



THE PRESIDENCY  
REPUBLIC OF SOUTH AFRICA

ANNEXURE D

EDUCATION AND SKILLS TASK TEAM

Issue/Theme	Actions and Progress (October 2014)	Action and Progress (July 2015)	Timeframes	Responsibilities
<p><b>Work-Integrated Learning (WIL and Work Based Learning)</b></p> <p>Work placement is a critical contributor to long term employment for learners. Currently there are significant barriers to increasing these opportunities.</p> <p>The plan seeks to address the fragmented business/government response to WIL with respect to: Work Based Experience for TVET College learners (WBE); Work Exposure for TVET College Lecturers (LWE); WIL for Universities of Technology (UoT), N6 learners, as well as those who</p>	<p>A Forum to coordinate business /government efforts aimed at increasing opportunities for WIL and WBE by: removing blockages; developing a shared understanding of WIL/WBE; and agreeing on priorities.</p> <p>A Concept Note identifying the blockages and modalities for removing them; Identification of the structural and funding arrangements necessary for the successful implementation of WIL/WBE</p> <p>Consultations with Business constituencies to inform the work of the</p>	<p>The DHET is in the process of developing a policy document defining the different forms and modes of WBL. The Task Team held a workshop to solicit business input into the matter. The document will be published for public comment shortly.</p> <p>The Task Team approved the terms of reference for a study aimed at: identifying practical implications of WBL for employers; and supporting the employability of learners who proceed through different forms of workplace based learning within the framework of different objectives and timeframes.</p>	<p>September 2015.</p>	<p>Business and Government</p>

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<p>have qualified and have not secured employment.</p> <p>We would want to see the Business community turning '<b>workplaces into training spaces</b>' and Government to provide an efficient and enabling framework to support this.</p>	<p>Forum</p> <p>Structural mechanisms developed to enhance cooperation between business and learning institutions</p>	<p>The Task Team is exploring possible sources of funding for the study. Estimated completion of the study is November 2015.</p> <p><b>NB:</b> The study is of critical importance as it will inform the Task Team's response to a number of WBL activities identified below. It is worth noting however that progress has been made on some of the activities as indicated below.</p>	<p>December 2015</p>	
	<p>Tools are in place to track Business and Government implementation of WIL resulting in a clear understanding of the nature and extent of work placements for post school learners across the country</p> <p>A comprehensive database of learners requiring WIL/WBE and employers offering opportunities.</p> <p>Private sector databases accessed where possible to link to the Government database.</p> <p>Quarterly reports on WIL trends and patterns</p>	<p>The Task Team envisages that the findings of the study will inform a response to the activities indicated below.</p> <p>DHET has completed the development of the database and has presented it to their senior management. The DHET is having problems with their internet access and therefore are seeking a service provider to host the interactive website externally.</p> <p>To be determined on completion of the study</p> <p>To be determined on completion of the study</p>	<p>Database in place by December 2015</p>	<p>Business and Government</p> <p>Government</p> <p>Business and Government</p> <p>Business and Government</p>

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	<p>Business and Government have agreed on a process for determining priorities for all types of WIL in the identified sectors.</p> <p>WIL priorities defined and made known to the relevant sectors.</p>	<p>To be informed by the findings of the study</p>	<p>December 2015</p>	<p>Business and Government</p>
	<p>Incentives to support expanded workplace learning are in place including funding from SETAs and other relevant sources.</p> <p>Blockages removed so that funds for WIL from SETAs and other relevant sources flow smoothly.</p>	<p>The DHET has engaged with the Department of Trade and Industry on the amendment to the BBBEE codes which would allow companies to get BBBEE points for Educational Institutional support.</p> <p>The findings of the study to shed light on how this could be addressed.</p>	<p>October 2015</p> <p>December 2015</p>	<p>Government</p> <p>Government and Business</p>
	<p>A strategy for placing learners requiring WIL to qualify is developed.</p> <p>Rollout of the agreed WIL strategy and student placement</p>	<p>The DHET is finalising the development of a learner work placement framework.</p> <p>The strategy will be implemented after approval of the framework.</p>	<p>October 2015</p> <p>January 2016</p>	<p>Government and Business</p>
	<p>A framework for Lecturer Work Exposure (LWE) is developed.</p>	<p>Work is underway through a project funded by the ETDP SETA and executed by SSACI to pilot lecturer based work placement. The project will inform the development of a framework for lecturer placement.</p> <p>DHET is working on a protocol for expert exchanges. This can be lecturers in</p>	<p>October 2015</p> <p>March 2015</p>	<p>Government and Business</p>

