

CHASING THE VISION

AUGUST 2017



IN 2017, FOUR YEARS SINCE THE INCEPTION OF THE NDP AND 3 YEARS INTO THE WORK OF THE NECT, THE VISION FOR EDUCATION AS SET OUT IN CHAPTER 9 OF THE NDP IS WITHIN REACH. AS THE NECT SYSTEMATISES ITS PROGRAMMES, THE TIRELESS EFFORTS OF ALL THOSE TRIALLING, MANAGING AND STRATEGISING WILL CONTRIBUTE TO REALISING THE VISION.

EDHUB – CHANGING EDUCATION THROUGH SMART INNOVATION

BY ATLI SKOSANA

In collaboration with Africa's first EdTech incubator, INJINI, the NECT's EdHub held an Ed-Innovation Meetup which showcased some of South Africa's EdTech startups based in Johannesburg.



EdHub and INJINI host their first joint ED-Innovation meetup.

The entrepreneurs shared insights into their entrepreneurial journeys and described how they see themselves playing a part in improving the South African education landscape.

This event marked a key point in the EdHub's journey of taking the 'Innovation in Education' conversation further by bringing innovative education initiatives (both tech and otherwise) that exist in limited spaces and supporting them to see if they can be scaled to impact the public basic education system. The EdHub will focus on this objective within three thematic areas namely Entrepreneurship in Schools, Reading and Literacy and 21st Century Teaching and Learning Practices.

EdHub recently held its first Investment Committee meeting where it discussed with its advisory panel the first round of applications received after a call for proposals made in March 2017. This meeting was the result of a newly developed evaluation process that will aid the EdHub team in appropriately selecting initiatives that are both innovative and scalable.

Successful applicants will receive support in various forms which might include access to schools for larger pilots, support in acquiring funding, appropriate government introductions and being part of the NECT network. The EdHub's activities going forward will include further, larger calls for proposals from other initiatives that will then be supported and developed into successful pilots.

We also see value in continuing the innovation conversation and will host and be part of future dialogues that further our aim of providing new value for the public schooling system.



Tuta-Me, CRSP DSGN, GTI Educators, Grades Match and EdHub talk education technology innovation.



BY DUNCAN HINDLE

Following the successful Dialogue, held in the first quarter of 2017 addressing the National Senior Certificate and its value, the Education DialogueSA focused its efforts on hosting the Public Policy Dialogue on Basic Education. This proved to be an intensive (in terms of time) and extensive (in terms of public participation) project to execute.

The Public Policy Dialogue on Basic Education was mandated by the Board of the NECT and guided by a Steering Committee under the chairmanship of Professor John Volmink. The primary document was a report commissioned by the NECT, and prepared by the HSRC on the “Impact of education legislation and policy over the past twenty years”.

This macro-report was complemented by commissioned research papers on several themes, including Resourcing, Governance, Teachers, Curriculum and Rural Education. Academics and others prepared these thematic area reports which were first presented to key stakeholders for discussion at various “roundtable” sessions.



Roundtable dialogue on teachers facilitated by Professor Yusuf Sayed.

The conclusion of the process was a National Symposium, held on the 12th June 2017 at the Kopanong Hotel and Conference Centre, where over 250 delegates discussed and debated, in plenary and commissions, the main report as well as the thematic area reports. Efforts were made to identify key policy issues in each area and to make recommendations on what needs to be done. A full report has now been compiled, comprising a summary report, together with the full set of papers prepared for the National Symposium.

This was not just another discussion about the problems we face in education. The full participation of the Minister, Ms Angie Motshekga and Deputy Minister, Mr Enver Surty, accompanied by senior officials from the Department of Basic Education, has given the process credence and provided it with a solid basis on which to continue the discussion. Similarly, the presence of many other dignitaries, including vice chancellors, labour union representatives, teacher leaders, former senior officials of the Department, business and community leaders, has been an important indication of the seriousness of the matter and the shared commitment of all role-players to make a contribution.

