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## OPERATIONS REPORT AND AUDITED FINANCIAL STATEMENTS

2013/14 Financial Year  
National Education Collaboration Trust

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# Introduction

Basic education in South Africa is a national priority with a budget of R647 billion over the next three years<sup>1</sup>. It is a system comprising nearly 25 000 schools and over 12 million learners. By any measure it is a large, complex system with many challenges – which urgently requires a new approach to address some of the more pressing problems in teaching, learning and management.

In response to the National Development Plan (NDP), the National Education Collaboration Trust (NECT) was established around a principle of collaboration to bring together the collective strengths of government, business, labour and civil society. During 2013/14, the NECT was mandated to work with an initial eight districts in five provinces, comprising 4362 schools, 66 000 teachers and nearly 2 million learners, and demonstrate what is possible when collaboration is a reality. These eight districts comprise 10% of all districts nationally, 18% of schools and 18% of teachers in the country.

Good quality public education touches the lives of every family and community and is an asset which strengthens the life chances of all children and young people, particularly the poorest. Turning around the education system from the inside is a huge challenge, but the partners in the NECT are convinced it can be done and have mobilised their resources towards this goal.

## *Our approach*

Attempts to improve schooling in South Africa are not new so what makes the NECT different? The NECT is borne out of a distinct and new collaborative approach which mobilises political will, expertise, trust and resources around a common agenda at national, provincial and district levels to drive change. Moreover, it operates at scale, is evidence-informed and puts the improvement of school and district management capacity at the centre of the process.

NECT's programming and resources are organised around six thematic areas:

- professionalisation of teaching – by improving skills and reigniting a commitment to teaching
- courageous and effective leadership
- Improving the ability of the state to deliver quality education
- Improving resourcing in the education system
- community and parent involvement
- learner support and wellbeing

## **Status and organisation of the report**

The NECT was launched on 16 July 2013 and operationalised soon after the launch. This operational report thus covers the period July 2013 to December 2014. It complements the Interim Integrated Annual report published on 5 December 2014.

Section 1 of the report presents an update on the operations. Annexed to it are the Audited Financial Statements.

# Section 1: Operations Report

This section is organised according to the eight operational programmes of the NECT. These are as follows:

**Programme 1** – District interventions  
**Programme 2** – Systemic interventions  
**Programme 3** – Innovation programme  
**Programme 4** – Local projects

**Programme 5** – Education DialogueSA  
**Programme 6** – Internal operations  
**Programme 7** – Partnerships  
**Programme 8** – Monitoring and Evaluation

## PROGRAMME 1: DISTRICT IMPROVEMENT

The district improvement programme is aimed at improving the effectiveness of the support and monitoring services provided by the districts to schools. A total of 4362 schools form part of the NECT districts. The breakdown of districts and schools supported by the NECT is shown in Figure 1.

The district improvement programme was the first among the five educational programmes of the NECT to be conceptualised and rolled out.

