Recovery



When teachers and learners could not attend school or did so in rotation, the NECT, DBE and other partners initiated a remote and digital learning (RDL) programme. The RDL Investment Portfolio was integral to ensuring learning continuity during the lockdown and when schools were on rotational timetabling. Through radio, television, digital applications and social media, supplementary curriculum content was provided for learners in Grade R-12. The **Woza Matrics and Tswelopele broadcasting campaigns, in particular, benefited over 6.2 million learners, teachers and parents** (see Section C of this report for more details).

Additional support reaching over 90% of schools was also provided to teachers through the Curriculum Recovery Planners and Trackers intervention. These materials guided teachers in the use of the DBE's Trimmed Curriculum Annual Teaching Plans to ensure maximum learning recovery (see Section A of this report for how this intervention was expanded in 2022).

Dialogues & Strategic Communication



- When teacher unions raised concerns about the safety of teachers returning to school, the NECT board and patrons hosted a special meeting to address these concerns. Sizwe Nxasana, Phumzile Mlambo-Ngcuka, Bobby Godsell and James Motlatsi met with the leaders of teacher unions to explore solutions which were then further considered by DBE.
- The Civil Society Consultative Forums were introduced as a platform for engagement between the DBE and education partners during and after the Covid-19 lockdown. These forums were crucial for updating partners with emerging information on the impact of the lockdown on teaching and learning, the DBE's plans to ensure a quick and safe return to normal schooling and for gathering input on DBE proposals. A total of 21 forums have been convened, with an average of 200 participants per engagement.

The NECT played a critical coordination role by creating a platform for non-state actors to contribute financial and non-financial resources to various emergency response projects aimed at limiting the impact of these disruptions on teaching and learning. Between 2020-2021, the **NECT mobilised over R90 million to implement initiatives** for the Covid-19 Education Response Project. In addition, over R16 million was raised for the KZN Emergency Response Project in 2021 (see Section B of this report for project details).

The NECT in 2022

Reflecting on and
Celebrating 10
Years of Impact in
the South African
Basic Education
System



2022: Reaching 90% of the South African Education System

2022 marked the ninth year of the NECT’s initial 10-year lifespan. In light of this, the Board of Trustees led a reflection process, commencing in 2021, on the strategic role of the NECT beyond 2023. The reflections were preceded by an independent review of the NECT commissioned and sponsored by the FirstRand Empowerment Foundation. The findings and recommendations of the report underpinned further reflections and engagements with the NECT’s stakeholder groups, which included hosting the District Conference on Education Reform in April 2022, an event attended by over 300 district officials and other stakeholders.



Deputy Minister, Dr Mhaule making an address at the District Conference

This reflection process confirmed the need to extend the role of the NECT in supporting education improvement beyond its initial 10-year lifespan. Among the considerations were the improvements still required towards the NDP’s 2030 goals and the unexpected adverse effects of the Covid-19 lockdown, which will require additional efforts to assist in the educational recovery of the affected learner cohorts. In August 2022, the Trustees resolved that the NECT will continue its work beyond 2023 to support further education improvement towards the 2030 goals. NECT management were supplied the following seven principles to guide strategic planning:

Programming Principles	National Strategic Perspective
<ol style="list-style-type: none"> 1. Increasing contributions to the education recovery strategy 2. Strengthening a systemic approach 3. Contributing to a balanced approach between the current and future education agenda 4. Consolidating previous successes and increasing impact of future NECT programmes 	<ol style="list-style-type: none"> 5. Stabilising transitions between policy and administrative offices at both national and provincial levels 6. Strengthening collaborations among key education actor groups 7. Supporting the sector to retain its focus on the 2030 NDP goals

The strategic and programming focus of 2022 was on consolidating the successes and lessons learnt from 2013, supporting post-Covid-19 recovery, and preparing proposals for the organisation's strategy and programming in the future. Several achievements were registered in 2022, including reaching over 90% (22 812 schools) of the basic education schooling system. This was primarily achieved through the Recovery Planners and Trackers initiative which provided teachers with Term 1 to Term 4 teaching plans and training on learning recovery in languages, mathematics and science in line with the adjusted curriculum. This initiative provided guidance to over 200 000 classrooms in South African schools and involved nearly 80% of the country's subject advisors who were capacitated to support teachers with teaching the recovery curriculum and using the Recovery Planners and Trackers.



Mr Jan Mkhwanazi – Deputy Director General: Curriculum (Mpumalanga) at the District Conference

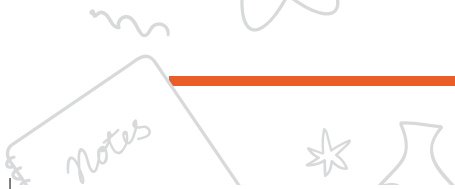


Lessons Learnt from Implementing Education Improvement Initiatives

As the NECT celebrates its 10th anniversary in July 2023, it has been beneficial to reflect on the lessons learnt in implementing the organisation's initiatives. These lessons have informed the NECT's future programming as they contribute to almost 30 years of local and international knowledge on effective education improvement initiatives.

What we know from 10 years of implementing education improvement initiatives:

- 1** Achieving sustainable education improvement requires continuous school and teacher support at the district and provincial levels.
- 2** Strengthening capacity building for district and provincial officials is necessary for them to adequately implement policy and support teachers and schools.
- 3** Achieving sustainable education improvement requires continuous school and teacher support at the district and provincial levels.
- 4** Creating a platform for stakeholder engagement and consultation has encouraged and ensured buy-in which has brought stability to the sector, especially in times of crisis and major policy changes like the ECD function shift.
- 5** There is a shortage in capacity within and outside government for education planning and management and ensuring the implementation of DBE strategic imperatives.
- 6** There is a need to resuscitate collaboration within and between universities to advance research that will positively contribute to education reform.
- 7** While extra-governmental education improvement initiatives are common, they tend to be implemented over a fixed period of time and with a limited scope of work. Going forward, the focus should be on implementing more permanent 'booster initiatives' by dynamic features of the education system, with the capacity to identify and exploit improvement opportunities.





Section A

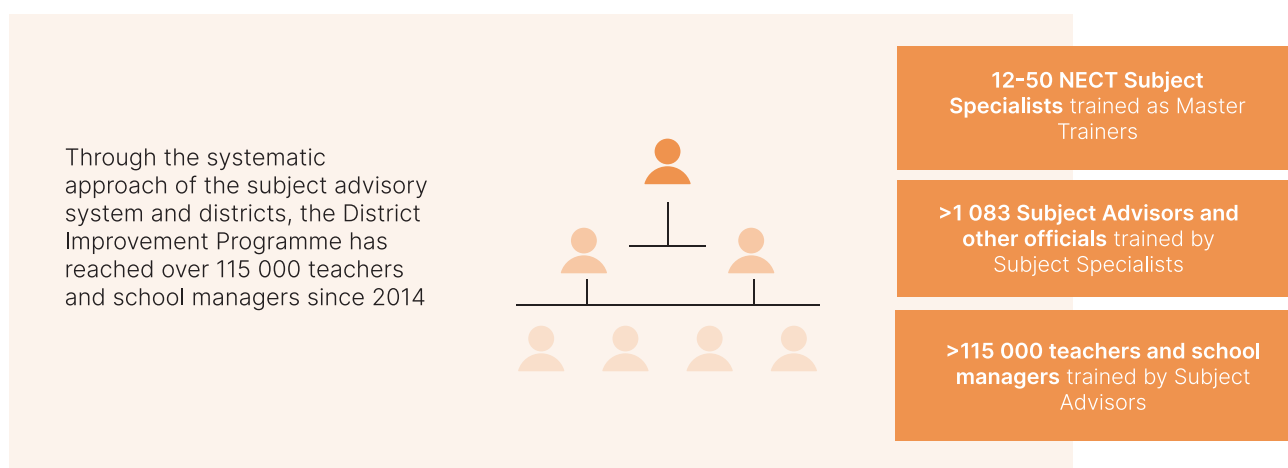
School and District Improvements

Contributing to improved learning outcomes by supporting teachers, school managers and subject advisors with effective curriculum and school management

Over 115 000 Teachers, Subject Advisors and School Managers Reached Since 2013

Supporting schools and district improvement has been the critical work of the NECT since 2013, with the implementation of an integrated set of interventions to support the improvement of learning outcomes. These interventions have largely been implemented through the District Improvement Programme which focuses on five critical areas:

- Teacher development and professionalisation in languages, maths and science
- School management and leadership
- District development
- Learner welfare and development
- Parent and community support



Over the years, this focus area of the NECT has witnessed an exciting expansion and evolution not only in intervention reach but in scope of work. This was evident in the introduction of the Primary School Reading Improvement Programme (PSRIP) in 2017 which was later adopted as the National Reading Programme and the National Reading Coalition in 2019, implementing interventions around six pillars to drive reading improvement in South Africa.

Furthermore, the innovation unit introduced in 2018, has piloted and incubated innovative pedagogies that embed competencies and skills into the basic education curriculum to better prepare learners for the 21st century.

The sections below overview the programming focus and achievements of the School and District Improvement Programme, the Reading Improvement Programme and the Innovation Unit.

1. Improving District and School Systems

The District Improvement Programme (DIP), the flagship programme of the NECT, is aimed at contributing to improved educational outcomes through the following:

- teacher professionalisation interventions for maths, science and languages;
- teacher and learner resourcing; and
- district improvement and support.

At the end of 2022, the NECT had reached **75 districts** and **nine provinces** across South Africa, **91% of public schools** and **115 000 teachers** and **subject advisors**.

Maintaining strong partnerships with provincial education departments, teacher unions and school governing bodies has facilitated the integration of these interventions into the education system at school, district and provincial levels.

1.1. Supporting Post-Covid-19 Education Recovery and Rebuilding

Learning recovery has been at the centre of the post-Covid-19 response, with a focus on ensuring that teachers and parents are equipped to help learners recover from the teaching and learning time losses of 2020 and 2021. To this end, the NECT implemented the following interventions:



22 812 (91%) schools resourced and teachers trained on Recovery Plans.

These materials guide teachers in managing curriculum delivery in line with the Recovery Annual Teaching Plans as released by the DBE. To this end, the NECT led orientation and training workshops for 7 665 circuit managers, subject advisors and school managers who were then supported to cascade the training to their teachers.



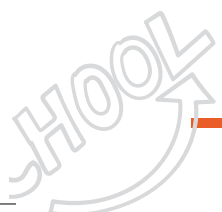
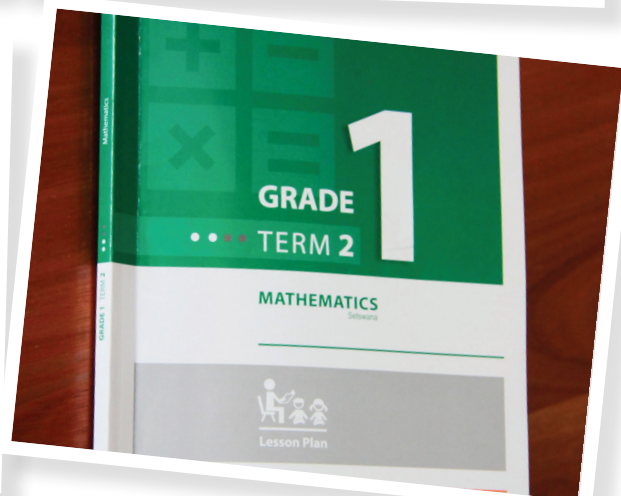
14 100 households resourced and trained on supporting learning at home.

As an expansion of the teacher training on learning recovery, the NECT developed easy-to-use guides for parents and guardians to support learners with continued learning at home. These guides were tested with parents in the North-West, Mpumalanga, Limpopo and Eastern Cape who expressed that the materials helped them to better understand their children's learning needs.



500 schools across the country assessed for functionality.

Since 2021, the NECT has conducted a series of assessments in 500 schools across the country to determine the extent to which schools have returned to normal timetabling and the levels of curriculum coverage, and to make recommendations on the best response to address not only the pandemic losses but the historical learning backlogs as well. This has contributed to a growing evidence base in the sector on the impact of Covid-19 on teaching and learning.



What We Know About Curriculum Coverage and Learning Recovery

Curriculum coverage on the rise – a first step to learning recovery

The schools assessed showed an increase in curriculum coverage between Term 3 2021 and Term 1 2022. This can be attributed to the following:

- A move away from rotational timetabling, which meant less physical teaching and learning time.
- The high availability and use of DBE Recovery Annual Teaching Plans (RATPs), as between 94-98% of teachers indicated they were using the resources.

While teachers have access to the RATPs, they did express a need for orientation and training on the use of the resources to ensure effective usage.

More support to ensure effective learning recovery

While curriculum coverage has increased since 2021, this is not a definite indication of effective learning recovery. The results from the diagnostic learner assessments conducted in Term 1 of 2022 showed low levels of knowledge and skills across all grades and subjects, as seen in Figure 2.