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	Lecturers in identified occupations increase their competence and understand industry needs as a result of accessing workplace experience.	workplaces or experts into colleges.  A detailed plan developed for specific occupations and industries taking into account existing initiatives.	April 2015	
	A framework that supports student Work-based Experience (WBE) is developed. A framework to prepare learners for entry into the workplace, including work orientation and tools to match learners to employers is developed.  Work readiness training is expanded and where necessary new programmes customised to specific sector needs.	The DHET is finalising the development of a learner work placement framework.  DHET is in discussion with Harambee regarding learner recruitment and selection and work-readiness programmes. The discussion is with a view to exploring the possibility of incorporating work-readiness programmes into the curriculum.	April 2015  November 2015	Government and Business
	Implementation plan for Monitoring and Evaluation is developed and implemented.	To be developed after completion of a study on WBL	April 2016	Government and Business
<b>Implementation of the ‘Skills for and through SIP’s report so that an effective partnership is formed to enable the SIPS skills requirements to be met.</b>	Business and Government work together to identify optimal, effective strategies to implement the recommendations in the SIPs Report released on 2 <sup>nd</sup> September 2014 by Minister Nzimande. <a href="https://sip-skills.onlinecf.net/">https://sip-skills.onlinecf.net/</a>	Government has developed a 21 STEP PROCESS to identify and deliver skills in demand for the Strategic Integrated Projects (SIPs) in the provinces (which can be viewed on <a href="https://sip-skills.onlinecf.net/">https://sip-</a>	Meeting between Business and DHET’s Special Projects Unit scheduled for 28 <sup>th</sup> August	<b>Government:</b> DHET and the relevant Offices of the Premiers in the provinces

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	<p>An agreed, efficient and effective strategy will be tabled with measurable deliverables.</p>	<p><a href="http://skills.onlinecf.net">skills.onlinecf.net</a></p> <p>A draft MOU has been circulated to all the provinces in which a partnership is sought to implement the process. Discussions and initial work are underway with KZN, FS, WC and Limpopo, with other provinces also engaged in the debate.</p> <p>In all provinces the support of Business is sought with Steps 5&amp;13, 14 and 15.</p> <ul style="list-style-type: none"> <li>• <b>Step 5/13</b> relates to the appointment and support of employers to assist with the expert evaluation of colleges and universities as possible Centres of Specialisation for occupations in demand;</li> <li>• <b>Step 14</b> relates to the identification of workplaces where those building competence for occupations in demand can acquire workplace learning opportunities. The support of SETAs is being sought in this regard – they are being asked to identify individual employers who have historically applied for grants and who may commit the time needed to</li> </ul>	2015.	Business

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		<p>undertake the evaluations.</p> <ul style="list-style-type: none"> <li>• <b>Step 15</b> relates to the securing of resources to build the capacity of the public or private training providers to meet the needs identified. <i>The National Skills Fund is committing between R700 and 800 million to support this work at TVET colleges.</i> SETAs will also be asked to make commitments once the evaluations of what is required have taken place</li> </ul> <p>As a first step towards the implementation of these steps all SETAs have been asked to prepare a list of all employers who have historically applied for grants for providing workplace learning opportunities for the specified occupations. They are also being asked to identify an employer representative that could assist the department with the identification of centres of specialisation (with an initial focus on TVET colleges). This information will be submitted by 31 July, where after an analysis will be undertaken.</p> <p>Business has undertaken to meet with DHET on 28<sup>th</sup> August 2015 to refine its</p>		