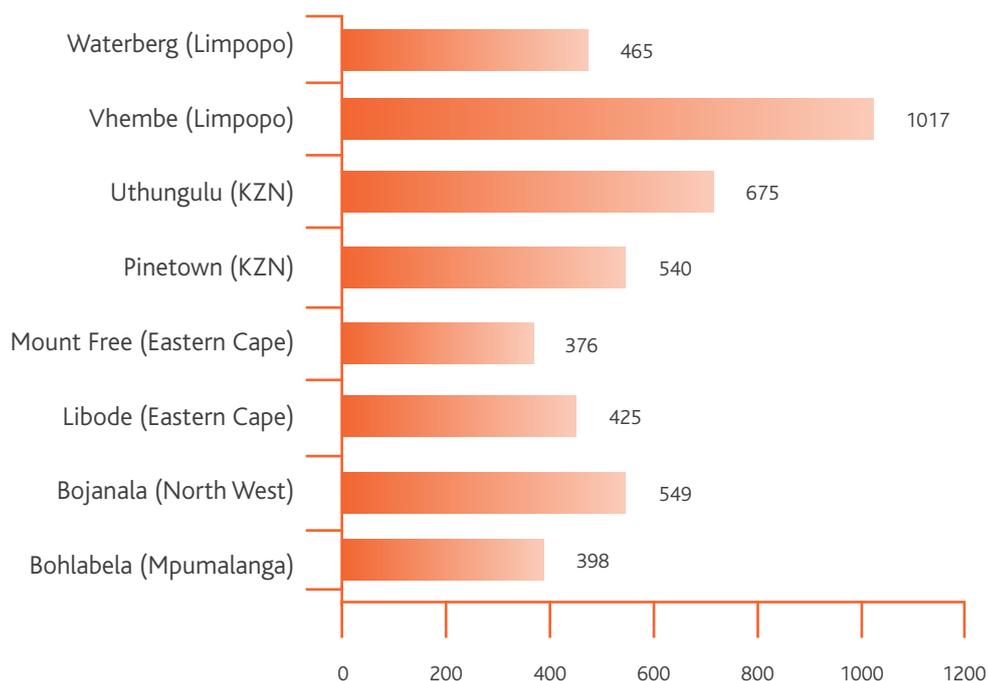


Figure 1 : Total Number of Schools in NECT Districts

The programme reaches 10% of all districts in the country, 8.5% of all schools, 16% of all teachers and learners

During 2013/14, enormous effort was invested by the trustees of the NECT, the Department of Basic Education (DBE) and later a small staff of the NECT to set up the systems, structures and building relationships necessary to initiate the improvement work in the eight districts.

# Section 1: Operations Report

## 1. Laying the foundation for the district improvement programme: July - December 2013

During the second half of 2013, the NECT worked with the DBE to profile a sample of the schools and circuits from 20 districts that were initially identified as the NECT target districts. The profile provided planning information, overall district capacities, the interventions in the respective target districts and the schools' needs in respect to infrastructure, learner and teacher support materials, school management, curriculum delivery and learner welfare.

<b>Districts and schools profiled:</b>	<b>Districts profiled</b>	<b>20</b>	<b>Circuits profiled</b>	<b>133</b>
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The profile reports provided the background against which to frame the intervention. Among others, the district profiling reports of the eight districts that make up the first cohort of the NECT were utilised as the basis for:

1. public dialogues with district education stakeholders on the state of education and ways in which stakeholders could work together to improve that.
2. establishing District Steering Committees in eight NECT districts
3. recruiting lead agencies dedicated to districts.
4. education planning nationally. The DBE itself extended the profiling to all 86 districts nationally.
5. identifying a subset of 409 schools that have unique and serious challenges. These schools were subsequently categorised as the NECT's Fresh Start Schools earmarked for comprehensive and high dosage interventions.

## 2. Programme inception - January – July 2014

At the beginning of 2014, three organisations were engaged as Lead Agencies<sup>2</sup> to work with six of the eight districts in Kwazulu-Natal, Eastern Cape and Limpopo. Subsequently, another organisation<sup>3</sup> was engaged to serve as the Lead Agency in the last two districts, which are in Mpumalanga and Northwest provinces. The chart below shows the inception phases in each province.

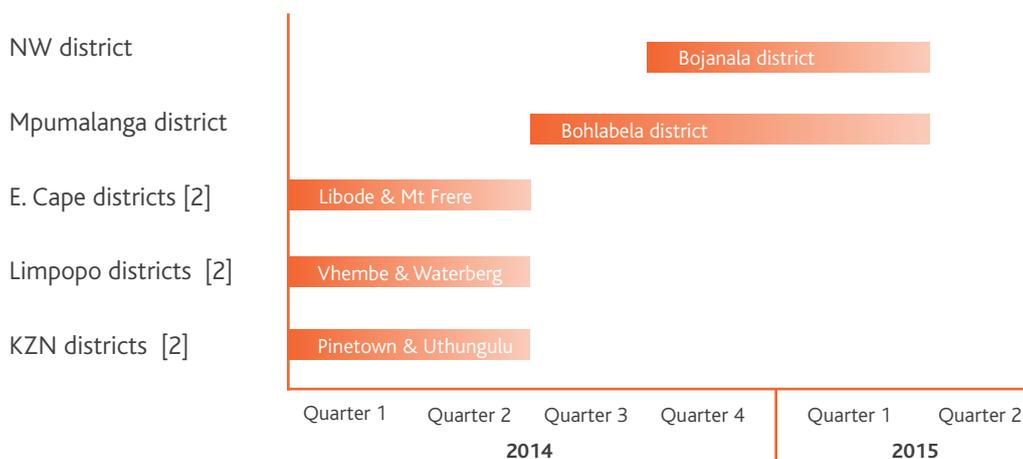


Figure 2: Sequencing of the Inception phases in the target districts

# Section 1: Operations Report

During this period the Lead Agencies worked with their respective districts to establish the necessary structures for driving the district improvement programme, reviewed the condition of schools on the basis of which they produced programme plans and initiated district and school level activities.

During this phase, the Lead Agencies focused on initiating the school improvement work in 409 Fresh Start Schools (FSS). Figure 3 presents the number of FSSs that received support during the inception phase.

