

Our Experience,
Our Response, and
**PERSPECTIVE ON THE
FUTURE OF EDUCATION**



MISSION

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

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





CHAIRMAN'S FOREWARD

In 2021, the subsequent waves of the COVID-19 pandemic continued to shake national economies. Serious tremors consequentially reverberated in education systems. The silver-linings, however, were that scientists understood better what we were up against, vaccines were available and over 90% of our teaching staff took advantage of them and the response of the South Africa education stood among the best. Our schools were completely shut down for less than three months, as opposed to countries such as India, Kenya and Zimbabwe which remained closed for periods exceeding a year. The pandemic forced organisations to think differently right around the world. Innovations such as virtual platforms for learning and teaching curricula were either adopted or gained much appreciation in our own education system.

Despite our good comparative national response that saw learners attending via rotation schooling hardly three months into the lockdown and back to fulltime attendance in February of 2022, much learning time has been lost to the fourteen cohorts of learners who were in the schooling system in the period 2020-21. The negative impact will linger in the schools, higher education institutions and the economy for decades to come.

It is for these reasons that the NECT extended its strategic delivery and thinktank roles to propose a three-part COVID Response Initiative (CRI). The three-part CRI entailed driving efforts to 1) reopen and reboot the education operations as soon as possible, 2) inform the planning and implementation of the recovery of learning and 3) to plan to rebuild education in better and sustainable ways.

The Board is pleased that the NECT was able to play strategic roles towards the rebooting of the education system and is supporting the Department of Basic Education (DBE) in implementing programmes that are guiding the learning recovery.



Whilst much focus has been on 'rebooting and recovery', the NECT continues with a proven education reform agenda advocated in international literature and proposed in the National Development Plan.



4 453

Toilet Seats

provided to 337 schools through the Sanitation Appropriate for Education (SAFE) project.

103 614

Teachers Reached

through NECT programmes since 2014.

By the first term of 2022 the NECT, working with the DBE, had inducted majority of the 3,000 subject advisors on the adjusted curriculum, and prepared and distributed to over 80% of the teachers guidelines on how to implement the adjusted curriculum. These interventions were not only agile and systemic but created much needed marshalling of the teaching activities in over 200 000 classrooms in the country and assisted in building confidence among many of the over 400 000 teachers that have to lead the education recovery process.

Whilst much focus has been on 'rebooting and recovery', the NECT continues with proven education reform agenda advocated in international literature and proposed in the National Development Plan. Among these is the continuation with the professional development of our teachers, school managers and subject advisors which reach has increased by 3,1% from 100,530 in 2020 to 103,641 in 2021. Programming continued to support the improvement of reading and curriculum innovation. Through the Presidential Sanitation Appropriate For Education (SAFE) project, ablution facilities were provided 337 schools in the Eastern Cape, Limpopo and KwaZulu Natal. The upgrading of the web-based school management and administration system, which is undertaken in collaboration with UNESCO, launched a vanilla solution in July 2021.

The Education Technical Assistance Office (ETAO), established within the DBE, recruited and engaged a wide range of technical expertise to support strategic initiatives such as the migration of Early Childhood Development (ECD) from the Department of Social Development to education, the design and introduction of the vocational (or third) stream in education, the design and initiation of the language unit in the DBE, and teacher development programmes. These strategic initiatives will succeed if there is continued strong collaboration between the key actor groups including the private sector, teacher unions, academic organisations, NGOs and the DBE.

The evaluation of the NECT that was spearheaded by FirstRand, as one of the founding funders, was completed at the end of 2021. The report confirms the strategic role that the NECT has played in the past eight years in creating a social capital network that was critical to harnessing technical and material resources for the further development of our education system. The report also makes suggestions on how to better align the organisational focus, programmes and capacities of the NECT. Consultations on the report are underway with the founding members of the NECT. The consultations are important as they coincide with the approach of the 10-year anniversary of the NDP and the NECT. It serves as a good basis for the ongoing board-level conversations about the future of the NECT and the eight years remaining towards the 2030 NDP goal. These consultations are being considered against the two years adverse impact of Covid-19 on education and the unprecedented need to recover and rebuild education.

In conclusion, the NECT's success under these trying times could not have been achieved without the continued support of the Minister of Basic Education, Hon Angie Motshekga, DBE senior management and officials both at national and provincial levels, the Board of Trustees; and the commitment of the NECT's senior management. I would also like to acknowledge our funding and implementing partners for their continuing partnership with the NECT. The NECT will continue to leverage its social capital to strengthen the delivery of quality education.

Mr Sizwe Nxasana
Chairman of the Board





CEO'S REFLECTION

There could be no better guiding principles during the second year of the pandemic than those underscored by the NDP: Hope, Growth and commitment to the Future. In this annual report, we reflect on our response to the disruptions of the pandemic and share perspectives on the future of education. Undergirding our strategy and programming was to always cast our thinking beyond the immediate challenges posed by the pandemic, to the ultimate goal of improving education.

Our programming framework founded on a tripod strategy: providing support to the DBE to avoid the worst risks to the operations of the system, maintaining long-term focus on the education reform and transformation agenda and sustaining the organisational capacity. Our system risk-aversion strategy was driven by the COVID-19 Response Initiative (CRI) referred to by the Chairman. The CRI is a product of purposeful search for systemic and structured ways of system recovery from a crisis. With the contribution to and adoption of the CRI by the DBE, several achievements which are critical to the rebooting and recovery of education are notable. The NECT continued to undertake education system risks and readiness to the reopening of schools.

The readiness assessments involved a review of exercise books to establish what learners were learning, the assessing the health safety of schools, psychological impact on teachers and the views of parents on communities on the reopening, and sustenance if the of the Remote and Digital learning programme rolled out through radios, television and the internet. Just under 6 million learners were recorded to have used the DBE TV, materials were designed and distributed to guide teachers on how to resume the learning recovery, and a random sample of over 300 schools was visited to establish the impact of Covid and the readiness of these schools to reopen.



The NECT continues to work with 5 000 schools in 25% of the education circuits where we are pursuing a focused model of improving the technical and societal strategic role of improving reading.



R433.9 million

raised to support the education system through NECT programmes.

387 Schools

schools visited to establish the impact of Covid-19 and the readiness of these schools to resume with full-time teaching and learning.

These insights were fed into the strategic programming of the DBE, stakeholder dialogues and a process of figuring what the role of the NECT should be going forward.

The NECT continued to increase its impact on the long term education reform and transformation agenda. Central to this agenda has been to strengthen the ‘capacity of the state’, in respect to strategy, systems, technical capabilities and service delivery. Some of the highlights of the achievements in this regard are that we have worked with over 1 080 subject advisors, 103 641 teachers, 19 803 schools, and provided 4 453 toilet seats to 337 schools in the Eastern Cape, Limpopo and KwaZulu Natal. We have worked with ten (10) NGOs to support 15 050 youth that took part in the Presidential Youth Employment Programme.

The NECT continues to work with 5 000 schools in 25% of the education circuits where we are pursuing a focused model of improving the technical and societal strategic role of improving reading. Teacher unions also continued to implement collaboration projects in the areas of assessment for learning and advocating teacher and community support for schools. In this regard, UNICEF collaborate with teacher unions, DBE and the NECT to implement the ‘I’m a School Fan campaign’.

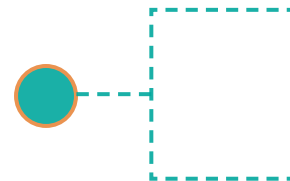
While the NECT celebrated its ninth year on 16 July 2022, and registered reasonable to excellent achievement; the national system challenges still loom large. The redirection of the system’s programming and risk aversion in the past two years did no favours to the education system. Notwithstanding the timeliness to initiate realignment of the curriculum in South Africa, history has taught us that such bold national steps require strong research input, trialling capabilities and relevant teacher development programming. Any curriculum change should have as its central cog a teacher-focused change management programming.

It is against this background that the future of the NECT is being discussed among the founding members. In addition, the future of the NECT is being discussed in the context of the approaching eight national election. Transitions between political offices call for strong administrative bridges which remain a tricky process in many countries. A vehicle in the current form of the NECT or an adjusted form is critical for a constructive continuation of the South African education reform and transformation agenda.

The NECT is financially strong and sustainable. Its core funding has been sufficient to run its COVID budgeting and more strategic project funding has been secured to ensure the implementation of strategic initiatives with ring-fenced funding.

Income		2021	2020	2019	2018
Total Income in Rands		433,965,214	295,138,067	261,501,131	262,298,343
Government Sources %		80%	62%	65%	60%
Non-Government Sources %		20%	38%	35%	40%
Total Expenditure in Rands		375,624,660	245,334,220	245,513,305	269,923,151
Expenditure Splits	Education programmes %	25%	47%	59%	81%
	Special Projects %	71%	46%	35%	12%
	Administration Cost %	5%	7%	6%	7%
Surplus/(deficit) for the year in Rands		63,809,476	52,432,729	15,536,664	(7,624,809)

Mr Godwin Khosa
Chief Executive Officer



NECT FUNDING PARTNERS

The NECT conveys its gratitude for the generosity and support received from our partners. This support has enabled us to drive a positive agenda for education reform in our country in service of all South African children.

Core Programme & Special Projects Funders:



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Proposals on initiatives to drive learning recovery post-pandemic and the NECT's role in supporting the education system beyond 2021.



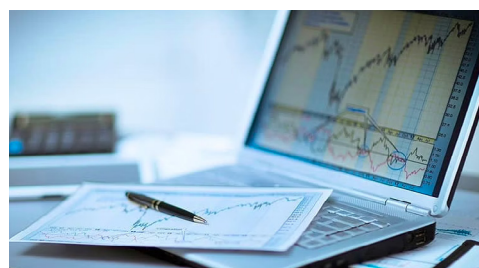
SECTION



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Finances

Continued collaboration and partnerships with government, business and civil society has allowed resource mobilization which has been critical to the successful implementation of programmes.



NECT'S FOOTPRINT IN SOUTH AFRICA

NORTH WEST

- 3,989 beneficiaries across 925 schools trained and resourced for the Language Programme since 2017
- 926 beneficiaries trained on Community and School PSS Model in 2021 (^ 553 from 2020)
- 1,489 schools piloting the modernised School Administration and Management System since 2020



GAUTENG

- 4,419 beneficiaries across 626 schools trained and resourced on the Language Programme since 2017



LIMPOPO

- 6,357 beneficiaries across 1,508 schools trained and resourced on the Language Programme since 2017
- 818 beneficiaries trained on Community and School Psychosocial Support Model in 2021 (@ 565 from 2020)
- Introduction of a Covid-19 recovery programme in 220 schools in partnership with UNICEF
- 10 schools participating in Sandbox Schools Project
- 6 District Steering Committees established 2014



NORTHERN CAPE

- 2,588 beneficiaries across 569 schools trained and resourced for the Language Programme since 2017



MPUMALANGA

- 3,450 beneficiaries across 751 schools trained and resourced for the Language Programme since 2017
- 575 beneficiaries trained on Community and School Psychosocial Support Model in 2021 (^ 164 from 2020)



KWAZULU-NATAL

- 7,118 beneficiaries across 1,509 schools trained and resourced for the Language Programme since 2017
- Introduction of a Covid-19 recovery programme in 220 schools in partnership with UNICEF
- Piloted the Ubuntu Youth Leaders Programme in 10 school communities in 2021
- 2 District Steering Committees established since 2014



WESTERN CAPE

- 4,778 beneficiaries across 838 schools trained and resourced for the Language Programme since 2017



FREE STATE

- 3,926 beneficiaries across 837 schools trained and resourced for the Language Programme since 2017
- 1,233 schools piloting the modernised School Administration and Management System since 2020



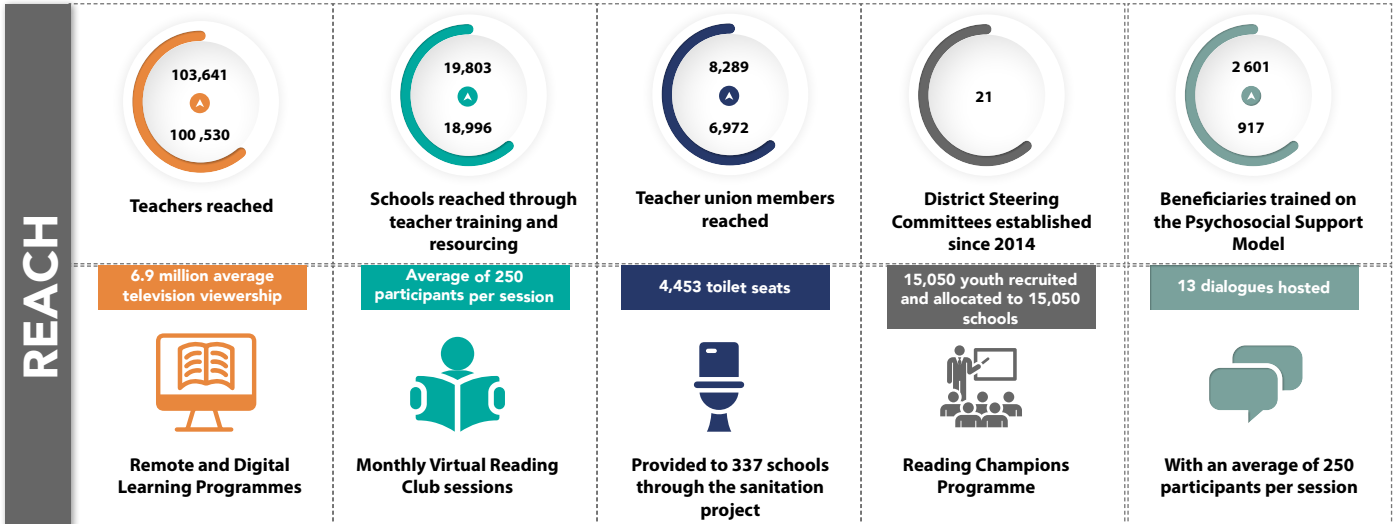
EASTERN CAPE

- 6,567 beneficiaries across 2,206 schools trained and resourced for the Language Programme since 2017
- 282 beneficiaries trained on Community and School Psychosocial Support Model in 2021 (^ 98 from 2020)
- Introduction of a Covid-19 recovery programme in 219 schools in partnership with UNICEF
- 3 District Steering Committees established since 2014



Implementation of NECT Core Programming

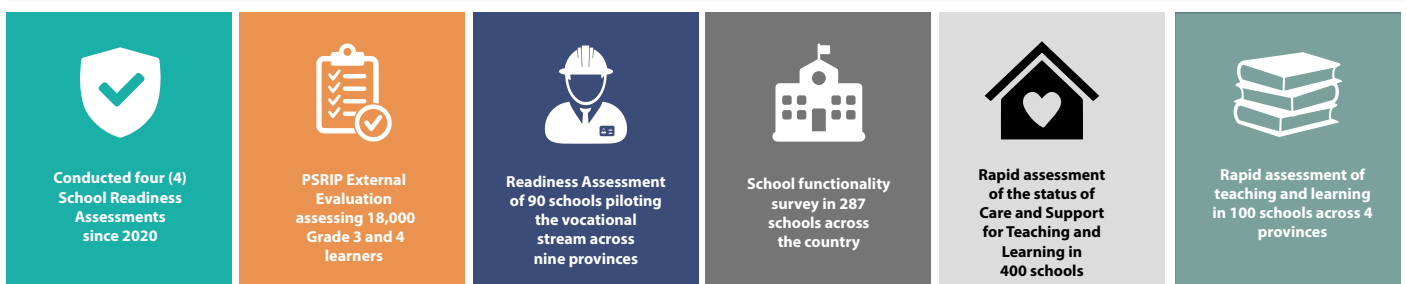
2021 HIGHLIGHTS



RESOURCE MOBILISATION



SUPPORTING EVIDENCE-BASED PROGRAMMING AND DECISION MAKING





SECTION A

PAGE 12 - 14

IMPACT OF THE PANDEMIC ON THE EDUCATION SECTOR

A reflection on the impact of Covid-19 on the Basic Education System and the operations of the NECT.

1. IMPACT OF COVID-19 AND THE EDUCATION SECTOR'S RESPONSE

The year 2021 marked the second year of the Covid-19 pandemic and the subsequent national lockdown. The impact of the pandemic has been far reaching, affecting not only the economy and health sector, but also the education sector. While the magnitude of the educational impact of Covid-19 has still not been fully assessed, emergent findings from evaluations conducted by the NECT and other organisations show that the greatest impact was seen in three areas:

Lost Teaching & Learning Time

- 128 (51%) school days lost by Term 3 2021 and up to 60% school days lost by the end of 2021.
- Data collected in August 2021 showed that 23% of primary schools were still on rotational timetabling.

Learning Loss

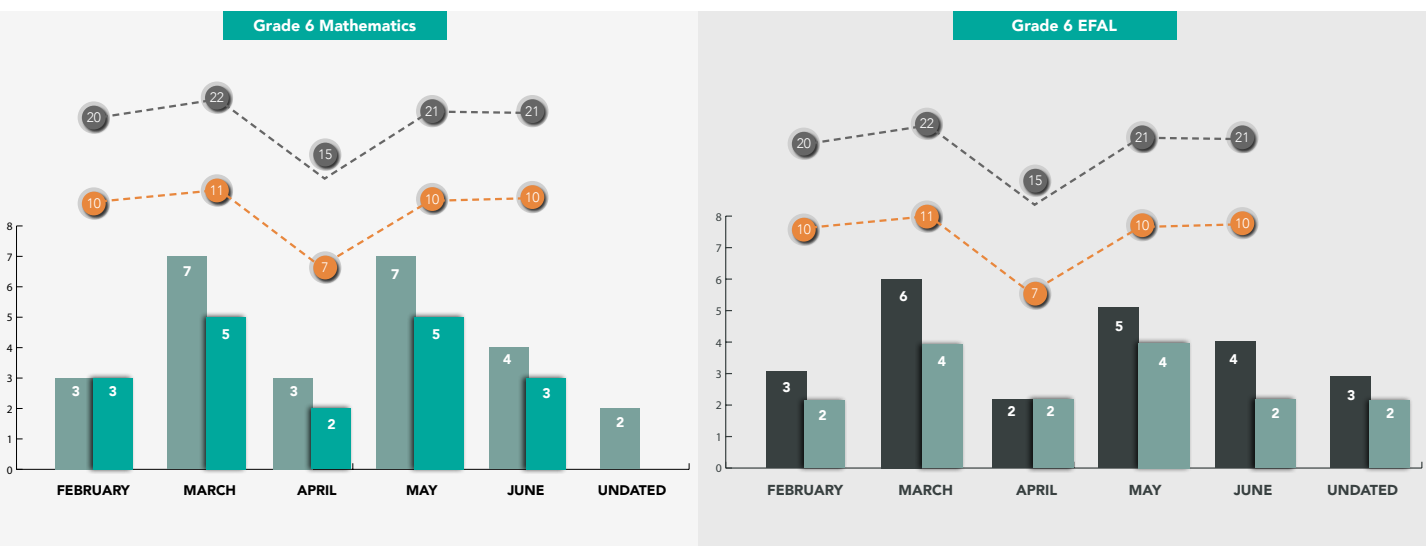
- 60% of 214 schools surveyed had only covered 30% of the required written work in the DBE workbooks by November 2021.