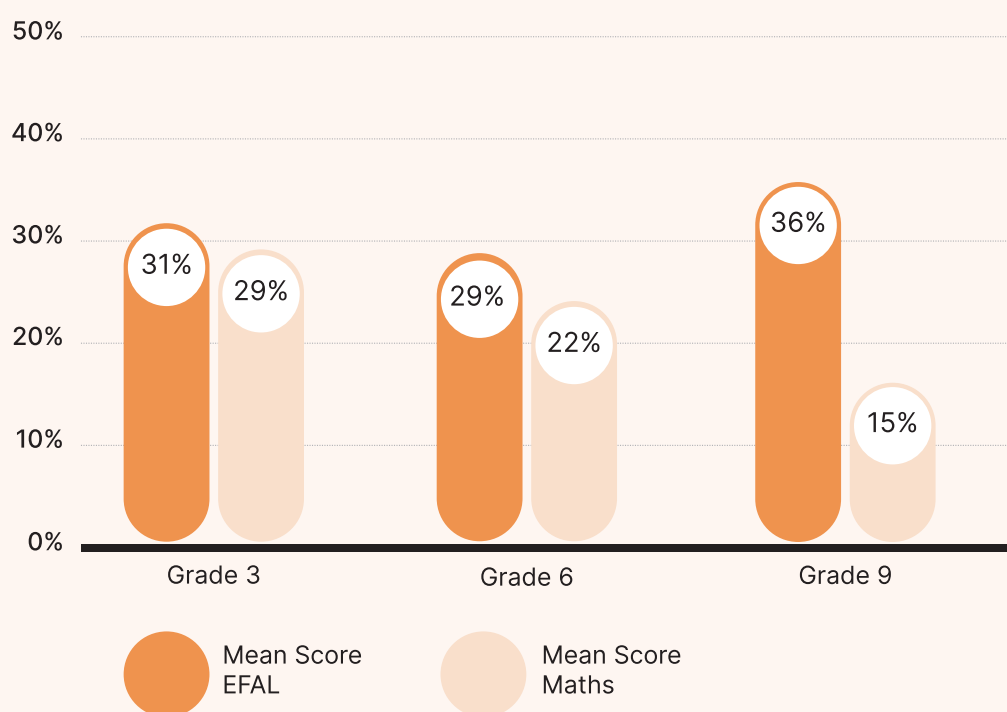
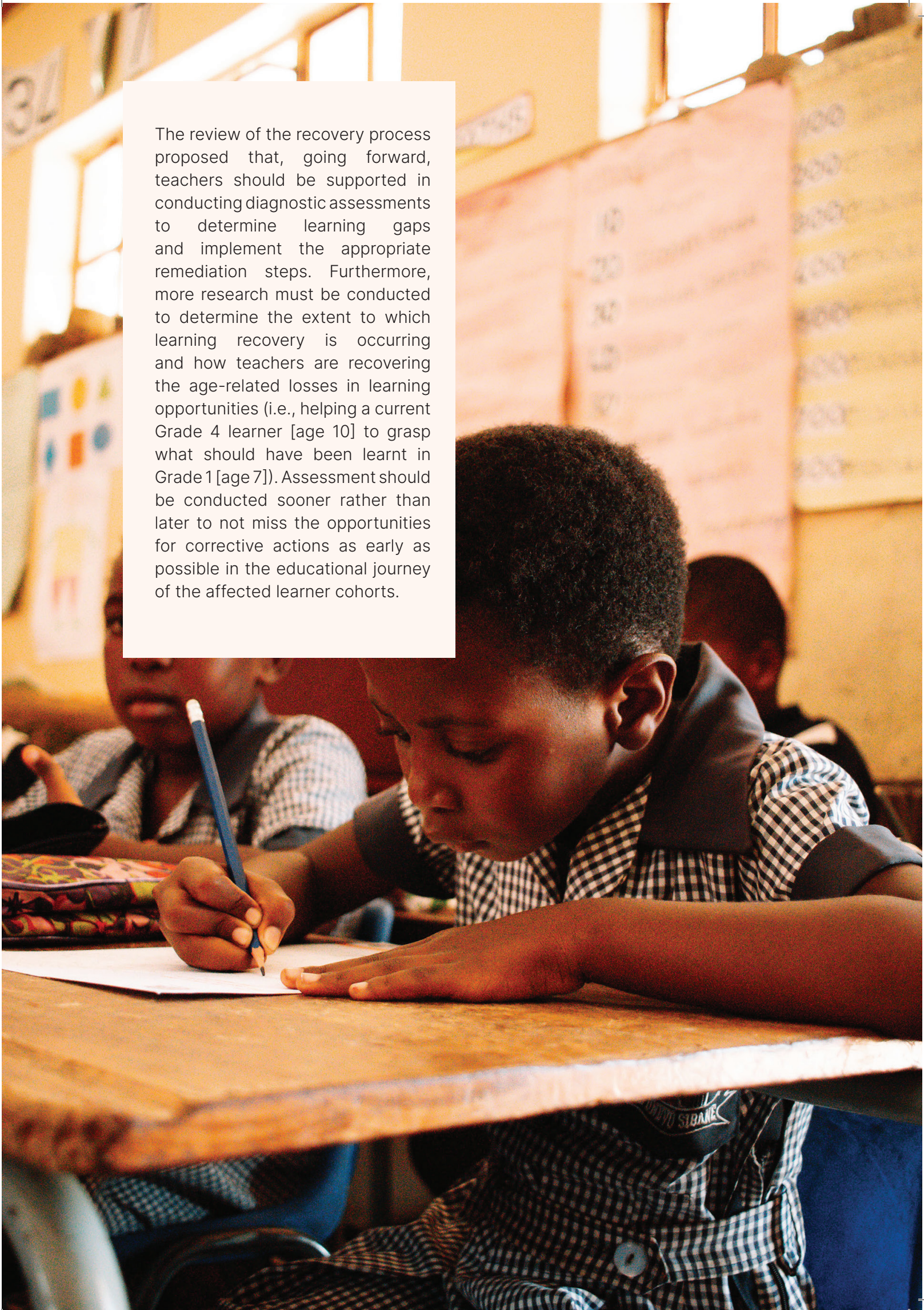


Figure 1: Mean Scores for EFAL and Maths (n=24 619)

The review of the recovery process proposed that, going forward, teachers should be supported in conducting diagnostic assessments to determine learning gaps and implement the appropriate remediation steps. Furthermore, more research must be conducted to determine the extent to which learning recovery is occurring and how teachers are recovering the age-related losses in learning opportunities (i.e., helping a current Grade 4 learner [age 10] to grasp what should have been learnt in Grade 1 [age 7]). Assessment should be conducted sooner rather than later to not miss the opportunities for corrective actions as early as possible in the educational journey of the affected learner cohorts.



EU and UNICEF Partnership to Support Learning Continuity and Recovery

In 2021, the European Union and UNICEF partnered with the NECT to implement the Reading and Leadership Strengthening in South African Schools (REALS-SA) Project. The aim of the project is to support the DBE and provincial departments in KwaZulu-Natal, Limpopo and Eastern Cape with learning continuity and recovery following the disruptions of the Covid-19 pandemic.



“The Reals-SA programme has contributed to reading improvement by encouraging reading for learning and for pleasure. Furthermore, it has equipped the teachers and school management with resilient leadership and crisis management skills. This has encouraged us to develop a crisis management plan, which we never had before”.

– **Mafuna Mabokachaba**, Principal of Maphuto Primary School in Limpopo

The project, targeting a total of 650 primary schools in three provinces, focuses on supporting subject advisors, school managers and parents on Assessment for Learning (AfL), Leadership & Governance and Leading for Reading, respectively. Through this project, the following achievements have been registered:



302 000

home language reading books procured and distributed to the schools;



209 (54%)

parents and school managers trained to support learners with reading improvement;



824 (90%)

school managers trained and resourced to improve leadership and school governance;

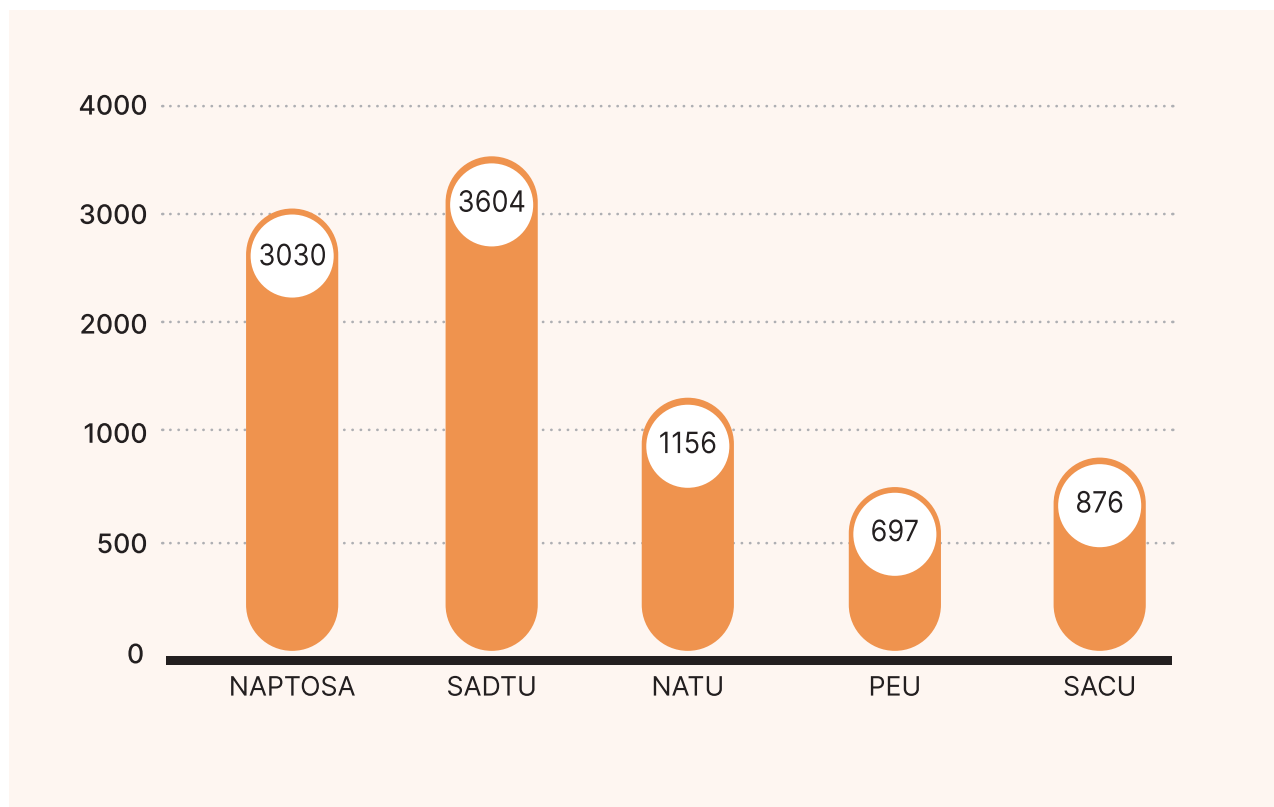


5 281 (81%)

teachers and subject advisors trained on Assessment for Learning (AfL) to improve the use of assessment methods for identifying learning gaps.

1.2. Teacher Unions and the NECT Supporting over 9 300 of their Members

Teacher unions have been a critical partner of the NECT since 2013. This partnership has been strengthened by the coordination, integration and alignment of DBE and teacher union professional development activities. Since 2017, the NECT has reached 9 352 union members through its union collaborations with SADTU, NAPTOSA, NATU, TUC and PEU.



These members have been trained and oriented on a variety of topics including Structured Learning Programmes for maths, science and languages, Assessment for Learning (AfL), the provision of psychosocial support, and the 2021/2022 Recovery Planners and Trackers. The NECT has also partnered with unions on school and learner safety programmes like the #IAmASchoolFan Campaign.

Partnering with SADTU to safeguard schools through the #IAmASchoolFan Campaign



The NECT, SADTU and UNICEF Launch the #IAmASchoolFan Campaign at Mzuvele Secondary School, KwaZulu-Natal

In partnership with SADTU and UNICEF, the #IAmASchoolFan Campaign was implemented in KZN. The campaign aims to mobilise stakeholders – including parents, teachers, learners and government departments – to address school-related violence. The campaign targeted 24 schools in KZN that were affected by the July 2021 unrest and included broadcasts on school safety on Gagasi FM and Ukhozi FM radio stations, which have a combined listenership of 9 million in the province. The campaign forms part of the NECT's Emergency Response Project which supported 450 schools and ECD centres that were negatively impacted by the unrest (see Section B of this report for more on this project)

1.3. Nine Universities Collaborate to Improve Research Capacity

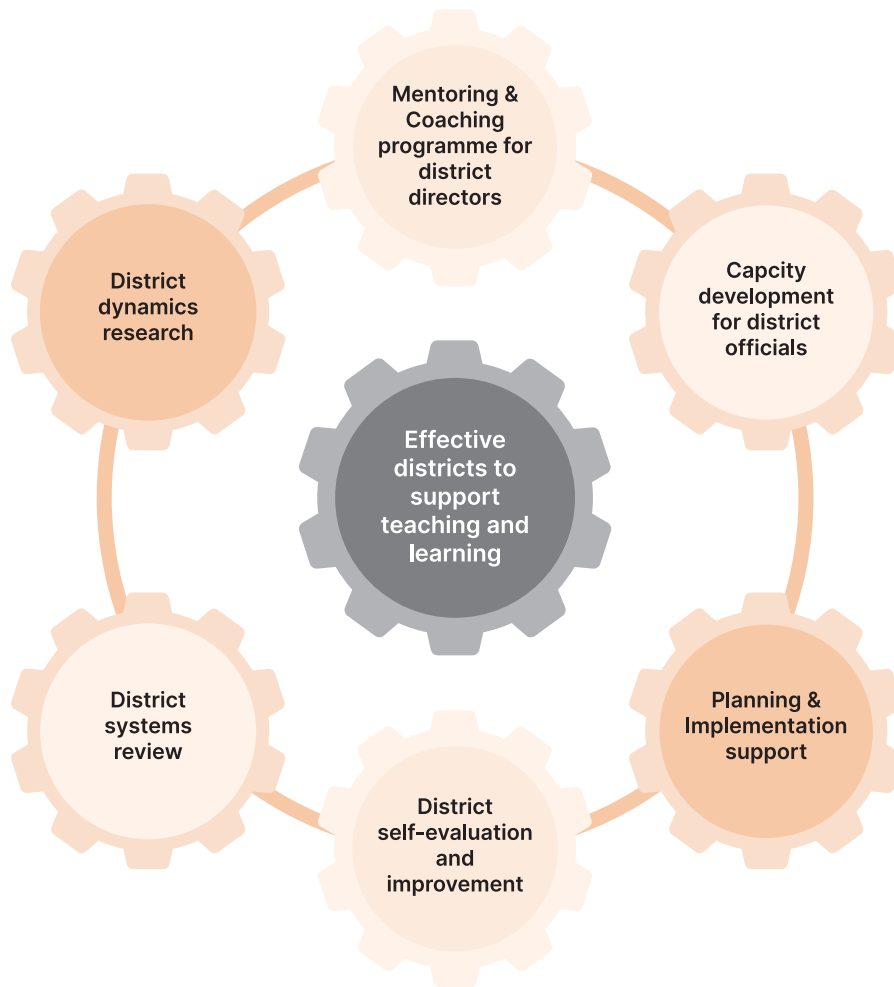
The NECT partnered with the DBE and the Teaching, Teacher and Teacher Education for Equitable and Quality Learning (TTTEQL) Consortium which comprises nine historically disadvantaged South African universities to implement the classroom dynamics research project. The project aims to unlock the “black box” of South African classrooms by responding to a need for greater research for understanding the learning and teaching dynamics in the classrooms. Preparatory work for the research project commenced in 2022 with a series of workshops that aimed to finalise the conceptual framework, methodology and sampling methods for both preliminary research and as well the main study.