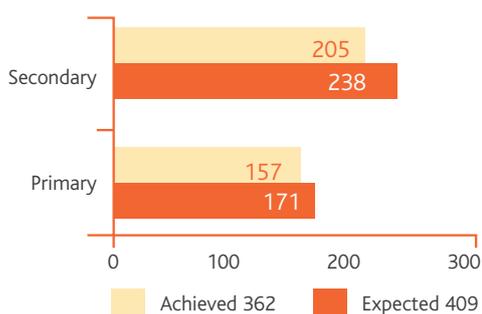


Figure 3: Number of Fresh Start Schools that received support during the Inception phase

The FSS programme comprises 409 schools that were identified by the district as requiring urgent and individualised attention. As can be gleaned from the graph, 58% of the FSS are secondary schools.

Out of the 409 schools, 362 were closely assessed by the Lead Agencies, quick-win plans were developed and implemented in each school. Although the quick-win plans were individualised, they largely encompassed addressing needs in the areas: curriculum management, leadership, psycho-social support and infrastructure upgrades. Quick-win interventions were used as the basis to introduce the programme in schools and to secure buy-in from their communities.

By the end of the inception phase on 31 July, three-year plans were received for four districts from the Kwazulu-Natal and Limpopo provinces. The Eastern Cape plans were delayed and took a further four months to be approved. The delay was due to capacity challenges linked to the region, the resolution of which the NECT subsequently were involved.

### 3. Implementation of the 3-year plans: August – December 2013

The implementation of the approved three-year plans was initiated from 1 August 2014. The Intervention activities focused on five outcomes that comprised the three-year plans: District Development, Management Development; Professionalisation of teaching; Learner Welfare and Parent and Community Development. The highlights of each of these areas are provided in the following subsections.

#### 3.1. District Development

The following are some of the key indicators provided in the Monitoring and Evaluation (M&E) Framework which the NECT and DBE will track to confirm whether the districts are improving their quality of support and monitoring of schools:

1. a measure of quality based on the schools rating of district support (DBE)
2. a measure the number of times schools are visited annually by district staff (DBE)
3. surveys of the quantity and quality of support that are provide
4. % of schools that have the minimum set of management documents including schools calendar, school timetable, schools improvement plan and teacher development plan (DBE)

The NECT assisted districts with the establishment of District Management Committees (DMC) to direct the district intervention activities. DMCs were established in all eight districts and met at least once a month, together with their Lead Agencies to review

# Section 1: Operations Report

progress and plan ahead. DMCs take the primary responsibility for integrating programme activities in the district and provide a mechanism through which the NECT programme benefits will be sustained.

Training was conducted for district officials in order to prepare them for the roll out of school-level interventions. They were formally trained in programmes such as change management, managing the school readiness methodology and curriculum management.

In excess of 50 district officials, from across the eight districts, have received continuous on-the-job planning and monitoring support provided by the Lead Agencies through the DMCs. In addition to the support through DMCs, district officials received formal training in three programmes presented in Table 1.

Table 1: District Officials Engaged in formal training

Area of training	Number trained	Comments
Change management	182	2 days of training to district officials in KZN
School readiness methodology	48	1 days of training to district officials in Limpopo
Curriculum Management	230	Trained in Limpopo and KZN

### 3.2. Management Development

The management development initiatives are intended to build the capacity of School Management Team (SMT) to enhance the functionality of schools and thereby improve the performance of learners. SMT includes principals, deputy principals and Heads of Departments (HOD). The strategy for training SMTs is practice-based, and is focussed on the direct application of knowledge for improving school management and functionality. SMTs receive resources and templates that enable them to apply the training received. In addition they are provided with site-based assistance and support to ensure that practices propagated by the training are adopted. While this approach to school development only began in the second half of 2014, much has been accomplished in the adoption of this model of intervention.

Management Development activities were undertaken at four levels: development of management training materials; training of trainers (including district officials); the training of school-level managers; and in-school coaching. In KwaZulu-Natal and Limpopo, materials were developed in the areas of curriculum management, and school readiness and performance respectively. A summary of outputs is presented in Table 2.

Table 2: School Management Teams that received support

	Population	Target	Reached
In-school support visits (person days)	409 (no of SMTS)	1636 (4 visits per school)	1686
Principals' training (no of beneficiaries)	1518 (no of principals)	3036 (2 days per principal)	3036

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### 3.3. Professionalisation of Teaching

The focus of this component is to build the capacity of teachers to manage the curriculum and to facilitate the process of learning so that the performance of learners can improve. Teacher capacity has various dimensions of excellence in teacher performance. In this respect, the programme seeks to enhance the professionalism and commitment of teachers in terms of punctuality, attendance and time on task, to improve the content knowledge of teachers, ensure curriculum coverage and to prepare teachers to mediate and manage the wide range of issues which affect learner performance.