Loss of Learning Opportunities

- Learners have lost the opportunity to learn curricula content that is geared for their ages.

Curriculum coverage, an indicator of the progress of learning, showed that 42% of the teachers assessed were not on track with covering the trimmed curriculum in July 2021. The graphs below show the amount of mathematics and English First Additional Language (EFAL) work completed by Grade 6 and 9 learners in Terms 1 and 2 of 2021.

Grade 6 Time on Task (n= 2,378)



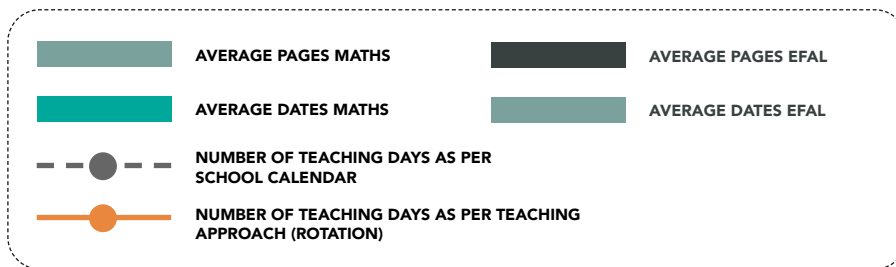
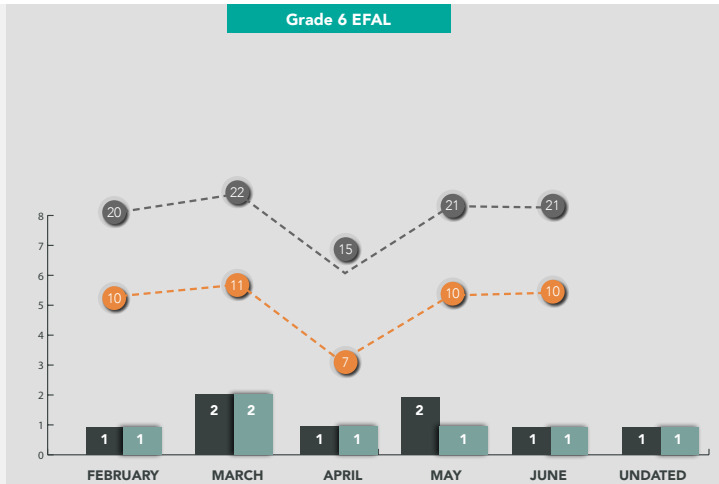
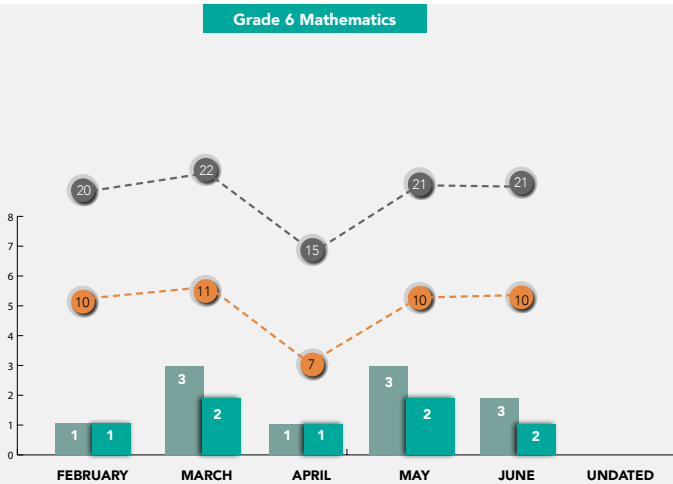
AVERAGE PAGES MATHS
 AVERAGE PAGES EFAL

AVERAGE DATES MATHS
 AVERAGE DATES EFAL

NUMBER OF TEACHING DAYS AS PER SCHOOL CALENDAR

NUMBER OF TEACHING DAYS AS PER TEACHING APPROACH (ROTATION)

Grade 9 Time of Task (n= 1174)

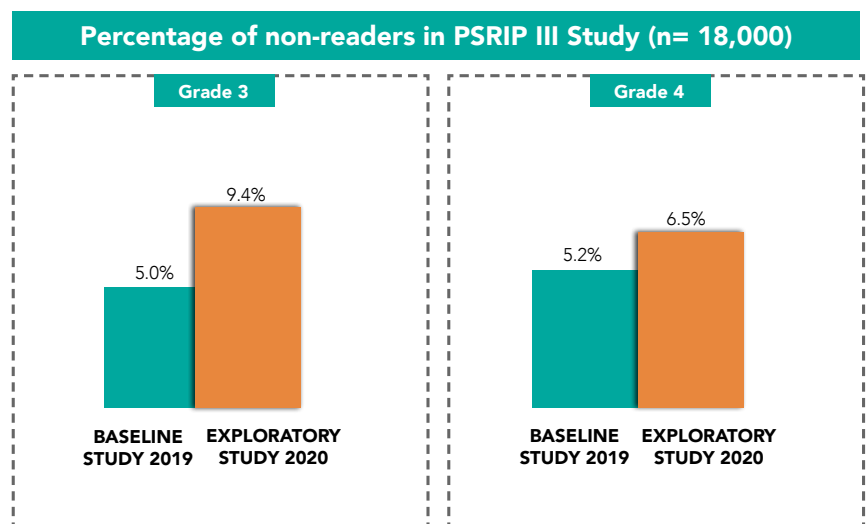


Increase In The Number Of Non-Readers

An external evaluation of the Primary School Reading Improvement Programme (PSRIP) was conducted, assessing over 18,000 Grade 3 and Grade 4 learners across the nine (9) provinces¹.

The report shows an increase in the number of learners considered 'non-readers'² from 5% to 9.4% for Grade 3. For Grade 4, this increased from 5.2% to 6.5%.

This regression can be attributed to learners being at home without any learning continuity and practice necessary to maintain reading skills.



Understanding the impact of Covid-19 on learning outcomes is a critical and ongoing endeavour. The NECT plans to continue conducting assessments targeting 1,000 schools across the country to assess the impact on teaching and learning. The findings from these assessments will be used to inform plans for recovery and rebuilding the education system.

¹ The evaluation involved a baseline study from 2019 and an exploratory study in late 2020. Despite challenges with completing the end-line study due to limited access to schools, the findings provide insight into the state of reading following school closures.

² Non-reader refers to a learner who can not correctly read a single word in a text within a minute.



SECTION B

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REBOOTING THE EDUCATION SECTOR

Through special projects and partnerships, and the continued implementation of core programmes, the NECT has supported the national response to the pandemic and other emerging needs in the sector.

2.

RESPONDING TO EMERGING NEEDS IN THE EDUCATION SYSTEM

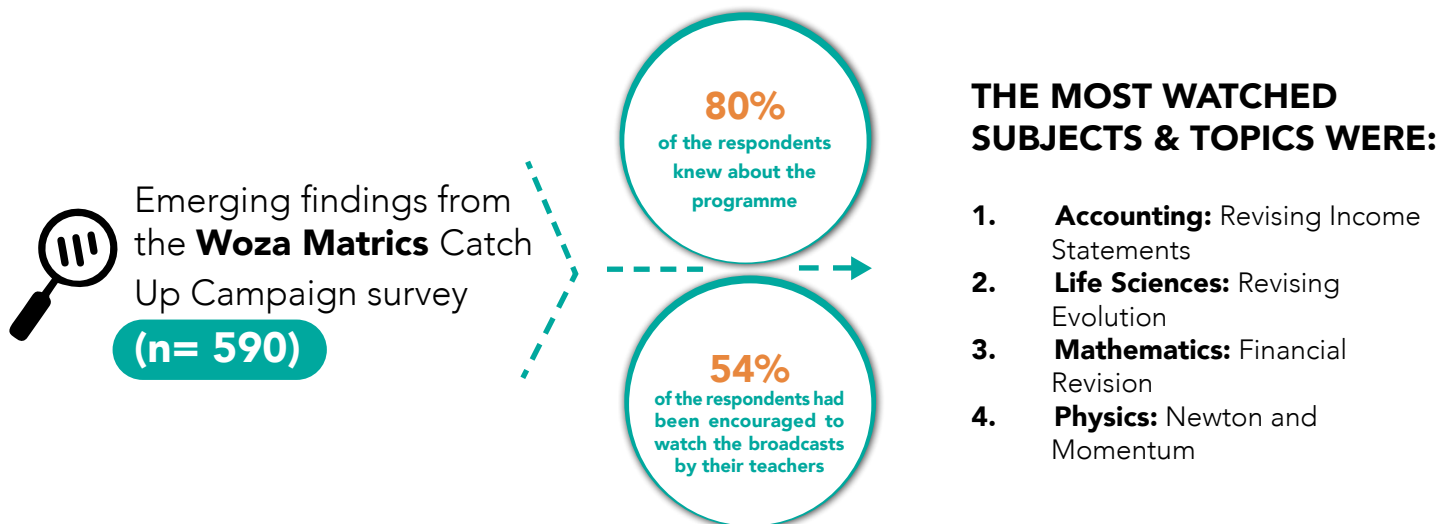
The Covid-19 pandemic was not the only source of disruption for the education system, with the July 2021 civil unrest affecting 135 schools in KwaZulu-Natal (KZN) and exacerbating the learning recovery challenges facing schools. The NECT implemented the KZN Emergency Response which saw the mobilisation of over R16 million rand towards school refurbishments and the replacement of learning and teaching support materials which were damaged during the unrest.

The NECT wishes to acknowledge UNICEF, the European Union, Momentum Metropolitan, Old Mutual, Adopt-A-School, LEGO Foundation, Procter and Gamble and other partners for their flexibility in redirecting their resources to address the impact of the pandemic and civil unrest that disrupted teaching and learning.

2.1

USING REMOTE AND DIGITAL LEARNING TO MITIGATE THE COVID-19 IMPACT ON TEACHING AND LEARNING

In 2020, the NECT introduced the Tswelopele and Woza Matrics Catch Up Campaigns which provided supplementary curriculum and psychosocial support for non-Matric and Matric learners, respectively. The NECT continued with the implementation of the campaigns, including implementation monitoring conducted between March and November 2021 to better understand the awareness and use of the programmes. The diagram below summarises the emerging findings from Phase 3 of the Woza Matrics survey conducted in October 2021.



COVID-19 caused delays in teaching and learning because of fear and insecurity as well as lack of personal interaction between learners and teachers. NECT made a difference with its simplified activities that address skills, knowledge and values, sequencing of concepts, moving from simple to complex ideas. Following the Recovery Planners and Trackers made my work simpler.



Ms. MS Tladi
 Foundation Phase Teacher
 Ernest Matlou Primary School
 Capricorn South District, Limpopo



3. OLD MUTUAL RECOGNISES NECT AMONG OTHER DEVELOPMENT AGENTS IN AFRICA

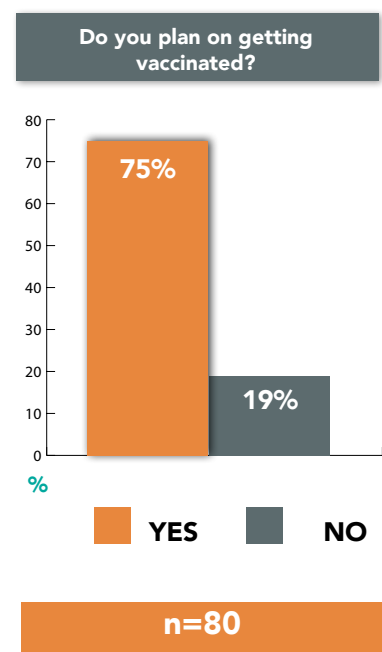
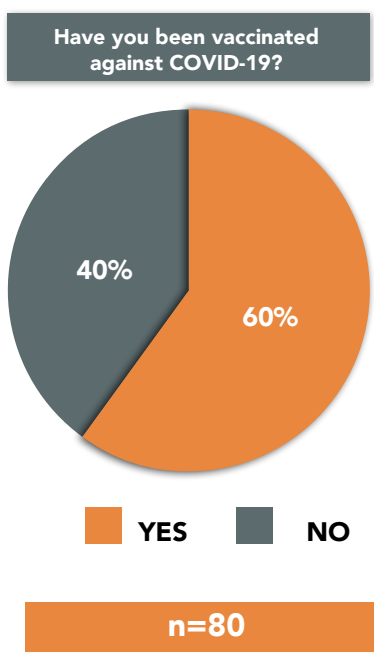
The NECT's experience of the pandemic has been characterised by uncertainty and significant changes to ways of working. Given the everchanging environment, strategic planning was conducted differently to previous years, with a greater focus on agile and responsive planning.

Despite the challenges brought on by the pandemic, the NECT has continued to make a notable impact on the system and this has been recognised by our partners, including Old Mutual. A highlight for the organisation was winning the Strategic Initiative Partner of the Year and First Runner Up for Old Mutual Partner of the Year at the 2021 Old Mutual Partnership Awards.

The NECT was selected from over 100 entries of organisations in several African countries including Botswana, Namibia, Ghana, Nigeria and Kenya. The awards come with a R500,000 cash prize which will be used to further the work of the NECT.

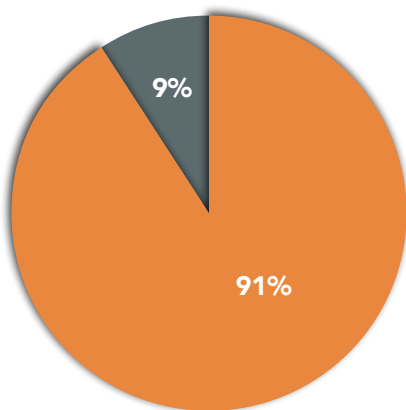
3.1 NEW WAYS OF WORK AND VACCINATION DRIVE

As has been the case for most organisations, working from home necessitated new ways of work that would ensure that the NECT maintained optimum operations. Following the President's announcement to move the country to Alert Level 1 in October 2021, NECT management decided to return all employees to the office (excluding those over 70 years of age and those with comorbidities). The decision was informed by a staff survey conducted in September 2021 to gather views of personnel on returning to the office.



At the time, 40% (32) of the respondents had not been vaccinated against Covid-19; however, of those not vaccinated, 75% planned to get vaccinated. The staff members were also asked about their level of comfort returning to work, to which 54% (43) of the respondents admitted some discomfort with returning to the office, indicating concerns such as a fear of infecting others, lack of social distancing and overcrowding of the office spaces.

Do you believe NECT provides adequate guidance and support for COVID-19?



n=80

■ YES ■ NO

Despite these concerns, 91% of the respondents confirmed that the NECT provided adequate guidance and support for Covid-19.

Following this survey, the NECT continued to closely monitor the level of Covid-19 infections in the country and to encourage employees to get vaccinated and adhere to all health and safety precautions when in the office.

3.2

AGILE AND RESPONSIVE STRATEGIC PLANNING

Since 2020, the organisation’s activities have been guided by the post-2020 NECT model which saw the introduction of Education Investment Portfolios and, in 2021, the Education Recovery Aide Memoire which formed the basis for conceptualising the Covid-19 Response Initiative (CRI). Both strategic frameworks point to the importance of finding a balance between DBE programming, core NECT programming and support programmes such as the Investment Portfolios and the CRI activities. The frameworks also point to the value of ensuring a common vision, messaging and coordination amongst education partners. More details about Investment Portfolios and CRI can be found in Section B and Section C of this report, respectively.

With the changing landscape of the education sector, and the NECT fast approaching its 10-year anniversary, NECT management also reflected on the role, shape and alignment of the NECT with the intention of relying on these reflections to guide strategic planning for 2022 and beyond.

During the pandemic, we were facing a great challenge in the education system. Lesson planning and presentation was haphazardly done and curriculum coverage was a struggle due to the rotational phasing in of learners. Since we started implementing the Recovery Planners and Trackers programme, we are by all means working harder and trying to recover the lost time. I highly recommend this programme!



Ms. SM Smit
 Grade 4 Teacher
 Relebogile Primary School
 Bojanala District, North West



3. NATIONAL RESPONSE TO COVID-19

At the centre of the national response has been laying the foundation to resume teaching and learning in a safe manner. Achieving this required evidence gathering that would inform the decision and preparations to reopen schools in August 2021, and the NECT supported the DBE in this regard by conducting the School Readiness Assessment. The NECT also convened the Minister’s Civil Society Consultative Forums which were a platform for information sharing and gathering inputs on driving curriculum recovery in schools.

4.1 NECT WORKED HAND-IN-GLOVE WITH THE DBE AND PARTNERS TO RE-OPEN SCHOOLS FOR ALL LEARNERS

The NECT led the implementation of a follow up independent School Readiness assessment in July 2021. A sample of 450 primary and secondary schools, special schools, and schools of skill were surveyed across the country, guided by a framework which considers five (5) constructs:



Health considerations



Psychosocial support considerations



Education considerations



Community involvement



Incident management

The assessment assisted the DBE to determine the availability of water supply, sanitisers, masks and other personal protective equipment in schools; and was the basis on which proposals were made to the National Coronavirus Command Council (NCCC) to reopen schools for all learners.