The participation of historically black and disadvantaged universities is contributing to the transformation of education research in South Africa. As of 2022, **90 researchers are involved in the project, of which 73 (81.1%) are black.**



Researchers at the Instrument Review and Pilot Planning Workshop in Centurion

1.4. Changing Gears from Supporting Schools to Supporting Districts



Education districts are the primary mechanism for ensuring the effective translation of national and provincial policy into programming, and that schools are adequately supported in school functionality, management and curriculum delivery.

As such, the NECT is introducing an Integrated District Improvement Programme (IDIP) to improve the effectiveness of districts. The programme focuses on six areas, including a strong evidence-building support programme.




What We Know About the Districts

In 2022, the NECT piloted a rapid district assessment approach in three districts across the Eastern Cape, Limpopo and North-West. The assessment intended to evaluate district preparedness to support schools with reopening in 2023 with a focus on 1) policy and decision-making; 2) district and school functionality; 3) teaching and learning readiness; and 4) district capacity. The assessment found the following, among other things:

District Capacity

- High subject advisor-to-school ratios for Foundation Phase and Intermediate Phases, with two districts having ratios of over 1:280. Such high ratios limit the amount of time and quality of support provided to the schools.

	RATIO OF SUBJECT ADVISORS TO SCHOOLS		
	Capricorn South	Dr Kenneth Kaunda	OR Tambo Coastal
Foundation Phase Maths	1:263	1:21	1:283
Foundation Phase Languages	1:263	1:21	1:283
Intersen Maths	1:132	1:21	1:566
Intersen EFAL	1:87	1:21	1:283
Intersen Sciences	1:87	1:43	1:283
FET Maths	1:41	1:19	1:81
FET FAL	1:54	1:19	1:81
FET Sciences	1:163*	1:56	1:81

<p>District Functionality Needs Improvement</p>	<ul style="list-style-type: none"> • High vacancy rates for principals and subject advisors, with one district having 29 (5%) vacant principal positions. • Inadequate provision of basic ‘tools of the trade’ like laptops and transport for officials negatively impact district ability to function effectively.
<p>Policy Implementation and Planning Requires Attention</p>	<ul style="list-style-type: none"> • There are weaknesses in communication between different levels of the system, affecting district planning and policy implementation. <ul style="list-style-type: none"> - This was evident with circuit managers from two districts citing having not seen or heard of the 2023 Recovery Teaching Plans by December 2022.

Similar observations in the past have guided the NECT’s approach to district support to date. To continue contributing to evidence gathering on district functionality, this pilot assessment will be rolled out to 36 (48%) targeted districts in 2023. Data collected through these assessments will inform the NECT’s future district improvement interventions.

Since 2013, the NECT has worked closely with districts, not only on the implementation of the organisation’s school-level interventions but on district improvement and capacity building. Starting with eight (10.6%) districts in four provinces in 2013, **the NECT has now reached 75 (100%) districts across the country**. The districts have also been avenues to expand community involvement in education through the District Steering Committees.

District Self-Assessment System Implemented in 53 Districts

The Fundamentals of Performance (FOP) programme is a self-assessment programme that aims to build district capacity in planning by supporting districts to review and develop their District Development Plans (DDPs). In 2022, the NECT provided technical assistance to the DBE to train 11 districts across seven provinces on the FOP framework and to subsequently develop DDPs. This brings the total number of DDPs developed since 2017 to 53 (70%). The NECT also supported the review of DDPs in Bojanala and Dr Kenneth Kaunda districts in the North-West.

Mobilising Community Involvement Through District Steering Committees (DSCs)

The DSCs were introduced in 2017 in response to the need for the mobilisation of various stakeholders, including school governing bodies, unions and community structures to participate in education improvement. In 2022, three new DSCs were established in Mpumalanga (Gert Sibande and Ehlanzeni districts) and Limpopo (Mogalakwena district). This brings the total number of DSCs established across the country since 2017 to 21 (28%).





2. Contributing to Creating a Reading Nation in South Africa

Early grade reading is a challenge in South Africa. In response to this, a Reading Improvement model was introduced which outlines critical areas for addressing the country's reading challenge.

Access to Reading Resources



Almost **2 million** storybooks have been distributed to schools, community libraries and churches across all provinces.

Continuing Professional Development



Over **42 000** teachers and subject advisors have been trained and resourced on the English reading improvement programme.

Community Support and Involvement



Over **40** physical and virtual reading clubs have been hosted to encourage reading for pleasure at school and at home.

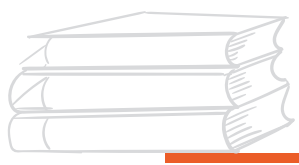


Over **61 000 youth** have been given employment opportunities through the Reading Champions programme.

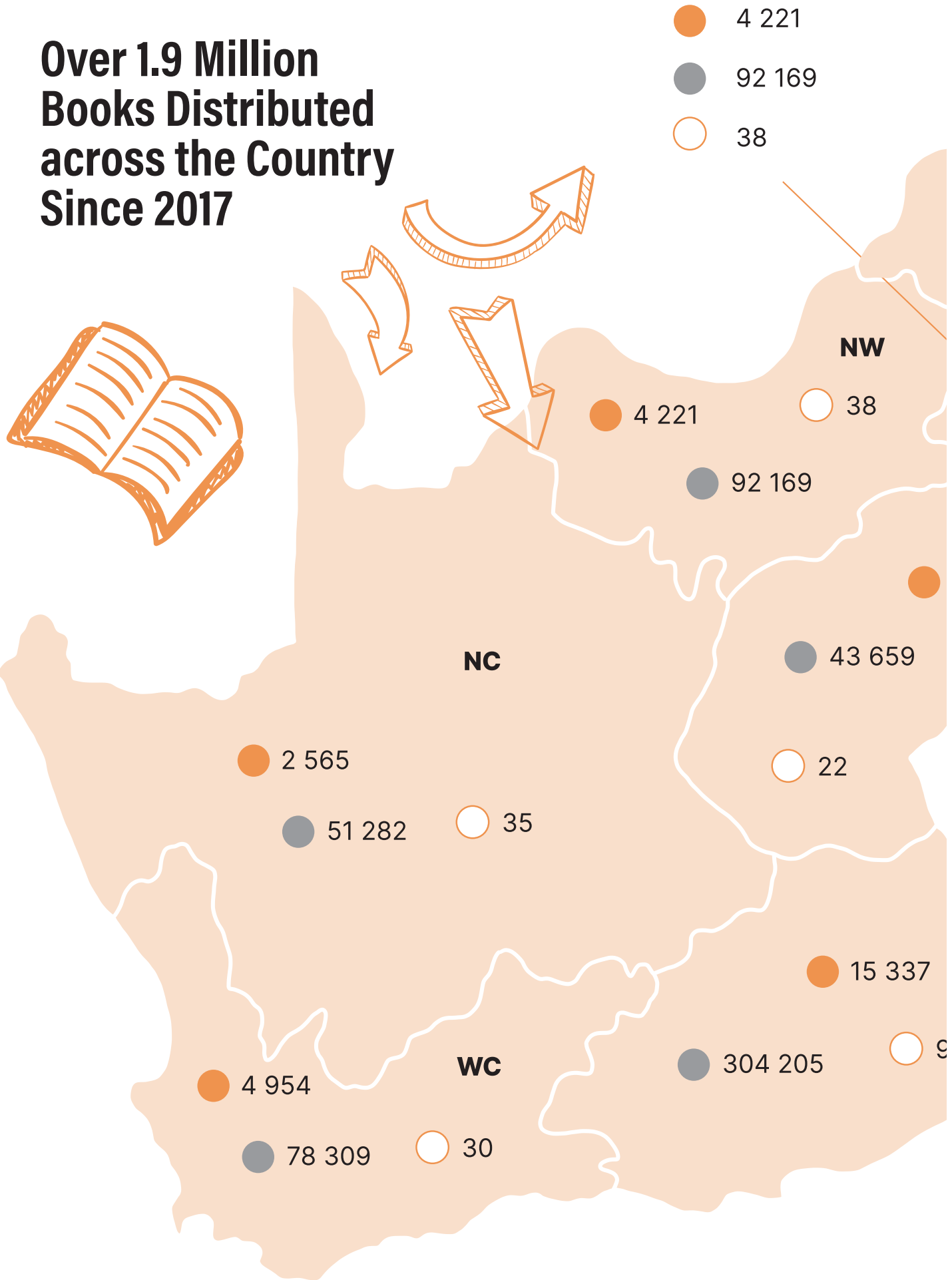
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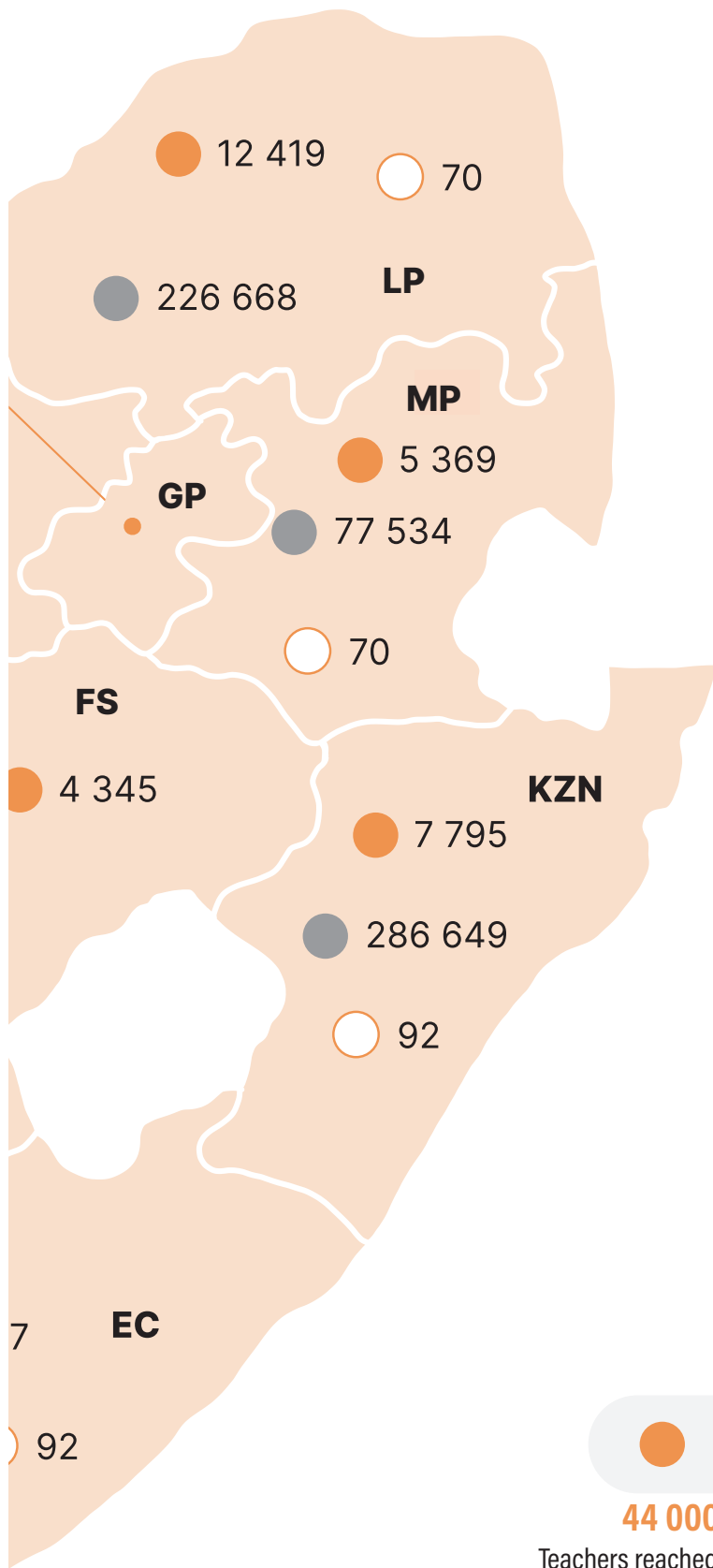


An African Languages Reading Strategy to improve the teaching of reading in African languages beyond Grade 3 has been developed



Over 1.9 Million Books Distributed across the Country Since 2017





Through the National Reading Coalition (NRC) and the REAL-SA programme, the NECT has distributed over **1.9 Million storybooks** in English and all 9 official African languages.