Initial interventions targeting teachers have been implemented during the second half of 2014. The outputs in respect to this component are summarised in Table 3.

Table 3: Number of teachers that received training during the second half of 2014

	<b>Teacher population (in targeted districts)</b>	<b>Teachers targeted in 2014</b>	<b>Teachers reached in 2014</b>	<b>Comment</b>
Maths	27 738	8318	8281	1 day induction
Science	3962	900	900	1 day training
Language	36 984	8693	8673	1 day induction

\*the training in math and science was provided in KZN in relation to curriculum management and the science training in Limpopo

In addition to structured training delivered in the areas of maths and science, 45 Professional Learning Communities (PLCs) were established to provide support to 1800 teachers and Grades 9 - 12 Mathematics and English First Additional Language Lesson exemplars were provided to 677 schools in Limpopo. In the Eastern Cape, in-school coaching was provided to 818 teachers in maths and science and nine telematics centres were set up to stream lessons from Stellenbosch University with an intention of benefitting teachers and learners from the nine host schools and the surrounding schools. These centres streamed Grades 11 and 12 Mathematics and Physical Science lessons. Sixty-three schools in Libode and Mt Frere and 11 645 learners across both districts were targeted. The centres largely benefitted the learners and teachers from the host schools, neighbouring schools did not equally benefit from the centres because of transport challenges encountered. Arrangements are being made to ensure that teachers from the neighbouring schools use the centres for teacher development.

Teachers are also targeted to benefit from an intervention that seeks to improve the programming of the curriculum in every classroom. The Learning Programmes intervention aims to provide teacher toolkits to provide curriculum support to teachers. This programme provides teachers with curriculum support that includes: pacesetters or trackers, lesson plans, training programmes and in-school support. Toolkits were developed as shown in Table 4.

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Table 4: Toolkits developed during 2014

	Gr1	Gr2	Gr3	Gr4	Gr8	Gr9
English	●	●	●			
EFAL				●		
Maths	●	●	●	●		
isiZulu	●	●	●			
Science				●	●	●

EFAL – English First Additional Language

A total of 7570 toolkits were printed in preparation for the first school term in 2014.

### 3.4. Parent and Community Development

A distinguishing feature of the NECT District-Improvement Programme is the formation of local-level stakeholder District Steering Committees (DSC). The DSCs are made up of representatives from business, unions, academic institutions, school governing body chairpersons, youth leaders, and traditional and religious leaders within the communities that the district offices serve. DSCs bridge the gap between home, school and the community and aim to improve education-ownership at a local level. Table 5 summarises the profile and performance of DSCs in 2014.

Table 5: Profiles and Performance of DSCs in 2014

District	No of Members	No of DSC Meetings	No of Stakeholder Meetings held	Which stakeholders
Vhembe	20	5	3	Unions, Traditional leaders and SGB chairs
Waterberg	21	7	3	Businesses, Unions (SADTU, PEU), Traditional leaders and Mayors
Uthungulu	19	10	None	-
Pinetown	18	12	None	-
Mt Frere	18	10	3	Traditional leaders, Unions, SGB chairs, Principals and Parents
Libode	15	10	3	Unions, SGB chairs, Principals and Parents
*Bojanala	20	-	-	In the inception phase
*Bohlabela	14	2	-	In the inception phase

### 3.5. Promotion of Learner Welfare

This focus area aims to improve the wellbeing of learners in schools. In particular, it seeks to increase the provision of psycho-social services to learners, improve nutrition in schools, and contribute to the resourcing required for sports and cultural activities in schools. A total of

## Section 1: Operations Report

227 learner support agents have been deployed in Limpopo and KwaZulu-Natal. Lead agents in KwaZulu-Natal, Limpopo and Eastern Cape have developed a database for psycho-social referrals in schools. These databases are aimed at improving the effectiveness of referrals and treatment of learners that have health and psycho-social needs.

**227 learner support agents have been deployed in Limpopo and KZN to provide physco-social services.**

The NECT, along with the DBE's Chief Directorate for Health and Social Services, the Department of Social Development, the Department of Health and several universities and NGOs designed a test model for improving the delivery of health and social services to learners using public-private partnerships as a way of addressing health and social barriers to learning. The model will be tested in 21 schools in the BelaBela circuit in the Waterberg District in Limpopo.