It is our hope that the Policy Dialogue has perhaps planted a



Minister of Basic Education Angie Motshekga addresses policy questions at the national symposium.

seed in society and renewed an interest in policy analysis and policy development. We hope that in the future this will grow into a wider and deeper education policy process informed by evidence in order to identify solutions to the continuing challenges of achieving equity and quality in education.

Some “big issues” that have arisen from the above process will be considered for upcoming dialogues. These include, among others, the complex and emotive issues of language and education and the implications of “decolonisation” for basic education.



Q&A between attendees and speakers during the symposium,

For video footage of the National Symposium follow @TheNECT on Facebook.

**Education
DialogueSA**

A PLATFORM FOR OPEN, HONEST AND MEANINGFUL ENGAGEMENT

BY ROB WILSON

The implementation of the test Parental Involvement & Learner Programme in 20 Fresh Start Schools (FSS) has been positively embraced by the various stakeholders in the 20 identified pilot schools. This is due to the extensive advocacy and communication conducted by the appointed change agents, Solly Sarela and Lawrence Dube.

As at the end of May 2017 learner leaders and teacher liaison officers in all 20 pilot schools have been trained in the afore mentioned programme. The learner leaders have trained 656 fellow learners in Module 1: The Importance of Education, and 350 fellow learners in Module 2: Building or Blocking My Success of the programme.

Parent volunteers from 17 of the 20 schools have been trained in the Introductory Leadership Module. They have also received further training in Module 1 and 2 to use in the training of other parents. To date, 328 parents from six of the schools have been trained by fellow parents in Module 1: The Importance of Education and a further 125 parents from two schools in Module 2: Building or Blocking My Success.

The principal at one of these schools had the following to say, "Parental involvement has vastly improved communication between school and parents. Parents know what we are doing in the school and it improves discipline.

The Parent and Community Involvement (PCI) programme has been rolled out by the Education Management and Governance Section



Students participating in the Learner Training.

of the Department of Basic Education.

The Introductory Leadership Module followed by Module 1 and 2 have been distributed to all circuit managers in the country (materials only). Training has been provided for the Circuit Managers in the Northern Cape, KwaZulu Natal, North West and Eastern Cape.

Within these provinces, the directive has been to create substructures to roll out the programme as best suits them, as each province is structured differently. The NECT has offered its services to assist with the rollout of the programme.

THE PRIMARY SCHOOL READING IMPROVEMENT PROGRAMME (PSRIP)

BY JOHN THURLOW

The Primary School Reading Improvement Programme (PSRIP) is a partnership programme between the NECT, the DBE and the ETDPSETA. The programme was designed to improve reading in English First Additional Language (EFAL) in Foundation Phase classrooms in project schools.

The programme recognises reading as a key enhancer of improvement in all subjects and it foregrounds the teaching and promotion of reading as one of the core competencies for all teachers in the Foundation Phase .

The PSRIP was introduced in October 2016 as an extension of the language component of the NECT's Learning Programme initiative. The programme has developed and supported 247 subject advisors and 11 678 teachers from 1 670 primary schools across all nine provinces. Engagement and adoption by subject advisors and teachers has been overwhelmingly positive. The teacher participation rate has been 116% of the envisaged number of 10 000 teachers.

Subject advisers and teachers have all undergone two rounds of training that aims to strengthen their knowledge and capacity to improve the learning experiences of Foundation Phase learners. Training has focused on core teaching methodologies and routines. This has included a focus on teaching reading using different reading methodologies such as shared reading, group-guided

reading and independent reading.

Importantly, this training programme was carefully monitored and externally evaluated.

Subject advisors and educators completed pre and post-assessments as well as portfolios of evidence to qualify for professional development credits. EFAL subject advisors achieved a

24% increase in performance between pre and post-assessments. In the external evaluation, 188 schools were closely monitored to evaluate changes in teaching practice and learning outcomes using the Early Grade Reading Assessment (EGRA).

