NASCEE Strategy

Alignment Report

11 March 2021

DEVELOPMENT WORKS
CHANGEMAKERS

NASCEE
National Association of
Social Change Entities in Education

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Acronyms and Abbreviations

DBE	Department of Basic Education
EDTP	Education, Training and Development Practices
IPASA	Independent Philanthropy Association of South Africa
NASCEE	National Association of Social Change Entities in Education
NDP	National Development Plan
NECT	National Education Collaboration Trust
NGO	Non-government Organisation
NPO	Non-Profit Organisation
SAMEA	South African Monitoring and Evaluation Association
SDGs	Sustainable Development Goals
SIB	Social Impact Bond
SETA	Sector Education and Training Authority
ToC	Theory of Change

EXECUTIVE SUMMARY

NASCEE Strategy 2021 – 2023

Vision
We see a future where all South Africans have access to quality education at all levels of the education system.

Mission
It is our mission to empower non-profit organisations (NPOs) in education by improving their visibility, capacity, effectiveness, and promote collaboration in order to magnify their impact and influence.

Purpose
We work to maximise the collective contribution of NPOs towards achieving transformational systemic education through the fulfilment of the national targets set out in the National Development Plan (NDP) as well as the global targets set out in the United Nations' Sustainable Development Goals (SDGs).

Values
· Purpose-driven to improve education
· Strives for social justice
· Promotes respectful collaboration
· Enables agency of members
· Committed to accountability and transparency

Overarching Goal

A strengthened association of non-profit education actors that has gained increased recognition and visibility in the national education context and beyond.

Objective for the next 3 years: By 2024, NASCEE has its own institutional base, funding and staffing that continues to advance the transformative education agenda in South Africa.

Strategic Objective 1: Capacity Development

Empower and support the development and strengthening of NPOs in the education sector.

Activities:
● Develop relevant knowledge products as identified by members related to specific needs, in multiple formats (including digital) and accessible via the NASCEE website as member benefits).
● Develop and implement capacity development around core themes of transformative leadership development; monitoring and evaluation; and governance to strengthen the impact and capacity of NPOs in education.
● Provide a forum for peer learning and exchange among members.

Strategic Objective 2: Membership

Develop and sustain a strong community of NPOs in the education sector

Activities:
- Increase members' footprint across provinces.
- Appoint two to three provincial champions.
- Refine membership categories to make provision for NPO members; and associate members, which could include for-profit education entities; donors and funders; and individual education consultants/organisations.
- Develop and implement a proactive strategy for management of the membership database and continuous improvement of business intelligence about membership - segmentation; specific needs in terms of capacity development; etc.
- Establish and implement a monitoring and evaluation system that traces membership actions and their outcomes in education in various provinces and nationally on an annual basis.
- Develop and implement creative mechanisms for membership engagement both online and offline (members feel connected and engaged).
- Organise annual convenings as a means to ensure members are connected, informed and have platforms for sharing.

Strategic Objective 3: Partnerships

Establish and successfully manage strategic collaborative initiatives and opportunities with other actors, organizations, and sectors.

Activities:
- Build on existing intelligence and knowledge in order to develop and implement a strategy for identifying and developing collaborative partnerships that advance a transformative agenda for education in South Africa.
- Conduct a pulse check about value add of partnerships/relationships with IPASA and SAMEA and Trialogue.
- Establish a partnership alliance (shared value) with strategic partners who add value to member organisations (government, private sector, e.g., Trialogue).
- Establish a Support Advisory Board made up of:
  - Strategic Department of Basic Education (DBE) leaders and other creative partners to facilitate partnerships and collaborations (minimise obstacles and accelerate process to collaboration); and
  - The NASCEE "Group of Elders" who had founded NASCEE, to stay connected with their thought leadership, and also keep track of NASCEE's evolution.

Strategic Objective 4: Voice and Advocacy

Position NASCEE as a credible voice of the collective of education NPOs.

Activities:
- Establish a system to engage members around critical and emergent issues that affect the sector, e.g., through a bi-annual "pulse-check" engagement with members to keep in touch with members' experiences and challenges.
- Create space for members to come together (face-to-face and virtually), and take the lead on critical issues in the sector.
- Establish processes to package and disseminate member experiences, views and perspectives to the relevant fora as a means to make NASCEE's role more visible, and to amplify its ability to voice issues of non-profit actors in the sector.
- Establish a mechanism to enable NASCEE to build its relationship and proactively engage with the DBE and Provincial Departments of Education (PDEs) on issues related to the experiences of NASCEE members in the education sector and to feed evidence regarding the status of education at grassroots level into the education system.