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		<p>contribution to this project.</p> <p>A wide range of engagements with individual employers have taken place across a number of SIP sites, however a full register of these engagements is currently not available.</p>		
<p><b>Support for the Strategic Integrated Projects (SIPs) Skills Needs</b></p> <p>A partnership to support a process through which business could engage with government to help ensure that an adequate supply of skills, at the right level, with the right experience and in the right localities is available to support the SIPS Programme.</p>	<p><b>Waterberg Skills Development Programme</b> jointly designed with an implementation schedule and responsibilities assigned, in place and signed off.</p> <p>Model for other geographically determined nodes developed and communicated.</p>	<p><b>Government:</b> As indicated above, government is in the process of implementing its 21 STEP PROCESS.</p> <p><b>Steps 1-3</b> involve the identification of occupations in demand. Such a list has been prepared for the Waterberg and Lephalale Districts and is available.</p> <p>In addition to the above, detailed engagements with the Office of the Premier in Limpopo have taken place and the lists identified will be expanded to take account of more SIP projects.</p> <p><b>Step 12</b> of this process involves TVET colleges (in the first instance) and universities (thereafter) indicating their interest in becoming Centres of Specialisation for the delivery of identified</p>		<p><b>Government:</b> DHET and the Limpopo Office of the Premier together with District Mayors in Waterberg and Lephalale.</p> <p><b>Business:</b> Eskom and Medupi Leadership Initiative</p>

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		<p>occupations in demand in partnership with business.</p> <p>The Medupi Leadership Initiative (MLI) set up Eskom in partnership with its main contractors and a number of Sector Education and Training Authorities (SETAs) have been working with the Lephalale TVET College to help it to supply skills in a range of areas for the investments anticipated in the area. They have made a number of investments in the college already. They are currently helping the college to position itself as a Centre of Specialisation under the DHET drive. The preparation of a business plan followed by its adjudication by NSF is anticipated to be undertaken in 2015 for initial implementation in 2016.</p> <p>In the meantime it can be noted that the MLI has conducted the programmes annexed to this report.</p>		
<p><b>Scale-up/improve entrepreneurship education</b></p> <p>Recognising that formal employment is only one part of the wider world of work, the partnership can leverage</p>	<p>Using the HRDC's Entrepreneurship Education study, support the development of programmes and actions that enhance the scale and quality of entrepreneurship education.</p>	<p>A Reference Group meeting is scheduled for August 2015 to reflect on developments since the release of the HRDC Entrepreneurship Education study and to determine the appropriate action.</p>	<p>August 2015</p>	<p>Government</p>



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significant increases and improvements in both the quality and scale of entrepreneurship education to support job creation and reduce unemployment.	<p>Social partners are clear on their roles in promoting and increasing placements for learners with potential in this field.</p> <p>Work with key partners to ensure that the HRDC work is integrated into programmes and projects.</p> <p>Research produced detailing how the Enterprise Development spend in the BBBEE scorecard could support entrepreneurship education and student placements in small enterprises.</p>	<p>The study highlights the following as some of the key blockages in advancing entrepreneurship education and TVET Colleges: ill-equipped lecturers expected to teach the subject; outdated curriculum; a lack of enterprising culture in colleges; the need for seed funding to support colleges to embark on an entrepreneurial mission.</p> <p>Business dinner planned to explore practical ways in which business could support and promote entrepreneurship education.</p>	November 2015	<p>Business</p> <p>Business and Government</p>
<p><b>Promotion and Advocacy</b></p> <p>A need to develop an Advocacy, Publicity and Promotion strategy</p>	<p>An Advocacy, Publicity and Promotion strategy is developed</p> <p>Quarterly reports and updates through a variety of mediums targeting various audiences</p>	Develop a plan to showcase the work of the Task Team	November 2015	Government and Business <sup>1</sup>
The National Education Collaboration Trust (NECT) is a partnership between government, business, labour and civil society aimed at implementing the education chapter of the National Education Development Plan (NDP).	Mobilise private and government sector resourcing in Rands and in-kind and ensure that national and provincial government departments work together in the focus district.	As at July 2015, 26 private sector organisations together with government made direct contributions amounting to R195 million. While provincial departments are very supportive of the work of the NECT, most of their budgets are tied to personnel costs making it difficult for them to resource recurrent costs necessary to	Implementation to continue till June 2017	Government and private sector

<sup>1</sup> The Promotion and Advocacy could be driven through joint effort or by individual partners

