

National Education Collaboration Trust

Update to **Portfolio Committee** on Basic Education

—
2016-2018



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Mission

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

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

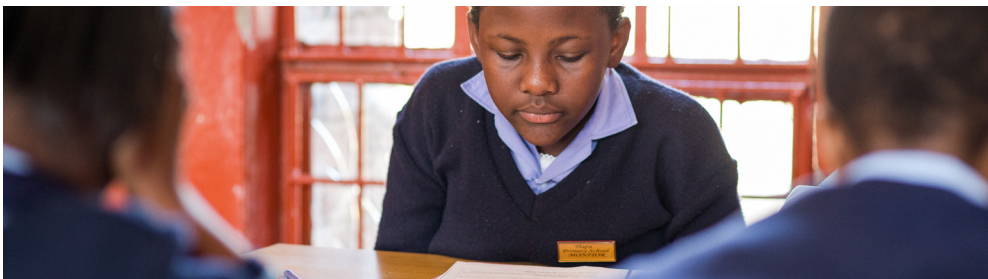




Introduction

The NECT has made significant progress since August 2016, the last time the NECT briefed the Portfolio committee on Basic Education. This document presents achievements that have been registered in terms of the inputs, outputs and the educational outcomes that are manifesting in the subsystems that the NECT works with, which range from branches in DBE to classrooms in schools.

All the work of the NECT is aimed at improving learning outcomes. As it is well-known, increasing learning outcomes takes time and a range of determinants which require careful choices in interventions such as ours. The key determinants prioritised by the NECT are informed by the six thematic focus areas that make up the Education Collaboration Framework: professionalisation of teaching, promotion of courageous and effective leadership, supporting the state to build its capacity to deliver, increasing school resources, community and parent involvement and learner welfare. The graphic above depicts, the change theory that has underpinned the NECT's work in the past years. It is thus used to organise the reporting that follows.

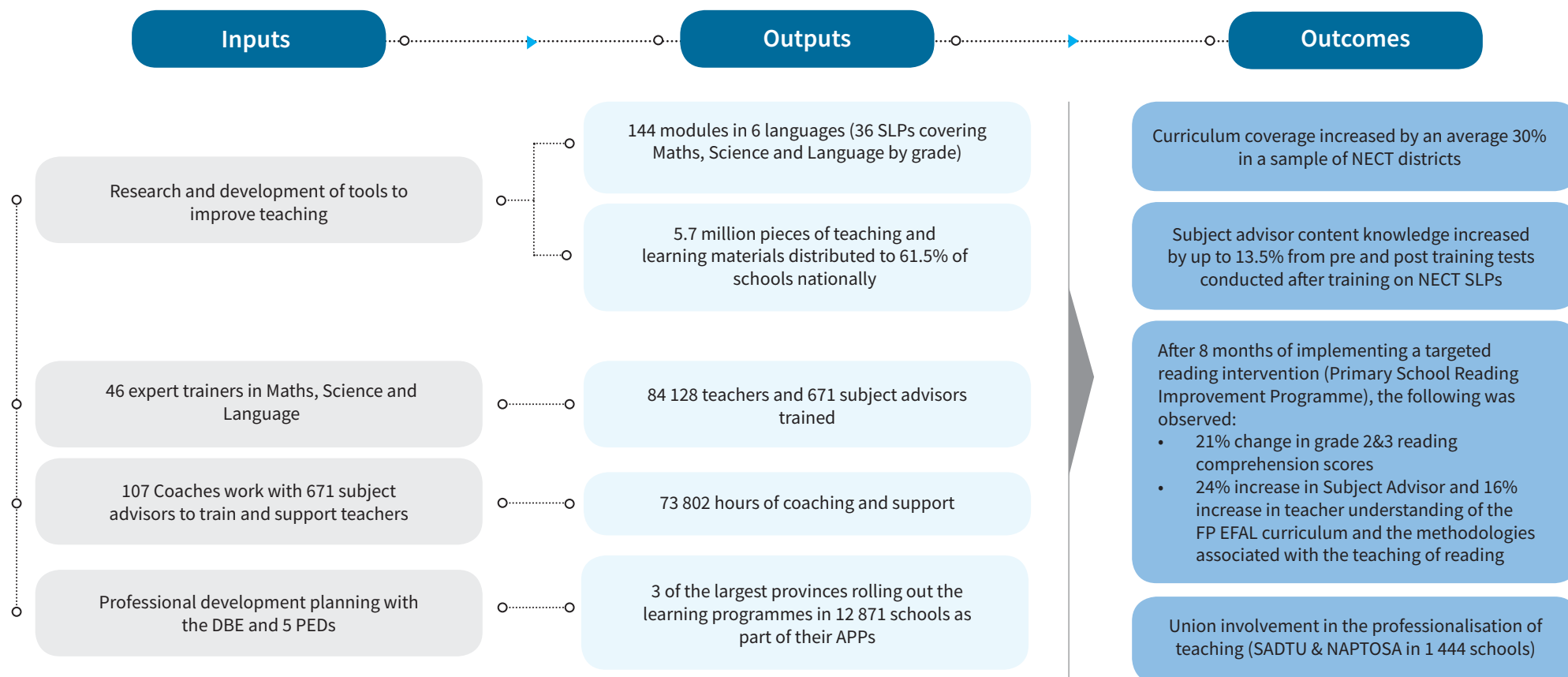


Progress in Brief

Since the last report the NECT has worked with the DBE to achieve the following:

- Developed over 130 versions of teacher development and practice materials,
- Increased the reach of schools from 4 362 to 14 769 (two-thirds) across the country.
- Strengthened the curriculum coverage monitoring methodology, popularised its importance in the education sector, and registered a 30% increase in coverage in the pilot schools.
- Established an additional evidence-base for further improving school functionality, particularly in respect to weeding out 'time eaters' in the school calendar.
- Designed the architecture on the basis of which to modernise the SA-SAMS, fundraised, and initiated the procurement process for a service provider with SITA and other key players.
- Initiated an assessment of the implications of the Fourth Industrial Revolution and 21st Century Learning for South Africa.
- Sustained dialogues among key stakeholders in the sector by organising 21 dialogues.
- Design and prepare for the launch of a National Reading Coalition that should see more focused, comprehensive and greater collaboration among South Africans around the reading challenge whose roots extend ways beyond the classrooms.