Strategic Objective 5: Institutional Strengthening and Governance

Develop and sustain a well-governed organisational base that excels at learning, growth and sustainability.

Activities:
- Implement ongoing Board development by reviewing and redefining the existing governance structure to clarify the relationship between Board members and responsibilities of the board and individual board members; clarify Board profiles / portfolios; engage in ongoing Board capacity building; and recruitment and orientation of new Board members.
- Establish processes that enable continuous organizational and program-level reflection, learning and innovation through harvesting and review of evidence.
- Build on the findings and recommendations of the assessment of necessary systems and technology to improve delivery of strategic objectives, and implement appropriate solutions to enhance efficiency and effectiveness.
- Improve communications with NASCEE members and its broader constituency by updating the NASCEE website and portal to support NASEE's membership strategic objectives, and by using compelling and clear language and approaches to convey (the impact of) the work of NASCEE, and by aligning different messages and approaches with different audiences.
- Implement a diversified resourcing strategy by actively pursuing a range of expanded sources of income, cultivation of excellent donor/funder relations, fundraising skills and grant management systems; and by undertaking ongoing research on the changing funding landscape and how to institutionalise a resourcing model that is mostly self-sustainable.

STRATEGY SESSION REPORT

NASCEE Strategy 2021 – 2023

1. Context

Education is the foundation of human and socio-economic development and is a core component and indicator of the wellbeing of a society. Worldwide, it is perceived that good-quality education is the only significant stepping stone and way out of poverty. The developmental and social challenges within the South African context are diverse and complicated[1].

As such, the country's education system continues to be dogged by stark inequalities and chronic underperformance that have deep roots in the legacy of apartheid, but which are also not being effectively tackled by the current government. The result is many schools with crumbling infrastructure, overcrowded classrooms and poor educational outcomes[2]. There is widespread acknowledgement that in order for South Africa to comply with both its own constitutional obligations, greater attention has to be paid to monitoring progress toward quality education and ensuring effective participation, transparency and accountability whilst tackling inequality and discrimination.

However, there is also an acknowledgement that collaboration is needed between government, civil society and the private sector to effectively tackle the challenge of quality education in South Africa. Throughout South Africa's political evolution, non-profit organisations (NPOs) have played a vital role in supporting the country's development, doing so by delivering critical services such as education to the disenfranchised majority, advocating for rights-based governance, policies and laws, and holding the government accountable for its legal and development responsibilities[3].

In more recent years, with the recognition of the role of NGOs in achieving national education outcomes, it has been necessary to consider and address the factors and constraints that inhibit the NGO sector's full development potential.

It is in this context that NASCEE plays a pivotal role in supporting the advancement of quality education for all in South Africa.

2. NASCEE

2.1 Background and History

NASCEE was founded in May 2019, with the aim of optimising the contribution of NPOs in the education sector towards national and international development goals related to education. NASCEE focuses on empowering NPOs to enhance their visibility, capacity, effectiveness, and fosters commitment to collaboration.

NASCEE's approach is embedded in its identity as an association, and in this regard, it values working collaboratively and collectively in an accountable, inclusive, and innovative manner, and by championing the strengthening of the South African education system by giving voice to their members.

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[1]Pretorius, E (2020). A collaborative partnership between school social workers and educators: a vehicle to address the social contexts of learners and quality education in South Africa. Social work (Stellenbosch. Online) Vol.56 No. 2, 2020

[2] Amnesty International (2020). Broken and Unequal. The State of Education in South Africa.

[3]Volmink J and Van der Elst L (2019). The Evolving Role of 21st Century Education NGOS in South Africa. Challenges and Opportunities.

NASCEE functions on the basis of its constitution, and an elected governing Board oversees its operations. The NASCEE Board comprises ten Board Members, with extensive experience in the education sector. The Seriti Institute has been appointed as NASCEE's managing agent to strengthen its operational capacity.

Financially, NASCEE has been supported through a historical grant, as well as direct support from JET Education Services. Income from membership fees is used to fund basic operations, and NASCEE has identified an urgent need for start-up funding to allow the association to become sustainable through a sufficient membership base, and some income generating activities, such as the annual conference and capacity building workshops.

An important achievement up to date is that NASCEE has hosted conferences[4], in May 2019 and October 2020, where its role as a broker of relationships and leveraging expertise and best practice development was confirmed. Relationship building and networking were identified as priorities, and linkages with government entities were confirmed as essential to enable upscaling the impact of NASCEE's members. The conferences have also served to build the sector's trust in NASCEE. A variety of publications, including papers, guidelines, presentations and a newsletter have also been produced.