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<p><b>1. District Intervention Programme</b> <b>1.1. District Intervention</b></p> <p>The NECT is designing projects that are aimed at implementing the new district organisational configuration. The design is based on Improving the performance of the district office in order to improve support and monitoring of 4362 schools under the 8 NECT Districts. A breakdown of the schools is shown below;</p> <p>Eastern Cape (Libode &amp; Mt Frere) – 677 Limpopo (Waterberg &amp; Vhembe) – 1482 KwaZulu – Natal (Uthungulu &amp; Pinetown) – 1215 North West (Bojanala) – 587 Mpumalanga (Bohlabela) – 401</p>	<p>Working with districts to improve the regularity and effectiveness of school support in areas of curriculum delivery, school resourcing and management.</p> <p>Started working towards/targets improving-</p> <ul style="list-style-type: none"> <li>– Performance of 90 919* teachers enhanced across all 8 Districts</li> <li>– 15 812* school managers supported for effective school management across all 8 Districts</li> <li>– Support and welfare provided to 1 795 785 learners across 8 Districts</li> <li>– Availability and effective use of LTSM across all 8 Districts</li> <li>– Proper equipment, infrastructure and facilities across all 8 Districts</li> <li>– Parent and community involvement across 8 Districts</li> </ul>	<p>support the work of the NECT. A major drawback in this regard is that fewer sister departments of the DBE are following up on their commitments to enter into collaborative programmes supporting the NECT work.</p> <p>The first year of the full roll out of the district intervention programme was initiated in August 2014 and runs until July 2015. Working with the eight target districts in five provinces, the NECT's working progress is summarised as follows:</p> <ul style="list-style-type: none"> <li>• Of the total in-school Heads of Departments in the 4632 schools in the target districts, 2165 (50.4% of target) schools received support from the NECT during 2014/15. The support received includes training, provision of materials and in-school support.</li> <li>• The HODs and teachers in each of these schools are receiving toolkits that enable them to pace and pitch the curriculum correctly.</li> <li>• A total of 3036 (69.6% of target) principals were involved in curriculum management and leadership training.</li> <li>• In the Eastern Cape, nine telematics centres were set up in Libode and Mt Frere to stream lessons from the</li> </ul>	<p>Implementation to continue till June 2017</p>	<p>Lead Agencies* &amp; Districts</p>

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	<p>Two Lead agencies based in KZN &amp; Limpopo respectively contracted to develop and deliver 3 year plans in six of the eight districts.</p>	<p>University of Stellenbosch to bolster math and science teaching in surrounding schools that have an undersupply of qualified teachers.</p> <ul style="list-style-type: none"> <li>Community-based stakeholder district steering committees work with district offices and the QLTCs to oversee education improvement and stakeholder mobilisation.</li> <li>A strategy to improve parent involvement is being developed with the Department of Basic Education.</li> <li>Working with the ETDPSETA and DBE, 1330 administration, construction and psychosocial interns have been placed in the schools since beginning of 2014. The eighty (80) construction interns were mobilised with the Department of Rural Development and Land Affairs to renovate schools. Arrangements are underway to place an additional 1000 in the second half of 2015.</li> </ul>		
<p><b>1.2. Fresh Start Schools</b> Individualised, focussed and responsive attention aimed at a comprehensive revamp of the target schools (409) across 8 Districts.</p> <p>Eastern Cape (Libode &amp; Mt Frere) – 88</p>	<p>Improving the functionality of 409 schools with unique challenges:</p> <p>Improvement in internal and external organisation of the 409 schools</p> <p>Provision of essential resources across all 409 schools</p>	<p>Identification and implementation of quick wins for Fresh Start Schools across all 8 districts completed. Implementation updates are provided below:</p> <ul style="list-style-type: none"> <li>FSS received management and leadership training, monitoring, support and tools the effective use of the 170 days of teaching and learning per year</li> </ul>	<p>Quarterly reports to be developed</p>	<p>Lead Agencies* &amp; Districts</p>