To determine whether schools' performance and practises are improving, the M&E framework will track among others the following school based indicator:

1. Improved teacher attendance
2. Improved time on task
3. Improved instructional practice
4. Teachers have workplans, lessons plans and assessment plans
5. % of teachers who cover everything in the curriculum for the current year
6. Lead teacher competence in math, science and language

### PROGRAMME 2: SYSTEMIC INTERVENTIONS

Among the challenges that are holding back education improvement or that risk reversing the gains already made is the rapidly growing proportion of personnel costs. The NECT engaged with the DBE during 2014 to establish the extent of the challenge, how it can be addressed and how the NECT can support the DBE in this regard. The NECT will consider the support actions in 2015.

### PROGRAMME 3: INNOVATION PROGRAMME

Three initiatives were introduced during 2014 by the NECT to contribute to testing and mainstreaming new ideas in the education sector with a view to catalyse long-term improvements.

**Initiative 1: Case study on the improvement of examination system** – the NECT initiated a review of the improvements made in the operation of examinations function of the education system. During 2014, the methodology for conducting the case study was developed following the first round of interviews with national and provincial officials, academics and examination bodies and specialists. The methodology will be implemented in 2015.

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**Initiative 2: Development of the ICT strategy** – A senior project management expert seconded from Rand Merchant Bank worked under the auspices of the Director General to scope the ICT development work in the DBE. The expert reviewed the ICT programmes of the DBE as well as those of the sister departments such as the State Information Technology Agency and partners of the DBE in the ICT space. Initial coordination of the school connectivity activities and scoping for potential support initiatives was initiated with the Department of Telecommunications and Postal Services towards the end of 2014. The scoping exercise made recommendations about the support that the NECT can provide to the DBE.

**Initiative 3: Testing a psycho-social referral system for learners** – The NECT, with the DBE's branch for social mobilisation, are testing a model for the delivery of health and social services to learners using public-private partnerships as a way of addressing health and social barriers to learning (refer to Programme 1, learner welfare component). The model being tested earmarks the utilisation of experts and final-year university students working in the following areas in which barriers to learning occur: vision; oral health; speech and language; hearing; fine and gross motor skills; mental health; psycho-social needs; and nutrition.

The model will be tested in 21 schools in the BelaBela circuit in the Waterberg District (one of the eight priority districts of the NECT) in Limpopo. Representatives from the Universities of Limpopo (Medunsa) and Pretoria, the Limpopo Department of Health, NGOs (Special Olympics South Africa) and Warmbaths Hospital have worked with the NECT to develop the methodology for the test project.

### **PROGRAMME 4: IMPROVED RETURN ON INVESTMENT OF LOCAL PROJECTS**

In striving to ensure better coordination and effectiveness of social investments in education; the NECT aims to provide guidelines on how to increase the return on investment from social investments in education. Increased return on investments will require a change of approaches, methodologies and attitudes from both social investors and intended beneficiaries. Towards this end, the NECT initiated a process of reviewing math and science interventions made by both social investors and the government to establish ways in which their effectiveness could be improved.

A service provider, Bridge, contracted by the NECT, is working closely with the Department of Basic Education's Maths, Science and Technology (MST) team to review key maths and science projects implemented in the past decade. Literature review has been conducted on 18 maths and science projects. The envisaged analysis and guidelines from this review are aimed to assist social investment practitioners in making informed decisions with respect to supporting mathematics and science intervention activities.

# Section 1: Operations Report

## PROGRAMME 5: EDUCATION DIALOGUESA

Towards the end of 2013, the NECT set up an education dialogue group comprising 43 members representing the educationists, academics, business, unions and government officials. The purpose of the dialogues is to create an avenue for open, honest engagement around key subjects which need resolution and action for educational reform to be successful in South Africa.

Two national and one provincial dialogues were organised, involving over 120 delegates representing all of the above mentioned stakeholders. The three dialogues provided an opportunity for report back and also for discussions on how to improve teacher professionalisation and school ethos.

In order to improve the level of professionalism among teachers, the dialogue recommended the following actions -

1. Strengthening the role of the South African Council of Educators (SACE) with the intention of making SACE the chief guardian of the teaching profession in South Africa.
2. Improving the quality of students pursuing teaching as a career and the quality of teacher education programmes themselves.
3. The role of unions in society specifically in respect to -
  - Improve the language of engagement between unions, government and civil society.
  - Strengthen the role of unions in professional development

For improving school ethos, the dialogues proposed the following actions -

1. Promoting reading in schools and communities- NECT programmes.
2. Challenging schools and communities to start doing things for themselves (Vukuzenzele) and to ensure optimal utilisation of state provisioned school resources- teachers, texts and infrastructure.