NASCEE played an important role during the COVID-19 pandemic and was recognised by the Department of Basic Education (DBE) as a representative voice for NPOs working in education. The NASCEE National Compact on the principles of collaboration during the COVID-19 pandemic was shared with more than 2800 stakeholders and their partners.

The association works closely with the DBE and the National Education Collaboration Trust (NECT) as well as with the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA). In addition, NASCEE is exploring opportunities for collaboration with other associations, such as the Independent Philanthropy Association of South Africa (IPASA) and the South African Monitoring and Evaluation Association (SAMEA).

Another aspect of NASCEE's work is starting conversations about NPOs in the education sector and their role as social change entities, and how they are regarded by government (e.g., being treated like private sector role players in procurement processes).

Selected milestones in NASCEE's history are reflected in the graph below. (See Figure 1).

2018
Regional Workshops

2019
Logo adapted
First Issue of the NASCEE Notebook
1st Conference
Board of Directors elected

2020
National Compact for COVID-19 collaboration
Managing Agent appointed
Collaboration with NECT and DBE - Education Consultative Gathering
Virtual Conference

Figure 1: Milestones in NASCEE's history

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[4] https://nascee.org.za/resources
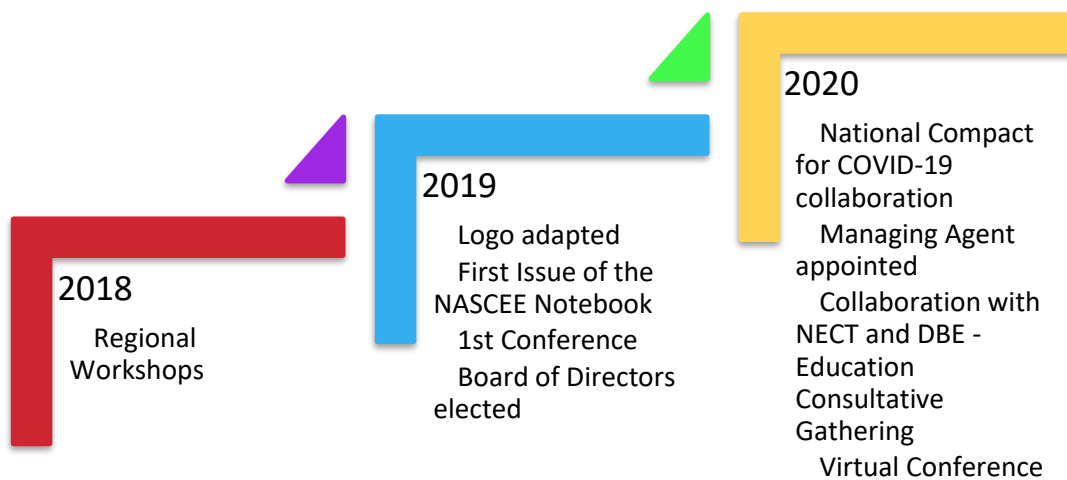
In its first year of existence, NASCEE has identified the need to service its members and broader constituency through various initiatives such as capacity development initiatives, research and enhancement of governance. The need to engage other organisations such as SAMEA and IPASA was also prioritised. Building on the foundation of the first year, the COVID-19 crisis has provided NASCEE with an opportunity to realise its role as a representative of social change entities in the education sector, with the convening capability to bring together a wide range of organisations in the sector. NASCEE has also demonstrated its ability to engage with other role players in the education ecosystem, including government and the private sector.

At the time of the strategy review and realignment process, the Association was made up of donors/funders and NPOs and currently have 96[5] signed-up members. Communication and engagement take place with members, and a database of 2,800 education NPOs.

2.2 Insights emanating from the rapid assessment

It is clear that NASCEE's establishment is very relevant to the challenges in the broader development sector, and the strategic role of civil society within this context. In this regard the conceptualisation of NASCEE as more than a NGO, and the positioning of the association itself as a social change entity, and reminding its members of their potential for facilitating social change is significant. Given the importance of education in the global development agenda, and specifically within the context of South Africa where continuing inequality exacerbates challenges to provide quality education for all, NASCEE is has the potential to make a meaningful contribution in the education sector. As a result of the COVID-19 pandemic, many of the challenges already experienced in the education sector have been placed under the spotlight, and have become more severe. The value of an organisation like NASCEE for its members, and for the sector has been demonstrated in the past year.

The importance of coordination, collaboration and accessing scarce resources, and the ability to draw on a wide range of skills and knowledge to respond with- agility to emergent problems will become increasingly important in the post-COVID environment, where joint initiatives can mediate issues around competition for scarce resources, and inefficient use of resources. NASCEE's ability to connect small and large civil society organisations across all provinces with each other, public sector and other education institutions and other role-players in the education and related sectors, is a valuable asset. This has given NASCEE credibility amongst its members and in the sector. By taking note of trends in the broader development sector, NASCEE can add value not only for its members, but also by enriching conversations in the South African education and development sector, thereby magnifying the voice of civil society in these conversations.