An estimated 11 500 EGRA assessments were analysed as part of the baseline study. The findings of the baseline will be used to inform on-going training of subject advisors and educators as well as improve understanding of good practice in teaching reading skills in the Foundation Phase.



PSRIP training for teachers and subject advisors

BY THULARE MATLABA

The 2017 Annual CSI Breakfast, held on the 2nd June 2017 at the Houghton Golf Estate, was an opportunity for the NECT and its funding partners to discuss and celebrate the achievements of the previous financial year. The event was marked by the launch of the 2016 Annual Report titled **EDUCATION COLLABORATION REACHES A THIRD OF THE NATIONAL SYSTEM**. Guests of the NECT included labour union representatives, civil society, business and NGO's. Government represented by the Minister of Basic Education, Ms Angie Motshekga, MP.

CEO of the NECT, Mr Godwin Khosa, presented the highlights detailed in the annual report. The chairman of the NECT Board of Trustees, Mr Sizwe Nxasana, unpacked the future that education should be preparing our learners for, while the minister addressed the challenges in education.

Highlights referenced in the annual report include a 30% improvement in average curriculum coverage, 2.6 million pieces of learner materials distributed in classrooms and over 11 000 hours of coaching and mentoring provided for teachers and school managers. Mr Khosa emphasised the NECT's readiness to initiate the universalisation (trailing of tools and programmes in all schools within select districts) and provincialisation (scaling up the rollout of tools and programmes from select districts to possibly all the schools within a province) of several learning programmes, these include teacher and learner materials for Foundation Phase Home Language, English First Additional Language and Mathematics; training for subject advisors and teachers every term on learning programme materials and curriculum management materials; training and support for principals and circuit managers.

The Chairman touched on key issues relating to the 4th Industrial Revolution and the importance of preparing learners in Africa. and more especially South Africa, for the careers of the future.

The Minister discussed the importance of collaboration and how it benefits the Department to have willing collaborators. She went on to address the importance of improved ICT to deliver a



Mr. Godwin Khosa shares highlights referenced in the 2016 Annual Report.

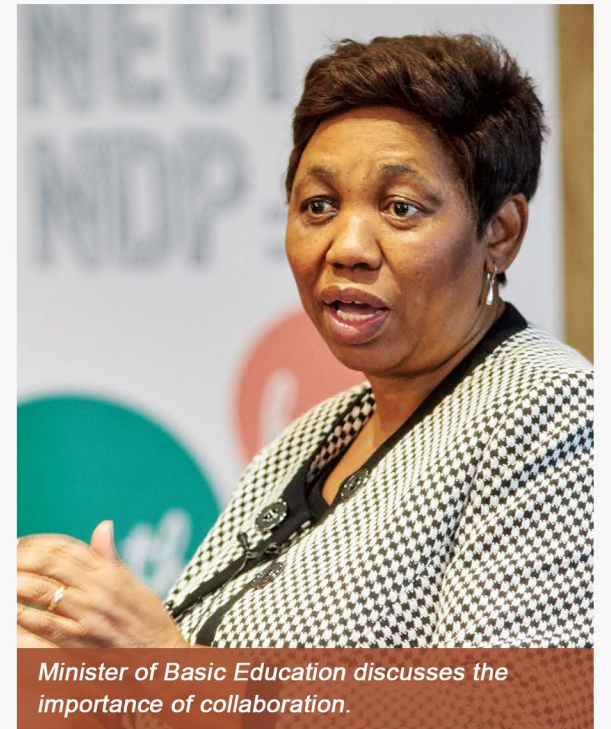


NECT Chairman Mr. Sizwe Nxasana discusses the 4th Industrial Revolution.

technological solution to schools in rural and township communities and the need to ramp up a three-stream system that highlights vocational studies as an alternative to traditional academic streams.