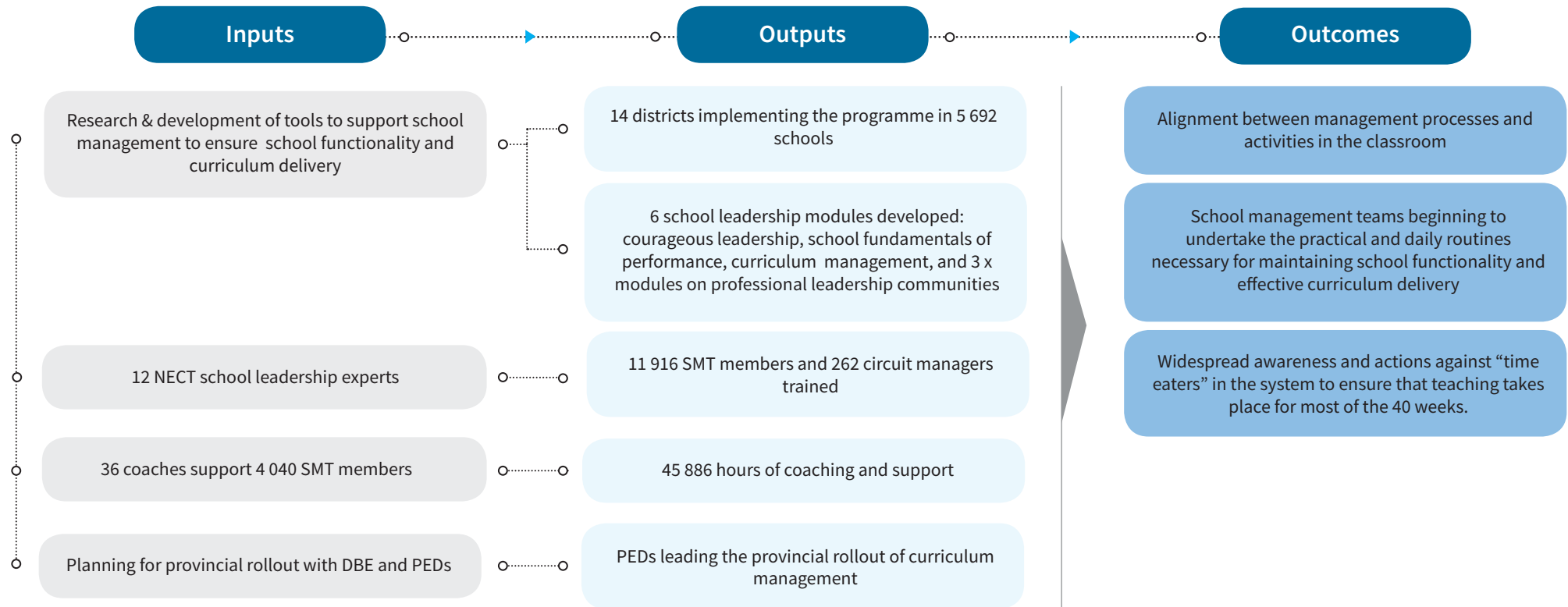
Teacher Professionalisation



Notes:

- Through the consistent use of Structured Learning Programmes (SLPs) over the 4,5-year implementation period, the NECT has, alongside the Early Grade Reading Study (EGRS) and other programmes, contributed to the adoption of a national common approach to teacher development.
- As of 2018, SLPs developed in collaboration with the NECT will cover grades 1-12 in Maths, Science and Languages.
- All 9 provinces implementing at least one NECT programme. In the three largest provinces the relationship between the NECT and the provincial provinces is governed by MoUs which ensure an integration with provincial activities and sustained implementation. KZN and the Eastern Cape have signed the MoUs and negotiations with Limpopo (LP) are at advanced stages. Through these MoUs the departments take responsibility for programme rollout and funding, whilst the NECT provides technical and strategic operational assistance.
- Provincial Steering Committees (PSC) have been established in the three large provinces comprising of NECT and provincial officials who provide joint programme oversight and planning and ensure integration into the annual Performance Plans and strategic plans.
- The SLPs are making the implementation of CAPS practical to teachers and are beginning to impact positively on classroom planning and lesson delivery – most critical elements to securing the desired teacher behaviours and culture.
- NECT monitoring and evaluation data is regularly reported back to provincial and district managers on a regular basis as part of a broader effort to strengthen teacher development, planning and delivery as well as the quality assurance function in provinces.