For NASCEE to continue on a growth trajectory and to expand its footprint and influence in the education sector, it has to stay relevant for key role players in the sector and for its members. Regarding its membership, it is important for NASCEE to proactively manage and communicate with its existing membership, whilst at the same time growing its membership. In this regard NASCEE has to actively manage the expectations of members, provide value, and communicate the benefits of being a member of NASCEE. The participation of different types of organisation in the NASCEE membership corps, the wide geographic spread of members, and the inclusion of large and small civil society organisations which focus on a variety of issues in the education sector is a strength of NASCEE. It is also an aspect that will need more thorough consideration in taking into account the diverse needs of its members. Different types of members may have different needs, and in the next few years, NASCEE will have to ensure that it provides a targeted and diversified offering to its members.

The vision, mission, purpose and values of NASCEE, as at the time of the strategy realignment exercise, was as follows:

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[5] As at the end of December 2020

THE INITIAL VERSION OF NASCEE's VISION, MISSION, PURPOSE AND VALUES

Vision
We see a future where non-profit organisations (NPOs) in education are recognised and valued by all stakeholders for making a meaningful contribution to quality education for all in South Africa.

Mission
It is our mission to empower NPOs in education by improving their visibility, capacity, effectiveness, and commitment to collaboration in order to magnify their impact and influence.

Purpose
We work to maximise the collective contribution of NPOs towards achieving transformational systemic education through the fulfilment of the national targets set out in the National Development Plan (NDP) as well as the global targets set out in the United Nations' Sustainable Development Goals (SDGs).

Values
The values NASCEE subscribes to are: Quality; Mutual respect; Accountability; Equality; Justice; Democracy; Freedom of choice; Liberty; and Peace.

The realigned NASCEE strategy is presented below.

3. Strategy Revision and Realignment

During the strategy session, it was decided to move away from the full name of "National Association of Social Change Entities in Education (NASCEE)", where NASCEE is used as an acronym, to using NASCEE as *the* name of the Association.

3.1 Vision, Mission, Purpose and Values

NASCEE's RE-ALIGNED VISION, MISSION, PURPOSE AND VALUES

Vision
We see a future where all South Africans have access to quality education.

Mission
It is our mission to empower non-profit organisations (NPOs) in education by improving their visibility, capacity, effectiveness, and commitment to collaboration in order to magnify their impact and influence.

Purpose
We work to maximise the collective contribution of NPOs towards achieving transformational systemic education through the fulfilment of the national targets set out in the National Development Plan (NDP) as well as the global targets set out in the United Nations' Sustainable Development Goals (SDGs).

Values
· Purpose-driven to improve education
· Strives for social justice
· Promotes respectful collaboration
· Enables agency of members
· Committed to accountability and transparency

3.2 Value Proposition

NASCEE's value proposition is related to it being a member driven, member led association.

NASCEE is a "first" in the NGO sector, and provides a space where the reality of members that work at community level, can be understood, and at a collective level, the realities of the education sector at a granular level.

Being part of an association like NASCEE gives its members a sense of belonging and connectedness, not only to organisations that are similar to them and their focus areas, but to organisations in the entire education ecosystem.

NASCEE's ability to bring together a wide range of NGOs across the entire education sector and throughout the entire country, together with its sector expertise, quality of leadership and good governance practices makes the association a trusted and credible partner in the sector.

NASCEE membership enhances the status and legitimacy of its members in their individual endeavours and also gives them an opportunity participate in strategic engagements and give voice to civil society organisations in the sector, and to initiate "difficult conversations" in the role of a "critical friend"

NASCEE also serves the interests of its members by providing leadership, thought leadership and by targeted advocacy which gives voice to its members in the sector.

NASCEE also produces value for its members through supporting networking and collaboration aimed at learning and capacity development in the sector. This provides opportunities for professionalisation of NGOs in the education sector, both in terms of operations and subject expertise.

Through strategic partnerships (in and outside of the education sector) NASCEE is able to enable greater impact for its members and in the sector. This not only has the potential for achieving greater impact, but also promotes efficiencies in a resource-constrained environment, and therefore enables NASCEE members to deliver better value to their constituencies, which in turn has the potential to enhance donors' and donors'/funders' trust in NASCEE members, which can strengthen their ability to attract funds.