The dialogues are valuable as they:

- Create an avenue for structured conversations among stakeholders with divergent backgrounds;
- Contribute to minimising gaps in perception among stakeholders about educational challenges and solutions;
- Keep over 2000 stakeholders on the NECT database informed about the teacher professionalisation programme; and
- Support a task team comprising representatives of the DBE, the Education Labour Relations Council (ELRC), teacher unions, and the NECT to organise a programme aimed at advocating the importance of teachers in society as part of the 2014 World Teachers' Day. The campaign used 65 print and electronic media platforms to achieve a reported reach of over 50 million people. As part of this initiative, the NECT—working with the ELRC and SACE—communicated with over 180 000 teachers about the importance of teaching.

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## PROGRAMME 6: INTERNAL OPERATIONS

### 1. Financial Performance

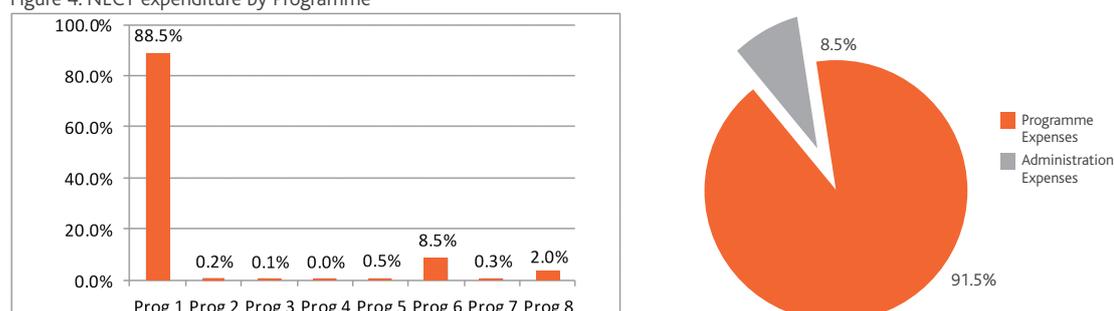
The NECT's first financial year covered the period 12 July 2013 to 31 December 2014. The NECT's financial statements received an unqualified audit opinion from Ernst & Young. As can be gleaned from an extract from the audited statements (Box 1) 88.5% of the expenditure was on programme 1- district intervention - that targets schools and eight districts in five provinces. The second highest expenditure was on programme 6 which covers internal operations, such as programme management, governance and financial management. As per the reports in the sections above, the expenditure on the other programmes has been low as it mostly covered set up costs. The full set of the financial statements are annexed to this report.

Box 1: Summary of Income and Expenditure

		% of total income
<b>INCOME</b>		
Government & SETAs	77 982 985	66.8%
Business	36 249 867	31.0%
Foundations and Trusts	2 300 000	2.0%
Labour	293 317	0.3%
	<b>116 826 169</b>	<b>100%</b>
<b>EXPENDITURE</b>		
	<b>111 587 824</b>	
Programme expenses	102 103 891	
Administration expenses	9 483 933	
<b>Operating Surplus</b>	<b>5 238 345</b>	
Finance income	1 008 073	
Finance cost	20 918	
<b>Surplus</b>	<b>6 225 500</b>	
<b>Total comprehensive surplus for the 18 months ended 31 December 2014</b>		
	<b>6 225 500</b>	

Government's contributions are conditional and can only be utilised on education-specific programmes and not on the NECT administration costs. Funds from Business, Foundations, and Trust are derived from individual institutions.

Figure 4: NECT expenditure by Programme



Programme 1 is the NECT's flagship programme and was allocated 88.5% of the total expenditure. Programmes 2 to 5 account for a relatively smaller proportion of total expenditure as these programmes relate to systematic and innovative projects which are currently being tested and trialled out by the NECT. Programme 6 is made up of administrative costs of running the NECT and amounted to 8.5%. Costs incurred under programme 8 include the development and implementation of the NECT Monitoring and Evaluation (M & E) Framework.

The split between programme and office administration costs is presented in Figure 4. As can be seen from the figure the programme costs account for a significant proportion of the NECT expenditure. The administration expenses comprise costs incurred in setting up and operating the NECT head office. The detailed breakdown of programme and administration costs is presented in appendix 1.