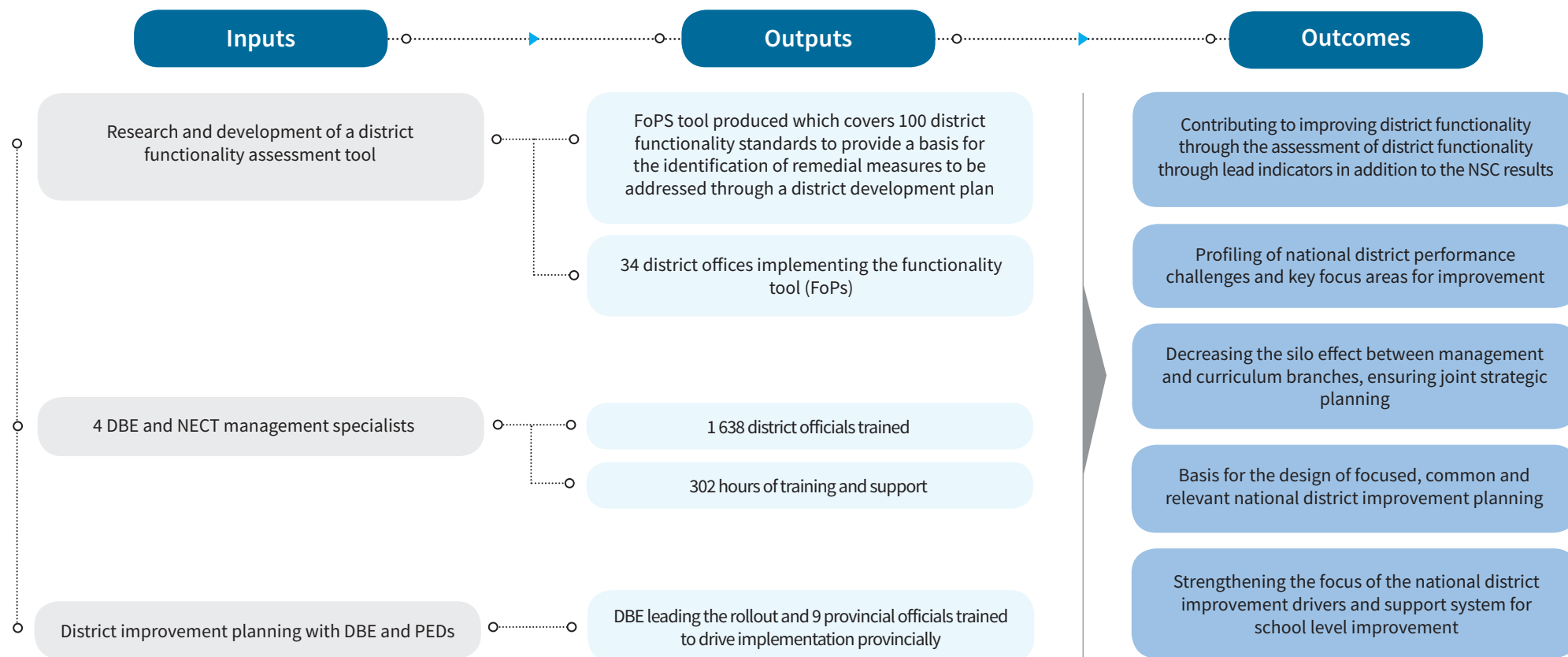
Management



Notes:

- The strategy for this sub-programme is to identify those management skills, tools and ethos necessary to directly and indirectly support and promote teaching and learning in the classroom.
- This programme works in conjunction with the SLPs to ensure school management provides effective support at a classroom level – the utmost important function in schools.
- The first three modules focused on courageous leadership, school fundamentals of performance and curriculum management.
- The curriculum management module has been rolled out to all schools in the six target NECT districts (Alfred Nzo West, OR Tambo Coastal, Bohlabela, Bojanala, Vhembe, Waterberg) and preparations are underway to roll it out in all schools in LP and EC, with KZN in the process of rolling out 9 modules to 6 out of the 12 districts.
- To date monitoring and evaluation has focused in the main on supporting the learning programmes, but moving forward shall also begin to evaluate the impact of the curriculum management module to distil more quantitative outcomes.

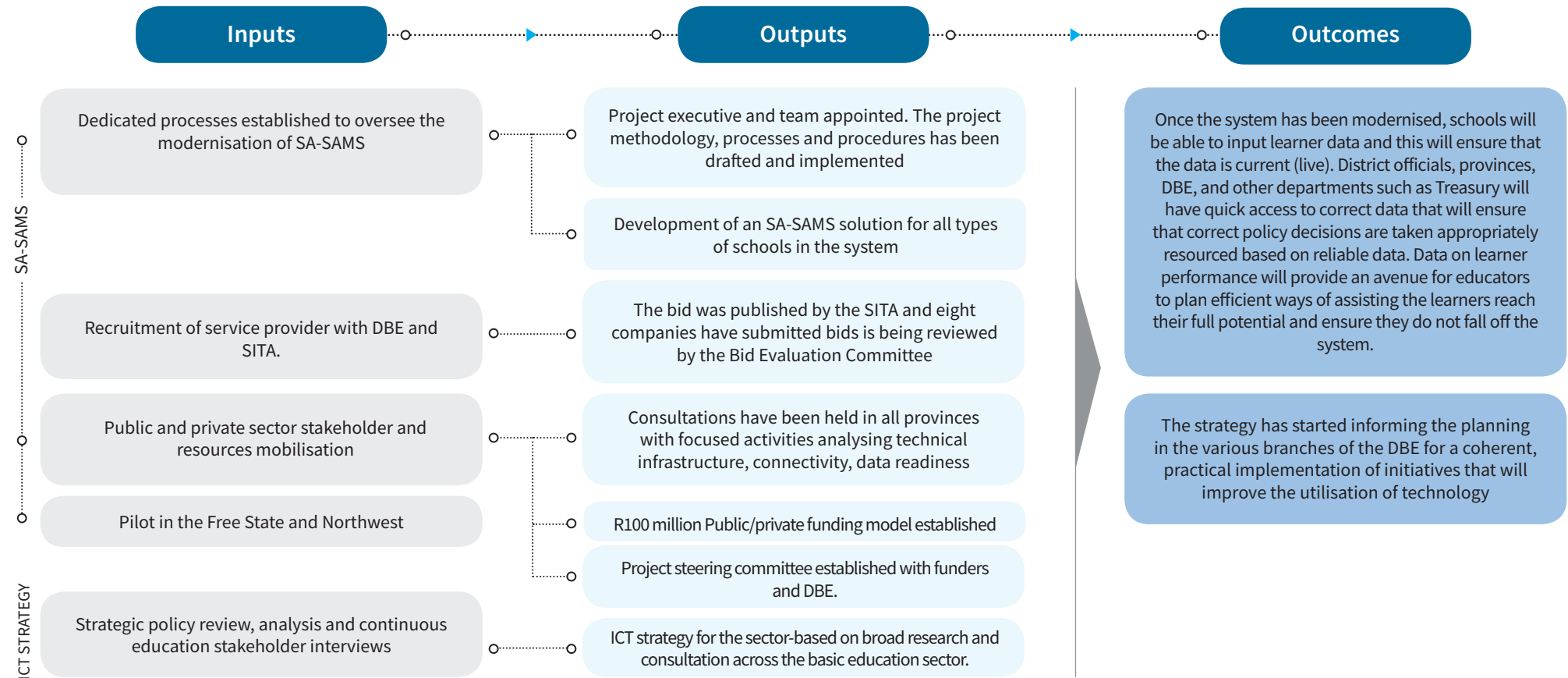
Districts



Notes:

- The DBE is leading the national rollout of the District Fundamentals of Performance (FoPs) tool - a process that utilises a self-assessment instrument to generate data that assesses district functionality and assists in the development of remedial measures through a district improvement plan.
- All training and support is conducted in partnership with DBE management specialists through the planning and oversight branch.
- As part of the model, initial self-assessment sessions are used to transfer skills to the province so that the rolling out the programme to the remaining districts in each province will be the responsibility of provincial officials, with technical support provided by the Organisation, Roles and Responsibilities of districts.
- By the end of the year the NECT would have supported the DBE to roll out the District FOP to 35/75 (47%) of the districts across the country.
- This intervention supports the implementation of the policy on organisation, roles and responsibilities of Districts.
- It is expected that over time this intervention will result in more focused and evidence-based planning, and eventually improved functionality of schools, leading to improved learning.
- The remainder of the year will be spent supporting the provinces to monitor the development and implementation of the District Development Plans (DDP) as well as supporting the planning and delivery oversight section to highlight common trends that come out of the 35 districts in order to determine relevant solutions.

Technology in Education



Notes:

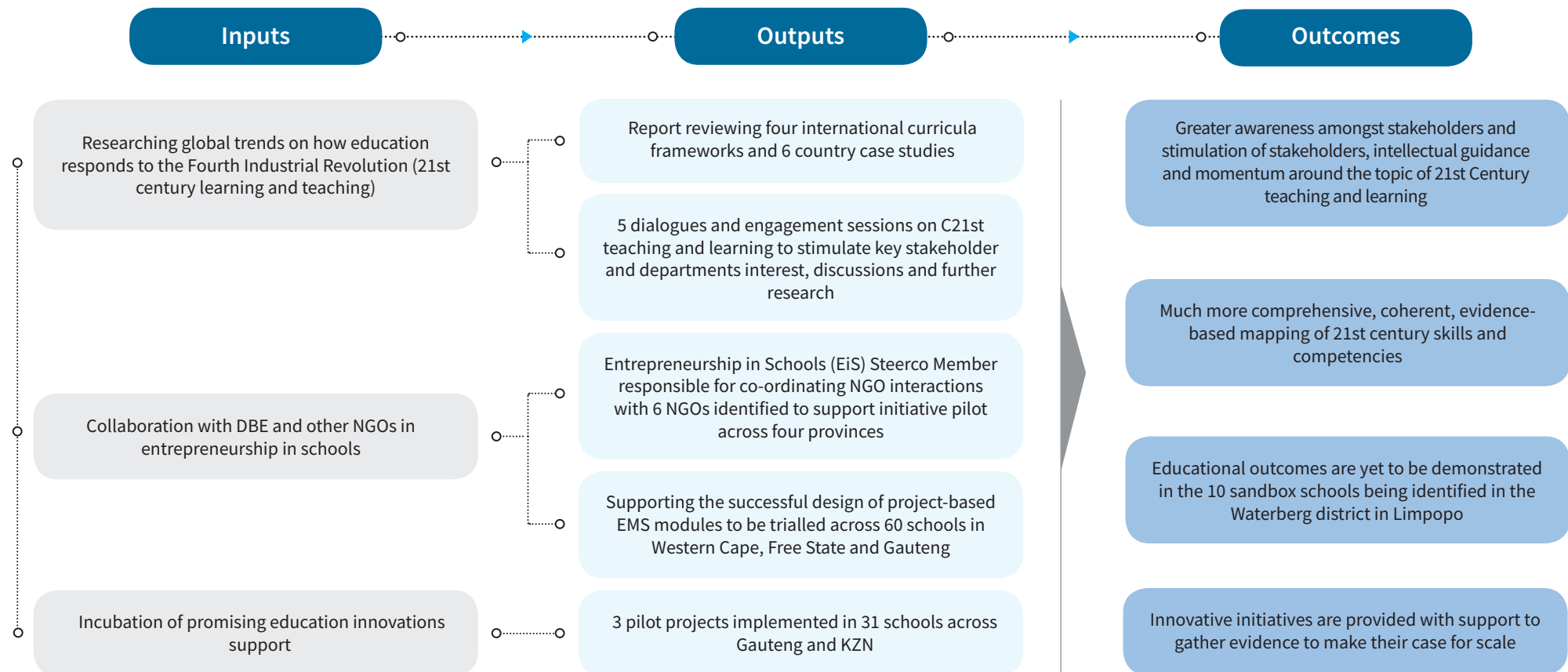
SA-SAMS

The project has been gaining traction since 2016. R100 million funding has been secured for two years. R60 million is contributed by the private sector (FREF, MSDF, ELMA) and R40 million from the nine provinces. A Technical and Functional sub-committee comprising of the DBE and provincial departments is being established, whose main function will be to provide guidance and oversight into the functional and technical design, development and testing of the modernised solution.