3.3 Theory of Change

NASCEE's Theory of Change (ToC) can be articulated as follows:

IF
We establish and strengthen our association of education sector NPOs as a member-led vehicle for transforming educational outcomes;
AND from this base invest in the empowerment and development of our members
AND connect and support our members to take collective action
AND combine this with collaborations and strategic partnerships to advance our collective voice and mission as an association

THEN

NASCEE and its members will engage in collaborative and collective action to advance quality inclusive education
NASCEE and its members will be consulted and engaged in relevant processes that advance quality and inclusive education

AND THEN

there will be strengthened, impactful and visible NPOs in the education sector
that are able to contribute to more effective decisions, policies and interventions to support inclusive and quality education in South Africa

THEREBY CONTRIBUTING COLLECTIVELY TO

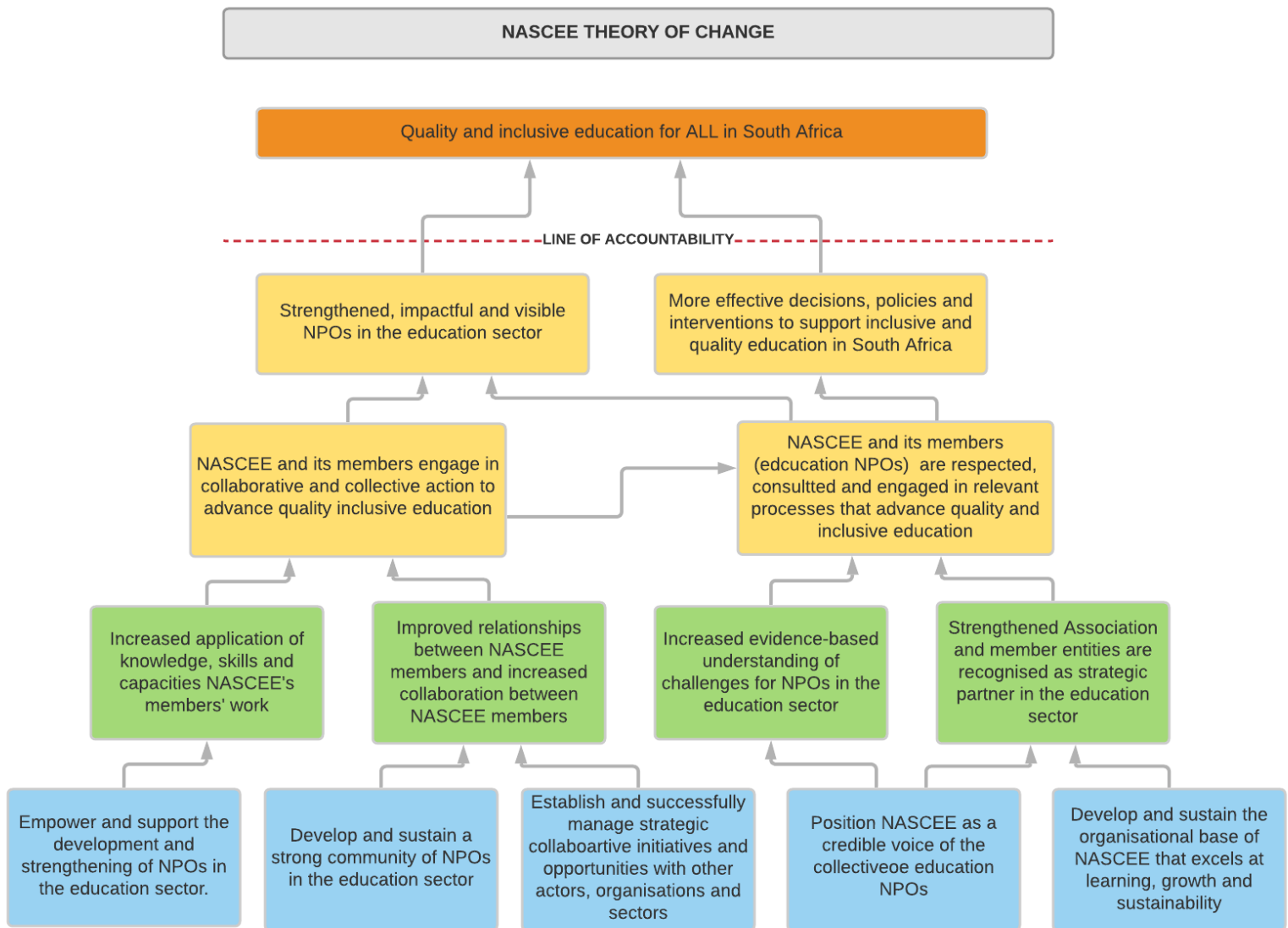the delivery of equal and quality education outcomes in South Africa.