Stakeholders took the opportunity to pose questions to the speakers regarding current and future efforts to deliver quality, accessible education for

all. Responses from the speakers were received positively, with all parties agreeing that much is still required to sustain and achieve the aims of the NECT and NDP.



Minister of Basic Education discusses the importance of collaboration.

Annual Report | 2016

EDUCATION COLLABORATION REACHES A THIRD OF THE NATIONAL SYSTEM



NATIONAL EDUCATION COLLABORATION TRUST

For copies of the 2016 Annual Report: EDUCATION COLLABORATION REACHES A THIRD OF THE NATIONAL SYSTEM, forward an email to thulare@nect.org.za or call us at (012) 752 6200.



The District Improvement Programme is increasing its reach, demand and impact at a rapid rate, while continuing to test initiatives in its trialling ground, the Fresh Start Schools.

Fresh Start Schools – Seven out of the eight test initiatives in Fresh Start Schools are at an advanced stage, with the likelihood of scaling up in 2018. The only test initiative still in the early phase are the ICT enabled Foundation Phase Learning Programmes, which commenced in July. The parent and learner empowerment programmes are in scaling up phase. Whilst the parent and learner empowerment programmes are not complete, these components are being integrated into the national rollout programme driven by the Governance and Management section of the Department of Basic Education (DBE).

Learning Programmes – The Learning Programmes are the largest element of teacher professionalisation in the District Improvement Programme and aim to enhance teachers' pedagogical content knowledge, curriculum coverage and assessment and reflective practices to improve learner performance. Materials, training and support are given each term.

Currently, the Learning Programmes are being run in a total of 6 817 schools, across 10 districts (one third of the system). 4 362 schools in the trial districts, 785 schools in the NECT- SADTU-DBE programme and 1 670 PSRIP schools (nationally). Preparation is under way for the scaling up to 15 788 schools in 2018 (two thirds of the system). The programme has been universalised since the beginning of the year, and is now being utilised across all 4 362 schools in the eight trial districts. Provincialisation in KwaZulu-Natal is confirmed, while discussion on the Memorandum of Understanding is at an advanced stage in the Eastern Cape and Limpopo. In Free State, preparation is underway for the implementation of the initial phase in 2017 (term 4) and full rollout in 2018.

Union Collaborations. A successful third meeting with the national leadership of the South African Democratic Teachers' Union (SADTU), National Professional Teachers' Organisation of South Africa (NAPTOSA), Professional Educators Union (PEU) and the South African Onderwysunie (SAOU) was held on 9 June 2017, where progress on the work of the NECT and unions was shared. The meeting delved into how the NECT and unions could continue to



*Collaboration between the NECT, SADTU, NAPTOSA, PEU and SAOU.
In attendance: Mugwena Maluleke(SADTU), Mabutho Cele(SADTU), Veronica Hofmeester(SADTU), Hema Harimum(NAPTOSA), Nathaniel Lee(PEU), Ted Townsend(SAOU), Cindy Foca(ELRC), Kulula Manona(DBE)*

work together in line with the NDP education goals and the unions commended the NECT on its dedication to collaboration.



Collaboration between the NECT, SADTU, NAPTOSA, PEU and SAOU

The NECT-SADTU-DBE programme is running in all 785 primary schools in Sekhukhune and Butterworth. The launch in Sekhukhune in January was attended by the Minister of Basic Education, the MEC of Limpopo, the General Secretary of SADTU and other esteemed guests. The programme is a combination of the Learning Programmes and the establishment of Professional Learning Communities (PLCs). There has been great demand for the project in both Sekhukhune and Butterworth.



President of SADTU Magope Maphila; Minister of Basic Education Angie Motshekga; Limpopo MEC for Education Maaria Ishmael Kgetjepe.