Over **42 000 teachers & subject advisors** have been trained and resourced on reading improvement.



Over **80 000 parents, learners** other community members have been reached through reading clubs and activations, the Reading Champions programme, and book distributions



44 000
Teachers reached through EFAL and HL reading programmes

1 954 051
Books donated to schools, libraries and churches

444
Circuits reached

Launching the One Million African Storybook Project

The highlight of the NECT's book drives has been the launch of the One Million African Storybook project in September 2022 in partnership with the DBE. This is an expansion of the African Storybook project initiated in 2020 which saw the development of 189 storybook titles, written by the NECT's District Change Agents in all 11 official South African languages. These books were printed and distributed to 8 842 primary schools across the country.



Learners reading one of the books delivered at the One Million Storybook Launch in Mpumalanga



500 000 Teachers and Parents Provided with Digital African Storybooks

As part of the project launch, the NECT digitised, compressed and disseminated 1 189 Foundation Phase stories in all 11 official languages to 500 000 beneficiaries across the 444 NRC-supported circuits. The stories, designed for home and classroom use, also contain a guide for parents and teachers on their utilisation.



Community Involvement in Reading Improvement

The promotion of reading in communities has largely been achieved through reading activations and celebrating national and international reading days at schools, churches and community centres. **Since 2019, these activations have reached over 30 000 teachers, learners and community members.**



Lwazi, NECT's reading mascot, handing over African reading books at a reading activation. Since 2019, Lwazi has seen over 30 000 teachers, learners and community members.



Reading Clubs

In 2022, 29 face-to-face and 12 virtual reading club sessions were hosted, focusing on promoting books written by African authors. The virtual reading clubs were attended by 2 324 participants including teachers, education department officials, learners and parents, and involved 49 panellists, including 11 African authors. These reading clubs have encouraged reading for pleasure for all age groups.

Reading Champions Programme

As part of the Basic Education Employment Initiative (BEEI), the NECT has implemented the Reading Champions Programme since 2020. These reading champions support teachers by conducting reading activities in class. Phase 3 of the programme in 2022 saw the recruitment and of 19 763 youth across 13 596 primary schools nationally, bringing the total number of youths trained through this initiative to 61 367. This intervention provided youth employment opportunities at the height of the Covid-19 pandemic when opportunities were limited.

3. Supporting Curriculum Innovation and Strengthening in South Africa

The EdHub was established in 2018 to advance local understanding of education policy and programming relevant to the 21st century and beyond. This has been done through the Sandbox Schools project which has tested teaching innovations that embed competencies and skills of the future in the basic education curriculum.

Advancing Innovative Teaching Approaches through the Sandbox Schools Project

2022 marked the third and final year of the Sandbox Schools Project's research cycle. Through the project, three innovative teaching approaches were introduced.



Competency-based Learning Programme (CLP)

A structured learning programme piloted in 10 schools in the Waterberg District, Limpopo.

The programme supports teachers in developing both foundational literacy skills and competencies through curriculum content and teaching practices.

Findings from the interim report on the programme show its potential to be scaled to all schools in the Waterberg District. The NECT will be presenting to the district on the way forward.



School Culture for a Fast-Changing World

Supporting school principals and managers with co-creating conducive environments for teaching and learning in a fast-changing world.



Tinkering

Introduced in 2022, this is a sensory-filled approach to teaching and learning that encourages learners to interact with and manipulate building blocks and other materials to enhance their ability to grasp concepts.

The piloting of this intervention reached 16 teachers in the Waterberg District.



Ed-Hub Team member, Chiliza Nkabinde, leading a Tinkering workshop

A total of 371 teachers have been reached through the Sandbox project. The lessons and insights from testing these interventions have been compiled into a number of compendiums, journal articles and book chapters.

Furthermore, the NECT has made recommendations to the DBE for the scaling and mainstreaming of the CLP into other interventions such as the Primary School Reading Improvement Programme (PSRIP) and the Assessment for Learning (AfL) programme.

Infusing Competency Development in the South African Curriculum

One of the notable achievements of 2022 has been the EdHub's technical and advisory support to the DBE on the overarching curriculum strengthening of scope, sequencing and strategy, including the development of a South African Competency Framework.



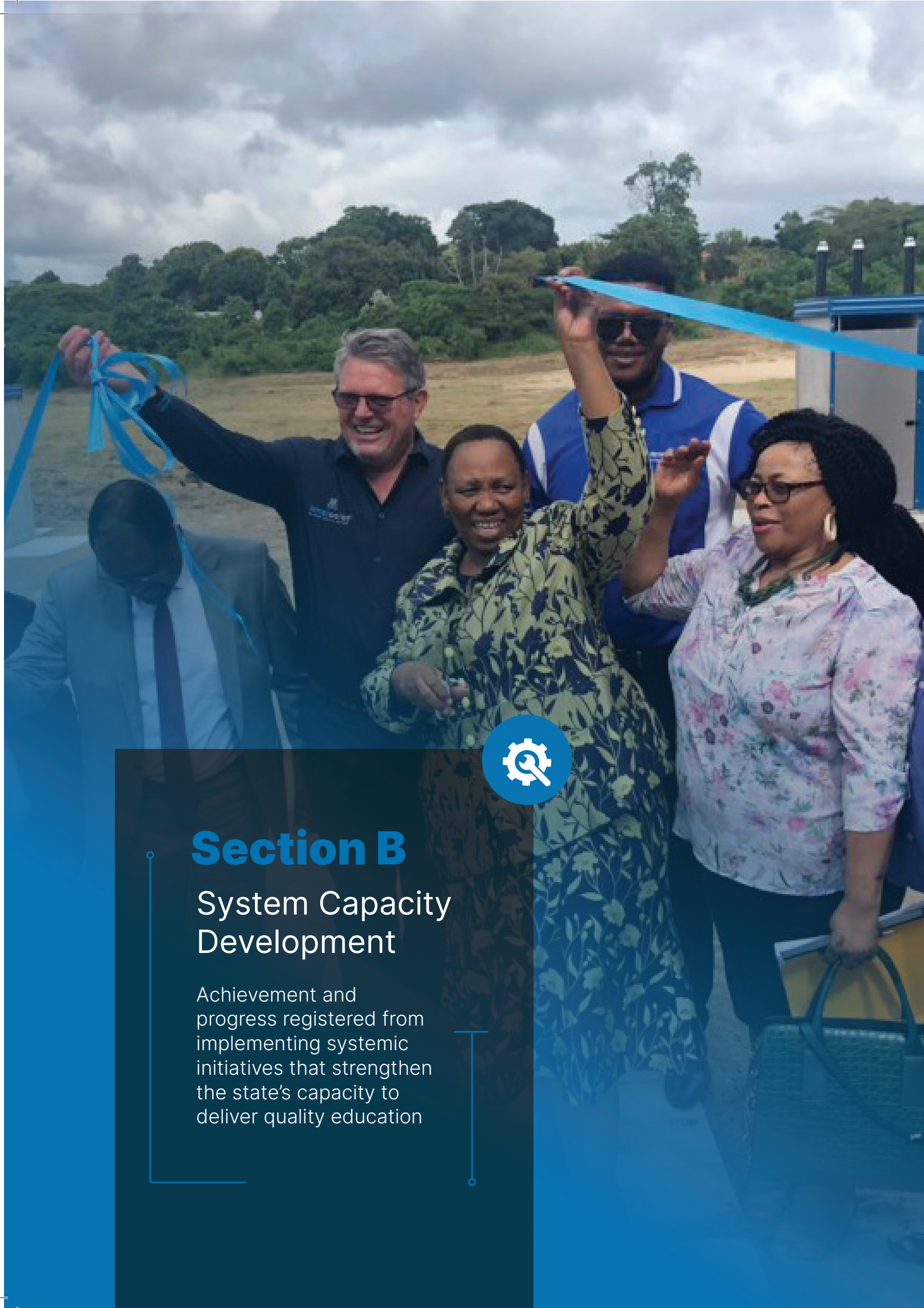
Q: What is the South African Competency Framework?

The Framework identifies priority competencies that all South African learners should develop at school in order to find or create work and thrive beyond school.



The Framework will ensure alignment between curriculum content, assessment, pedagogy and teacher development necessary for learner competency development.

Inputs on the framework design has been received through 36 consultative workshops across all nine provinces. The first draft of the Framework was shared with the DBE for further input in January 2023.



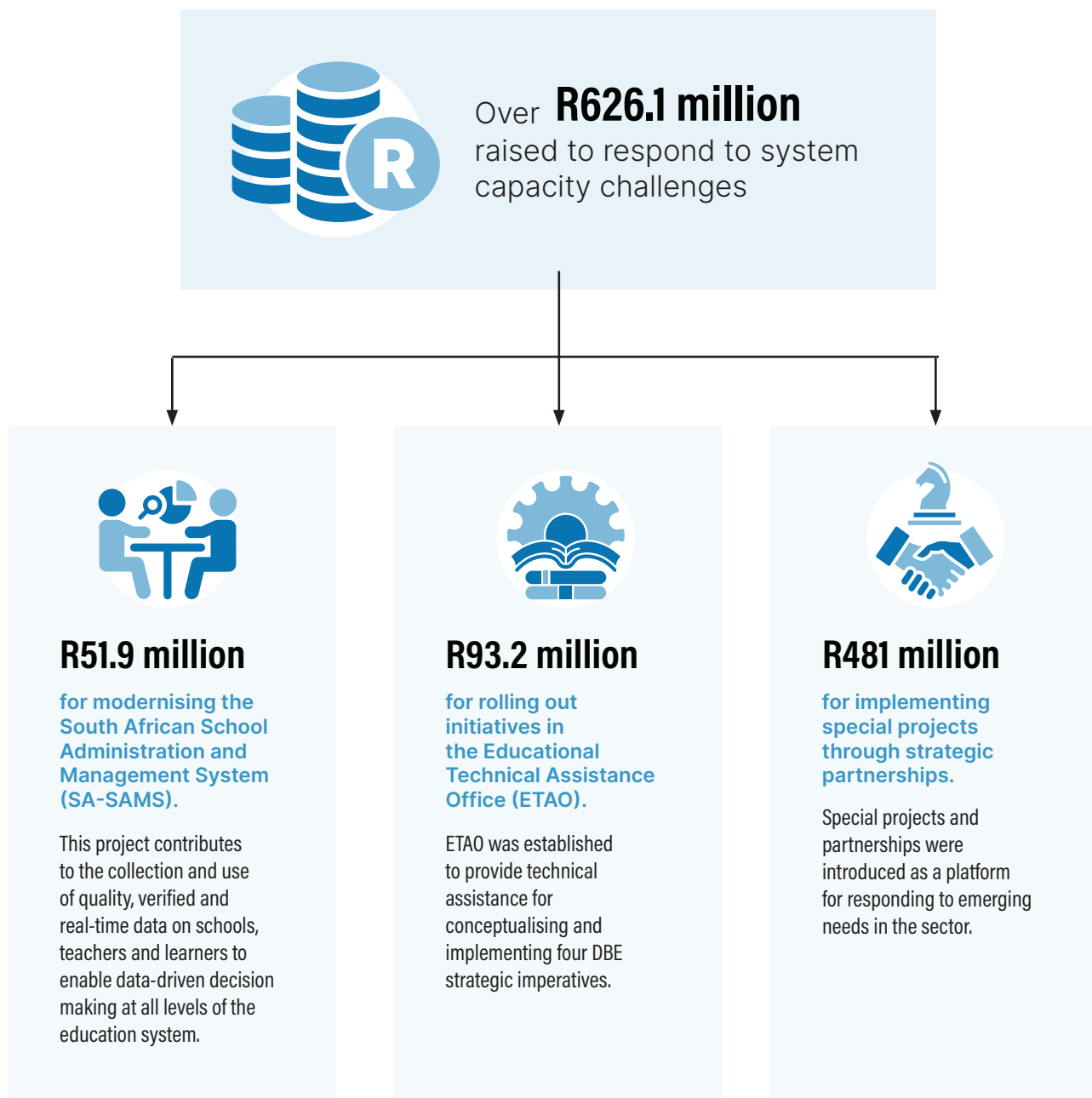
Section B

System Capacity Development

Achievement and progress registered from implementing systemic initiatives that strengthen the state's capacity to deliver quality education

Achieving Sustainable Improvement through System Capacity Development

Strengthening the government's capacity to deliver quality education has been central to the work of the NECT. Throughout the years, the NECT has mobilised financial and non-financial resources to aid the government in implementing strategic initiatives and in responding to emerging needs in the system.



4. Modernisation of the South African School Administration and Management System (SA-SAMS)

The NECT has continued with the modernisation of the SA-SAMS to ensure that the DBE uses a web-based system that improves access to valid and reliable data on schools, teachers and learners. This data is used by the DBE, provincial departments and other departments like the National Treasury to make informed decisions concerning resourcing and managing schools.