NASCEE THEORY OF CHANGE

Quality and inclusive education for ALL in South Africa

- -LINE OF ACCOUNTABILITY- -

Strengthened, impactful and visible NPOs in the education sector

More effective decisions, policies and interventions to support inclusive and quality education in South Africa

NASCEE and its members engage in collaborative and collective action to advance quality inclusive education

NASCEE and its members (edcucation NPOs) are respected, consultted and engaged in relevant processes that advance quality and inclusive education

Increased application of knowledge, skills and capacities NASCEE's members' work

Improved relationships between NASCEE members and increased collaboration between NASCEE members

Increased evidence-based understanding of challenges for NPOs in the education sector

Strengthened Association and member entities are recognised as strategic partner in the education sector

Empower and support the development and strengthening of NPOs in the education sector.

Develop and sustain a strong community of NPOs in the education sector

Establish and successfully manage strategic collaboartive initiatives and opportunities with other actors, organisations and sectors

Position NASCEE as a credible voice of the collectiveoe education NPOs

Develop and sustain the organisational base of NASCEE that excels at learning, growth and sustainability

Figure 2: NASCEE Theory of Change

3.4 Guiding Values

Five values guide NASCEE's work:

1. Purpose-driven to improve education: Our work is aligned to national and global education development goals.
2. Strives for social justice: Our work is rooted in the principles of equality, inclusion and social justice
3. Promotes respectful collaboration: We believe in the empowerment of our members such that they are able to act strategically and collaboratively
4. Enables agency of members: We are committed to strengthening the voice, visibility and impact of NPOs working in the education sector.
5. Committed to accountability and transparency: We strive for organizational excellence, accountability and rigour in the work that we do

3.5 Constituency

We aim to support NPOs and other role players in the education sector to develop and grow as actors and leaders committed to advancing the agenda of quality and inclusive education in South Africa.

We also work with other actors (donors/funders, private sector etc.) however, our primary constituency are NPOs working in the education sector.

We also consider partnerships with people and organizations that provide us with opportunities to further the transformative education agenda.

3.6 Overarching Goal

A strengthened association of non-profit education actors that has gained increased recognition and visibility in the national context and beyond. By 2024, NASCEE has its own institutional base, funding and staffing that continues to advance the transformative education agenda in South Africa.

3.7 Strategic Objectives

Objective for next 3 years: By 2024, NASCEE has its own institutional base, funding and staffing that continues to advance the transformative education agenda in South Africa.

Five strategic objectives have been identified for the period 2021 - 2023:
1. Capacity Development: Empower and support the development and strengthening of NPOs in the education sector.
2. Membership: Develop and sustain a strong community of NPOs in the education sector.
3. Partnerships: Establish and successfully manage strategic collaborative initiatives and opportunities with other actors, organizations, and sectors.
4. Voice and Advocacy: Position NASCEE as a credible voice of the collective of education NPOs.
5. Institutional Strengthening and Governance: Develop and sustain the organisational base that excels at learning, growth and sustainability.

The five strategic objectives with priority activities under each objective are presented below.

3.7.1 Strategic Objective 1: Capacity Development
Empower and support the development and strengthening of NPOs in the education sector.

Activities:
3.7.1.1 Develop relevant knowledge products as identified by members related to specific needs, in multiple formats (including digital) and accessible via the NASCEE website as member benefits).
3.7.1.2 Develop and implement capacity development around core themes of transformative leadership development; monitoring and evaluation; and governance to strengthen the impact and capacity of NPOs in education.
3.7.1.3 Provide a forum for peer learning and exchange among members.

3.7.2 Strategic Objective 2: Membership
Develop and sustain a strong community of NPOs in the education sector.

Activities:
3.7.2.1 Increase members' footprint across provinces.
3.7.2.2 Appoint two to three provincial champions.

3.7.2.3 Refine membership categories to make provision for NPO members; and associate members, which could include for-profit education entities; donors and funders; and individual education consultants/organisations.

3.7.2.4 Develop and implement a proactive strategy for management of the membership database and continuous improvement of business intelligence about membership - segmentation; specific needs in terms of capacity development; etc.

3.7.2.5 Establish and implement a monitoring and evaluation system that traces membership actions and their outcomes in education in various provinces and nationally on an annual basis.

3.7.2.6 Develop and implement creative mechanisms for membership engagement both online and offline (members feel connected and engaged).

3.7.2.7 Organise annual convenings as a means to ensure members are connected, informed and have platforms for sharing.

3.7.3 Strategic Objective 3: Partnerships

Establish and successfully manage strategic collaborative initiatives and opportunities with other actors, organizations, and sectors.