ICT Strategy

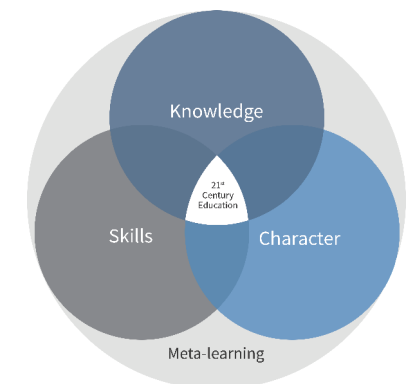
The ICT strategy has been developed. Consultation meetings have been convened with unions and PEDs to receive buy-in and inputs on its implementation. A roadmap has been developed that will assist the DBE to implement the strategy that will drive and manage the delivery of the project.

Innovation

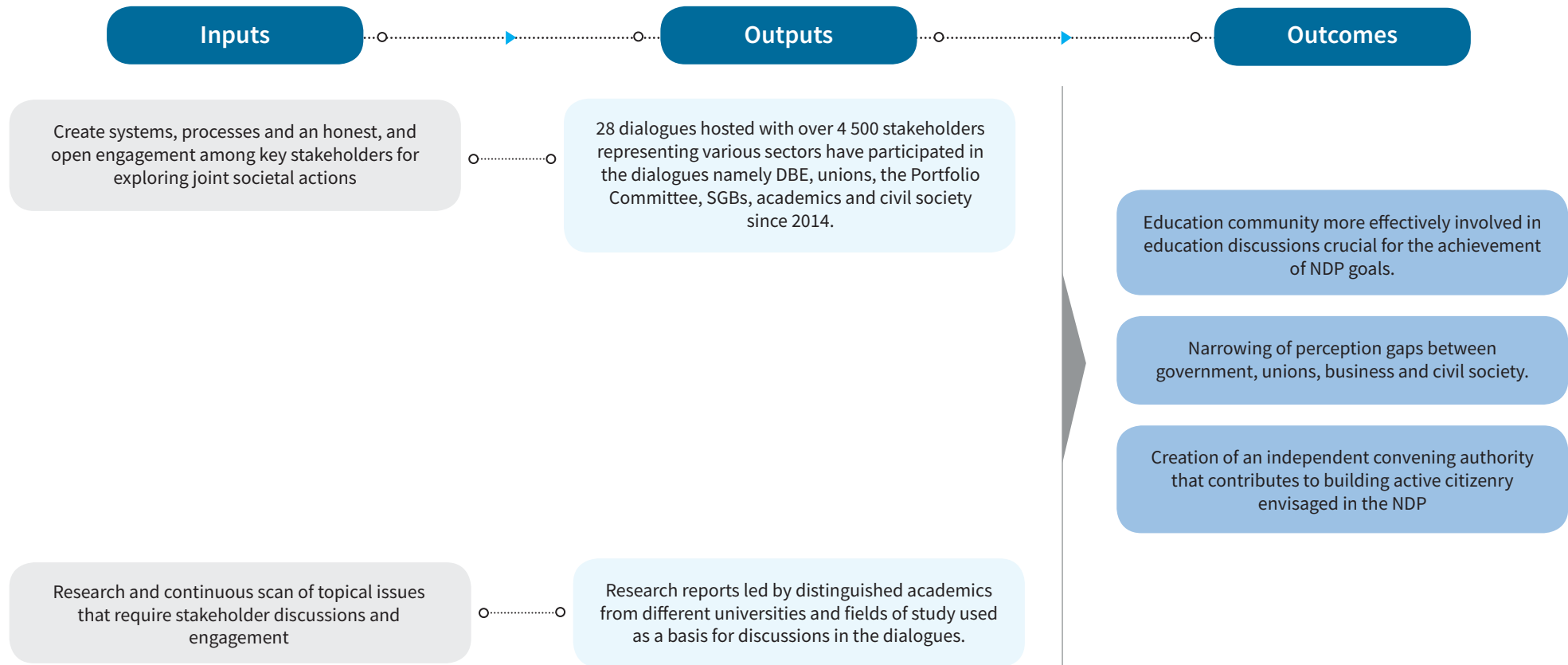


Notes:

- The NECT dedicated innovation unit (EdHub) operates within two streams: the ed-innovation portfolio which identifies and supports promising edu-innovations, and the 21st Century Sandbox Schools initiative which seeks to pilot frameworks for 21st Century teaching and learning for the South African Schooling system.
- The three pilot projects currently supported by the Edhub are Syafunda whose platform focuses on improving Mathematics and Science learner outcomes by providing additional learner and teacher aid resources through their digital library; School in a Box who use the blended learning approach (with content-rich tablets) to address gaps in student comprehension in both Mathematics and English, and CRSP DSGN who provide affordable educational robotics toys to schools. CRSP design has seen early traction and success due to their ability to effectively engage teachers and use them as a catalyst to develop curiosity, critical thinking and other 21st century skills among learners.
- Three global partners – the Centre for Curriculum Redesign (USA) Global Education Leaders' Partnership Education Futures (Russia) and University of Johannesburg – through MoUs are supporting the Sandbox project both conceptually to produce the initial concept document and will continue through to implementation
- The sandbox schools concept document will be completed at the end of 2018, for testing to begin in 10 schools in Waterberg (Limpopo) in 2019.