4.2

CIVIL SOCIETY CONSULTATIVE FORUMS TO NAVIGATE THE PANDEMIC

The Civil Society Consultative Forums, led by Minister Motshekga, were introduced in 2020 to ensure continuous communication and engagement between the DBE and education stakeholders on how best to support learners during school closures. As lockdown regulations were lifted, the forums became an important platform for discussing plans to safely return teachers and learners to school and to continue with curriculum recovery. In 2021, four meetings were held and the details are summarised below.

Minister's Civil Society Consultative Forums, 2021







Focus Area	Description	Participants
<p>Readiness of the Department to return to school; plans for the 2021 academic year</p>	<ul style="list-style-type: none"> ○ The DBE engaged stakeholders on their concerns regarding the re-opening of schools during the pandemic. 	 <p>230</p>
<p>The Basic Education Employment Initiative (BEEI), part of the Presidential Youth Employment Initiative (PYEI)</p>	<ul style="list-style-type: none"> ○ The purpose of the meeting was to reflect on the implementation of Phase 1 of the initiative, which included the Reading Champions programme. 	 <p>200</p>
<p>Normalisation of school attendance routines</p>	<ul style="list-style-type: none"> ○ The purpose of the meeting was to open a discussion on the return to 'everyday' schooling under carefully monitored conditions. ○ The DBE presented its risk-adjusted strategy for the return to normal schooling. 	 <p>200</p>
<p>Curriculum Recovery</p>	<ul style="list-style-type: none"> ○ This meeting was convened to discuss plans for curriculum recovery in response to the learning losses caused by school closures. ○ The DBE presented curriculum recovery plans for 2021, and the NECT presented findings from research conducted in schools which highlighted the learning gaps identified in 2020 and 2021. 	 <p>135</p>

4.3

CAPITALISING ON EIGHT YEARS OF SOCIAL CAPITAL

The NECT has contributed to the strengthening of a national human resource development strategy by supporting the Human Resource Development Council (HRDC) Summit held in August 2021. The opening session, themed Building the Foundation for a Transformed Economy and Society, focused on South African and international perspectives on critical areas in education for transformation.

One of the recommendations from the session was that a Social Compact should be developed to focus on six (6) key interventions and the NECT has been facilitating this process. The implementation of the interventions will be done in partnership with the ETDP-SETA, South African Council for Educators (SACE) and Universities South Africa (USAf).

Intervention	Lead Organisation
1. A review of legislation and policy guiding human resource management and development, with a view to the promotion of equity and quality	
2. Technical support for the digitisation of human resource management	
3. Research into literacy and language development	
4. A curriculum mapping exercise: aligning CAPS to the HRD strategy	
5. Advisory Committee on new technologies, future skills and innovation	
6. The institutionalisation of consultative and information sharing structures, building on the current Civil Society Forum	

5.

NECT'S PROGRAMMATIC RESPONSE TO SUPPORTING THE EDUCATION SYSTEM

The NECT's programmatic response focused on continued provision of teaching and learning support and on laying the foundation for focused recovery and rebuilding in the education sector. This has been achieved through the introduction of special projects to respond to emerging needs and the continuation of core programming necessary for sustained improvement in education.

5.1

PARTNERSHIPS AND SPECIAL PROJECTS DURING AN EMERGENCY

5.1.1 Education Investment Portfolios

The NECT continued with the implementation of the Education Investment Portfolios (IPs), which were introduced in 2020 as vehicles for mobilising financial and non-financial resources to accelerate the development of six (6) critical areas. Below is the NECT's self-assessment of the performance of the IPs.

NECT Self-assessment of Investment Portfolio

Investment Portfolio	Highly Successful	Satisfactory	Could be Improved
1. Education Recovery	✓		
2. Reading Improvement		✓	
3. Community Engagement			✓
4. Remote and Digital Learning (RDL)	✓		
5. Early Childhood Development (ECD)		✓	
6. Care and Support for Teaching and Learning (CSTL)	✓		

- Of the six (6) areas, Education Recovery, RDL and CSTL have had the highest success rate as seen with the introduction of:
 1. Recovery planner and trackers to assist teachers with catching up with the curriculum coverage
 2. Covid-19 Response Initiative which saw the implementation of 12 key initiatives to reboot and drive recovery in the education system
 3. Curriculum and psychosocial support for teachers and learners through television, radio, social media, and other remote and digital mediums
 4. Research projects to gain better understanding of the implementation of CSTL in schools and areas to be strengthened
- The Reading Improvement and ECD investment portfolios have had satisfactory progress and have largely been implemented through existing NECT programmes.
- Progress on Community Engagement has been slower than envisaged and this can be attributed to the limitations on gatherings during the pandemic.



5.1.1.1 Remote and Digital Learning

The RDL programme offers supplementary learning support programmes that could help learners, their teachers and parents to catch up on curriculum learning, revision and exam preparation, and provide care and support tips. This support was provided through the Woza Matrics Catch Up and the Tswelopele broadcasting campaigns.



Tswelopele Campaign

Providing supplementary learning support to non-Matric grades on Openview HD 7 days a week.

- Offering for priority subjects such as mathematics, languages, and life skills; and support for teachers and parents.
- Secured a partnership with five (5) community radio stations to broadcast episodes at no cost. Furthermore, an advocacy and awareness campaign was run on 14 community radio stations across six (6) provinces.



Woza Matrics Catch Up Campaign

Providing supplementary learning and revision support to Matric learners

- Broadcast 197 episodes, between 01 May-12 December 2021, on SABC 1 and DStv Catch Up. This includes live lessons with sign
- Designed and distributed 54 Matric study guides on DBE, NECT and other partner websites for high enrolment subjects and home language creative writing.
- Provided access to over 590 DBE or NECT owned content materials, and 145 externally sourced materials were uploaded on social media, YouTube, television and NECT and DBE websites.

A communications and advocacy campaign was implemented for both programmes on television, radio, social media and print media. The purpose was to encourage learners, parents and teachers to watch and learn from the broadcast offerings. The reach of the programmes across television and other digital platforms is summarised below:



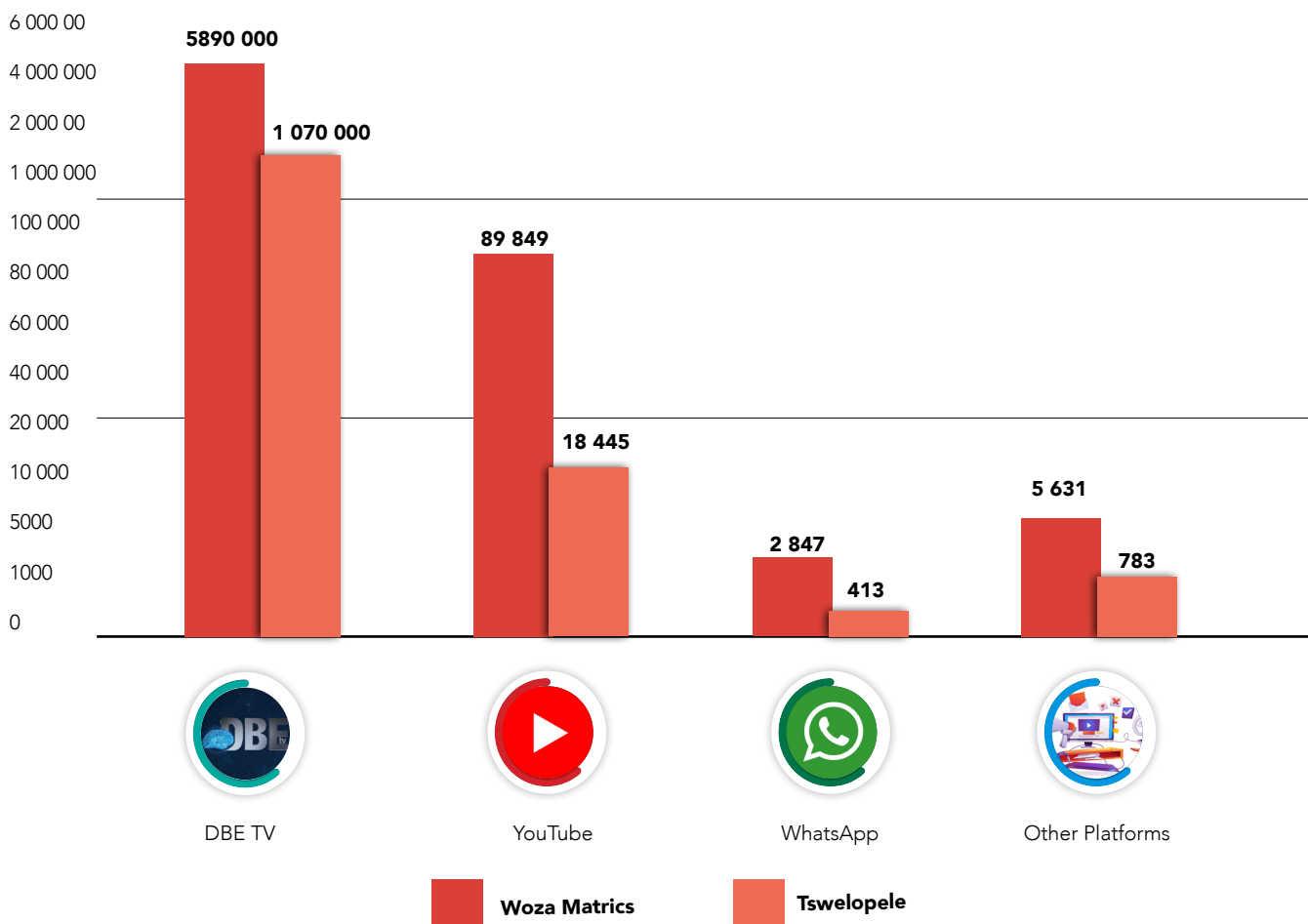
Average viewership reached on DBE TV:

5 890 000

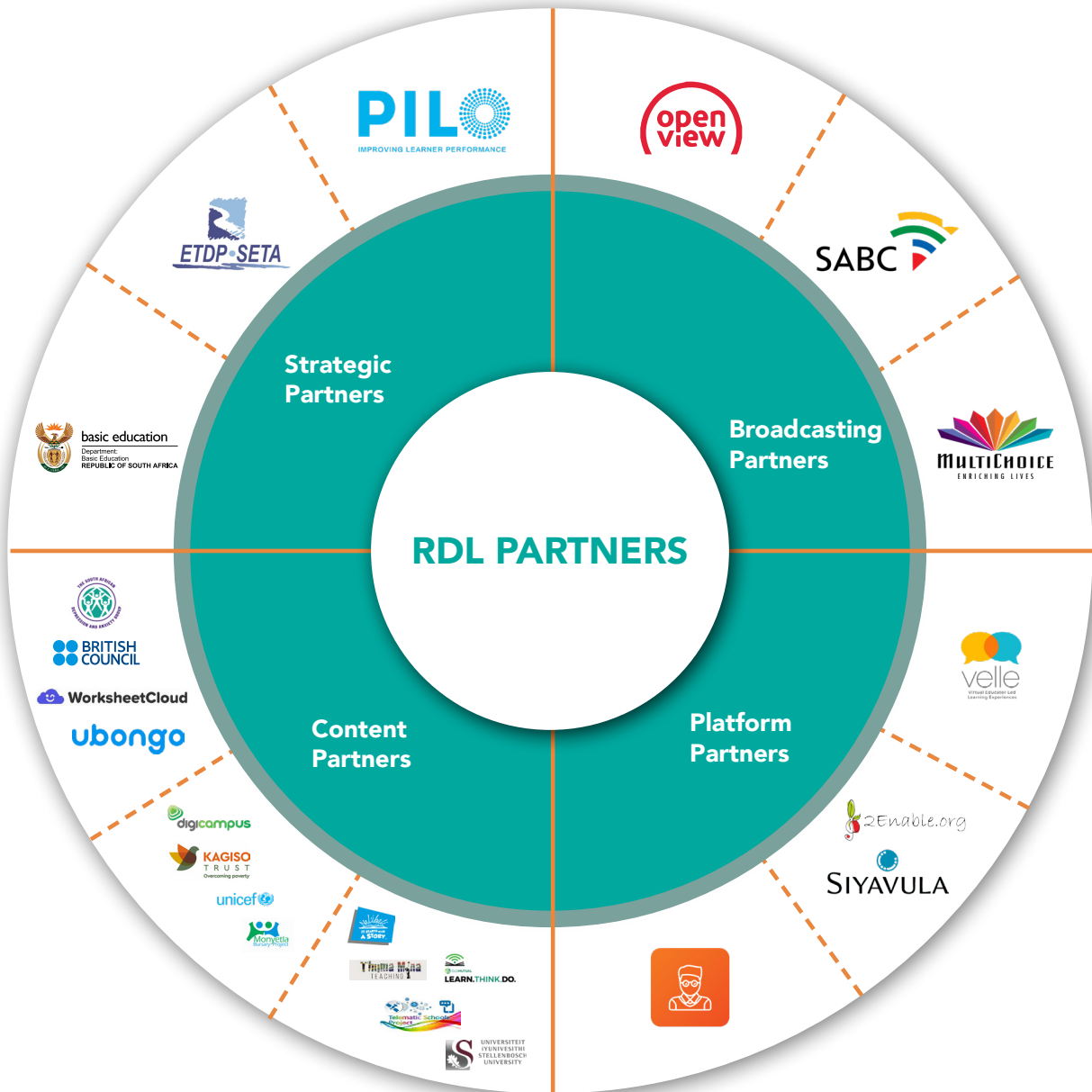


Average viewership reached on DBE TV:

1 070 000



Building a national RDL network of educational content providers and broadcasters was another strategic priority in 2021. Between 2020 and 2021, the NECT increased its RDL network from 15 to 28 partners including SABC, MultiChoice and South African Depression and Anxiety Group (SADAG).



5.1.1.2. Care and Support for Teaching and Learning

COVID-19 disruptions affected the provision of school-based health and wellbeing support that many vulnerable learners rely on. The purpose of the CSTL IP is to work with the DBE to mobilise and coordinate capacity across sectors to deliver on the national care and support mandate during and beyond Covid-19.

The 2021 highlights include the following:



Using Technology to Increase Access to Health Services

Secured R943,300 in funding from UNICEF for the development of a telehealth solution for the education sector. The solution will be tested in 2022 and will cater to educators and learners and will make PSS support services accessible from any electronic device.



Piloting the Ubuntu Youth Leaders Programme

Secured funding of R790,000 through a partnership with UNICEF, Standard Bank, DBE and MIET Africa, to pilot the One Million Ubuntu Youth Leaders Programme. The programme aims to develop personal, social and relational skills, and support skills through training and mentoring provided to the Ubuntu Youth Leaders by the Ubuntu Trainers.

Ubuntu Youth Leaders Programme Change Theory

THEORY OF CHANGE

Contextualised Ubuntu Youth Leaders Programme:

- Personal Skills**
- Self-knowledge
 - Self-confidence
 - Resilience

- Social & Relational Skills**
- Empathy and Service

- Support Skills**
- Identification, Referral and Basic Counseling

Key Programme Messages:

- Ubuntu**
- I am because you are/I can only be a person through other people

- Peace Building**
- Breaking downwalls: buidling bridges

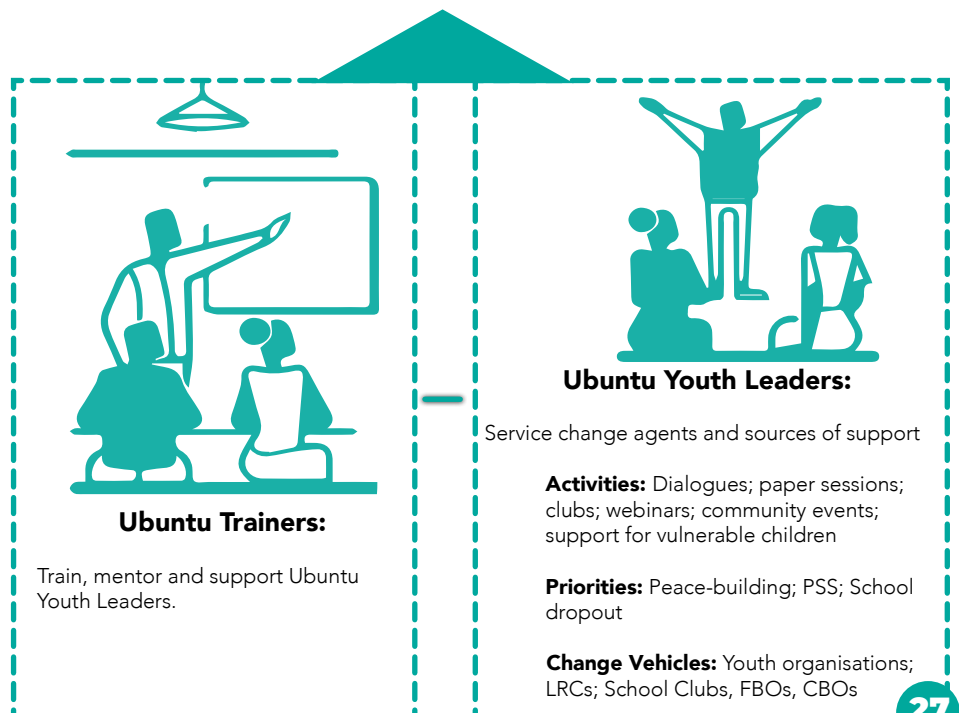
- School Dropout**
- Leaving no-one behind

- COVID-19**
- Building back better

- PSS**
- Don't struggle in silence



Every school a safe and protective space for learning, where all children and youth participate in and contribute to a non-violent, inclusive, inclusive, caring and supportive community.



Ubuntu Trainers:

Train, mentor and support Ubuntu Youth Leaders.