Activities:

3.7.3.1 Build on existing intelligence and knowledge in order to develop and implement a strategy for identifying and developing collaborative partnerships that advance a transformative agenda for education in South Africa.

3.7.3.2 Conduct a pulse check about value add of partnerships/relationships with IPASA and SAMEA and Trialogue.

3.7.3.3 Establish a partnership alliance (shared value) with strategic partners who add value to member organisations (government, private sector, e.g., Trialogue).

3.7.3.4 Establish a Support Advisory Board made up of:

- Strategic Department of Basic Education (DBE) leaders and other creative partners to facilitate partnerships and collaborations (minimise obstacles and accelerate process to collaboration); and
- The NASCEE "Group of Elders" who had founded NASCEE, to stay connected with their thought leadership, and also keep track of NASCEE's evolution.

3.7.4 Strategic Objective 4: Voice and Advocacy

Position NASCEE as a credible voice of the collective of education NPOs.

Activities:

3.7.4.1 Establish a system to engage members around critical and emergent issues that affect the sector, e.g., through a bi-annual "pulse-check" engagement with members to keep in touch with members' experiences and challenges.

3.7.4.2 Create space for members to come together (face-to-face and virtually), and take the lead on critical issues in the sector.

3.7.4.3 Establish processes to package and disseminate member experiences, views and perspectives to the relevant fora as a means to make NASCEE's role more visible, and to amplify its ability to voice issues of non-profit actors in the sector.

3.7.4.4 Establish a mechanism to enable NASCEE to build its relationship and proactively engage with the DBE and Provincial Departments of Education (PDEs) on issues related to the experiences of NASCEE members in the education sector and to feed evidence regarding the status of education at grassroots level into the education system.

3.7.5 Strategic Objective 5: Institutional Strengthening and Governance

Develop and sustain a well-governed organisational base that excels at learning, growth and sustainability.

Activities:

3.7.5.1 Implement ongoing Board development by reviewing and redefining the existing governance structure to clarify the relationship between Board members and responsibilities of the board and individual board members;

clarify Board profiles / portfolios; engage in ongoing Board capacity building; and recruitment and orientation of new Board members.

3.7.5.2 Establish processes that enable continuous organizational and program-level reflection, learning and innovation through harvesting and review of evidence.

3.7.5.3 Build on the findings and recommendations of the assessment of necessary systems and technology to improve delivery of strategic objectives, and implement appropriate solutions to enhance efficiency and effectiveness.

3.7.5.4 Improve communications with NASCEE members and its broader constituency by updating the NASCEE website and portal to support NASEE's membership strategic objectives, and by using compelling and clear language and approaches to convey (the impact of) the work of NASCEE, and by aligning different messages and approaches with different audiences.

3.7.5.5 Implement a diversified resourcing strategy by actively pursuing a range of expanded sources of income, cultivation of excellent donor/funder relations, fundraising skills and grant management systems; and by undertaking ongoing research on the changing funding landscape and how to institutionalise a resourcing model that is mostly self-sustainable. (See Section 4).

3.8 Proposed Immediate Priorities

The above strategic objectives provide a comprehensive roadmap for the period 2021 to 2023. Priority activities were identified from the comprehensive list of activities, for implementation in the next 12 to 18 months.

It is proposed that NASCEE gives priority attention to these selected activities within the respective strategic objectives, which have the potential to solidify NASCEE's position in the sector, enhance its standing amongst its members, and ensure its sustainability. The following should be considered as immediate priorities:

Table 1: Priority activities

STRATEGIC OBJECTIVE	PRIORITY ACTIVITIES
SO1: Capacity Development	Develop and implement capacity building around core themes of leadership development and governance; and around themes of Monitoring and Evaluation; and transformative leadership in the education sector, to strengthen the impact and capacity of NPOs in education.
SO2: Membership	Increase members' footprint across provinces.
	Appoint two to three provincial champions)
	Develop and implement a proactive strategy for management of the membership database and continuous improvement of business intelligence about membership - segmentation; specific needs in terms of capacity development; etc.
	Develop and implement creative mechanisms for membership engagement both online and offline (members feel connected and engaged).
	Organise annual convenings as a means to ensure members are connected, informed and have platforms for sharing.
SO3: Partnerships	Build on existing intelligence and knowledge in order to develop and implement a strategy for identifying and developing collaborative partnerships that advance a transformative agenda for education in South Africa

