

Teachers and learners in NECT supported districts are now covering more of the curriculum effectively, than was the case in 2015.

Effective completion of the curriculum has remained the challenge for many schools and impacts negatively on the skills learners develop as they progress from grade to grade. In a concerted effort, Minister of Basic Education, Angie Motshekga, has made the improvement of curriculum coverage and management a national imperative. NECT, in collaboration with the Department of Basic Education (DBE) and other partners, is supporting schools across 8 districts in an effort to make significant change in curriculum coverage and management. Evidence already indicates that the increase in work completed is associated with the introduction of detailed daily lesson plans and curriculum trackers; training and in-school support, that is helping teachers and school managers to follow a structured programme – particularly in poor performing schools. The approach creates a basis for circuit and district officials to more effectively monitor and support schools, based on need and particularly in areas of the curriculum which are being neglected. The inputs and outcomes of the five months are outlined below.

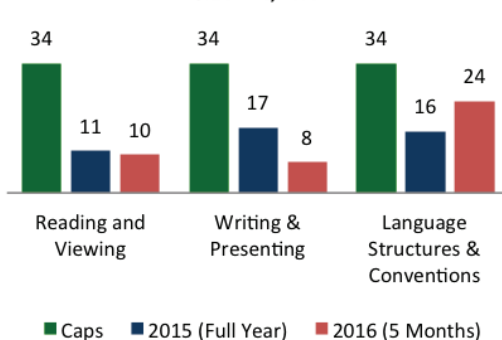
## Six months programme outputs

- A record of **13 718 teachers** received repeat quarterly training 3 times this year
- **3 585 school managers** received training and materials to improve their management of schools
- **10 797 hours** of in-school coaching was provided for 8 034 teachers
- **10 411 hours** of in-school support was provided for 2 725 principals and heads of departments
- **Over 1,5 million toolkits** have been distributed in the target schools since 2014

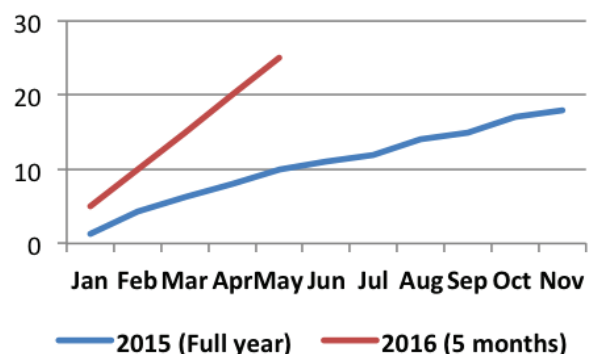
High dosage of training and coaching has been provided to prove the effectiveness of this approach. A group of over 480 district and provincial have been trained and involved in the implementation of the methodology in the NECT target districts and provinces. An additional additional 7 428 teachers from non-target schools were trained and accessed materials through their district officials. District and provincial officials are increasingly taking responsibility to replicate the innovations being tested in the NECT supported schools.

The two graphs below show the improved outcomes in coverage of the curriculum in English (English First Additional Language) – comparing data at Grade 4 between November 2015 and May 2016. The second graph also shows the possibility of achieving complete coverage of the curriculum in 2016 - if schools maintain their current pace.

Average Learner Exercise Completed in 2015 and Term 1 & 2 2016  
GRADE 4, EFAL



Grade 4 Writing & Presenting

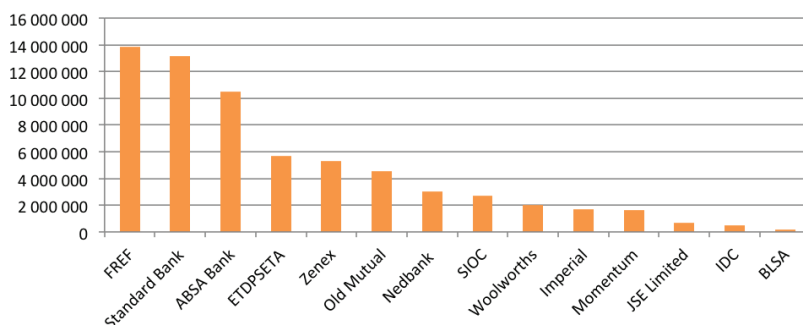


## The story of Mdeni Junior Secondary School in the Libode District of the Eastern Cape captures the value of the NECT's work.

In the words of the principal, Mrs Lila, *"the lesson plans, assessments and trackers have clarified what management and teachers should focus on to improve learning. Teachers' attitude towards utilising the government learner work books has changed significantly"*. By the middle of 2016, learners in Mdeni had completed 80% of the work in the learner workbooks, whilst some schools had failed to complete 30% of the workbooks in 2015.

The chart below presents the contributions that have been made by the NECT funding partners by 30 July 2016.

Annual Private Sector contributions to NECT as at 31 July 2016



### Notes

- A total of R56 million - 58% of the private sector contributions had been made to the NECT by July 2016
- In addition to the private sector, 33% of Government's contribution amounting to R40 million had been received by July 2016

The NECT trustees and patrons gratefully acknowledge the generous and continued support of the funders that collaborate to make the education goals of the National Development Plan a reality.

For further information please visit [www.nect.org.za](http://www.nect.org.za).

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