Since procuring the UNESCO OpenEMIS solution in 2020, the NECT has worked to enhance this base solution to meet the required functionality for SA-SAMS, including incremental releases of SA-SAMS modules. In 2022, the second core module for learner management was released and tested with provincial education departments. This is in addition to the first core module for school management, which was completed in 2021.

Module	Release date	% Complete
School Management	July 2021	100%
Learner Management	June 2022	100%
Human Resource Management	Aug 2023	63%
Curriculum Management and Assessment	April 2024	40%

The unit also tested the offline solution of the modernised SA-SAMS at Boschkop Primary Farm School on its functionality in areas without internet connectivity. The results of this testing were shared with the DBE, and it was resolved that the NECT should continue to develop an offline solution.

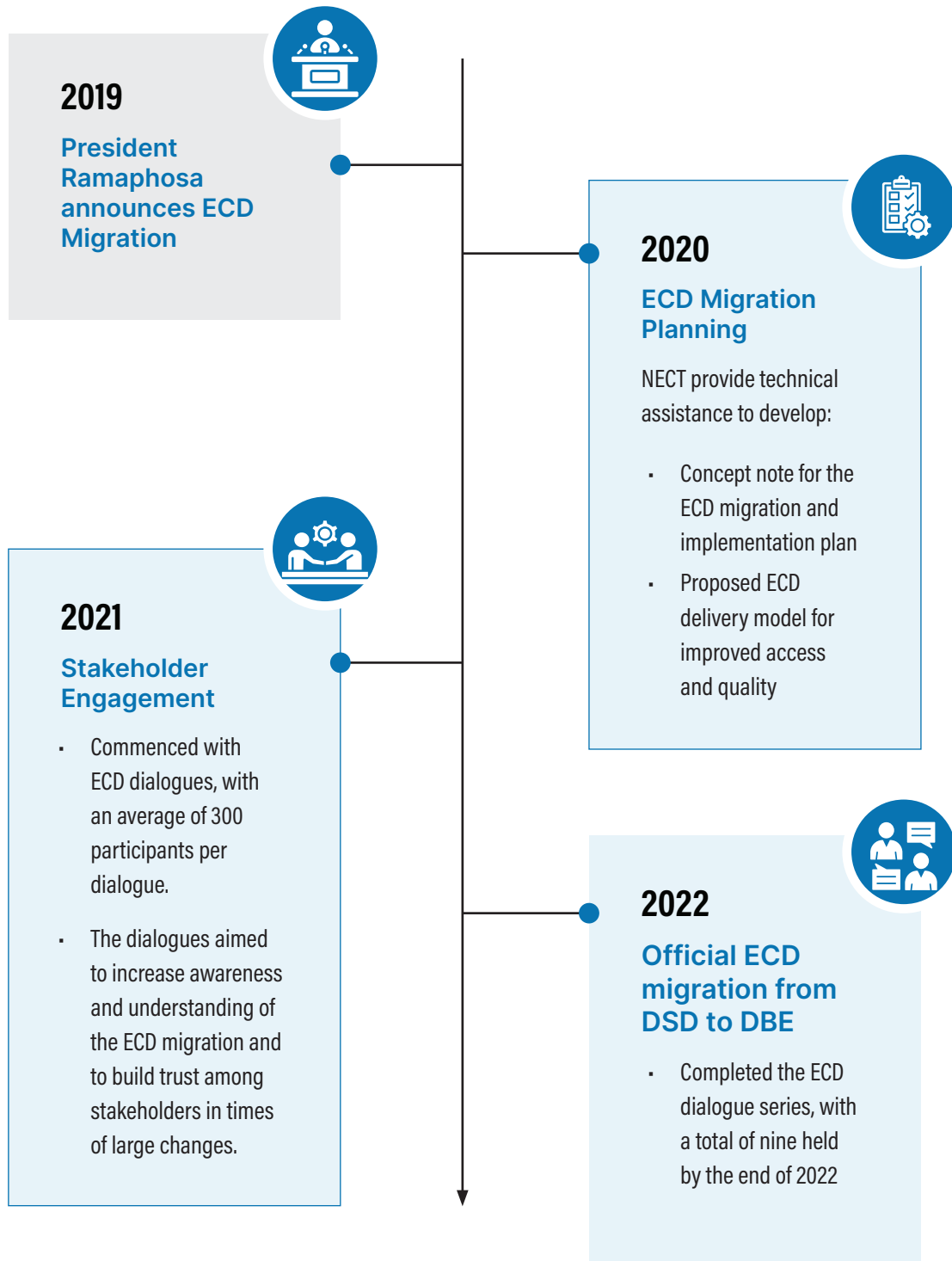
5. Supporting Strategic Policy Imperatives through Technical Assistance

The Education Technical Assistance Office (ETAO) supports the DBE to coordinate and accelerate policy reform by sourcing technical assistance for the conceptualisation and implementation of four strategic imperatives:

1. Institutionalisation of the National Institute for Curriculum and Professional Development (NICPD)
2. Establishment of the National Language Unit
3. Introduction of the Three Stream Curriculum Model
4. Early Childhood Development (ECD)

Contributing to a Successful ECD Migration to the DBE

Since President Ramaphosa's 2019 announcement about the ECD migration from the Department of Social Development, ETAO has played a key role in supporting the DBE to conceptualise the new vision and service delivery model that will improve access to and quality of ECD programmes in South Africa. A highlight of 2022 was the long-awaited migration of ECD from the Department of Social Development to the DBE.





Did You Know?

There are **42 420** early learning programmes in South Africa, but only **1.66 million** children (29%) aged 0-5 years are enrolled in these programmes.

Promoting Equitable Treatment of African Languages in Basic Education

The National Language Unit was established in 2021 to support the DBE with promoting the equitable treatment and use of all official languages in South Africa as outlined in the Use of Official Languages Act of 2012 and the Language in Education Policy (LiEP). Under the coordination of ETAO, the Unit advises the Minister on policy and strategy to promote parity of esteem and equitable treatment of languages in the basic education sector.

In 2022, the Unit conducted a rapid assessment with 276 respondents across all nine provinces on the implementation of the LiEP. The key findings of the report are summarised below.

There is general support for teaching and learning in African languages beyond Grade 3, given the cognitive development benefits.

The use of multiple languages in the same lesson already occurs; however, this has implications for assessments which are conducted in one language.

There are myths that English is the correct language of teaching, which undermines the value of African languages in teaching and learning.

Policy Implications

- There must be explicit attention to promoting African languages for teaching, learning and assessment.
- Increase the minimum threshold for mother-tongue based education to 7 years (Grades R-6).
- Strong advocacy is needed to change negative perceptions about teaching and learning in African languages.

ETAO also launched an advocacy and awareness campaign for Mother-Tongue Based Education (MTBE), which included hosting four provincial dialogues in Limpopo, Mpumalanga, Northern Cape and North-West. The dialogues, attended by 266 teachers, parents, teacher unions, universities and other community members, aimed to increase knowledge about and solicit views on the introduction of MTBE in schools.

It was evident from the engagements that there is uncertainty amongst stakeholders on the introduction of MTBE, given the misconceptions about English regarded as a measure of intelligence. A campaign has been designed to share accurate information on the use of African languages for teaching and learning.

6. Responding to Emerging Needs in the System through Strategic Projects and Partnerships

Since 2014, the NECT has established strategic partnerships to implement a number of special projects which, while they go beyond the core programming scope of the NECT, are essential. Without these interventions, teaching and learning would be disrupted, and the achievement of education improvement and transformation would be slowed. The NECT's notable contribution in this regard has been through talent management initiatives, emergency and disaster response projects, and infrastructure resourcing through the Sanitation Appropriate for Education (SAFE) project.

Supporting Education Transformation through Talent Management

The NECT's talent management initiatives have been geared towards identifying and nurturing young professionals within and outside the DBE who will be well capacitated to advance the education reform agenda and ensure sustained state capacity to deliver quality education.

One of the first talent management initiatives in the NECT was the Education Planning and Management Trainee programme introduced in 2013. This is a 12-month programme targeting recent post-graduates and immersing them in the education sector through the NECT's programmes. The aim is to develop the knowledge and skills necessary for taking on education planning and management positions within and outside the NECT. Since its introduction, 45 young professionals have completed the programme.



Reflections from Past NECT Trainees

Helen Bhuka
2022 Cohort

“The environment at NECT is truly empowering for trainees and has given me a sense of belonging. It is an environment that motivates me to want to learn and improve myself, and seeing young people in active senior positions has been my biggest form of inspiration.

I would safely say that I found a home in the NECT, and I will always be grateful for all that I have learnt in this year”.

“The NECT has been an exciting environment that has been a platform to gain skills in various areas. Even as a trainee, I have felt that my work and contribution to improving the education system is valued as much as that of a senior manager in the NECT”.

Anele Ngubane
2022 Cohort

“When I joined the NECT, I had no idea what to expect as this was my first ever job. In the past year, I can confidently say that the trainee programme has positively impacted my career development and allowed me build working relationships with various stakeholders and my co-workers. The programme has given me a solid foundation for a successful and impactful career in the sector”.

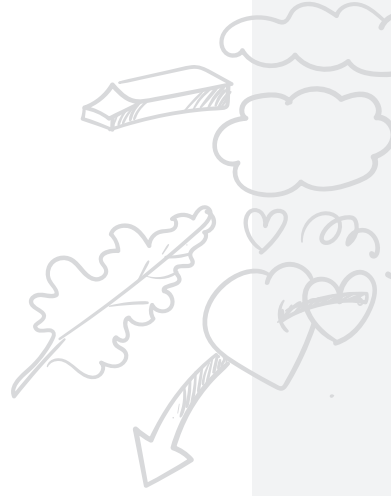
Fortune Chauke
2022 Cohort

“My journey at the NECT has been one of consistent growth and learning and has been a great steppingstone in my career development. The mentoring I have received, and the skills and experience I have gained since joining in February 2020 have allowed me to advance quickly in the organisation, with me now working as the Assistant National Programme Manager”.

Lebogang Mapehela
2020 Cohort

“I joined the NECT as a trainee in the Innovation programme and have continued to contribute to the unit’s work, even after completing my master’s degree in education policy analysis at Harvard in 2022. I have really appreciated my years at the NECT and feel they have equipped me to continue making a meaningful contribution to the public education sector”.

Cathryn James
2018 Cohort



Externally, the NECT has contributed to the education sector's talent management through the Postgraduate Support Programme introduced in 2020 and the District Winter School pilot introduced in 2022.

Postgraduate Support Programme

This programme has been implemented in partnership with three universities – Nelson Mandela University, University of Venda and University of Limpopo – with the objective of developing a cohort of academics who would strengthen the research and intellectual capacity of the education sector. In 2022, 81 master's and PhD candidates were enrolled in the programme, of which seven graduated from their respective programmes at the end of 2022. The programme offers workshops on quantitative and qualitative research skills and report writing and provides a platform for students to present their emerging research for comments and feedback.

Piloting the District Winter School

The discussions at the April 2022 District Conference on Education Reform, attended by over 300 education officials, highlighted the need for coordinated capacity building for district officials to enable them to better support schools and teachers. In response, the NECT piloted the District Winter School Programme in July 2022 which targeted 54 district officials from the Eastern Cape, Limpopo, KwaZulu-Natal and North-West. The one-week programme exposed officials to various topics including the following:

- Policy Analysis
- Strategy Development and Implementation
- Financial Planning for Education Change



District officials at the 2022 District Winter School in Pretoria.

Strategic Infrastructure and Sanitation Support through the SAFE Project

The SAFE project was established in 2018 to support the DBE with the eradication of pit latrines in schools across KwaZulu-Natal, Eastern Cape and Limpopo, with **5 126 toilet seats** provided to date. The project has also provided other strategic infrastructure support in response to disasters and emergencies like the July 2021 unrest and April 2022 floods in KwaZulu-Natal. Since 2018, R455.2 million has been received from the DBE (85%) and the private sector (15%), including Assupol, UNICEF and the South Korean Embassy. The table below summarises progress to date.