# Section 1: Operations Report

The list of NECT's funders in 2013 and 2014 is presented below

<b>Government &amp; SETA</b>		<b>Amount</b>
1	Department of Basic Education	77 620 985
2	EDTP-SETA	362 000
<b>Total Government &amp; SETA</b>		<b>77 982 985</b>
<b>Business</b>		<b>Amount</b>
3	Alexander Forbes Ltd	142 519
4	AngloGold Ashanti Ltd	633 305
5	Credit Suisse Securities Pty Ltd	250 000
6	Deloitte South Africa Inc	1 000 000
7	FirstRand Foundation	10 000 000
8	Hollard Group Ltd	1 000 000
9	Imperial Holdings Ltd	1 675 198
10	Investec Ltd	683 183
11	JSE Ltd	273 456
12	Kagiso Tiso Holdings Ltd	300 000
13	Liberty Group Ltd	1 000 000
14	Massmart Holdings Ltd	1 335 488
15	MMI Foundation NPC	1 401 897
16	Murray & Roberts Holdings Ltd	447 627
17	Nedbank Ltd	3 227 194
18	Old Mutual South Africa Ltd	2 880 000
19	Safika Holdings Ltd	500 000
20	Standard Bank South Africa Ltd	7 500 000
21	Woolworths Holdings Ltd	2 000 000
<b>Total Business contributions</b>		<b>36 249 867</b>
<b>Foundations &amp; Trusts</b>		<b>Amount</b>
22	DG Murray Trust	300 000
23	Zenex Foundation	2 000 000
<b>Total Foundations &amp; Trusts contributions</b>		<b>2 300 000</b>
<b>Labour</b>		<b>Amount</b>
24	Education Labour Relation Council (ELRC)	293 317
<b>Total funding in 2014</b>		<b>116 826 169</b>

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## 2. Governance

The governance of the NECT is discharged by nine Board of Trustees representing business, government, labour and civil society. The Board held a total of 13 board and subcommittee meetings disaggregated as follows:

<b>Board meetings</b>	<b>7</b>	<b>EXCO meetings</b>	<b>3</b>	<b>Audit and Risk meetings</b>	<b>3</b>
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The NECT presented reports to its stakeholder constituencies during 2014. These include a progress report to the state President, cabinet ministers and business leaders (on 22 August), presentation to the Education Portfolio Committee (19 November), Reports to Business Leadership South Africa (6 reports), Interim integrated report presented to funders on 5 December 2014.

As at 31 December 2014 the NECT had 10 full time employees, 4 fixed-term employees [of the 4 employees, one staff member was on a project funded by Zenex, an intern was paid by ETDP-SETA, a senior project manager was seconded by FirstRand foundation and a senior manager was seconded by the DBE].

The NECT presented reports to the state President, cabinet ministers, business leaders and the Education Portfolio Committee

# Section 1: Operations Report

## PROGRAMME 7: PARTNERSHIPS AND SPECIAL PROJECTS

Since the start of 2014, the NECT has engaged over 40 strategic partners at various levels with the aim of creating a basis for the collaboration envisaged in the NDP and encapsulated in the education Collaboration Framework, the founding document of the NECT. The strategic partners include, amongst others, national government departments, state owned enterprises, private sector partners, labour as well as civil society organisations. Some of the highlights achieved through these partners are provided overleaf.

Box 2: Highlights of Partnership activities

<b>Government departments/SETA</b> <ul style="list-style-type: none"><li>• Four national departments collaborated to provide 353 681 desks for teachers, 5 375 tables and 5 490 chairs for teachers, renovated 5 schools.</li><li>• Partnerships established with DRDLR and DBE to renovate 5 schools as a pilot in Vhembe.</li><li>• MOU signed with GTAC for the provision of technical advice in a number of NECT programmes.</li><li>• Collaboration with DBE and ETDP-SETA engaged a total of 1249 interns in schools and district offices: 998 admin school interns, 227 psycho-social learner support agents, and 24 educational interns.</li><li>• DOH and DSD involved in the pilot of a health and psycho-social referral services pilot.</li></ul>	<b>Business</b> <ul style="list-style-type: none"><li>• 25 business organisations funded the NECT in 2014.</li><li>• Various private sector partners provided over 118 000 readers (Foundation phase, Gr1-3) costing R1.4 million.</li></ul>
<b>Labour</b> <ul style="list-style-type: none"><li>• Three consultative meetings held with teacher unions.</li><li>• Education Labour Relations Council, South African Council of Educators and six teacher unions worked with NECT on teacher professionalisation programme.</li></ul>	<b>Civil Society</b> <ul style="list-style-type: none"><li>• 162 members of society have formed the 8 DSCs.</li><li>• 2 civil society foundations support the NECT.</li><li>• 43 NGOs form part of the NECT network.</li><li>• 41 service providers engaged to provide technical guidance in the implementation of the NECT programmes.</li></ul>