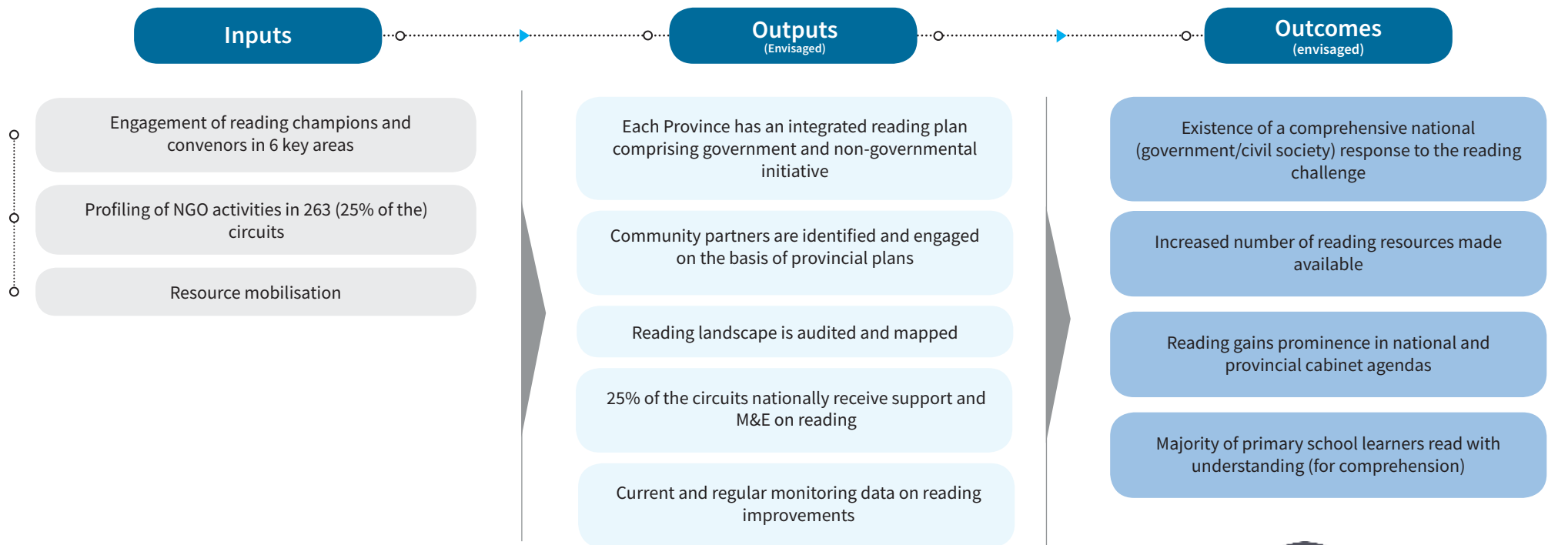
DialogueSA



Notes:

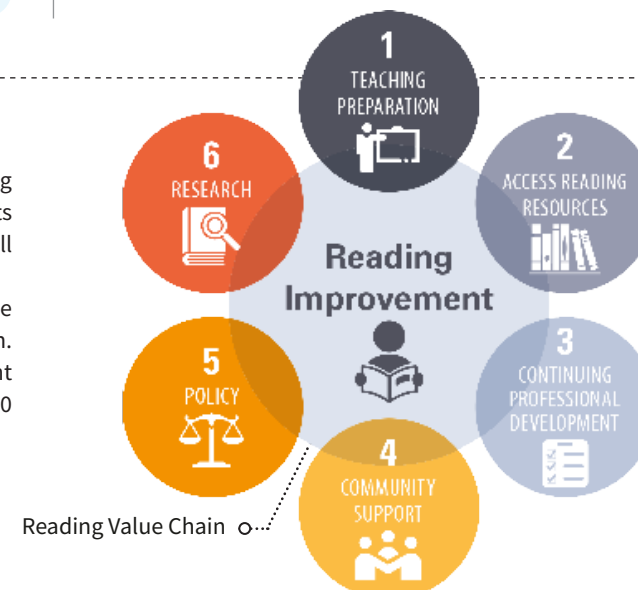
- The dialogue programme provides an avenue for honest, and open discussions on education matters and over the past five years, has contributed to building trust between stakeholders working in the sector.
- The reports produced have allowed for more focused and constructive conversations within organisations, and have encouraged forward-looking, nuanced strategies towards the future of the nation.
- Topics covered under the dialogue programme have provided various constituents with a platform to reflect on education in the sector, the progress made and various considerations to make the necessary gains towards NDP goals.
- The following are dialogues that were organised since 2016:
 - 2016: Education NGO leadership summit, Vuwani crisis local stakeholder engagement, provincial roadshows, school hair policy,
 - 2017: the currency of the NSC, public dialogue on education policy, Fourth Industrial Revolution, decolonisation of schooling,
 - 2018: school uniform, four-dimensional education, modernisation of SA-SAMS, language policy.
- Going forward, the NECT plans to organise dialogues on the following topics: Early Childhood Development, developmental work in education, school safety, ICT provision in education.

National Reading Coalition



Notes:

- The NRC together with the Read to Lead Campaign, will implement a collaborative and national response to the reading challenges our country faces as highlighted by the 2016/17 PIRLS study. The coalition will ensure that schools in 25% of circuits are targeted to receive relevant reading resourcing, teacher support and community activities, in sufficient dosages, that will enable them to run integrated, self-sustaining reading improvement ecosystems.
- A convenor and champion have been identified to be part of the programme. The champions consist experts in the field and the champions are from the DBE and they will drive the planning and guide the implementation of the programme in the organisation.
- Under the banner of the NRC, the NECT together with the ETD P SETA will implement the Primary School Reading Improvement Programme (PSRIP) aimed at providing support continuous teacher professionalisation in the area of reading. In excess of 15 000 teachers and school managers are targeted to benefit from this programme.
- Dedicated coordinators have been identified within the DBE to lead the programme in the provinces.



Special Projects

Sanitation Appropriate for Education (SAFE)

Following the loss of a five-year-old after falling into a pit latrine in the Eastern Cape, the NECT at the request of the DBE/ Presidency is supporting a campaign that will eradicate inappropriate sanitation infrastructure in our schools. The campaign was launched in August by the DBE and the President to mobilise and unlock private sector funding to assist in building new ablution facilities. A project management office is being established within the NECT with dedicated capacity to advise and implement the campaign. A steering committee which will oversee the project has been set up comprising representatives from the Nelson Mandela Foundation, NECT, DBE and Unicef. The NECT is working with the PSC to follow up on pledges and promises made from in excess of 12 private sector organisations most of whom are confirming their contributions with respective Boards.