Ubuntu Youth Leaders:

Service change agents and sources of support

Activities: Dialogues; paper sessions; clubs; webinars; community events; support for vulnerable children

Priorities: Peace-building; PSS; School dropout

Change Vehicles: Youth organisations; LRCs; School Clubs, FBOs, CBOs

The pilot commenced in 10 school communities in KZN in August 2021. As the pilot will be completed in March 2022 and preparations are underway to scale up the programme.

5.2.3. Evidence Gathering and Knowledge Sharing

A key focus area of the CSTL IP has been growing the CSTL knowledge and evidence base, this has been achieved through two studies:

RAPID CSTL EVALUATION: This evaluation was conducted to assist the DBE and its CSTL partners to get a better understanding of the status of CSTL implementation in schools. The evaluation was conducted in partnership with MIET Africa, with 400 schools and 120 principals participating in the evaluation..

Emerging findings from the assessment show that while many schools are implementing CSTL in practice, there is, a need for more consistent training on CSTL and the strengthening of support systems within and for schools.

RESEARCH ON YOUTH AGENCY: South Africa is one of six (6) Southern African Development Community (SADC) member states participating in a regional research study on youth agency. The study is being led by young researchers, and other youth have been engaged and trained on research methodology and development of data collection tools for the study. The study is envisaged to be concluded by June 2022.

The emerging findings from the rapid CSTL evaluation were shared at the National CSTL Conference themed **Reimagining Care and Support – Taking Stock: Education Recovery and Continuity** held in November 2021. The three day conference, attended by between 198 and 465 participants, provided a platform for much needed dialogue amongst CSTL stakeholders on the lessons learnt from providing support during COVID-19 and the implications for strengthening school based care and support services.

Ubuntu youth leaders training 2021



6. TARGETED RESPONSE TO EDUCATION IMPROVEMENT THROUGH SPECIAL PROJECTS

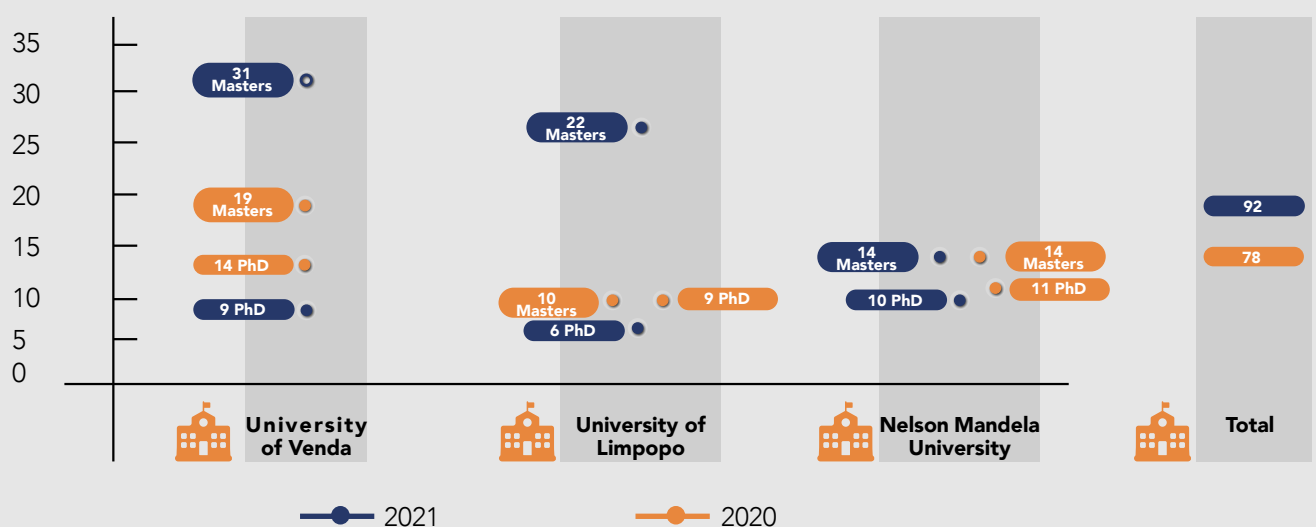
The Strategic Partnerships and Special Projects programme aims to advance the collaborative agenda of the NECT by introducing initiatives that respond to emerging needs within the sector. In 2021, the programme focused on the following: expanding the post-graduate support programme to support over 90 students; supporting capacity building within the NECT and in the greater education sector; and providing continued support towards the eradication of pit latrines in schools.

6.1 Postgraduate Support Programme

The Postgraduate Support programme was launched in December 2020 in partnership with the University of Limpopo, University of Venda and Nelson Mandela University to encourage Masters and PhD candidates to focus on research topics, challenges and innovative opportunities that are critical to the education reform agenda. The key achievements for 2021 have been:

- An increase in enrolment for the programme from 78 students in 2020 to 92 students in 2021.
- A total of nine (9) workshops were conducted in 2021, with a commendable attendance rate of 80%.
- The expansion of the programme to support 35 academics who are supervisors to the students participating in the programme.

Postgraduate Support Programme Enrolment, 2020-2021



Going forward, the NECT aims to enhance the programme by incorporating campus and site visits for the 2022 programme.

6.2 Capacity Building Seminars

The NECT introduced external and internal capacity building seminars aimed at improving the understanding and skills required for effective education planning and management. These seminars were the Utilisation-Focused Evaluation (UFE) workshops and the first NECT internal bootcamp, which are detailed below.

Utilisation-Focused Evaluation (UFE) workshops facilitated by Michael Quinn Patton.

Intended to encourage a culture of evaluation and assist participants to design and carry out evaluations in their organisation.

- Hosted three (3) workshops targeting senior national and provincial education officials, university and private sector personnel

NECT Internal Bootcamp

Aimed at improving the skills and knowledge of young employees in the education sector and developing their ability to understand education reform and practice.

- An intensive bootcamp attended by 30 young professionals in the NECT.
- The bootcamp was , and sessions w structured into 16 sessions facilitated by experts within the NECT, government, academia and private organisations.

6.3 Eradicating Pit Latrines Through the Sanitation Appropriate for Education (SAFE) Project

The SAFE project was established in 2018 in response to the President’s call to eradicate pit latrines in South African schools. Through DBE and private sector funding, the NECT provided 4,453 toilet seats in 337 schools.



Sanitation Provided Through DBE Funding

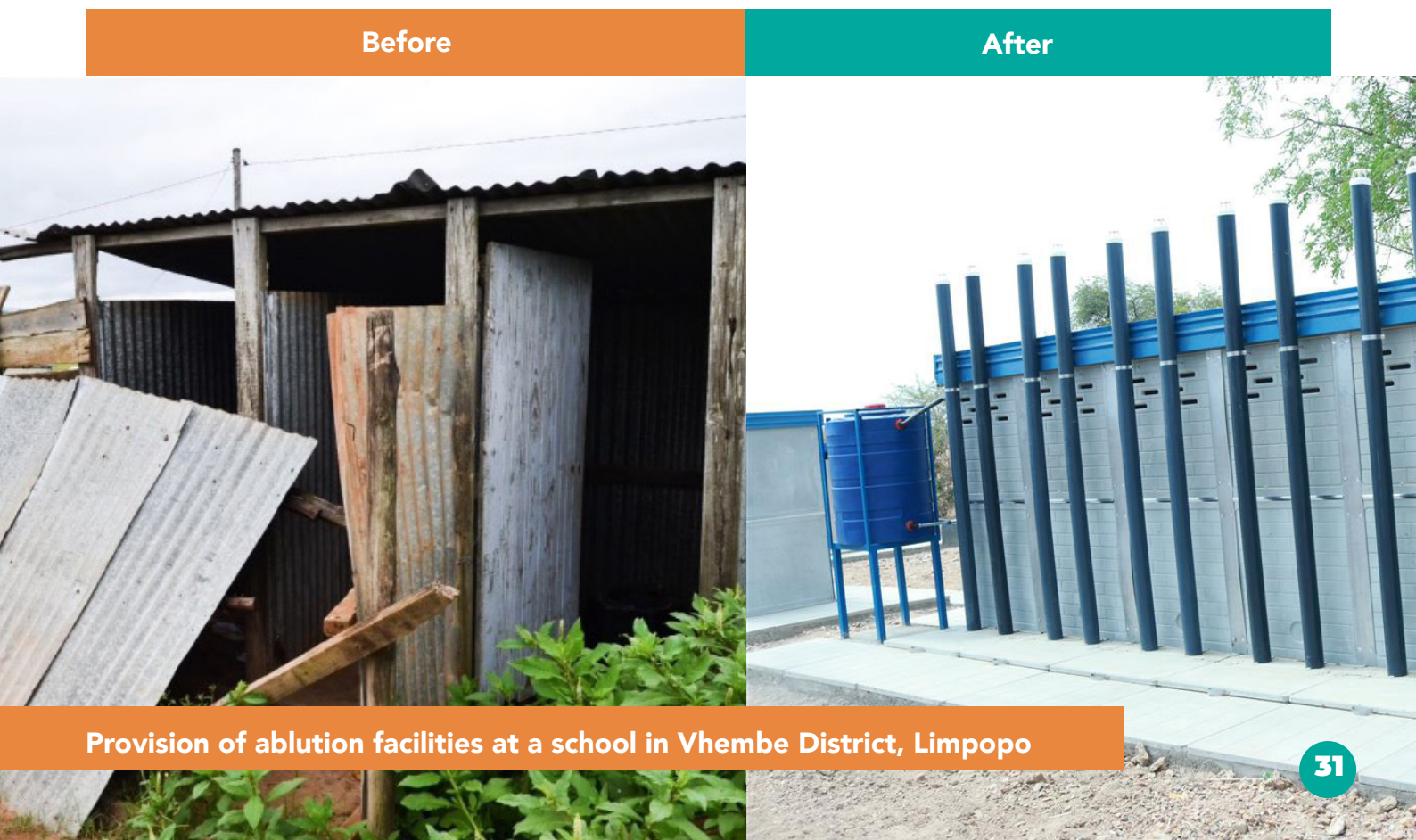


The SAFE programme has continued to implement projects in schools across the Eastern Cape, Limpopo and KwaZulu-Natal. For 2021/2022, 615 schools were allocated and ablution facilities had been completed in 203 schools by the end of 2021.

It is envisaged that the constructing of ablution facilities in 300 schools will be completed by March 2022; and the remaining schools will be completed by the end of the second quarter of 2022.

6.3.1. Sanitation Provided Through Private Partnerships

The SAFE project has received funding through its partnerships with Assupol and the South Korean Embassy (SKE). Assupol provided R10 million for the construction of ablution facilities in 18 schools in the Eastern Cape, which will benefit 6,008 learners. The completion of projects in the 18 schools will bring the total number of schools reached, through the Assupol partnership, to 50.



Provision of ablution facilities at a school in Vhembe District, Limpopo

Assupol Partnership

ASSUPOL PROVIDED **R40 MILLION**

since 2018, with **R10 million** provided in 2021 for the construction of ablution facilities in



18 schools in the Eastern Cape.

The project will benefit



6,008 learners across all schools.

The completion of projects in the identified schools will bring the total number of schools reached, through the Assupol partnership, to 50.

SOUTH KOREA EMBASSY PARTNERSHIP

FUNDING OF **R3.2 MILLION**

was secured from the SKE to construct ablution facilities for



Grade R learners in six (6) schools in the Eastern Cape.

A TOTAL OF



ABLUTION FACILITIES

provided, benefiting over

3,200 LEARNERS ACROSS THE SIX SCHOOLS.

7.

STAYING THE COURSE: CONTINUING WITH CORE PROGRAMMING

7.1 Reading Improvement

The Primary School Reading Improvement Programme (PSRIP) and National Reading Coalition (NRC) was introduced in 2017 and 2019, respectively, in response to the reading challenge identified in South Africa. Since 2017, over 40 000 teachers, subject advisors and school management team members have been reached through the reading interventions. with four (4) phases having been implemented by 2021.

7.1.1. Understanding Reading Recovery in 2021

Given the impact of Covid-19 on learning loss, the NECT undertook two (2) evaluations on the state of reading post-Covid-19 and curriculum recovery in schools in 2021.

NECT reading evaluations, 2020 - 2021

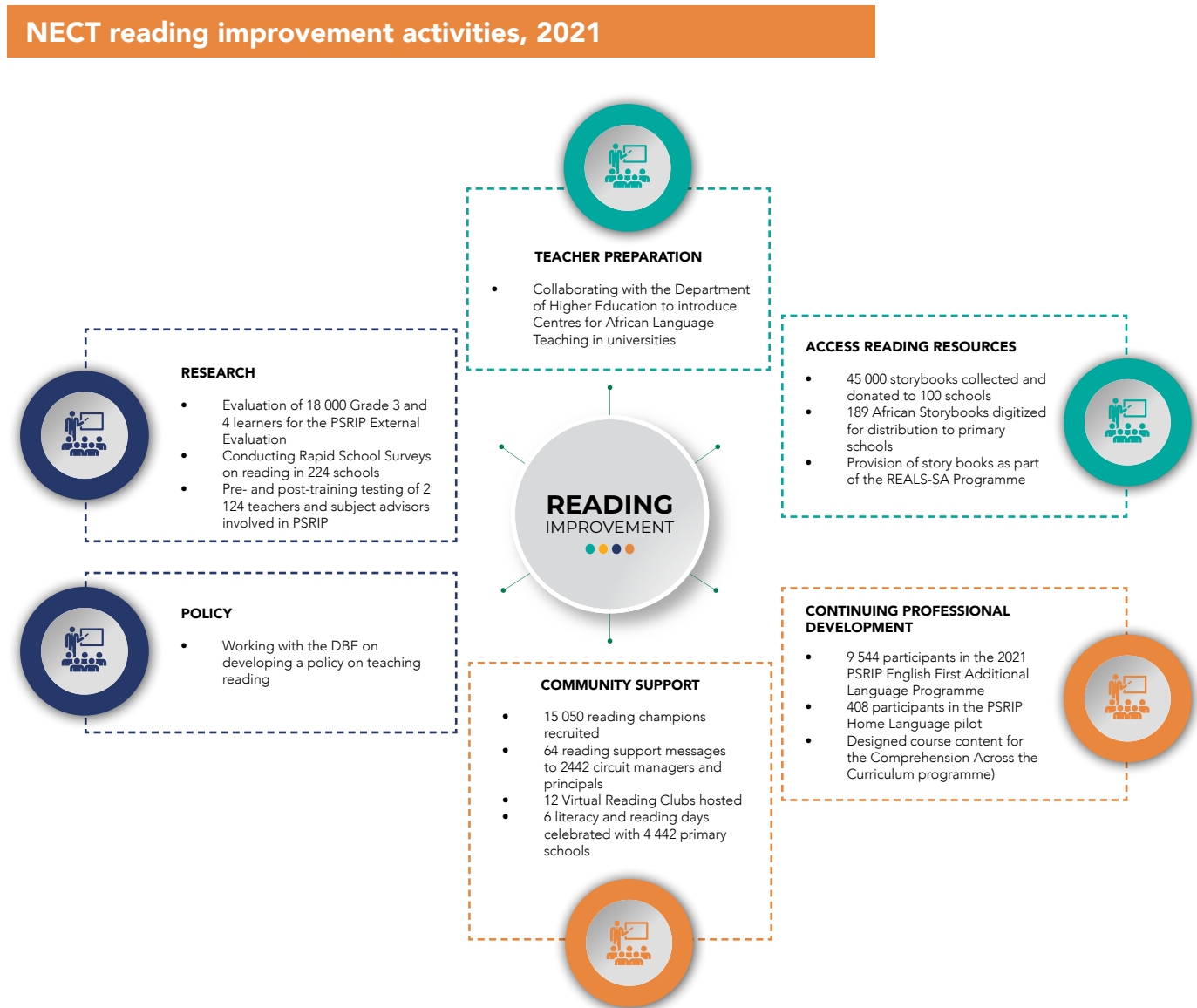
Evaluation	Purpose	Key Findings
PSRIP III External Evaluation³	To assess the short-term changes in learners' reading abilities in schools where teachers received training, resources and support through the PSRIP.	<ul style="list-style-type: none"> ○ The proportion of non-readers increased in Phase 3 compared to previous phases of PSRIP ○ The proportion of fluent readers reduced considerably since Term 1 2020 (pre-COVID-19)
NECT Rapid School Surveys	Two surveys were conducted in 110 and 114 schools, respectively, to establish the extent to which the reading challenge was exacerbated by the limited schooling that followed the COVID-19 pandemic.	<ul style="list-style-type: none"> ○ Progress in implementing the recovery curriculum effectively remains a challenge for teachers and needs attention ○ Schools need more focused support for curriculum recovery

The evaluations conclude that COVID-19 has had a negative impact on teaching and learning over the last two years, and has undeniably compromised learner outcomes. Detailed information on findings from the NECT Rapid School Surveys can be found in Section A.

³ Chimere-Dan, D., Makiwane, M., Chimere-Dan, O.D. & Ennacham, L. (Eds) (2021). PSRIP Evaluation Studies: Phase III Narrative Report Volume 2. Prepared for National Education Collaboration Trust. Republic of South Africa.

7.1.2. Six Areas for Managing Reading Recovery and Improvement

The NECT’s response to the need for reading recovery and improvement was centred around six (6) value chain areas for managing reading improvement. The diagram below summarises the activities across the value chain areas.



“PSRIP curriculum resources have assisted and drastically changed my classroom teaching experience.” **Grade 6 Teacher, NW**

7.1.2.1. Teacher Professional Development

Teacher professional development is achieved through two programmes, namely PSRIP and Comprehension Across the Curriculum (CATC).