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Limpopo (Waterberg & Vhembe – 119 KwaZulu – Natal (Uthungulu & Pinetown) – 89 North West (Bojanala) – 54 Mpumalanga (Bohlabela) – 59	<p>Improvement in Management of Curriculum by 9 407* teachers</p> <p>Subject knowledge of 9 407* teachers improved</p> <p>Support to 187 642 learners across 409 schools</p> <p>The 3 Lead Agencies (EEC, Deloitte &amp; PILO) have implemented a 60 day “quick wins” to initiate a process of revamping the FSS. Four schools in the Vhembe District have been renovated at a cost of approximately R500 000 each in partnership with the DBE and DRDLR (NARYSEC Programme).</p>	<p>which is often lost to non-educational activities.</p> <ul style="list-style-type: none"> <li>FSS schools receive teacher support together with the rest of the schools in the NECT districts. See point 1.1. above.</li> <li>Agreement secured with the ETDPSSETA to train 500 math and science master teachers in the NECT districts.</li> <li>The implementation of the school renovation programme involving the DBE and the DRDLR was interrupted by project management challenges. These are being addressed with DBE and 33 schools are still targeted for renovation in 2015.</li> </ul>		
<p><b>1.3. District Steering Committee (DSC)</b></p> <p>Systematic engagement of key stakeholders in education at district level represented by influential community leaders with high level of commitment and passion for education. The DSC has a responsibility to oversee the District programme and to mobilise local stakeholders.</p>	<p>Parents and communities are more involved in educational matters:</p> <p>Reduced disruptions of schools. 10 Meetings held by DSC annually</p> <p>Provide district oversight, social mobilisation and ensures improvement programmes are implemented.</p> <p>A 162 member multi stakeholder committee with representatives from business, unions, government and civil society established. It seeks to encourage</p>	<ul style="list-style-type: none"> <li>All 8 District Steering Committees are fully operational and continue to provide oversight to the district intervention programme at local level and to mobilise inter-stakeholder engagements.</li> <li>In the second year, the frequency of DSC meetings has been revised from monthly to quarterly meetings in the second year. The DSCs conduct stakeholder mobilisation campaigns in local communities and hold annual meetings with the following stakeholders:</li> </ul>	<p>Annually</p> <p>On going</p>	<p>DSC</p>

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	local stakeholders to take responsibility for education and hopes to thus limit potential disruptions to teaching and learning as seen recently in various parts of the country.	<ul style="list-style-type: none"> <li>- The MEC/HOD</li> <li>- Unions</li> <li>- Traditional leaders</li> <li>- Religious leaders</li> <li>- SGB Chairpersons</li> <li>-</li> </ul>		
<p><b>2. Systematic Intervention Programme</b></p> <p>This programme seeks to focus on two key sub-systems of the education system that may be re-engineered in order to increase efficiencies. Teacher provisioning in school has been identified as the first system and it currently going through a scoping process.</p>	<p>DBE better understands and improves implementation of the teacher provisioning model:</p> <p>Project scope identifying the risk of continued growth of personnel costs and improvement potential.</p> <p>Commitment and political will secured at national and provincial level.</p> <p>Provide strategies and support implementation. Political buy in is being secured and the pilot province (Limpopo) has been engaged and discussions are continuing.</p>	<ul style="list-style-type: none"> <li>• The Minister approved focused support on the three largest provinces with regards to managing their personnel costs.</li> <li>• Subsequently, the Council of Education Ministers agreed to set up a special unit in the DBE to focus on improving the provision and utilisation of teachers.</li> </ul>	<p>February 2015</p> <p>March 2015</p> <p>TBC</p>	NECT & DBE
<p><b>3. Innovation Programme</b></p> <p><b>3.1. A case study on the improvement of the examinations system</b></p> <p>The Innovation programme has started documenting the success story of the <b>national examination system</b>, which faced serious administration and security</p>	<p>Development of a systems improvement model that can be applied to other education sub-systems:</p> <p>Case study which identifies key elements of change and lesson learnt conducted and report provided. Service provider has been engaged and case study has commenced.</p>	<p>Although behind schedule, the initial presentation of the case study on examinations is being finalised with the DBE, the national examination committee with support from the G-TAC from Treasury</p>	April 2015	NECT & DBE