New Life Orientation Textbooks

The Life Orientation subject was identified as the main channel used to equip learners to be independent, innovative, resourceful, critical thinkers who will participate actively in the economy with care and mindfulness. Starting in 2014, evaluations of the Life Orientation textbooks, resources and methods of teaching prompted the DBE to develop a set of new Life Orientation textbooks for Grades 4 to 12 that will have common threads and cover topics such as 21st century skills, world of work, sexual violence and consent etc. The NECT is supporting the project through fundholding and coordination support, and a dedicated project management team is in place to develop the textbooks. It is envisioned that development will be completed mid-2019. Six organizations are co-funding the initiative.

Refreshed Compact for Education

Guided by the principles of the Presidential campaign – Thuma Mina – the NECT is undertaking a national consultative process towards the formulation of a refreshed education social compact to drive effective active citizenry. The envisaged compact will largely draw lessons from successes and challenges of social compacts within education over the past 30 years to create a national pact based on a common understanding of effective active citizenry in the sector. National stakeholder consultative meetings will be held in various provinces, culminating in a National Symposium to launch the new pact in December 2018. A national planning meeting was held by DSCs on 26-27 July 2018 and the first consultative meeting will be held on 31 October 2018 in the Northwest.

Early Childhood Development

Following Minister Motshekga's announcement at the December 2017 Policy Conference by the ruling party that ECD will migrate from the Department of Social Development to DBE, the NECT Board requested the NECT to get involved in supporting the function migration. To this end, it was proposed that the NECT will facilitate a dialogue series that will bring together the stakeholders that operate in the sector - government, service providers, NGOs, funders and practitioners - to meaningfully participate and contribute to the migration process. The proposed dialogue series will ensure that issues are discussed in-depth, and actions that will need to be instituted by stakeholders are agreed to. The dialogue series is planned to kick-off in November and will follow a series of round table discussions that will lead into a national symposium.

National Institute for Continuous Professional Development (NICPD)

An integrated strategic planning framework for teacher education and development was prepared by the Department of Basic Education (DBE) and the Department of Higher Education with the purpose of improving the quality of teacher education and development. One critical requirement for the implementation of the strategic framework is improving collaboration and coherence in the delivery of teacher education. For this purpose, the NICPD is being set up as an enabling structure for building a coordinated national system of teacher education and development. The NECT has been requested by the DBE to assist in the development of the framework and structure of the institute. Following initial meetings with the Chief Directorate of the NICPD, the NECT has begun to draft the framework for the institute and it will be shared with the DBE.



Governance

Board Composition

The NECT Board of Trustees is chaired by Mr. Sizwe Nxasana and is comprised of representatives from Government (Minister Angie Motshekga and the DG Mathanzima Mweli), Private Sector (Futhi Mtoba and Mark Lamberti – up to June 2018), Unions (SADTU Deputy Secretary-General Nkosana Dolopi and the Executive director of NAPTOSA Basil Manuel) and Civil Society (Prof. Brian Figaji). The Board discharges its mandate directly and also through EXCO and Audit and Risk Committee.

Table 1 below presents the number of meetings held by the Board and it's committees.

Table 1: Board and Committee meetings 2016-2018 (to date)

	2016	2017	2018 (to date)
Board	5	4	2
EXCO	1	2	2
Audit & Risk Committee	2	2	1
Total	8	8	5

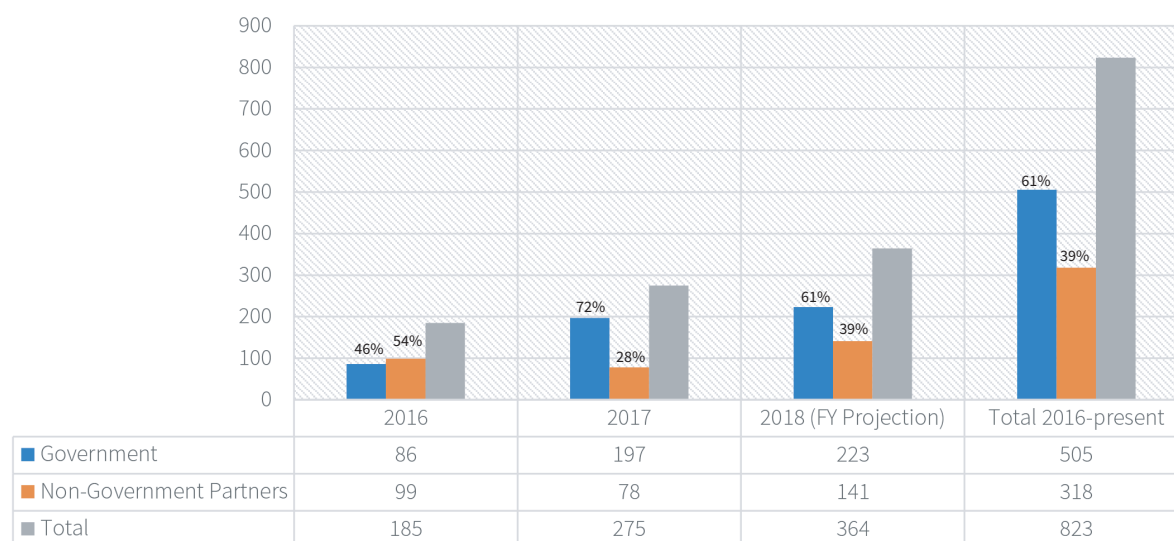
Finance

Income

Since inception, the NECT has raised **R1.1 billion** from Government, Private Sector, Foundations and Trusts. The growth and split in funding between Government and Non-Government Partners is presented in figure 1 below.

The split between Government and Non-Government Partners is presented in figure 2 below.