Primary School Reading Improvement Programme

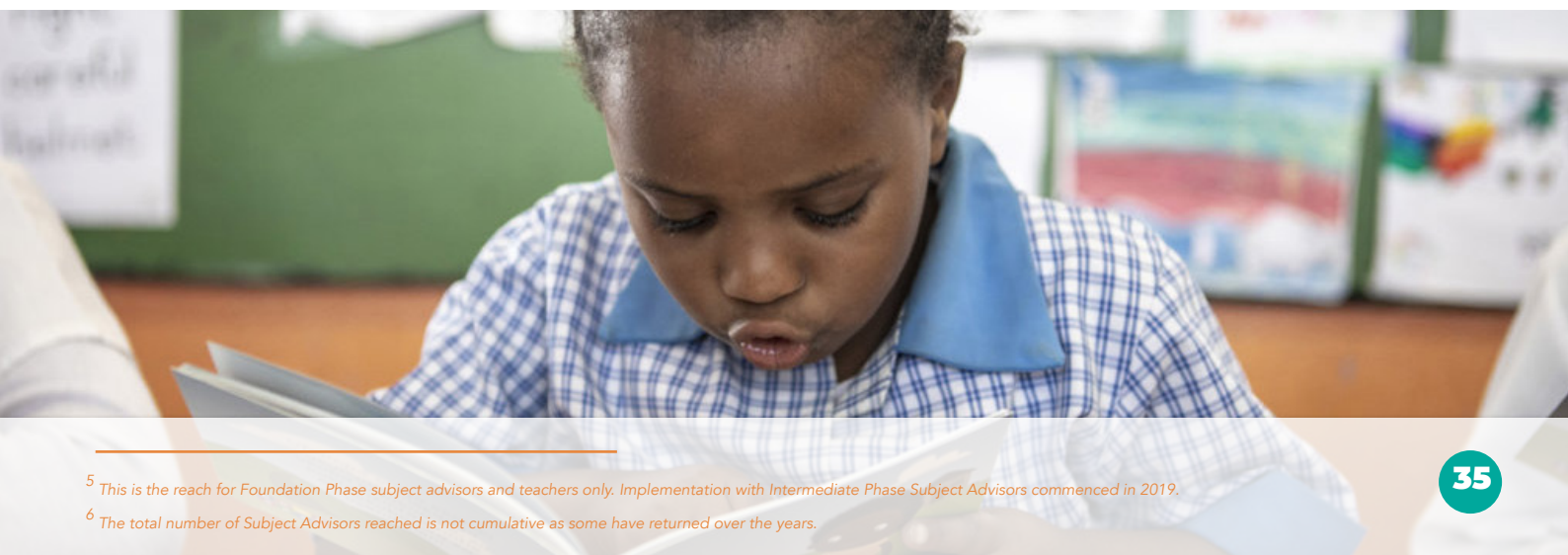
The PSRIP seeks to improve the teaching of reading for English First Additional Language (EFAL) in primary schools by:

- Capacitating subject advisors as ‘master trainers’ who train teachers twice a year
- Enhancing teachers’ pedagogical practices in the teaching of reading
- Monitoring the gains registered through the implementation

In 2021, the programme was expanded to include a pilot of the Foundation Phase Home Language (HL) programme. Below is a summary of the reach of the programme since 2017.

PSRIP Reach, 2017-2021

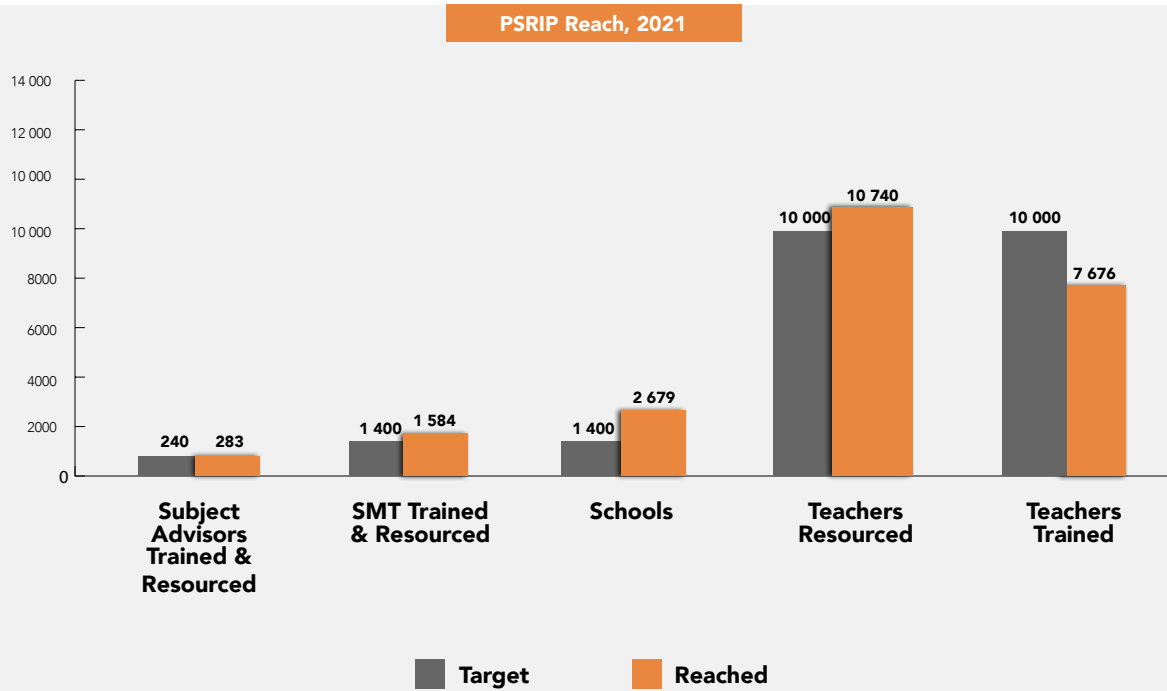
PSRIP Programme		2017 ⁵	2019	2020	2021	Total 2017-2021
EFAL PSRIP	Subject ⁶ Advisors	263	281	266	284	
	Teachers	11 721	9 121	8 549	7 676	37 067
	SMT		2 333	1 787	1 584	5 704
HL PSRIP	Subject Advisors				40	40
	Teachers				352	352
	SMT				16	16



⁵ This is the reach for Foundation Phase subject advisors and teachers only. Implementation with Intermediate Phase Subject Advisors commenced in 2019.

⁶ The total number of Subject Advisors reached is not cumulative as some have returned over the years.

The beneficiaries received structured lesson plans and support resources that included posters, charts, worksheets and reading texts to aid the teaching of reading in their classrooms. A total of 10,740 teachers and 1,584 School Management Team (SMT) members were reached through resourcing and training. Beneficiaries also received copies of the training recording and digital copies of the resources, which are also available for free download on the NECT zero-rated website. The graph below summarises the reach of the PSRIP in 2021.



PSRIP Home Language Pilot

The DBE approached the NECT to pilot a PSRIP Home Language programme for ten (10) home languages. Structure Learning Programmes (SLPs) with supporting reading materials were developed for Foundation Phase, and the pilot was launched in eight (8) provinces in Terms 3 and 4.

- The pilot upskilled 40 (100%) subject advisors; 16 (100%) SMT members; and 352 (27%) teachers from 112 schools across the provinces. Teacher participation fell below target; this is attributed to the impact of the pandemic.
- Subject advisors conducted a thorough review of the materials which received, for the most part, positive appraisal. The findings from the review have been taken into consideration for the finalisation of the materials.

Comprehension Across the Curriculum (CATC)

The CATC programme is an ETDP-SETA funded online programme that aims to upskill teachers to better teach reading comprehension skills across the curriculum. The programme provides support for all schooling phases in the following areas:

- Curriculum catch-up
- Psychosocial needs
- Health and safety guidance within the Covid-19 context

The key achievements registered in 2021 was the design of course content which was broadcast on OpenView Channel 122 between March and October 2021. The Learning Management System will go live in 2022 with the mission of enrolling and upskilling 10,000 teachers.

7.1.2.2. Provision of Reading Resources

45,000 
storybooks

collected and donated
to over **100 SCHOOLS**
across **4 PROVINCES**

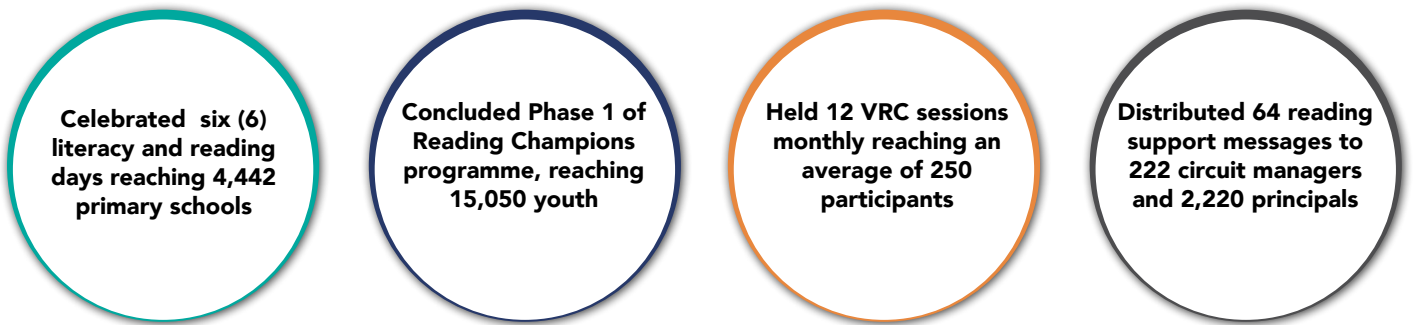
Through the NRC, the NECT has provided over 45,000 reading materials to schools and communities across the 222 NRC circuits. This has largely been achieved through:

- Book collection drives, with a total of 25,000 storybooks collected from shopping centres, churches, universities, government buildings and community centres.
- Donations from Room to Read, with 20,000 reading books distributed to 100 schools in NRC circuits across Mpumalanga, Limpopo, Eastern Cape and North West. A total of 189 African storybooks made available on the NRC website through the African Storybook Initiative

A total of 189 African storybooks made available on the NRC website through the African Storybook Initiative.

In partnership with the PSRIP, NRC provided a combination of hard and soft copies of EFAL resources to 2,220 primary schools across 22 NRC circuits, and over 3,100 Foundation and Intermediate Phase teachers were upskilled in support of the teaching of reading to Grades 1-6 learners.

7.1.2.3. Community Support and Involvement



As part of the Basic Education Employment Initiative (BEEI), Phase 1 of the Reading champions programme was implemented, with a total of 15,050 young people recruited, trained and placed in schools to assist teachers with reading activities, reading assessments and the promotion of reading for pleasure. This was done in partnership with ten (10) NGOs across all provinces:

- Room to Read
- Funda Wandé
- Nal'ibali
- Activate Leadership
- PENREACH
- A Better Africa Foundation
- The Read
- DG Murray Trust
- Click Foundation
- Read Education Trust

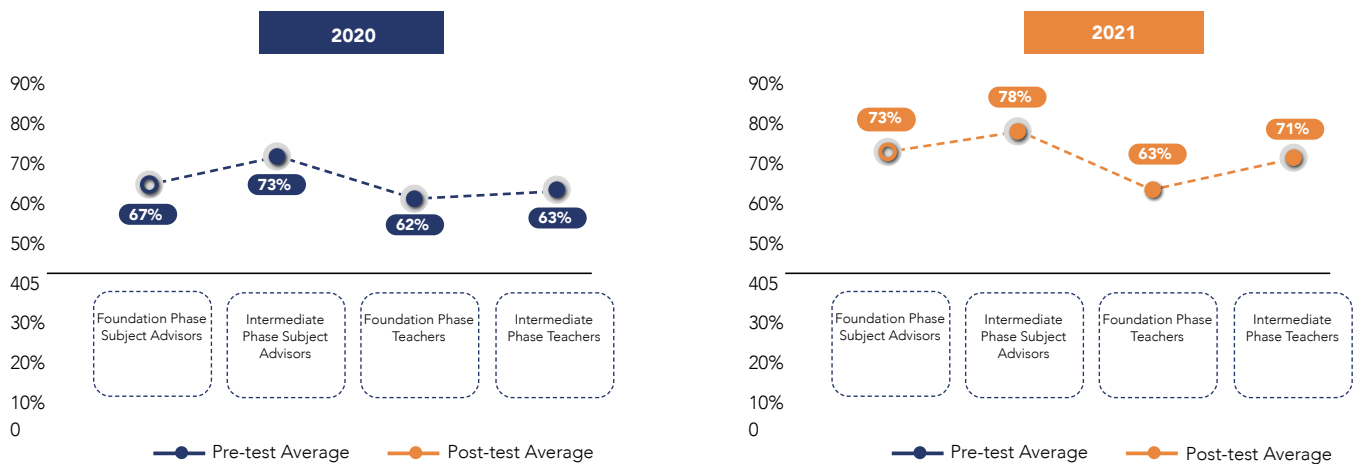


7.1.2.4. Research, Monitoring and Evaluation

To assess the effectiveness of reading interventions, the NECT conducted pre- and post-training testing on a sample of 1,873 teachers and 251 subject advisors involved in PSRIP. The subject advisors and teachers were tested on their pedagogical content knowledge of the PSRIP methodology. The graph below shows the results for the pre- and post-training testing.

- Foundation Phase and Intermediate Phase subject advisors showed an improvement of 6% and 5%, respectively.
- Foundation Phase teachers demonstrated an improvement of 1%, while Intermediate Phase teachers demonstrated an improvement of 8%.

PSRIP Pre- and Post-training Testing



The gains registered in 2021 were lower than in 2020 and this can be attributed to limited teacher access to subject advisors during the pandemic; and the fact that subject advisors are more entrenched in the programme’s methodology than teachers.



7.1.2.5. Policy Implementation

The education sector has robust policy frameworks that govern reading including the National Framework for the Teaching of Reading in African Languages in the Foundation Phase (2019). The challenge is that the framework does not find expression in day-to-day schooling, especially in addressing the complexities of transitioning from mother tongue to English or Afrikaans as the language of learning and teaching (LOLT) in Grade 4.

The NRC has worked with Professor Leketi Makalela, Director of the Hub for Multilingual Education and Literacies at Wits University, to present a policy brief on the implications of current policies on teaching reading and the challenges faced by teachers when teaching African languages. Prof. Makalela is also providing technical support to the DBE's Language Unit which is further detailed in Section B of this report.

7.1.2.6. Initial Teacher Education

Initial teacher education is crucial for ensuring sufficient the availability of quality African language teachers. The NRC has established a partnership with the Department of Higher Education and Training (DHET) to introduce Centres for African Language Teaching (CALTs) in universities. While discussions are at an early stage, it is anticipated that the NRC will commence with the establishment of the Tshivenda CALT at the University of Venda.

7.1.3. Looking to the Future

As the NECT continues to support reading recovery in the sector, a set of outcomes are proposed for 2022. Viewed holistically, realising the following outcomes will assist the system in recovering from the impact of the global pandemic and set the country on a positive reading trajectory through the provision of resources and training for teachers and by encouraging community involvement.

I was placed as a Subject Advisor in 2021 during the COVID-19 period and that was very frustrating for me. I did not know where to start as there were no face-to-face meetings and workshops for capacitation. Attending the NECT virtual training sessions has boosted my confidence and I am now capacitated. The user-friendly presentations and materials have everything I need. I now know how to support the teachers in my district.



Ms. N Mbutyu
Mathematics Subject Advisor
Joe Gqabi District, Eastern Cape



TEACHER PROFESSIONAL DEVELOPMENT

Priority Outcomes

1. To promote reading recovery in schools and classrooms because of the negative impact of the global pandemic
2. To ensure that subject advisers and primary school teachers across the national landscape have the knowledge, skills and confidence to teach reading in home languages and EFAL
3. To provide subject advisers and primary school teachers with relevant reading teaching materials in both home languages and EFAL
4. To facilitate subject adviser training on primary school reading methodologies in both home languages and EFAL

READING RESOURCES

Priority Outcomes

1. To increase access to resources by implementing new ways of providing primary school reading materials (digitised, versioned, shared distribution mechanisms)
2. To support and extend NRC and partner initiatives aimed at the provision of primary school reading resources
3. To increase utilisation of reading resources by providing user guidelines to primary school managers, teachers and parents

COMMUNITY SUPPORT

Priority Outcomes

1. To cultivate and empower community role players to act, inspire, create change and have a sense of ownership of literacy development in their communities
2. To generate support and facilitate cooperation across business and civil society sectors for reading
3. To mobilise the necessary reading resources, disseminate information, generate support and facilitate cooperation in communities
4. To implement strategies to develop a culture of reading across circuits

RESEARCH, MONITORING & EVALUATION

Priority Outcomes

1. To build research capacity in language and literacy among students, lecturers and teachers in African languages
2. To conduct relevant monitoring and evaluating processes in reading improvement
3. To share NRC/NECT research with partners and stakeholders to inform ongoing planning and implementation
4. To increase the evidence base on the extent to which a culture of reading is taking root in schools and circuits

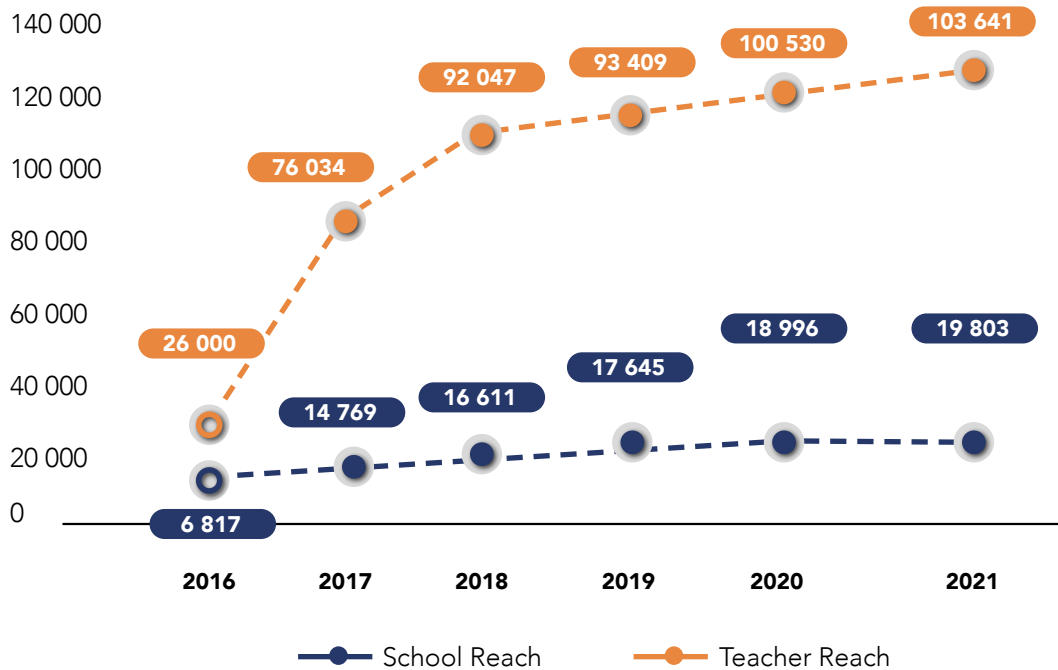
7.2

School and District Improvement Programme

The School and District Improvement Programme, NECT’s flagship programme, has been key to supporting the DBE and provinces to drive and implement education support programmes to ensure education continuity. Through the programme, NECT has reached 103,641 (25.5%) teachers and 19,803 (85.8%) schools across all nine (9) provinces.