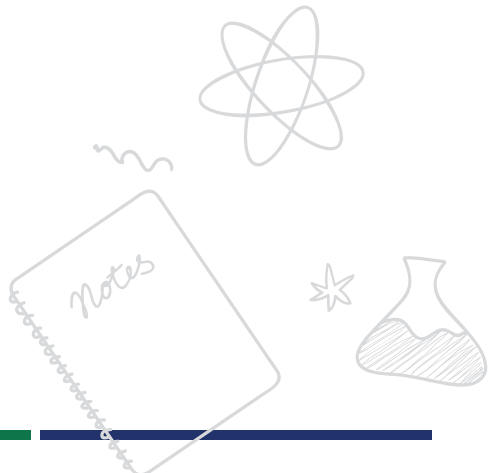
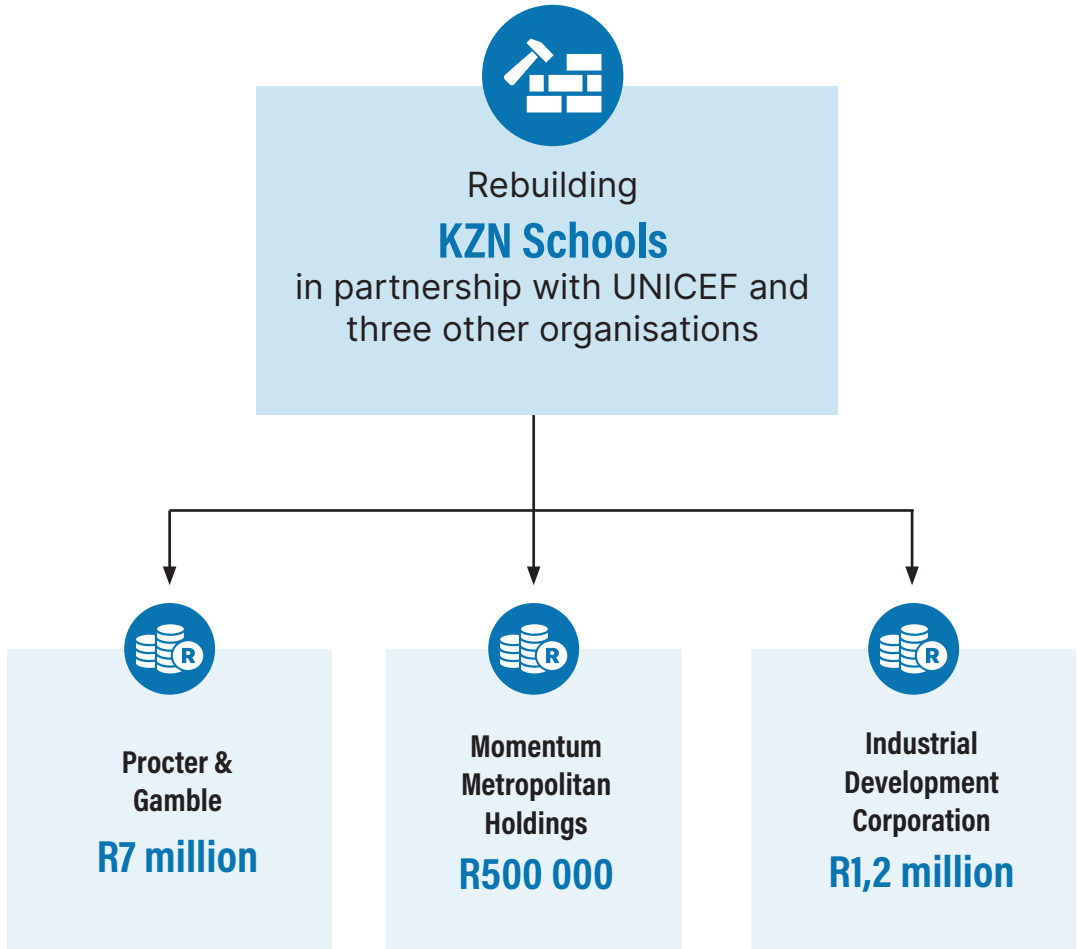
	Allocated Schools	Completed Schools	%	Remaining Schools
DBE-Funded Projects	560	392	70%	168
Private Sector-Funded Projects	100	392	78%	22
Handwash Project	123	123	100%	0
TOTAL	783	593	75%	190



Before and After of refurbished ablution facilities at Girdwood Primary School, Ngamakwe

In Excess of R20 Million Mobilised to Respond to KZN Disasters

In response to the impact of the July 2021 unrest and the April 2022 floods on KZN schools, the NECT has partnered with a number of funders to implement two response projects. Over R20 million has been mobilised to refurbish and rebuild schools damaged during these events, with **12 727 learners across 20 schools benefiting from these projects**



A highlight of 2022 was the handover of a new administrative building, in partnership with UNICEF and Procter & Gamble (P&G), at Siphosethu Primary School which was one of the most severely affected schools during the July 2021 unrest.



The remains of one of the administration blocks burnt during the riots.



One of the administration blocks that were rebuilt in partnership with UNICEF and P&G.

#SiyakhaKabusha at Siphosethu Primary School

Siphosethu Primary School, located in Ntuzuma township, Pinetown, services 1 379 learners in the community.

The school was severely impacted by the July 2021 unrest, which left the school with a burnt administration block, vandalized classrooms and buildings, and the theft of some equipment.

The partnership with UNICEF and P&G allowed for the rebuilding of the burnt administration block, and the building of a new block to be completed in 2023.

Furthermore, through their Always Keeping Girls in School Programme, P&G committed to providing sanitary products to the school to minimise absenteeism of female students.

What We Know About the Impact of the April 2022 Floods

The Educational Impact (n=651 Schools)

- Most schools lost between 1-5 days of teaching time; however, this could be due to the 5-day school closure mandated by the KwaZulu-Natal PED through a media release in April 2022.
- Learner and Teacher Support Material (LTSM) shortages were evident in a significant number of schools, even in Term 3 of 2022 (July-September).
- While more attention was placed on ensuring curriculum coverage and exam preparation for the FET grades, Grade 12 learners still expressed concern with the available time to prepare for final exams.
- In the more severely affected areas, the lack of adequate psychosocial support for learners and teachers was identified as a gap in the crisis response.

Infrastructural Impact of the Floods (n=623 Schools)

The value of the flood damage was categorised into replacement, maintenance backlog and flood damage costs. Of the 623 schools visited, only 301 (48.3%) schools suffered flood damage, with a total estimated value of R416.07 million.

Replacement Cost: Total costs of replacing the school in the event of total destruction.

Flood Damage Cost: Total value of work to be undertaken to restore a school back to its ideal condition.

Maintenance Backlog Cost: Total value of maintenance work yet to be undertaken which has accumulated over time.

Total Schools	Replacement Cost	Maintenance Backlog	Flood Damage
623	R71 892 658 592	R7 424 047 983	R416 071 624

In response to the floods, R4.9 million was contributed by the Industrial Development Corporation (IDC) and Momentum Metropolitan Holdings (MMH) to support 15 schools in the Umlazi, Pinetown and Ugu districts that were affected by the floods. The project has benefited 7 893 learners across all the schools and contributed to the swift resumption of teaching following the floods.

Responding to the Impact of the April 2022 Floods: The Story of Slavu Primary School



The learner toilets suffered extensive damage following the floods.

Slavu Primary School is a small school nestled in the south coast of KwaZulu-Natal.

When the floods hit the province, Slavu Primary suffered a number of damages, including damages to the school's toilets.

Through the funding received from IDC and MMH, the NECT has been able to restore dignity to the learners and contribute to the creation of a safe environment for learning.



Refurbished learner toilets.



Refurbished learner toilets.

Supporting ECD Centres in Times of Crisis

Over 1 Million Meals Provided to ECD Programmes After the Floods

In partnership with DoMoreFoundation and seven local implementing NGOs, the KZN Disaster Response Project provided four months of nutrition support to 382 ECD programmes across KwaZulu-Natal. This support ensured that **11 272 children could access at least one balanced meal daily, despite the devastation of the floods.**

The success of this project is a prime example of what can be achieved through partnership, especially in times of crisis.



Learners from an ECD centre receiving their DoMore porridge

Supporting teachers and parents with early learning support

The response to the July 2021 unrests was extended to 55 ECD programmes in KwaZulu-Natal to empower ECD practitioners and parents to meaningfully engage with their children to attain early learning outcomes. In partnership with the National ECD Alliance, ECD programmes were supplied learning and teaching materials and reading books in English and isiZulu, along with training on the use of these materials. Furthermore, a guide entitled “5 Steps to Selfcare for Practitioners” was printed and distributed. This guide unpacks concepts on selfcare and highlights techniques to address the psychological and emotional challenges faced by practitioners who work primarily in disadvantaged communities.

This intervention reached and benefitted



1134
Practitioners



2 113
Parents



45 900
Children





Section C

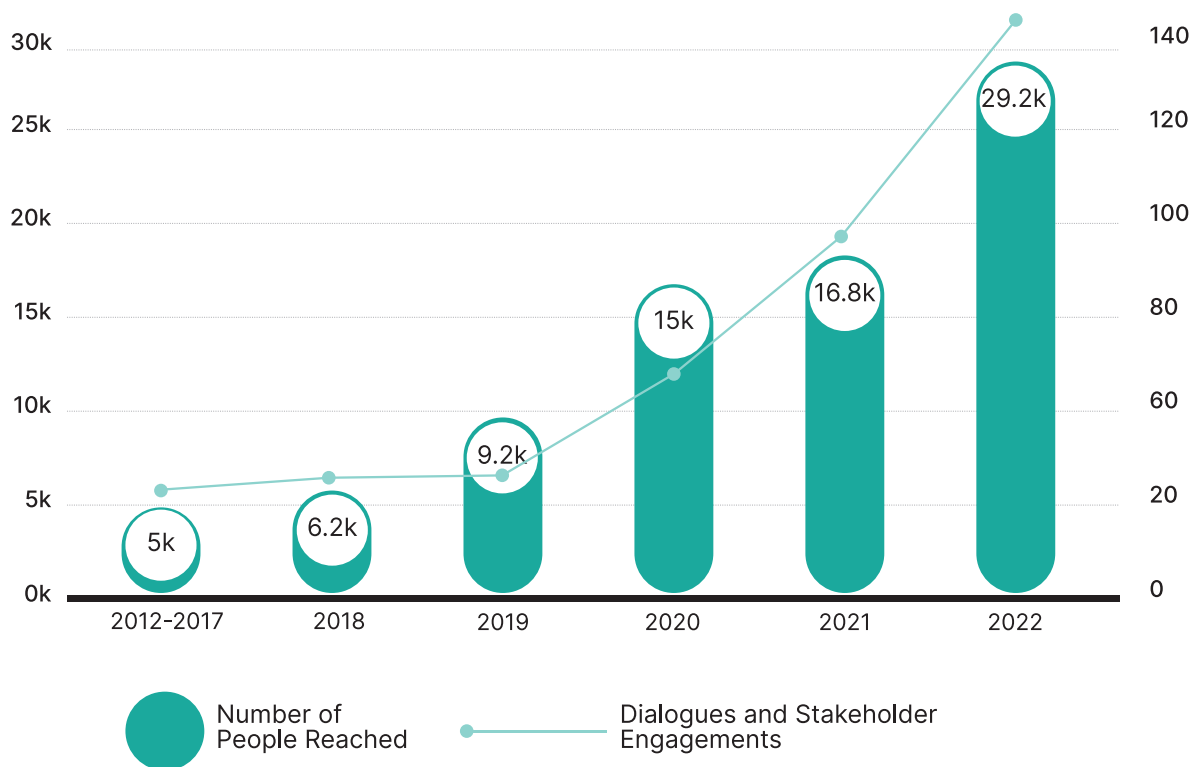
Social Capital Building and Partnerships

Creating Opportunities
for Advancing Change
in Education through
Conversation

Social Capital Building for Education Improvement

The establishment – and achievements thereof – of the NECT resulted by forming and maintaining strong partnerships between government, labour, business and civil society along with the continuous leveraging of this social capital built over years. Conversations between stakeholders have been at the centre of this social capital building, with over **145 dialogues and stakeholder engagements hosted and 29 200 people reached through the Education DialogueSA programme.**

Education DialogueSA Programme: People Reached VS Dialogues and Stakeholder Engagements



These dialogues have covered a number of topics: the success of education policy since 1994, 21st century teaching and learning, decolonising South African schooling, school and learner safety, improving ECD provision, and the state of education reform in South Africa. The Education DialogueSA programme has been vital for promoting collaboration amongst education stakeholders and encouraging engagement on critical policy and education improvement programming issues at the national, provincial and district levels. Beyond generating spaces for conversation on pertinent issues in education, these dialogues have served as launching pads for a number of initiatives such as Education Investment Portfolios

7. Dialogues as Platforms for Advancing Change in Education

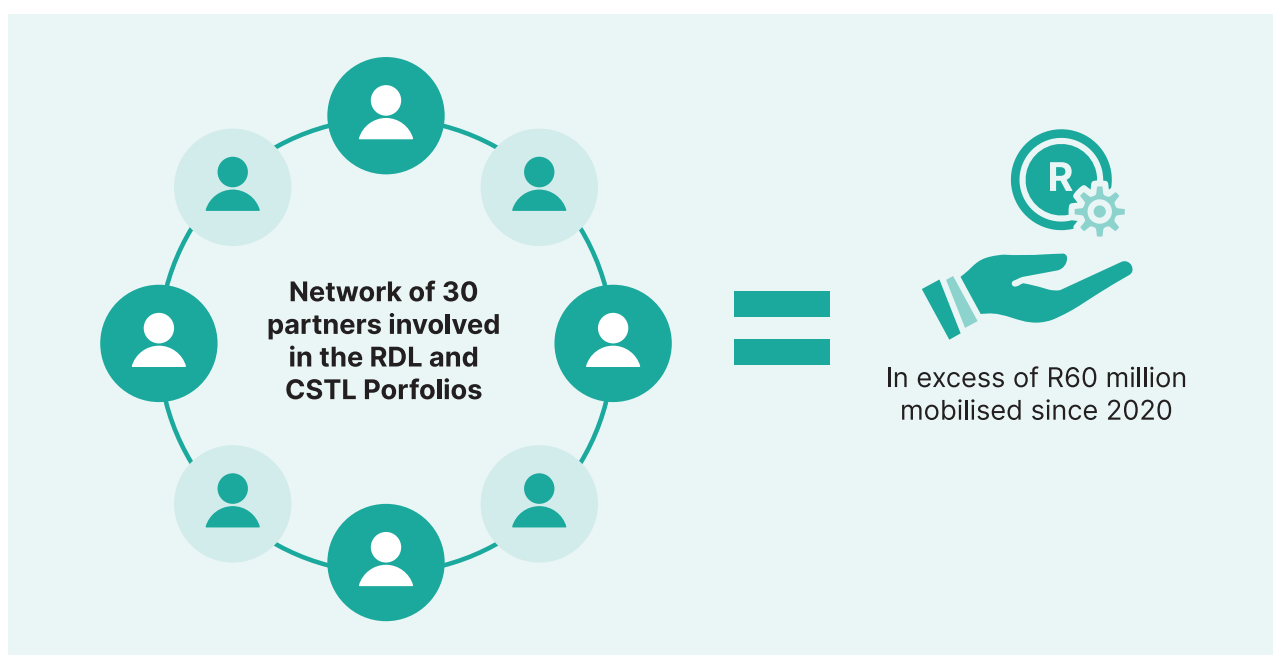
2022 saw a number of developments in the education sector, including the migration of Early Childhood Development provision from the Department of Social Development to DBE in April 2022. Such large policy changes require continuous stakeholder engagement and input to ensure a seamless transition. To this end, the Education DialogueSA programme collaborated with ETAO to convene ECD dialogues between 2021-2022, targeted at various ECD stakeholders. A total of nine dialogues were hosted on various topics related to the ECD service delivery model, human resources and funding strategies.