NECT is also about to embark on a collaborative project with NAPTOSA and the DBE. The NECT-NAPTOSA-DBE programme seeks to build on the Learning Programmes with a greater emphasis on learner assessment. It will commence in Term 3 and will be piloted with 42 Intermediate Phase teachers in 25 schools in Bohlabela.

National Programmes implemented with DBE through provinces – The Primary School Reading and Improvement Programme has reached 11 678 Foundation Phase teachers from 1 670 schools and 247 Foundation Phase EFAL subject advisors. The 247 subject advisors constitute 68% of the national Foundation Phase total. The programme was initially intended to reach 10 000 teachers, but the response and take-up was overwhelmingly positive, with teacher participation at 116%.

Contractual obligations will be completed in June 2017. Support and materials will continue to be provided until the end of the financial year.

District Fundamentals of Performance programme is being implemented across 26 districts by the Planning and Delivery Oversight section of the DBE with technical support provided by the NECT.



(Left) Gustaph Mompei, DSC Chairperson of Bojanala and (right) James Ndebe, Director of Education Management and Governance Development at DBE discuss the roles that local leadership play in educational activities



(middle) DSC member Judge Joseph Raulinga DSC Chairperson of Vhembe discusses the development of a DSC Toolkit for future members.

The concept and function of District Steering Committees (DSC's) was successfully piloted in eight districts over a period of three years, thus bringing together local stakeholder leaders to mobilise communities to make education a societal matter. Significantly, the Vhembe DSC assisted in addressing community protests in Vuwani, while the King Cetshwayo DSC is in the process of dealing with faction fights that often disrupt schooling in the district. Discussions with the Quality Learning and Teaching Campaign (QLTC) Directorate in the DBE have commenced to scale up the establishment of DSCs in their current or re-modelled form, starting with three provinces - KZN, EC and Limpopo.

NECT GOES DISTRICT—WIDE

BY DHIANARAJ CHETTY

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ART of the excitement of 2017 has been the preparation to expand the ideas tested in the Fresh Start Schools across all the districts supported by NECT. For the purposes of monitoring and evaluation (M&E) this means, amongst other things, creating a baseline for each school from now onwards and monitoring progress.

This past term has seen the implementation of the biggest school survey to date, targeting an estimated 468 schools across eight districts. The assessments in English First Additional Language in Grades 3 and 4 as well as Mathematics at Grade 4.



Analysis of these 16 000 or so assessments will enable the NECT and its partners to track and report on the progress towards universalisation across the districts.



M&E in this context is challenging work. It involves developing instruments that are constantly evolving to observe and capture the work being done by managers, teachers and learners and working closely with district officials to transfer the methodology and tools into practice.

It means early morning starts, long hours on the road to reach far flung schools, a full day of analysing learner work samples and engaging with teachers. It's also rewarding work. Fifty subject advisors have been trained to use the latest methodology and tools for monitoring curriculum coverage and management.

Schools know that their progress is being supported and reported on. Teachers have a face-to-face opportunity to inform the delivery of the programme and districts are better informed about their schools.

Term 3 will be equally busy – the data has to be analysed and reported back to districts and the NECT's partners.



THE NECT HEAD OFFICE AND BOJANALA DISTRICT TEAM VISIT MMAMITLWA PRIMARY SCHOOL



NECT staff play indigenous games with learners.



Learners build a raise bed vegetable garden with school staff and district officials.



NECT staff paints rainbows in the Grade R classroom.



WOOLWORTHS DELIVERS NEW SCHOOL SHOES TO TSHAMAVHUDZI PRIMARY SCHOOL



Learners from Tshamavhudzi Primary School in Vhembe district were presented with new school shoes by the local Woolworths team. Guests of the celebration included local tribal authorities, union representatives and local government.



From left to right: Ms Zinzi Mgolodela (Woolworths Head of Transformation), Mr Godwin Khosa (CEO NECT) and Ms Phutumile Dumisa (NECT Limpopo)



Students perform an energetic rendition of Sarafina for guests of the celebration.