Since 2015, NECT has reached **OVER 85%** of the schooling system

School and Teachers Reach 2016 - 2021



The following are the key achievements registered in 2021:

- Effective implementation of both community-based and school-based Psychosocial Support (PSS) programmes
- Continued implementation of blended subject adviser and teacher training on Teaching Mathematics for Understanding (TMU) and core Structured Learning Programmes (SLPs) for Languages, Mathematics and Science
- Provisioning of responsive General Education and Training (GET) Recovery Trackers and creating an easy-to-follow structure for teachers to maximise teaching and close the learning gaps
- Continued strengthening of teacher union collaborations

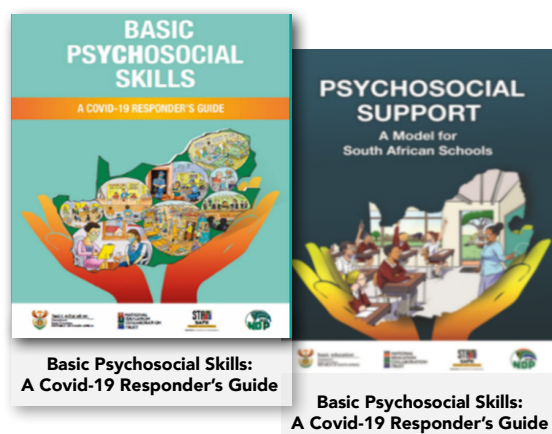
7.2.1. Enhancing Teacher Professionalisation

In January 2021, the Adjusted Curriculum policy was released to mitigate the impact of Covid-19 on learning and teaching. To support teachers with these changes, the NECT introduced the Recovery Annual Planners and Trackers for Home Languages, Mathematics and Science. The materials provide an easy-to-follow structure for teachers to maximise teaching and close learning gaps. By the end of 2021, trackers had been distributed to over 19000 schools across all nine (9) provinces.

Subject Advisor training was also provided to 418 (102% of target) beneficiaries across the Eastern Cape, Limpopo, North West and Mpumalanga. Feedback from teachers and subject advisors suggests that the Recovery Trackers were well received and have been described as well packaged and very useful.

7.2.2. Continued Response to Psychosocial Support Needs in Schools and Communities

The Psychosocial Support (PSS) programme was introduced in 2020 to support schools and surrounding communities in coping with the psychosocial impact of Covid-19. In 2021, the NECT continued with the implementation of this programme, targeting District-Based Support Teams (DBSTs) and Community Ward Committees in the North West, Mpumalanga, Limpopo and Eastern Cape, and capacitating them to identify PSS needs and challenges and to provide basic support to those in need.



Psychosocial Support Reach, 2020-2021

	2020 Reach	2021 Reach	% Change
No. of Ward Committees established	20	71	▲ 255%
No. of Ward Committee members trained	552	2 086	▲ 278%
No. of DBSTs trained	20	21	▲ 5%
No. of DBST members trained	365	515	▲ 41%

A total of 2,601 beneficiaries were trained on two guides namely, Psychosocial Support: A Model for South African Schools and Basic Psychosocial Skills: A Covid-19 Responder’s Guide. In 2021, an excess of 1,600 materials were printed and distributed to the beneficiaries and were also made available on the NECT’s zero-rated website.

7.2.3. Strengthening Teacher Union Collaborations

Since 2017, the NECT has reached **8,289 union members**

The NECT’s long-standing partnership with teacher unions has been key to ensuring strengthened capacity for addressing the impact of Covid-19 and planning for recovery. In 2021, the NECT partnered with four (4) teacher unions (SADTU, NAPTOSA, NATU and PEU) to implement teacher professional development. A summary of the programmes is found below.

The 2021 teacher union collaborations focused on the following programmes:

Teacher Union collaboration programmes

Union	Programme	Participation
NAPTOSA	Assessment for Learning: ‘Demystifying Assessment’ to enhance curriculum coverage and assessment practices among teachers	1,252 teachers
NATU	Leadership and Management: Training on the Positive School Culture Module	224 SMT members in iLembe and Ulundi (KwaZulu-Natal)
PEU	Primary School Reading Improvement Programme	41 teachers
SADTU	Psychosocial Support Programme	120 education and gender convenors

7.2.4. Promoting Active Citizenry Through District Steering Committees

District Steering Committees (DSCs) were established to bring together leaders from various stakeholder groups to support districts in responding to education delivery barriers. The DSCs seek to complement the work of the Quality Learning and Teaching Campaign structures (QLTCs) which were established at all levels of the education system to drive community engagement on education related issues. Since 2014, the NECT has established 21 DSCs across Mpumalanga, Limpopo, North West and KwaZulu-Natal.

The highlights from 2021 were:

- Supporting DSC members to roll out the PSS programme in schools and communities and to promote reading activities through the NRC.
- The launch of the Nkangala DSC in Mpumalanga in November 2021.

Launch of District Steering Committee in Polokwane, Limpopo



8.

STRENGTHENING THE EDUCATION SYSTEM THROUGH SYSTEMIC INTERVENTIONS

The NECT's systemic intervention programmes offer support and strengthen the state's ability to deliver better quality education. Support has been provided through the Education Technical Assistance Office which guides the DBE in implementing three (3) priority areas, and the modernisation of the South African School Administration and Management System (SA-SAMS).

8.1**Education Technical Assistance Office**

The Education Technical Assistance Office (ETAO) was established in 2019 to support the DBE with conceptualisation, strategic planning and successful implementation of three (3) strategic imperatives:

- 1 Early Childhood Development (ECD) function shift from the Department of Social Development (DSD) to the DBE;
- 2 Implementation of the Three Stream Curriculum Model; and
- 3 The National Institute for Continuing Professional Development (NICPD).

In 2021, the establishment of the DBE Language Unit was added as a focus area for ETAO and will advise the Minister on a language policy and strategy that would "promote parity of esteem and equitable treatment of languages of the Republic" (Official Languages Act, 2012). Funding R430,000 has been secured from Old Mutual Foundation to support the DBE with the establishment of the Language Unit.

Old Mutual supported the establishment of a Language Unit in the DBE



8.1.1. Introduction of the Three Stream Curriculum Model

Secured R85 million over three (3) years to implement the Three Stream Model

ETAO has been pivotal in supporting the DBE to roll out of the Three Stream Curriculum Model. This includes securing R85 million over three years from the European Union which will be used to:

- Pilot vocational subjects in Grades 8 and 9
- Pilot occupational subjects in Grades 10-12
- Finalise the introduction of the General Education Certificate (GEC)

In 2021, a readiness assessment was conducted in 90 schools across the country that are piloting 13 Grade 8 vocational subjects. The table below summarises the key findings and recommendations per the four (4) focus areas for the survey.

Summary of findings and recommendations from readiness assessment

Focus Area	Summary of Findings	Recommendations
Leadership and management	<ul style="list-style-type: none"> ○ Inadequate policies ○ Inadequate funding for the pilot ○ Effective communication between DBE and provinces, and between provinces and districts 	<ul style="list-style-type: none"> ○ Development of policies to guide implementation should be accelerated ○ Develop a funding framework to guide resourcing of vocational curriculum delivery
Curriculum delivery	<ul style="list-style-type: none"> ○ Delayed approval of CAPS by Umalusi ○ Delayed finalisation of LTSM ○ Insufficient number of qualified teachers and subject advisors ○ Delayed teacher training and orientation ○ Evidence of innovation in some Provinces 	<ul style="list-style-type: none"> ○ Accelerate Umalusi approval of CAPS, development and quality assurance of LTSM ○ Develop an HR strategy, costed plan for HR provision and capacity building and mobilise funding
Infrastructure and facilities	<ul style="list-style-type: none"> ○ Most schools lack relevant infrastructure and are unable to provide for key requirements such as PPE, consumables and equipment aligned to CAPS 	<ul style="list-style-type: none"> ○ Funding strategy for infrastructure development, renovation and maintenance should be developed
Partnerships and collaboration	<ul style="list-style-type: none"> ○ Evidence of partnership strategy in the Western Cape 	<ul style="list-style-type: none"> ○ Partnership guidelines should be developed to assist schools in their development and roll-out of a sustainable partnership strategy

8.1.2. Towards the Provision of Universally Accessible and Quality Early Childhood Development (ECD)

ETAO supported the DBE to plan for the ECD function shift from the Department of Social Development (DSD) in April 2022. This support included finalisation of the ECD Concept and an Integrated Service Delivery Model which will guide the delivery of ECD programmes and services under the DBE. The diagram below illustrates the integrated ECD service delivery model and the designated responsibilities of each role player.



There is no better way to start building the future we imagined than to focus on reinforcing the early learning foundations.



- Minister Angie Motshekga -

INTEGRATED SERVICE DELIVERY MODEL

NATIONAL CONTEXT, DEPARTMENTS AND STAKEHOLDERS

SOCIAL DEVELOPMENT
Grants

Inter ministerial and departmental committees for ECD

COOPERATIVE AFFAIRS
Infrastructure

PROVINCIAL MANDATES AND ACTORS

HEALTH
Home visits
Nutrition Health and safety

BASIC EDUCATION
Expansion and access
Quality School readiness

EDUCATION DISTRICTS AND CIRCUITS

Home visits for children 0-2 years by community health workers and mobile units for remote areas

HOW?

- District alignment and monitoring
- Curriculum guidance
- Practitioner development
- Support, monitor and respond

- Centre-based full-time play groups
Part time
- Home care
 - Mobile units
 - Toy libraries

- Access for vulnerable children
- Improved quality of ECD
- Children's development tracked and managed
- All children from 0 to 5 have opportunities for early learning
- All children arrive at school ready to learn

Instrumental to ensuring an effective function shift was stakeholder engagement. To this end, the NECT coordinated a series of six (6) ECD dialogues which were attended by an average of 250 participants per dialogue. The dialogues provided opportunities for information-sharing and discussions between the DBE and other ECD stakeholders on matters related to:

- A universal and equitable ECD policy
- The ECD Human Resource strategy
- An ECD funding model
- ECD systems and registration processes

The dialogues were well-received by the participating stakeholders. The table below summarises the topics and attendance for each of the dialogues:

ECD Dialogues, 2021

Dialogue 1:	Dialogue 2:	Dialogue 3:	Dialogue 4:	Dialogue 5:	Dialogue 6:
09 April 2021	30 Aug 2021	27 Sept 2021	27 Sept 2021	29 Oct 2021	30 Nov 2021
TOPICS					
ECD Migration update and unveiling of the Stakeholder Engagement strategy	ECD New Vision and Service Delivery Model	Function shift implications on ECD policy	Developing a suitable ECD funding model	Human Resource provision and capacity building	ECD registration system and procedures
NUMBER OF PARTICIPANTS					
238	254	263	263	283	170



8.2 Modernisation of SA-SAMS

The focus in 2021 was on implementing and enhancing the UNESCO 'out of the box' OpenEMIS solution and conducting training on the use of the solution. The first release of the solution was successfully implemented July 2021 in the NECT cloud, with 13 of the 15 SA-SAMS modules having basic functionality.

Four (4) virtual training courses were provided by UNESCO in August 2021, with a focus on OpenEMIS core fundamentals, data analytics fundamentals, and software development fundamentals.

OpenEMIS training, 2021

2 August 2021
3 Days

OpenEMIS Core Fundamentals: Administrators

26 of 31 Attendees

Project Team, DBE EMIS Team and PED (NW, FS) EMIS Team

11 August 2021
3 Days

OpenEMIS Data Analytics Fundamentals:

54 of 72 Attendees

Project Team, DBE EMIS Team and Programme managers, DBE Monitoring and Evaluation Team and PED EMIS Team

16 August 2021
3 Days

OpenEMIS Software Development Fundamentals:

18 of 28 Attendees

Project Team, DBE EMIS Team, SITA SA-SAMS Developers and PED FS Technical Team

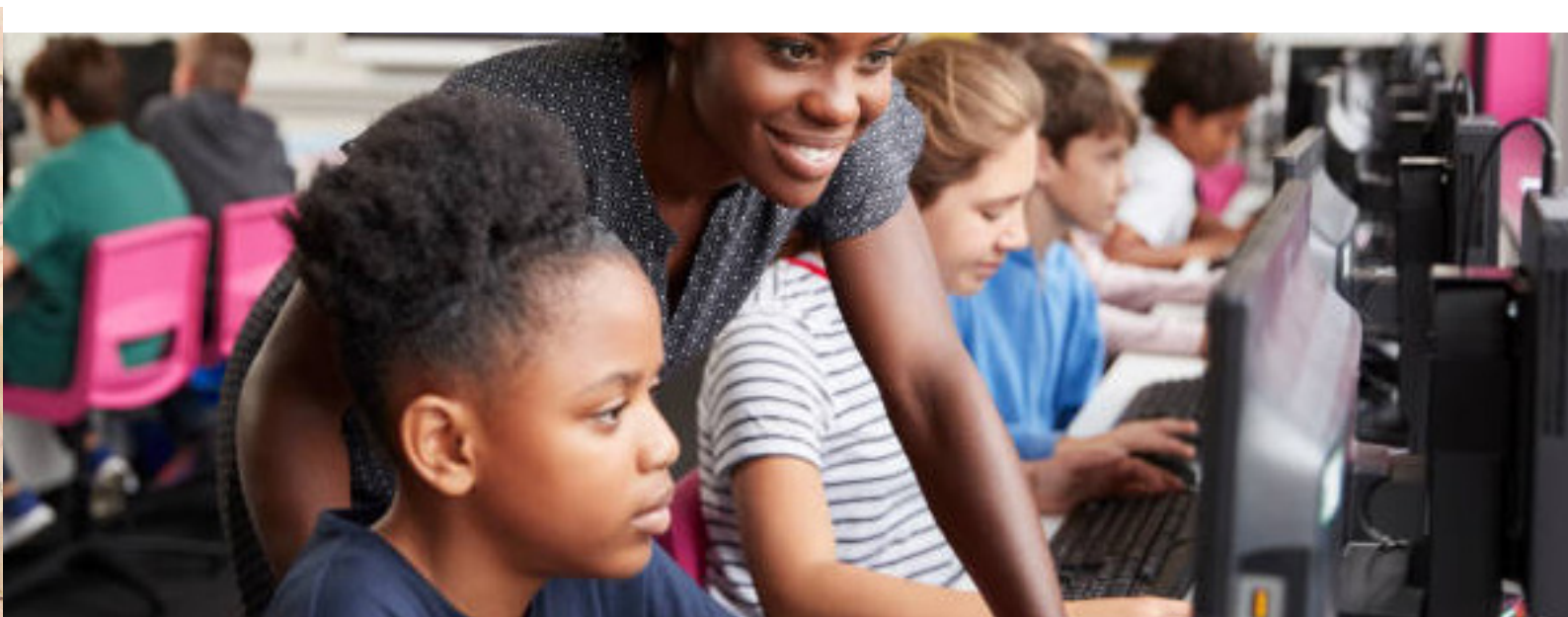
23 August 2021
3 Days

OpenEMIS Core Fundamentals - Users:

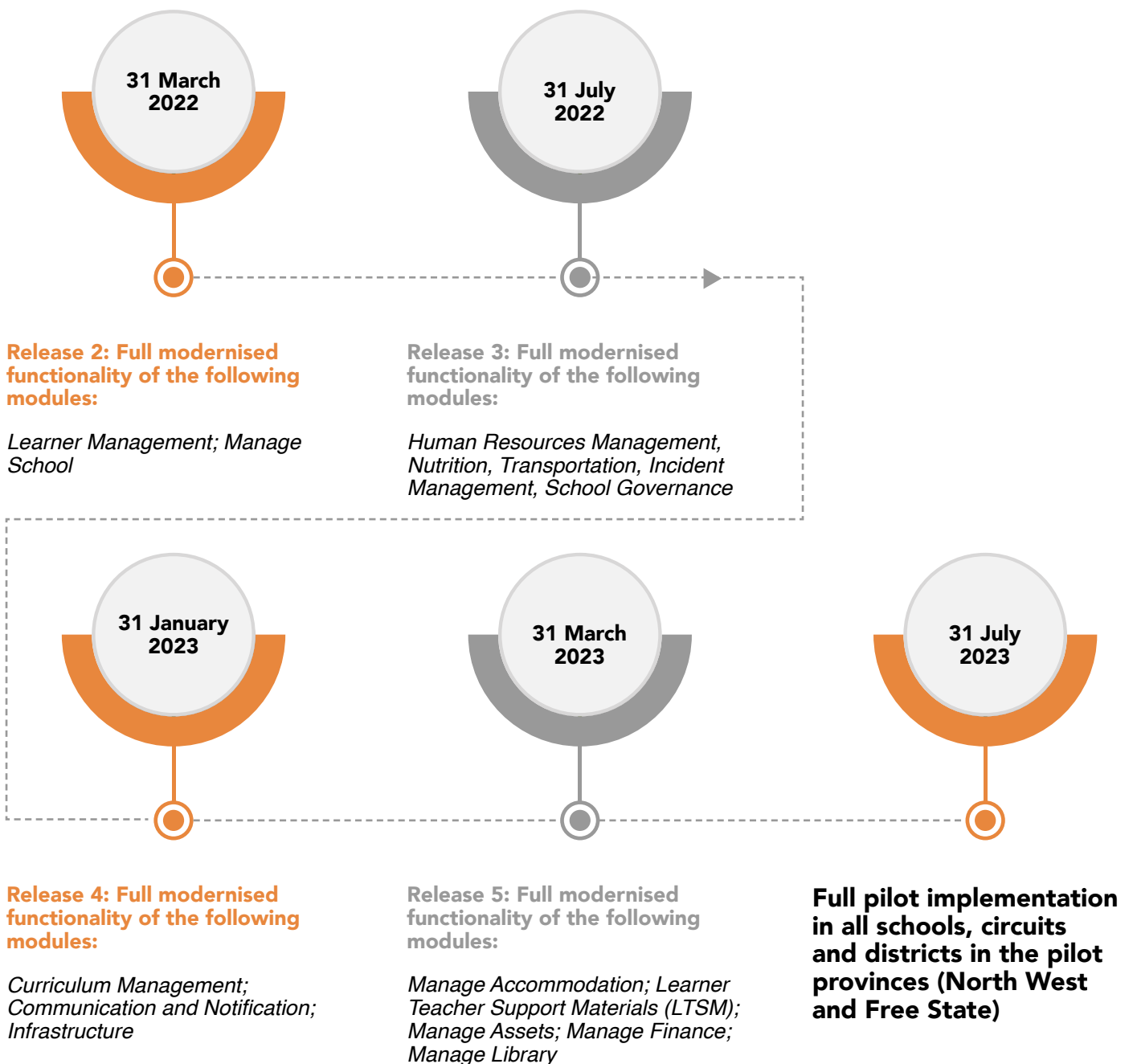
66 of 160 Attendees

Project Team, DBE EMIS Team, DBE Programme Managers, PED EMIS Team and superusers (educators, principals, circuit and district managers, School Admin)

While notable progress has been made towards the full modernisation of SA-SAMS, challenges related to capacitating the Project Management Office (PMO) and the loss of two funding partners have caused resource constraints. These constraints threaten the development and upcoming releases of the solution and the NECT is investigating other avenues to source the funding and PMO capacity required to continue with the modernisation process.