Similar to the NECT, the *DBE's Policy on the Organisation, Roles and Responsibilities of Education Districts* was approaching its 10th year and, as such, it was necessary to reflect on the state of education reform in South Africa and the role of districts in driving education improvement. To this end, the NECT convened the District Conference on Education Reform in April, attended by over 300 district, provincial and national education officials, teacher unions and other partners. This conference allowed participants to share lessons on educational improvement, to offer input on the future education reform agenda, and to consider the role and span of the NECT. The conference also confirmed the need to strengthen the capabilities of the officials comprising 75 districts responsible for processing and implementing education policies and programmes.



8. Prioritising Critical Areas for Improvement through Education Investment Portfolios

Education Investment Portfolios (IPs) were introduced in 2020 as platforms for pooling resources to drive implementation in key education improvement areas. The most notable of these were the Remote and Digital Learning (RDL) and the Care and Support for Teaching and Learning (CSTL) initiatives. Over R60 million has been invested into these initiatives, allowing the NECT to provide much needed curriculum and psychosocial support to teachers and learners at the height of the Covid-19 pandemic and lay the foundation for fast-tracking the implementation of these interventions in the system. Furthermore, the IPs have been instrumental in coordinating previously disjointed efforts to ensure greater reach and sustained reach throughout the system.



Providing Alternative Platforms for Teaching and Learning

The RDL portfolio offers a supplementary learning support programme that helps learners, teachers and parents with curriculum coverage, revision and exam preparation. This support has been provided through two multi-platform campaigns, namely:

- **Tswelopele Learner Support Campaign**, offering curriculum support for Grades R-11 learners, teachers and parents.
- **Woza Matrics Catch Up Campaign**, providing curriculum coverage and exam preparation support for Grade 12 learners.

Highlights of 2022 are summarised below.



11 680 television and 587 radio episodes

Learning episodes were broadcast on the DBETV Channel (OpenView Channel 122) and 12 SABC radio stations.

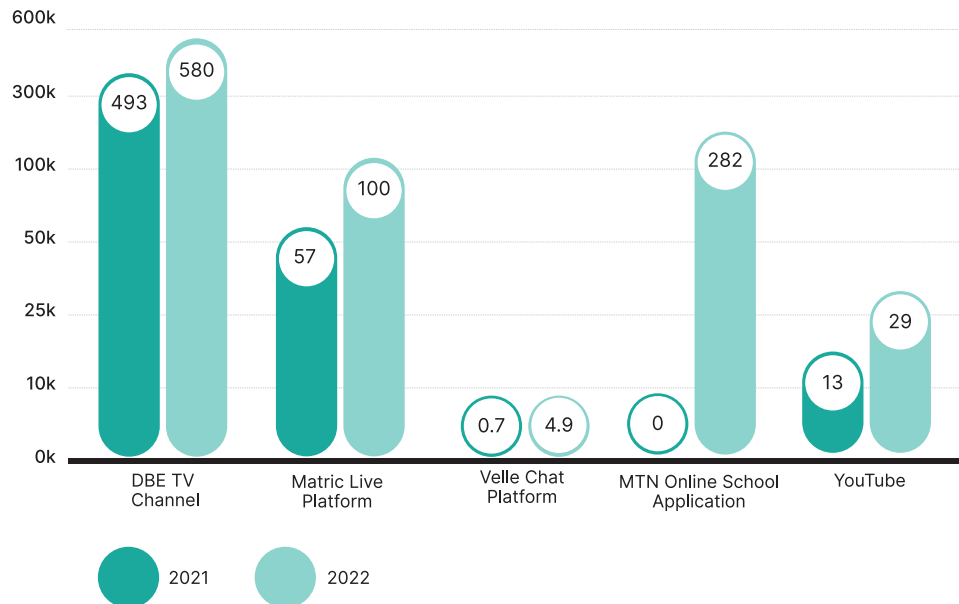
Learner support was provided through mobile applications and online platforms like the MTN Online School and Matric Live and study guides that were uploaded on social media and the NECT website.



At least 1.2 million people reached across the RDL platforms

The **Woza Matrics Campaign** saw an increase in reach across all platforms, suggesting that more targeted beneficiaries know about the programme and are using it. While there was an 87 139 (17.65%) increase in the average viewership on DBE TV, the overall reach of the television programme declined significantly from 5.89 million in 2021. This is because the agreement was not renewed to broadcast the programme on SABC 1, which has a larger audience than OpenView

Alternative Platforms for Teaching and Learning: 2021-2022



Similarly, the **Tswelopele Campaign** registered a 15.04% increase in the average television viewership from 1.07 million in 2021 to 1.23 million in 2022 and a significant increase in the number of YouTube subscribers from 348 in 2021 to 7 100 in 2022.



Advancing Youth Development through CSTL

The CSTL portfolio supports the DBE and other education stakeholders to deliver on the national care and support mandate for the overall health and wellbeing of the system's learners and teachers. This has been undertaken in several ways:

1. Mobilising and coordinating capacity and resources around a common vision and identifying priorities for the expanded delivery of care and support services in and through schools;
2. Strengthening the harmonisation of CSTL policies and strategies in the education system;
3. Contributing to the expansion of the knowledge and evidence base for CSTL; and
4. Identifying and testing innovative approaches to CSTL-related challenges and supporting the scale-up of these approaches.

The achievements registered in 2022 are summarised below.

Social Transformation through the One Million Ubuntu Youth Leaders Programme

The NECT expanded the One Million Ubuntu Youth Leaders Programme from 10 pilot schools in KwaZulu-Natal in 2021 to 38 schools across eight provinces, reaching 1 917 learners. The increased reach in 2022 was achieved through partnerships with COSAS and other youth organisations which saw 77 representatives receiving Master Training and support to roll out the programme in their respective communities.

Furthermore, 30 Teacher Liaison Officers and Learner Support Agents in the Free State were trained on the programme. The provincial trainings will be rolled out to the remaining eight provinces to ensure the sustainability of the Ubuntu Programme.



Q: What is the One Million Ubuntu Youth Leaders Programme?

A training programme which aims to create a group of one million young change agents who will resource the values of Ubuntu in schools and communities.





Ubuntu Youth Leaders Master Trainers at a training session hosted in 2022.

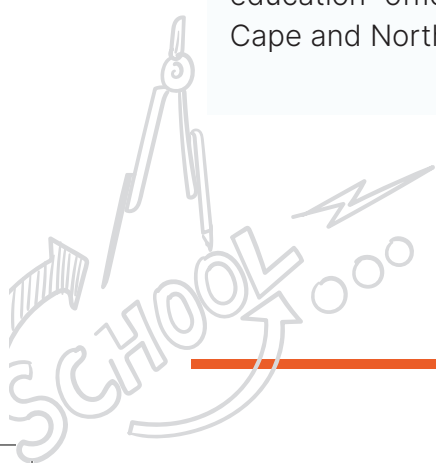
The NECT was represented at the Ubuntu Youth Leadership Academy Annual Ubuntu Fest held in Portugal. The conference, attended by representatives from seven countries, provided an opportunity to share the lessons learnt from implementing the Ubuntu programme in South Africa while also learning from other countries.

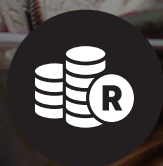
Revision of the CSTL Conceptual Framework

In partnership with MIET Africa, the NECT supported the DBE with the revision of the CSTL Conceptual Framework which will be distributed to all districts in 2023. The NECT also commenced training on CSTL Foundations, as guided by the Conceptual Framework. This training reached 340 (85%) education officials in the Eastern Cape and North-West provinces.

Advancing CSTL Research and Development

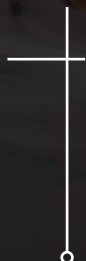
In partnership with the DBE, Department of Higher Education, UNICEF, MIET Africa and five universities, the NECT began implementing the CSTL Research Programme which aims to advance the knowledge and evidence base of care and support for teaching and learning (CSTL) and its integration into the education system. It intends to develop thought leadership and implementation capacity for CSTL in South Africa and across the SADC region, thereby strengthening the system for effective delivery of school-based care and support services.





Section D

Financial
Report



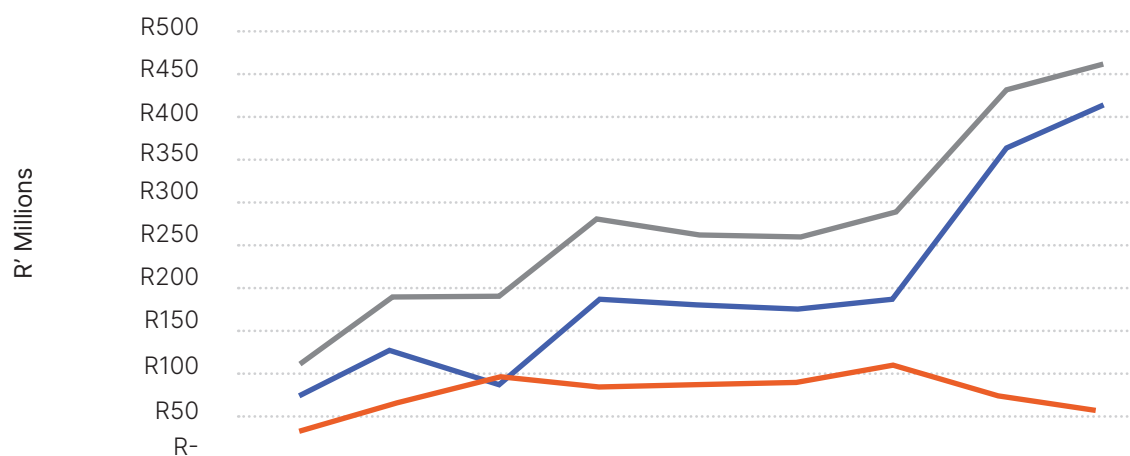
9. NECT Financial Overview, 2014-2022

Through a co-financing model, the NECT has mobilised over R2.4 billion from government, private sector, and foundations and trusts since 2014. This funding approach has allowed for two important things:

- rapid approval and disbursement of funds; and
- flexibility for donors to allocate funds for specific initiatives.

The ongoing collaboration between the NECT and its funding partners has ensured the successful implementation of innovative, system-wide initiatives that have contributed positively and valuably to education improvement in South Africa.

Government & SETAs and private sector funding trends 2014 - 2022



	2014	2015	2016	2017	2018	2019	2020	2021	2022
Total Government & SETAs	78.0	124.4	85.5	196.5	174.0	170.0	185.7	357.7	412.7
Total private sector funding	38.8	62.1	97.2	78.3	81.8	84.9	109.1	75.8	53.7
Total NECT funding	116.8	186.5	182.8	274.8	255.9	254.9	294.8	433.5	466.3

— Total Government & SETAs
 — Total private sector funding
 — Total NECT funding

Of the total income mobilised since 2014, R1.57 billion (62.5%) was for core funding and the balance of R925.8 million (37.5%) was for the special projects. The private sector funding include funding received from professional and civil society organisations, foundations and trusts and private individuals.

2022 Financial Overview

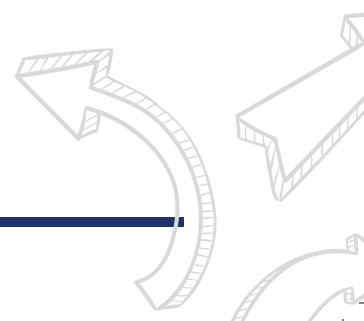
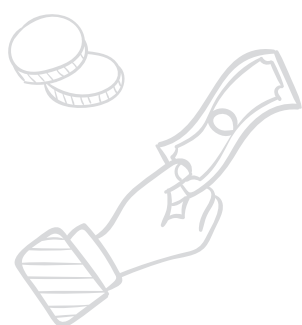
The NECT's income grew by 8% in 2022 from R433,9 million in 2021 to R466,9 million, largely attributable to the increase in income for the SAFE project. The NECT expenditure increased by 35% from expenditure in 2021 and, similarly, this increase can be attributed to a 13% increase in SAFE expenditure.

Core programme expenditure increased by 63% in 2022 due to Covid-19 response-related activities like the provision of curriculum recovery support resources, reading materials and school functionality surveys undertaken across the country. This expenditure increase has resulted in a deficit of R29,4 million, compared to the surplus of R63,8 million recorded in 2021. Nevertheless, the current year deficit falls within the 2022 approved budget deficit. The deficit was funded from the accumulated surplus of R141.3 million brought forward from previous years.