# Section 1: Operations Report

## PROGRAMME 8: MONITORING AND EVALUATION

Monitoring and evaluation activities carried out in the second half of 2014 were aimed at setting up the systems and the necessary capacities. The key outputs of this programme are as follows:

- monitoring and reporting on 'quick wins' in Fresh Start Schools during the inception period
- completion of a number of needs assessments in each district
- establishment of an M&E Advisory Committee
- development of an initial M&E Framework
- a report on the inception phase
- engagement with Lead Agencies on planning process, systems and establishing M&E capacity
- development of an initial set of indicators for Fresh Start Schools

The NECT prioritised a number of follow up actions in M&E in this period which were scheduled for 2014/2015. These included a baseline assessment of learner performance, finalisation of a comprehensive M&E framework, improved M&E capacity at secretariat level, and lastly, establishment of a robust management information system to support planning, programming and management.

## CONCLUSION

During 2014, the NECT's work covered a wide range of activity, much of it focused on laying the foundations for a programme to be implemented in 2015.

Important milestones have been reached in the partnerships established at national, provincial and district levels. In particular, the NECT has grown its relationship with government and key stakeholders at the district level. Leadership is key to change in the education sector and the NECT dedicated much of its time and effort to mobilising the political will, expertise and resources needed to meet the challenges in the sector. Activities such as the education dialogues have widened public recognition of the NECT and created a greater sense of ownership in its decision making and a visible presence at community level, particularly in the 409 Fresh Start Schools. Stable relationships with implementing partners and the managing agent have ensured investment in the development of new tools and resources, and increased human capacity. Schools, teachers and education managers have responded with real enthusiasm to being engaged in a concerted effort to improve their professional skills, practice and working environments. No doubt there have been challenges along the way, reaching thousands of schools and generating the energy for meaningful change is a huge task – but it is one to which the NECT and its partners are deeply committed.

As can be seen in the funding section, the pace of fundraising from the private sector will need to be fast-tracked significantly to accommodate the planned ramp up of activities.

# Section 1: Operations Report

## Signatures



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CEO: Godwin Khosa



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Chairman: Sizwe Errol Nxasana

## Trustees

**Business:** Sizwe Errol Nxasana (chairman), Mark James Lamberti, Ms Ntombifuthi Temperence Mtoba; **CEO:** Godwin Khosa; **Government:** Hon Minister Matsie Angelina Motshekga, Director General of DBE; **Teacher unions:** Basil Lawrence Manuel, Nkosana Dolopi; **Civil society:** Prof Brian De Lacy Figaji.

## Patrons

Cyril Ramaphosa, Phumzile Mlambo-Ngcuka, Bobby Godsell, James Motlatsi.

# Appendix 1

## BREAKDOWN OF PROGRAMME AND ADMINISTRATION COSTS

PROGRAMME	EXPENDITURE	% TOTAL EXPENDITURE
<b>Programme 1: District and school interventions</b>		
School and district assets	119 907	
Programme delivery costs	73 661 270	
Material development & production	6 439 049	
Training, workshops & logistical costs	18 488 552	
	<b>98 708 777</b>	<b>88,5%</b>
<b>Programme 2: Systemic Intervention</b>		
Programme delivery costs	-	<b>0,0%</b>
<b>Programme 3: Innovation initiatives</b>		
Programme delivery costs	244 053	
Logistics	2 213	
	<b>246 266</b>	<b>0,2%</b>
<b>Programme 4: Local projects</b>		
Logistics	<b>5 248</b>	<b>0,0%</b>
<b>Programme 5: Education Dialogues</b>		
Programme delivery costs	342 793	
Material development & production	67 787	
Training, workshops & logistical costs	121 531	
	<b>532 112</b>	<b>0,5%</b>
<b>Programme 6 : Management Costs</b>		
Conferencing, communication & media	2 013 564	
Depreciation & amortisation of office assets	123 353	
Office running expenses	1 290 966	
Travel & accommodation	21 059	
	<b>9 483 933</b>	<b>8,5%</b>
<b>Programme 7: Partnerships</b>		
Programme delivery costs	29 144	
Training, workshops & logistical costs	300 742	
	<b>329 886</b>	<b>0,3%</b>
<b>Programme 8: Monitoring and Evaluations</b>		
Programme delivery costs	2 036 102	
Material development & production	8 333	
Training, workshops & logistical costs	237 168	
	<b>2 281 603</b>	<b>2,0%</b>
<b>TOTAL EXPENDITURE</b>	<b>111 587 824</b>	<b>100%</b>