Going forward, the NECT will continue to rely on an agile approach for completing the project. The table below summarises the proposed plan for achieving full pilot implementation in July 2023.



9.

ADVANCING EDUCATION PROGRAMMING AND POLICY FOR THE 21ST CENTURY

9.1

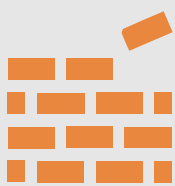
Innovation Unit

The innovation unit of the NECT – EdHub – aims to advance education programming and policy that is relevant to the 21st century and beyond, with a focus on curriculum innovation.

The EdHub's aim in 2021 was to achieve a balance between emergency Covid-19 response measures and maintaining a focus on reimagining education in the medium to long term. The four (4) focal areas guiding the work of the EdHub were:

What is education for a fast-changing world?

It is 'whole child' education that systematically develops interpersonal and cognitive skills, competencies and values in learners so they can transition effectively from school to work, and beyond.



Anchoring on Building Back Better

Strategic focus on rebuilding a relevant education system in the long-term



Leveraging Opportunities Presented by Covid-19

Using the Trimmed Curriculum as an opportunity for curriculum innovation



Curriculum Innovation

Greater focus on infusing skills and competencies into the curriculum, and less on educational technology



Skills and Competency Framework Development

Developing a common language for competency development



Intervention	Key Achievements
<p>Competency-Based Learning Programme (CLP)</p> <p><i>A structured programme that systematically incorporates skills and competencies for a changing world into the teaching of CAPS subject content. Core to intervention is a lesson plan guide for teachers which illustrates where and how to incorporate competencies into their daily teaching</i></p>	<ul style="list-style-type: none"> ○ Launched the first version of the CLP prototype and in 11 schools across Limpopo and Gauteng. The prototype included teacher materials, training videos to help teachers understand how to intentionally develop competencies through teaching practice, and research findings from the CLP pilot
<p>School Culture Programme</p> <p><i>The programme aims to support schools in creating and nurturing a school environment that fosters and supports the development of competencies for the future</i></p>	<ul style="list-style-type: none"> ○ Implemented the School Culture programme in 11 pilot schools in Limpopo and Gauteng. ○ Hosted a two-day principal’s conference on school leadership in a fast-changing world in September 2021, attended by 300 principals. ○ Released 10 digital stories showcasing Sandbox principals as “Future Fit Leaders” by sharing their achievements and insights on implementing the School Culture programme in their schools. ○ Research dissemination through five (5) academic journal article submissions and four (4) publications in the Mail and Guardian.
<p>Robotics and Coding</p> <p><i>An in-curricular project-based programme for Grade 6 Natural Science and Technology</i></p>	<ul style="list-style-type: none"> ○ Secured R1.5 million from the Old Mutual Foundation Enterprise Development Fund for the programme, which was implemented in four (4) schools between Term 2 and Term 4. ○ The programme, implemented in partnership with the UJ Faculty of Education and CRSP dsgn, has reached eight (8) teachers across the schools. A Master’s student from UJ is conducting research on 21st Century skills developed during the intervention and a report was submitted in March 2022.

Intervention	Key Achievements
<p style="text-align: center;">Mindful Classroom</p> <p><i>A small-scale mindfulness intervention co-created with Grade 5 Life Skills teachers</i></p>	<ul style="list-style-type: none"> ○ Research is being conducted in partnership with Dr Celeste Combrinck and Professor Brigitte Smit from the University of Pretoria (UP) on the impact of mindfulness practices on teachers and learners; and explores implementation challenges, successes and possibilities.
<p style="text-align: center;">Playful Project-based Learning</p> <p><i>An intervention for Grade 4 Life Orientation which consists of a CAPS-aligned play-based project; virtual and in-person teacher training; and ongoing coaching</i></p>	<ul style="list-style-type: none"> ○ Research is being conducted with the University of Johannesburg on teachers' understanding, experiences and implementation of the programme. The research output will be submitted in 2022.

Looking to the Future

Going forward, EdHub will prepare for the transition of selected Sandbox innovations from prototypes to pilots with clear roadmaps for scaling up within the NECT if pilot results are favourable. Furthermore, EdHub will work closely with the DBE to adopt emerging findings from the Sandbox Schools project at the policy level.

Beyond 2022, an evaluation of EdHub will be conducted to inform strategy and implementation plans. The initial possibilities guiding the 2023 plans include the following:

- Continue with the second research and development cycle within the Sandbox Schools project and include a new set of interventions;
- Establish a dedicated policy team that will work with the DBE on policy and programming development for the 2025 Curriculum Strengthening initiative.





SECTION C

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SUPPORT FOR THE REBOOTING AND RECOVERY OF THE SOUTH AFRICAN EDUCATION SYSTEM

Proposals on initiatives to drive learning recovery post-pandemic and the NECT's role in supporting the education system beyond 2021.

10. LAYING THE FOUNDATION FOR THE COVID-19 RESPONSE INITIATIVE

10.1 DRIVING FOCUSED RECOVERY AND REBUILDING IN THE EDUCATION SYSTEM

In planning for the recovery of the education system, the Haddon Matrix was used to consider the status quo before the pandemic, the Covid-19 pandemic and its impact, and the plans and resources necessary to manage the impact of the disaster.

Pre-Event Status	The Event Impact	Post-Event Reprioritized plans, resourcing and capacity
<p>NDP</p> <p>Reasserting the Macro-development Agenda</p>	<p>COVID-19 DISRUPTIONS</p> <p>Understanding of the nested education ecosystems</p> <p>Comprehensive, valid and reliable assessments of impact of the disruptions to the pedagogic process, learner performance baselines, operations of the system (school, circuits, districts, provinces and the national level), households and communities</p>	<p>Rebooting the system</p> <p>Deliberate actions to resuscitate operations</p>
<p>Pre-COVID State of Affairs</p> <p>Comprehensive, valid and reliable assessments of successes and gaps</p>		<p>Driving focused recovery</p> <p>Plans and agile implementation of critical, easy to implement system-wide initiatives</p>
		<p>Building Back Better</p> <p>Cementing social justice, environmental sustainability, innovation & mitigation of the impact of future disasters</p>
		<p>Maintaining focus on macro-level goals</p> <p>Staying the long-term development course</p>
<p>Critical consideration of pre and post disaster success conditions</p>		

The NECT worked with the DBE to develop an overarching Covid-19 Response Initiative (CRI). The CRI proposes activities and interventions that are critical to driving focused recovery in the short- to medium term; and that will rebuild a more resilient education system. Twelve (12) quick-win activities relating to advocacy, materials, resourcing and evidence gathering were implemented in November and December 2021.

CRI Clusters and Activities



Below are the key highlights registered from the CRI.

CLUSTER A: ADVOCACY

- A joint NECT-DBE CRI strategy planning workshop was held on 11-12 November 2021.
- The purpose of the workshop was to present an overarching strategy, and gain buy-in from the DBE.
- 19 focus group dialogues conducted with QLTCs, DSCs, circuit managers and SGBs on improving school functionality.
- Insights from the report can be found in section 10.1.1.*
- A CRI communications and advocacy strategy was developed in partnership with the DBE
- The NECT was mentioned or interviewed on television and radio 28 times in December 2021

CLUSTER B: MATERIALS DEVELOPMENT

- Developed 2022 Term 1-4 Recovery Planners and Trackers (RPATs) for distribution to 22,812 schools across the country
- Developed 54 matric study guides. These were uploaded on websites for the DBE, provincial education departments, NECT, Woza Matrics Campaign and other RDL partners.
- Piloted the development of household planners and trackers for parents and guardians
- The purpose is to encourage and support learning recovery outside the classroom

CLUSTER C: RESOURCING

- A total of 26,864 Reading Champions recruited, trained and placed in schools across all provinces.
- To expand the African Storybook Project, 189 books versioned into nine (9) languages have been digitized to be shared on online platforms.
- Prototyping of mathematics and science kits in partnership with the DBE and the Japan International Corporation Agency (JICA).
- Distributed psychosocial support (PSS) guides on various online platforms.
- Conducted community-based PSS training in 14 wards by end December 2021

CLUSTER D: EVIDENCE GATHERING

- Phase 1 of the School Functionality Survey was completed in December 2021, with data collected from 287 schools.
- Phase 2 of the survey commenced in April 2022, targeting 350 schools.
- Preliminary findings from Phase 1 are detailed in section 10.1.2.*
- Conducted an analysis of data collected from an eReadiness Survey conducted by the DBE and Nelson Mandela University (NMU).
- The survey collected data from 2,557 (90%) public and independent schools in Limpopo. Phase 2 of data collection is scheduled for 2022 for the remaining schools in Limpopo.
- Preliminary findings from Phase 1 are detailed in section 10.1.3.*

10.1.1. STAKEHOLDER CONSULTATIONS ON SCHOOL FUNCTIONALITY

The NECT organised 19 focus group dialogues with DSCs, circuit managers, principals and School Governing Bodies (SGBs) to understand:

- 1 Challenges schools have faced in returning all learners;
- 2 Challenges of parents and communities where learners continue to attend school on a rotational timetable;
- 3 How to use these insights to identify possible solutions to improve school operations.

The key findings from the dialogues were:



Implementing the rotational schooling system has exacerbated academic achievement disparities amongst learners



The extent to which schools have successfully returned to full functionality has varied



Getting all learners back to school remains a challenge



10.1.2. FINDINGS FROM THE SCHOOL FUNCTIONALITY PANEL STUDY

In November 2021, a school functionality panel study was conducted in 287 schools across the country to assess the level of recovery in South African schools, with a focus on indicators such as school functionality, time on task and teacher pedagogy. Of the 470 Grade 3 and 6 maths and English teachers interviewed, 68% indicated that they had observed learning losses and gaps that learners will progress with into the next grade. Other findings are summarised below.



SCHOOL FUNCTIONALITY

76 (31%) of the interviewed school managers confirmed that their schools were still on rotational timetabling

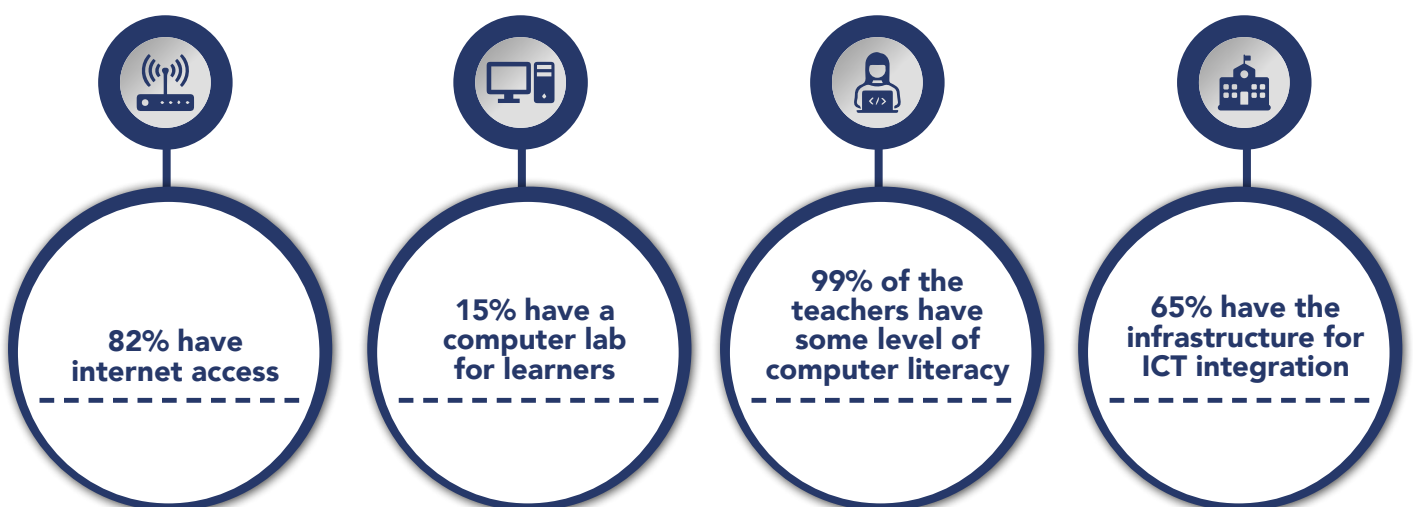
TIME ON TASK

- 56% (24 out of 43) of the Grade 3 maths DBE worksheets were not completed
- Only an average of 11% (5 out of 46) of the Term 3 worksheets were completed for Grade 6 maths



10.1.3. INITIAL FINDINGS FROM THE EREADINESS SURVEY IN LIMPOPO

The NECT conducted an analysis of data collected in an eReadiness survey of 2,557 (90%) schools in Limpopo. The highlights from the survey show that:







The results of the survey indicate that schools need to be oriented on the national and provincial ICT and e-Education strategies to be able to align their school strategies and ensure a common vision for e-Education amongst school stakeholders. Furthermore, support will need to be provided to ensure that schools have stable access to the internet and to devices.

10.1.4. CRI PLANS FOR 2022 AND BEYOND

In 2022, NECT will continue to implement and expand the CRI while also working closely with the DBE to plan for activities geared towards building back better beyond 2022.

The table below summarises the proposed plans for the year ahead:

CLUSTER	Proposed Plans
<p>Advocacy</p> 	<ul style="list-style-type: none"> ○ Continue implementing the approved communications and advocacy plan on social media, print media, television and radio. ○ Establish social media dialogue sessions where topics on various education issues will be discussed and posted across the NECT’s social media platforms.
<p>Materials</p> 	<ul style="list-style-type: none"> ○ Distribute Term 3 and Term 4 Recovery Annual Teaching Plans (ATPs) to the targeted 22,812 schools across all nine (9) provinces. ○ Pilot the household trackers which are targeted at parents and guardians. ○ Design and distribute 33 Matric study guides which will include study guides for an additional nine (9) low enrolment subjects.
<p>Resourcing</p> 	<ul style="list-style-type: none"> ○ Continue with school-based and community-based psychosocial support (PSS) training. ○ Design and provide mathematics and science kits. ○ Complete the digitisation of 168 Foundation Phase African storybooks. ○ Implement the Reading Champions programme to benefit 26,864 youth across all nine (9) provinces. ○ Complete painting and minor refurbishments in 1,000 schools across the country.
<p>Evidence Gathering</p> 	<ul style="list-style-type: none"> ○ Continue conducting field work on school functionality in an additional 350 schools across the country. ○ Commence with Phase 2 of the data collection for the eReadiness survey; this phase will target the remaining 10% of schools in Limpopo as well as schools in the North West and Free State.

11.

REFLECTING ON EIGHT YEARS OF NECT WORK

In 2020, the NECT Board of Trustees agreed with the FirstRand Empowerment Foundation (FREF) to evaluate the role and impact of the NECT since it was established in 2013. FREF, one of the NECT’s founding partners, is a significant funder of the organisation’s programmes.

The NECT Board and FREF appointed a team of senior experts as lead evaluators, who were supported by a team of technical experts, to conduct the evaluation.

11.1

FINDINGS FROM THE EXTERNAL EVALUATION OF THE NECT

The table below summarises the findings of the evaluation per programme:

Summary of findings from NECT External Evaluation

Programme	Findings
School and District Improvement	<ul style="list-style-type: none"> ○ This programme has contributed meaningfully to teacher capacity development. ○ Continued poor learner outcomes in Quintile 1 and 2 schools and the limited capacity of parents to support education highlight the ongoing relevance of this programme (Cosser et al., 2021:12).
Systemic Interventions	<ul style="list-style-type: none"> ○ The NECT’s interventions to enhance systemic change through Information and Communications Technology (ICT) have begun to have a positive impact on the operations of the DBE (Cosser et al., 2021:12).
Innovation	<ul style="list-style-type: none"> ○ The work of EdHub is highly innovative; the connection between research, policy engagement and practice provides an excellent example of how the NECT can work across institutional and non-institutional contexts to embed changes around education technology in practice (Cosser et al., 2021:12).
Education DialogueSA	<ul style="list-style-type: none"> ○ The programme has been effective in addressing several key challenges of the education system while influencing key stakeholders, as per its mandate.
Special Projects and Strategic Partnerships	<ul style="list-style-type: none"> ○ The growing portfolio of NECT programme interventions through strategic partnerships suggests that this work is both evolving and responsive to changing needs and pressures in the education sector.
Monitoring and Evaluation	<ul style="list-style-type: none"> ○ NECT’s use of results of its testing of teachers and learners to improve its interventions through a process of careful reflection of what works and does not work will be a critical part of the NECT’s focus going forward (Cosser <i>et al.</i>, 2021:14).