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

Abridged statement of comprehensive income

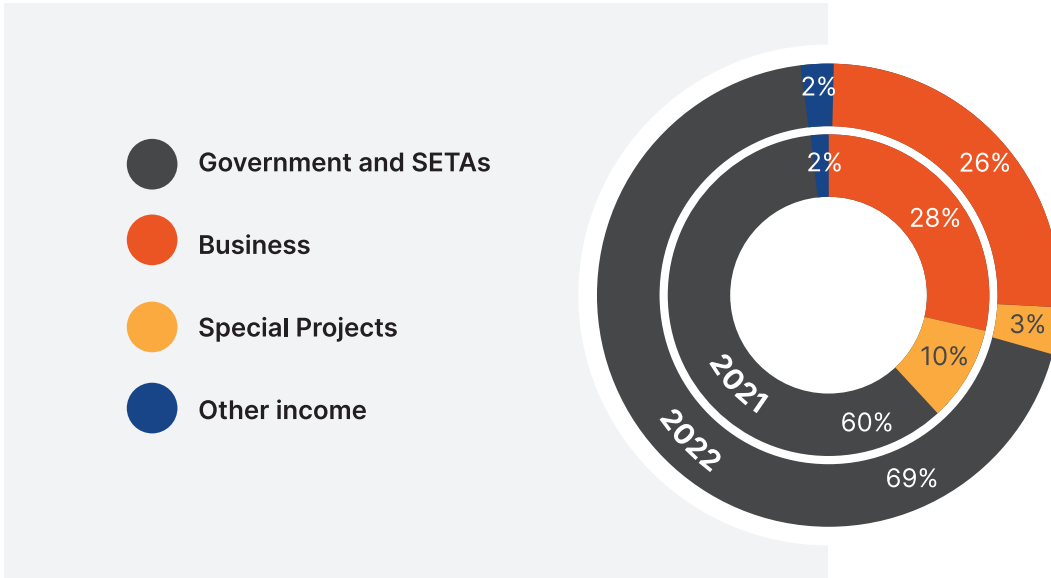
Statement of Comprehensive Income, 31 December 2022	2022 R	2021 R	Movement %
Income	466,971,246	433,965,214	8%
Expenditure	505,528,260	375,624,660	35%
Operating Surplus/(Deficit)	(38,557,014)	58,340,554	(166%)
Net Finance Charges	9,154,863	5,468,922	67%
Surplus/(Deficit) for the Year	(29,402,152)	63,809,476	(146%)



Analysis of Income

There are three main sources of NECT income, as seen in the graph below, of which government and SETA contributions account for 86% of the total income (6% increase from 2021). The contributions from business, however, declined from 16% in 2021 to 10% in 2022.

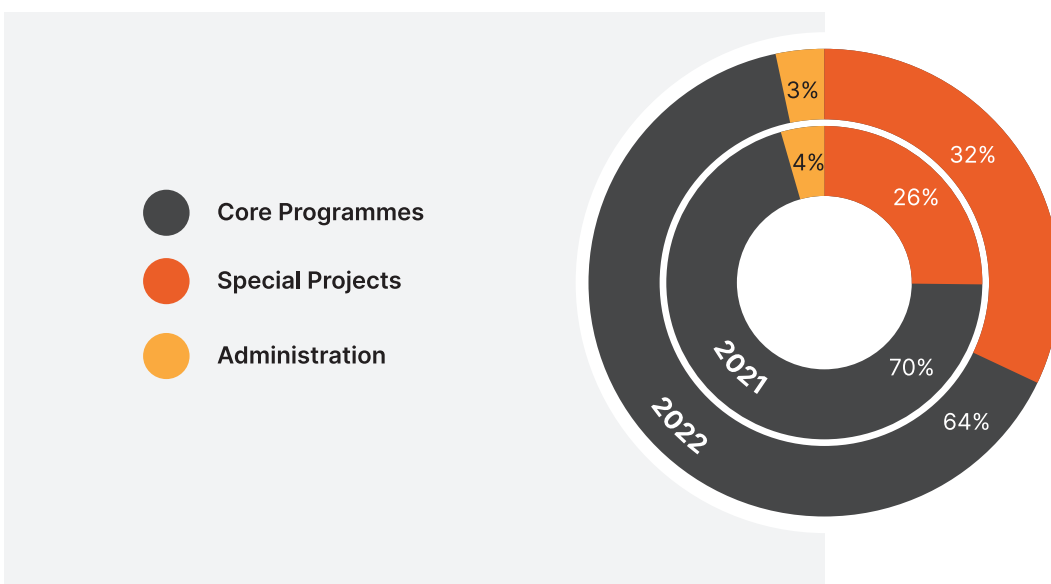
Sources of Income



Analysis of Expenditure

The NECT invested 97% of all expenditure directly into education-related programmes, while 3% was spent on administration costs, as shown below.

Expenditure Distribution





Abridged statement of financial position

Statement of Financial Position, 31 December 2022	2022 R	2021 R	Movement %
ASSETS			
Non-Current Assets	4,287,758	6,360,393	(33)
Current Assets	254,352,678	297,287,183	(14)
Total Assets	258,640,437	303,647,577	(15)
FUNDS AND LIABILITIES			
Accumulated Funds	111,913,693	141,315,845	(21)
Non-Current Liabilities	1,403,462	2,565,948	(45)
Current Liabilities	145,323,282	159,765,783	(9)
Total Funds and Liabilities	258,640,437	303,647,577	(15)

Abridged statement of cash flows

Statement of Cash flows, 31 December 2022	2022 R	2021 R	Movement %
Cash Generated From/(Used in) Operations	(16,336,854)	2,879,313	(667)
Finance Income	9,414,006	5,622,629	67
Interest Paid on Lease Liability	(259,143)	(153,707)	(14)
Net Cash Flows From/(Used in) Operating Activities	(7,181,991)	8,348,235	(186)
Net Cash Used in Investing Activities	(339,387)	(930,197)	(64)
Net Cash Flows Used in Financing Activities	(1,442,887)	(1,818,026)	(21)
Cash and Cash Equivalents at End of Period	238,515,254	247,479,523	(4)

List of NECT Funders and Contributions (2014 - 2022)

Government & SETA	2022 R	2021 R	2014-2020 R	Total contributions 2014 - 2020 R
	R	R	R	R
Department of Basic Education	120 738 000	117 558 000	706 891 753	945 187 753
Department of Education-KwaZulu-Natal Provincial Government	-	-	20 141 384	20 141 384
ETDP SETA-Teacher Testing	-	-	4 990 000	4 990 000
Department of Education-Free State Provincial Government	-	-	1 882 368	1 882 368
Department of Education-Eastern Cape Provincial Government	-	-	30 892 165	30 892 165
Department of Basic Education EU	-	-	40 014 019	40 014 019
ETDP SETA	-	-	7 359 151	7 359 151
Total Government & SETA	120 738 000	117 558 000	812 170 839	1 050 466 839
Business	2022 R	2021 R	2014-2020 R	Total contributions 2014 - 2020 R
First Rand Empowerment Foundation	-	27 000 000	160 808 989	187 808 989
Standard Bank South Africa	5 400 000	5 400 000	53 009 153	63 809 153
Old Mutual South Africa Ltd	4 573 181	3 087 160	30 033 325	37 693 666
Nedbank Ltd	-	552 566	16 427 194	16 979 760
Woolworths Holdings Ltd	2 000 000	2 000 000	14 010 000	18 010 000
MMI Foundation NPC	1 645 782	2 113 444	11 676 589	15 435 815
JSE Ltd	350 000	350 000	2 453 319	3 153 319
Mbekani Group (Donation-in-Kind)	218 400		-	218 400
Telkom SA SOC Ltd	-	-	6 620 264	6 620 264
Nedbank Private Wealth Educational Foundation	-	-	3 000 000	3 000 000
IBM services	-	-	1 396 080	1 396 080
Private Individuals	-	-	23 800	23 800
Industrial Development Corporation of South Africa Ltd	-	-	2 500 000	2 500 000
Imperial Holdings Ltd	-	-	5 075 198	5 075 198
ABSA Bank Ltd	-	-	14 000 000	14 000 000
Hollard Group Ltd	-	-	5 000 000	5 000 000
Sasol Inzalo Foundation	-	-	1 282 198	1 282 198

Business	2022 R	2021 R	2014-2020 R	Total contributions 2014 - 2020
Ernst & Young Inc	-	-	1 820 000	1 820 000
IT Master Information Technology Consultants/Vodacom	-	-	500 000	500 000
The South African Breweries (Pty) Ltd	-	-	4 000 000	4 000 000
Sishen Iron Ore Community (SIOC) Development Trust	-	-	18 207 480	18 207 480
Business Leadership South Africa/USAID	-	-	894 400	894 400
Anglo Gold Ashanti Ltd	-	-	1 899 915	1 899 915
Investec Ltd	-	-	1 781 971	1 781 971
Liberty Group Ltd	-	-	2 000 000	2 000 000
Murray & Roberts Holdings Ltd	-	-	895 921	895 921
Alexandra Forbes Ltd	-	-	569 692	569 692
Credit Suisse Securities Pty Ltd	-	-	250 000	250 000
Deloitte South Africa Inc	-	-	1 000 000	1 000 000
Kagiso Tiso Holdings Pty Ltd	-	-	300 000	300 000
Massmart Holdings Ltd	-	-	1 335 488	1 335 488
Anglo American Chairman's Fund Trust	-	-	5 000 000	5 000 000
Safika Holdings	-	-	500 000	500 000
Total Business Contributions	14 187 363	40 503 170	368 270 978	422 961 511
Foundations & Trusts				
	2022 R	2021 R	2014-2020 R	Total contributions 2014 - 2020
Zenex Foundation	-	395 857	64 645 115	65 040 972
DG Murray Trust	-	-	900 000	900 000
Total Foundations & Trusts Contributions	-	395 857	65 545 115	65 940 972
Labour				
	2022 R	2021 R	2014-2020 R	Total contributions 2014 - 2020
Education Labour Relations Council	-	-	1 218 575	1 218 575
Total Labour Contributions	-	-	1 218 575	1 218 575
TOTAL CORE	134 925 363	158 457 027	1 247 205 507	1 540 587 897

Special Projects	2022 R	2021 R	2014-2020 R	Total contributions 2014 - 2020
ETDP SETA	32 429 615	44 821 459	161 500 650	238 751 724
Road Traffic Management Corporation (RTMC)	-	164 390	28 164 745	28 329 134
Assupol	10 495 696	6 807 308	21 390 814	38 693 818
Michael and Susan Dell Foundation	-	-	6 853 967	6 853 967
Department of Basic Education - SAFE	244 940 271	195 300 748	30 182 911	470 423 931
Firststrand Empowerment Foundation	-	13 353 299	7 531 080	20 884 379
Old Mutual South Africa Ltd	-	672 658	23 781 600	24 454 258
Eskom Development Foundation NPC	384 328	-	2 542 357	2 926 685
Department of Arts and Culture	-	-	1 640 017	1 640 017
Momentum	500 000	-	2 451 617	2 951 617
UNICEF	10 957 903	9 916 953	3 600 668	24 475 524
Industrial Development Corporation (IDC)	1 214 113	-	-	1 214 113
Woolworths Holdings Ltd	-	-	500 000	500 000
Standard Bank South Africa	-	-	869 565	869 565
NESTLE	-	-	750 000	750 000
Tshikululu Investments	-	1 000 000	1 000 000	2 000 000
Government Grants - Gauteng Department of Education-SA SAM	391 688	-	231 616	623 304
UNICEF/European Union - REALS-SA	15 312 748	851 185	-	16 163 934
South Korean Embassy	439 155	2 170 476	-	2 609 631
Save the Children SA	-	-	3 175 485	3 175 485
ELMA Philanthropies Foundation	-	-	1 715 249	1 715 249
Railway Safety Regulator	-	-	318 427	318 427
Department of Basic Education (SA SAMS)	1 818 300	-	4 000 000	5 818 300
Department of Basic Education Gauteng (SA SAMS)	-	-	2 925 696	2 925 696
Road Accident Funds in South Africa	-	-	500 000	500 000
Department of Basic Education Western Cape (SA SAMS)	2 502 497	-	9 975	2 512 471
Department of Basic Education Free State (SA SAMS)	420 000	-	-	420 000

Special Projects	2022 R	2021 R	2014-2020 R	Total contributions 2014 - 2020
Department of Basic Education North-West (SA SAMS)	819 000		-	819 000
Department of Basic Education Mpumalanga (SA SAMS)	2 328 000		-	2 328 000
Vuwani crowd-funding initiative	-	-	10 691 274	10 691 274
NGO Summit	-	-	649 528	649 528
Government Grants-Kwazulu Natal Provincial Government-SA SAM	6 269 615	-	1 643 885	7 913 500
Chinese Embassy	200 000		-	200 000
SA Sugar Association	-	-	350 000	350 000
New Leadership Foundation-SA SAMS	-	-	400 000	400 000
Total Special Projects	331 422 928	275 058 477	319 371 124	925 852 528
Total	466 348 291	433 515 504	1 566 576 631	2 466 440 425

10. NECT Governance Structures

NECT Patrons



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Mlambo-Ngcuka**
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(CEO)**
NECT

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+27 12 752 6200 ✉ info@nect.org.za 🌐 www.nect.org.za

📍 G Floor, Block D, Lakefield Office Park 272, West Ave, Centurion