Funding 2016-2018 in millions



Funding 2014-2018

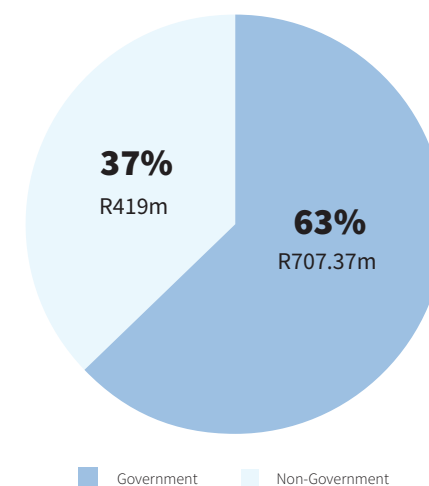


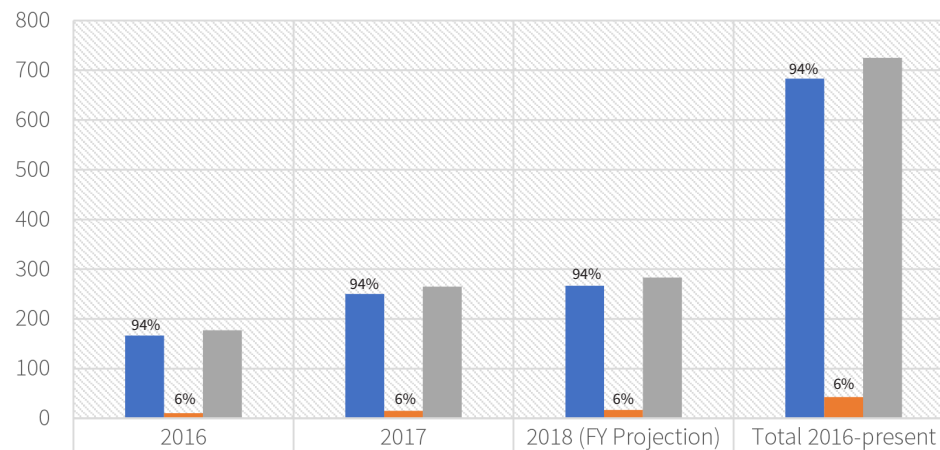
Figure 2: NECT total funding to date

Finance (continued)

Expenditure

From 2016 to date (2018), **94%** of total spending related to education-specific programmes while **6%** related to administration expenses as presented in figure 3 below. To date 2018, R1.1 billion has been spent on programmes as depicted in figure 4 below

Expenditure in millions



■ Education-specific programmes	166.44	250.11	266.31	682.85
■ Administration	10.57	15.06	16.97	42.6
■ Total	177	265	283	725

Expenditure Split

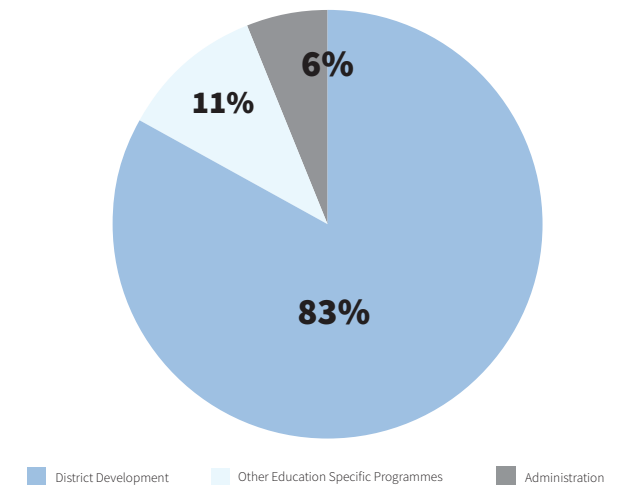
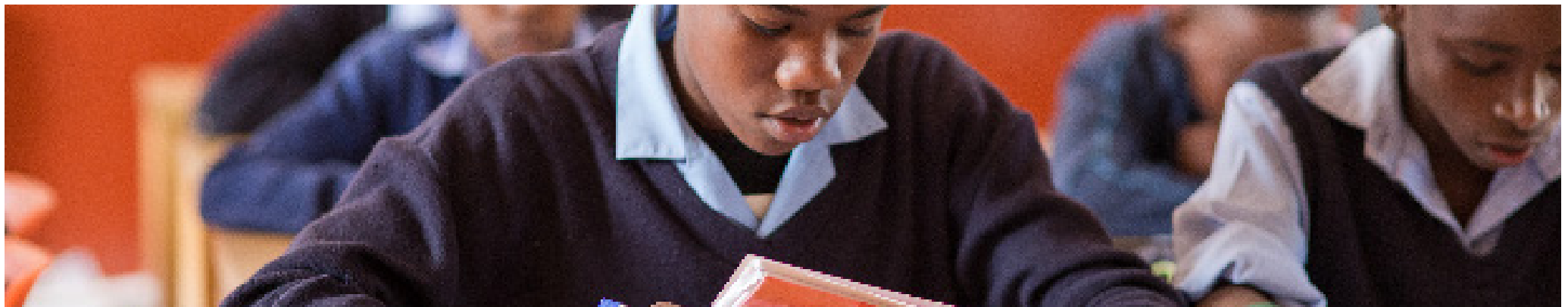


Figure 4: Expenditure 2014-2018
Other Education-specific Programmes include Dialogues, Partnerships, Innovation and M&E





Four Year Aide Memoire

The NECT is preparing an aide memoire that records the achievement registered by the NECT as well as the sector as whole in the four-and-a-half year of the collaboration. The aide-memoire will serve as a critical document that measures the performance of the NECT with regard to the stated vision and purpose, as well as progress towards achieving the mandate as outlined in the ECF and the NDP. The document is currently in draft form with the consultation process recently initiated with meetings convened between the NECT and various directorates within the DBE. In addition, a technical committee comprising the DBE, unions (SADTU & NAPTOSA) and Business Leadership South Africa (BLSA) has been selected to guide the development and provide input into the draft document. It is envisioned that the final document will be finalised and tabled in November 2018 to the founders and key funding partners of the NECT as a record of progress made and as the basis on which to refresh the mandates of the NECT for the next five years.

Funding Partners





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