The evaluation also highlighted critical areas for strengthening NECT's work and impact in the education system, as summarised below.



COMMUNICATION

Greater focus is needed on developing strategies for cascading information and knowledge to strategic stakeholder groups, including education departments at provincial and district levels.



AGILITY

The NECT should maintain its ability to initiate swift and meaningful programmatic responses to emerging developments in the education sector.



TRUST

Key to maintaining trust is to ensure that special projects do not distract from the core education improvement focus of the NECT.



STRATEGIC RESPONSIVENESS

As the NECT continues to grow, the Trust must be wary of spreading financial and human resources too thinly across interventions as this may diminish the effectiveness of interventions.



GENDER INCLUSIVITY

Greater effort should be made to address gender imbalances in the NECT management team. Furthermore, NECT interventions should explicitly and deliberately seek to shift negative perceptions of girls and women within the school environment.

The NECT has begun responding to the recommendations made by the evaluators. This includes developing a communications and advocacy strategy in partnership with the DBE communications teams. As recommended by the Board of Trustees, the NECT has also convened engagements with key stakeholders about education reform in South Africa and the strategic role of the NECT.





SECTION D

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FINANCES

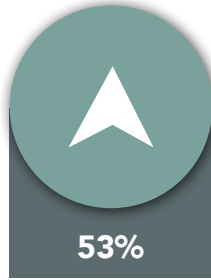
Continued collaboration and partnerships with government, business and civil society has allowed resource mobilization which has been critical to the successful implementation of programmes.

12.

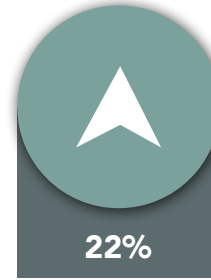
OVERVIEW OF THE 2021 FINANCIAL PERFORMANCE



Revenue increase from R295.1 million in 2020 to R433.9 million in 2021



Expenditure increase from R245.3 million in 2020 to R375.6 million in 2021



Surplus increase from R52.4 million to R63.8 million in 2021

The NECT’s revenue increase from R295.1 million in 2020 to R433.9 million in 2021 represents an increase of 47%. This increase can be attributed to the successful implementation of ring-fenced funding projects such as Sanitation Appropriate For education (SAFE) and Remote and Digital Learning (RDL). The 53% increase in expenditure was also consistent with the increase in revenue. The NECT’s surplus increased by 22% in 2021 due to the decrease in the core programme expenditure caused by the Covid-19 containment measures which affected the implementation of various planned programmes.

12.1

ABRIDGED STATEMENT OF COMPREHENSIVE INCOME AND STATEMENT OF FINANCIAL POSITION

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



Abridged statement of comprehensive income

	2021	2020	Change
	R	R	%
Income	433 965 214	295 138 067	47%
Expenditure	(375 624 660)	(245 334 220)	53%
Operating surplus	58 340 554	49 803 847	17%
Net finance charges	5 468 922	2 627 882	108%
Surplus for the year	63 809 476	52 431 729	22%
Other comprehensive income	-	-	-
Total comprehensive surplus	63 809 476	52 431 729	22%

Abridged statement of financial position

ASSETS	2021	2020	Change
	R	R	%
Non-Current Assets	6 360 393	4 236 148	50%
Current Assets	304 566 708	266 139 185	14%
Total assets	310 927 101	270 375 333	15%
FUNDS AND LIABILITIES			
Accumulated Funds	141 315 845	77 506 369	82%
Non-Current Liabilities	2 565 948	400 657	540%
Current Liabilities	167 045 308	192 468 307	-13%
Total funds and liabilities	310 927 101	270 375 333	15%

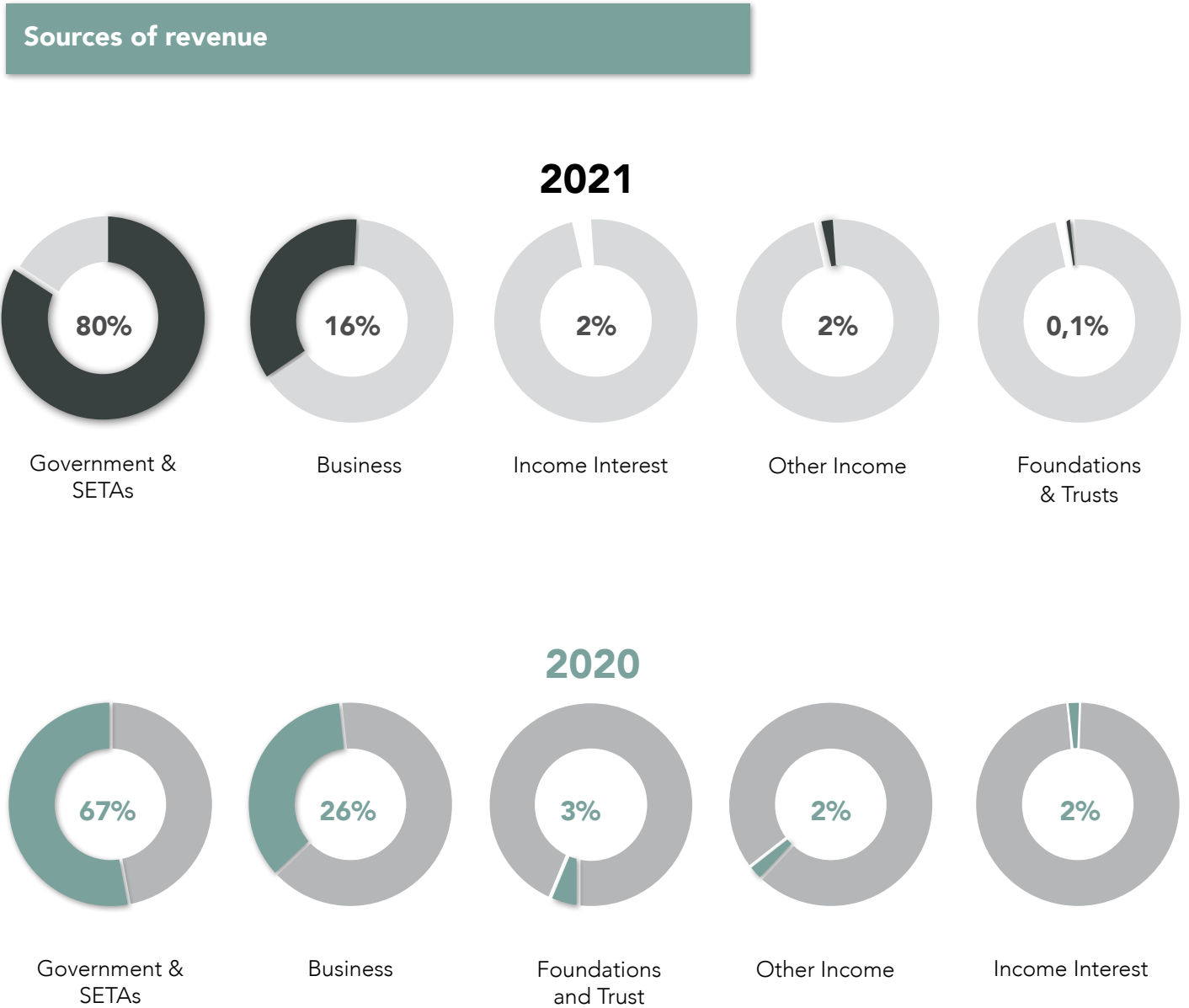
Statement Of Cash Flows For The Period To 31 December 2021

	2021	2020	Change
	R	R	%
Operations	2 879 313	210 892 555	-99%
Interest	5 468 922	2 627 882	108%
Investments	(930 197)	(681 206)	37%
Leases	(1 818 026)	(1 716 871)	6%
Opening Cash	241 879 506	30 757 145	686%
Closing Cash	247 479 523	241 879 506	2%

12.1.1 Analysis of Income

Funding from Government and SETA's increased from 62% in 2020 to 80% in 2021 due to the SAFE project which is primarily funded by Government. It is worth noting that funding for special projects increased by 127% in 2021, mainly for the SAFE and RDL projects.

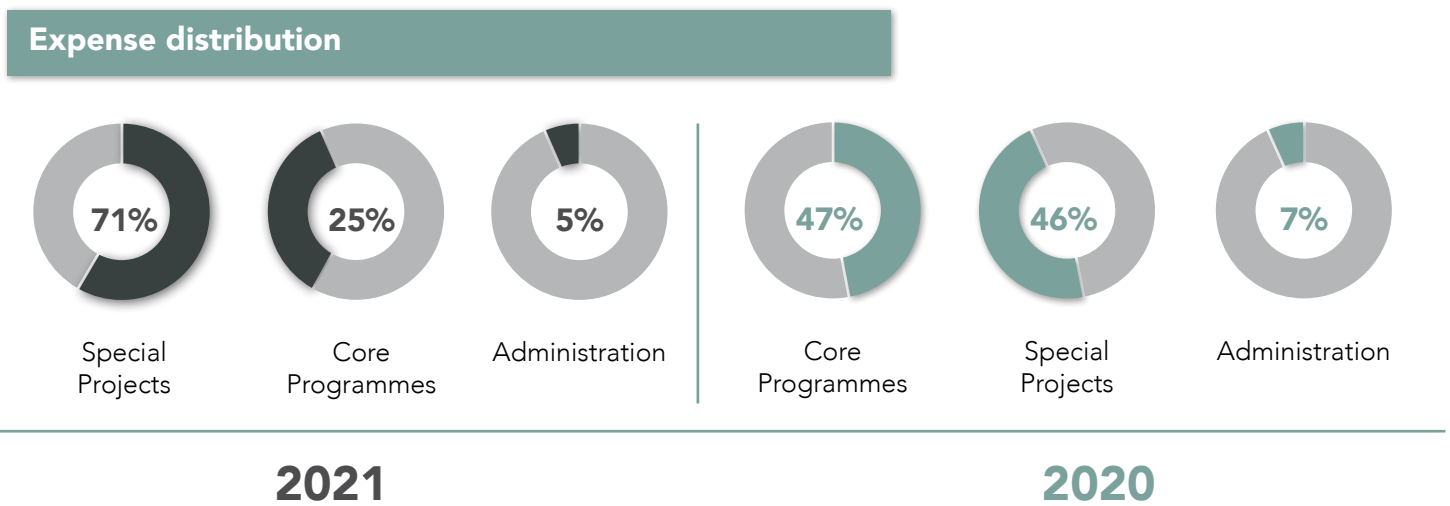
The figure below presents the distribution of revenue sources for 2021 compared to 2020.



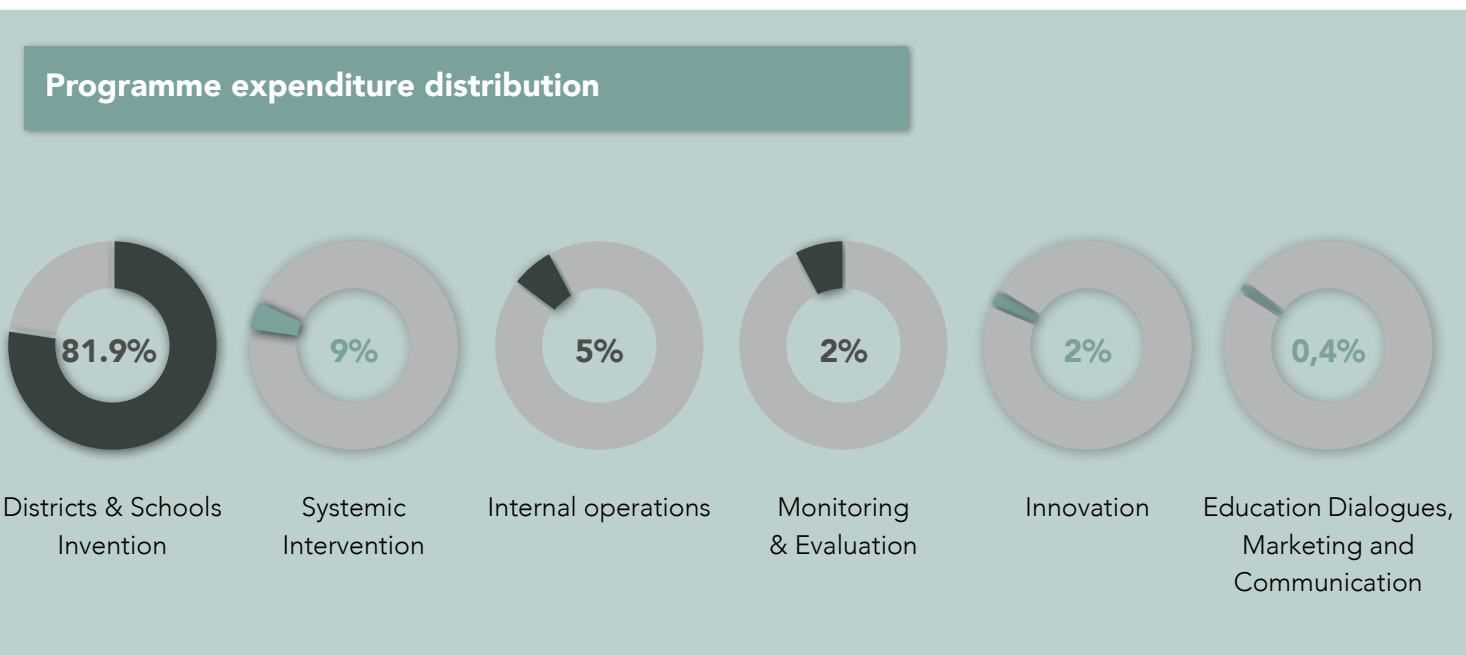
12.1.2 Analysis of Expenditure

In 2021, the NECT invested 95% of all expenditure directly into education-related programmes, whilst 5% was allocated for administration costs.

The figure below shows a comparison of the expenditure distribution between education-specific programmes and administration for 2020 and 2021.



Expenditure for core programming was distributed across six (6) programmes as presented in the figure below. The District and School Improvement Programme, which has been NECT’s flagship programme since 2014, accounted for 82% of NECT’s total expenditure in 2021.



Since 2014, the NECT has raised funding amounting to R2 billion from government, business, civil society, foundations and trusts. The table below details the list of funders and contributions between 2014 and 2021.

12.2

LIST OF NECT FUNDERS AND CONTRIBUTIONS, 2014 -2021

Government & SETA	2021 R	2020 R	2014-2019	Total contributions 2014-2020
Department of Basic Education	117 558 000	115 900 000	590 991 753	824 449 753
Department of Education-KwaZulu-Natal Provincial Government	-	5 678 139	14 463 245	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	117 558 000	121 578 139	690 592 701	929 728 839
Business				
First Rand Empowerment Foundation	27 000 000	28 863 763	131 945 226	187 808 989
Standard Bank South Africa	5 400 000	5 217 391	47 791 762	58 409 153
Old Mutual South Africa Ltd	3 087 160	3 000 000	27 033 325	33 120 485
Nedbank Ltd	552 566	2 000 000	14 427 194	16 979 760
Woolworths Holdings Ltd	2 000 000	2 000 000	12 010 000	16 010 000
MMI Foundation NPC	2 113 444	1 645 782	10 030 807	13 790 033
Telkom SA SOC Ltd	-	1 104 267	5 515 997	6 620 264
Nedbank Private Wealth Educational Foundation	-	1 000 000	2 000 000	3 000 000
IBM services	-	1 396 080	-	1 396 080
JSE Ltd	350 000	300 000	2 153 319	2 803 319
Private Individuals	-	3 300	20 500	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
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	40 503 170	46 530 584	321 740 393	408 774 148
Foundations & Trusts				
Zenex Foundation	395 857	6 003 029	58 642 086	65 040 972
DG Murray Trust	-	-	900 000	900 000
Total Foundations & Trusts Contributions	395 857	6 003 029	59 542 086	65 940 972
Labour				
Education Labour Relations Council	-	-	1 218 575	1 218 575
Total Labour Contributions	-	-	1 218 575	1 218 575
Special Projects				
ETDP SETA	44 821 459	37 311 638	124 189 012	206 322 109
Road Traffic Management Corporation (RTMC)	164 390	10 464 842	17 699 903	28 329 134
Assupol	6 807 308	12 919 032	8 471 782	28 198 122
Michael and Susan Dell Foundation	-	494 234	6 359 733	6 853 967
Department of Basic Education	195 300 748	26 715 361	3 467 550	225 483 659

Firststrand Empowerment Foundation	13 353 299	4 862 297	2 668 783	20 884 379
Old Mutual South Africa Ltd	672 658	20 142 342	3 639 258	24 454 258
Eskom Development Foundation NPC	-	865 924	1 676 433	2 542 357
Department of Arts and Culture	-	90 184	1 549 833	1 640 017
Momentum	-	2 087 559	364 058	2 451 617
Unicef	9 916 953	1 600 248	2 000 420	13 517 621
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	-	44 237	187 379	231 616
UNICEF/European Union - REALS-SA	851 185	-	-	851 185
South Korean Embassy	2 170 476	-	-	2 170 476
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)	-	-	4 000 000	4 000 000
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)	-	-	9 975	9 975
Vuwani crowd-funding initiative	-	-	10 691 274	10 691 274
NGO Summit	-	-	649 528	649 528
Government Grants-Kwazulu Natal Provincial Government-SA SAM	-	-	1 643 885	1 643 885
SA Sugar Association	-	-	350 000	350 000
New Leadership Foundation- SA SAMS	-	-	400 000	400 000
Total Special Projects	275 058 477	120 717 461	198 653 663	594 429 601
Total	433 515 504	294 829 213	1 271 747 418	2 000 092 135

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