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challenges post 1994.				
<p><b>3.2. A test case in a school referral system</b></p> <p>The NECT is also in the process of designing a test model of a <b>referral system for psycho-social services to learners</b>. The programme seeks to test a comprehensive screening and referral system involving the Department of Health, Social Services, Health faculties in Universities, NGOs and the private sector.</p>	<p>Improvement in the provision of psycho-social services to learners through;</p> <p>Schools referral system test model designed.</p> <p>Roll out of test model at identified pilot site (Bela-Bela Circuit in Waterberg District).</p> <p>A multi stakeholder forum or reference group which will conduct the design and roll out has been established.</p>	<ul style="list-style-type: none"> <li>• Test model developed and approved in January 2015, field work conducted in April 2015.</li> <li>• Health screening pilot was successfully implemented in Bela-Bela involving 1132 learners from grades 6 to 11 and their teachers in one education circuit. This was carried out in collaboration with universities, NGOs, the government departments responsible for health, social development and education.</li> <li>• A new instrument for psycho-social assessment has been developed and is being considered for utilisation nationally.</li> <li>• Plans are being considered to complete the second leg of the pilot, the evaluation of the referrals for treatment by institutions under Department of Health and the Department of Social Development.</li> </ul>	<p>December 2014</p> <p>March 2015</p>	<p>NECT &amp; Reference group*</p>
<p><b>3.3. ICT implementation strategy</b></p> <p>Implementation of a coherent strategy anchored on partnerships with strong emphasis on access to digital content and its integration.</p>	<p>Improved access and utilisation of ICT in classrooms and administration through a;</p> <p>Single, clear ICT vision developed.</p> <p>Coherent ICT implementation strategy</p>	<ul style="list-style-type: none"> <li>• An advisory committee comprising private sector and government has been established by the NECT and DBE to provide advice to the Minister on the development of an ICT strategy.</li> <li>• Arrangements are underway to engage</li> </ul>	<p>First quarter of 2015 and onwards</p>	

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	<p>developed.</p> <p>An expert, Mr Peter Gent, has been seconded from Rand Merchant Bank and is working under the auspices of the DG to scope and project manage the work.</p>	<p>the CSIR to assess the existing connectivity levels in the 4362 NECT schools.</p> <ul style="list-style-type: none"> <li>The NECT is working with the DBE through Zenex Foundation to establish technical requirements for revamping the school administration system (SA-SAMS).</li> <li>Research is underway with DBE to develop an ICT blueprint that will be used to design ICT promotion in the NECT schools.</li> </ul>		
<p><b>4. Local Projects</b> This programme seeks to contribute to making local social investment more effective. Its initial plan is to provide guidelines that will increase return on social investments in education.</p>	<p>Improve coordination and effectiveness of social investments in education through;</p> <p>Guidelines for social investment practitioners in Maths and Science developed. The NECT has engaged Bridge to develop a set of guidelines for social investment practitioners.</p> <p>Provide strategic information and conversation spaces for executives who invest in education improvement.</p>	<p>Draft review and proposal has been considered in May. This report is being reworked.</p>	<p>March 2015</p> <p>TBC</p>	
<p><b>5. Education Dialogue</b> This programme brings together key constituencies to engage in a public dialogue at the highest level. It involves 43 representative of Government, business, labour and</p>	<p>Contribute to nurturing a common education improvement agenda and realising the vision outlined in NDP through;</p> <p>2 National Dialogues per annum</p>	<ul style="list-style-type: none"> <li>Dialogues on education are ongoing. They have created an avenue for discussion and advocacy on various crucial matters.</li> <li>Three dialogues held on teacher professionalisation led to further</li> </ul>	<p>5 per annum</p>	<p>NECT &amp; DBE</p>

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civil society.	3 provincial Dialogues per annum	seminal discussions with the South African Council of Educator(SACE) which is consequently reviewing its efforts for professionalising teaching including exploring new certification measures. The dialogue series continues.		

\*Lead Agencies – Service Providers contracted to the NECT to implement the District Intervention Programme (PILO-KZN, Deloitte-Limpopo, EEC – EC, PWC – North West & Mpumalanga.

\*NECT- Resources – The NECT receives funding from Government, business, labour and civil society.

\*Reference Group – consists of experts from various Universities (Pretoria, Limpopo & Wits), DBE, NECT, Department of Health, Department of Social Development and Special Olympics of South Africa.

\*Figures provided are estimates based on the total target population.