STRATEGIC OBJECTIVE	PRIORITY ACTIVITIES
	Conduct a pulse check about value add of partnerships/relationships with IPASA and SAMEA and Trialogue.
SO4: Voice and Advocacy	Establish a system to engage members around critical and emergent issues that affect the sector, e.g., through a bi-annual "pulse-check" engagement with members to keep in touch with members' experiences and challenges.
	Establish a mechanism to enable NASCEE to build its relationship and proactively engage with the DBE and Provincial Departments of Education (PDEs) on issues related to the experiences of NASCEE members in the education sector and to feed evidence regarding the status of education at grassroots level into the education system.
SO5: Institutional Strengthening	Implement ongoing Board development by reviewing and redefining the existing governance structure to clarify the relationship between board members and responsibilities of the board and individual board members; clarify Board profiles / portfolios; engage in ongoing board capacity building; and recruitment and orientation of new Board members.
	Build on the findings and recommendations of the assessment of necessary systems and technology to improve delivery of strategic objectives, and implement appropriate solutions to enhance efficiency and effectiveness.
	Improve communications with NASCEE members and its broader constituency by updating the NASCEE website and portal to support NASEE's membership strategic objectives, and by using compelling and clear language and approaches to convey (the impact of) the work of NASCEE, and by aligning different messages and approaches with different audiences.

3.9 Logic Model

The logic model below summarises the activities related to the respective strategic objectives and connects them with the relevant outputs and immediate outcomes as articulated in the ToC. This logic model forms the basis from which an M&E matrix can be developed, including indicators and targets, data collection tools and strategies.

Table 2: Logic model

STRATEGIC OBJECTIVES	ACTIVITIES	OUTPUTS	IMMEDIATE OUTCOMES
SO1: Empower and support the development and strengthening of NPOs in the education sector.	1.1 Develop relevant knowledge products as identified by members related to specific needs, in multiple formats (including digital) and accessible via the NASCEE website as member benefits). For example: donors/funders, members, partners, associates (consultants and service providers).	Knowledge products relevant to NASCEE members' needs are available and accessible in multiple formats.	Increased knowledge, skills and capacities amongst NASCEE members applied in their work.
	1.2 Develop and implement capacity building around core themes of leadership development and governance; and around themes of Monitoring and Evaluation; and transformative leadership in the education sector, to strengthen the impact and capacity of NPOs in education.	Capacity development initiatives in governance and leadership development; Monitoring and Evaluation; and transformative leadership in the education sector implemented for NASCEE members.	
	1.3 Provide a forum for peer learning and exchange among members.	Forum for peer learning and exchange available.	
SO2: Develop and sustain a strong community of NPOs in the education sector	2.1 Increase members' footprint across provinces.	Members' footprint across provinces increased.	Strengthened Association recognised as a strategic partner in the sector
	2.2 Appoint two to three provincial champions.	Provincial champions appointed.	
	2.3 Refine membership categories to make provision for NPO members; and associate members, which could include for-profit education entities; donors and funders; and individual education consultants/organisations.	Membership categories developed and implemented.	
	2.4 Develop and implement a proactive strategy for management of the membership database and continuous improvement of business intelligence about membership - segmentation; specific needs in terms of capacity development; etc.	Membership management strategy developed and implemented.	

STRATEGIC OBJECTIVES	ACTIVITIES	OUTPUTS	IMMEDIATE OUTCOMES
	2.5 Establish and implement a monitoring and evaluation system that traces membership actions and their outcomes in education in various provinces and nationally on an annual basis.	Membership monitoring and evaluation system established and implemented.	
	2.6 Develop and implement creative mechanisms for membership engagement both online and offline (members feel connected and engaged).	Creative mechanisms for membership engagement developed and implemented.	
	2.7 Organise annual convenings as a means to ensure members are connected, informed and have platforms for sharing.	Annual convenings held.	
SO3: Establish and successfully manage strategic collaborative initiatives and opportunities with other actors, organizations, and sectors.	3.1 Build on existing intelligence and knowledge in order to develop and implement a strategy for identifying and developing collaborative partnerships that advance a transformative agenda for education in South Africa.	Partnership strategy developed.	Improved relationships and increased collaboration between NASCEE members
	3.2 Conduct a pulse check about value-add of partnerships / relationships with IPASA, SAMEA and Trialogue.	Pulse check on the value-add of partnerships / relationships with IPASA, SAMEA and Trialogue conducted.	
	3.3 Establish a Support Advisory Board made up of: strategic DBE leaders and other creative partners to facilitate partnerships and collaborations (minimise obstacles and accelerate process to collaboration); and a NASCEE Group of Elders (those who had founded NASCEE) to stay connected with their thought leadership, to share updates, and also keep track of NASCEE's evolution.	Support Advisory Board established.	
	3.4 Establish a partnership alliance (shared value) with strategic partners who add value to member organisations (government, private sector, e.g., Trialogue).	Partnership alliance with strategic partners established.	

STRATEGIC OBJECTIVES	ACTIVITIES	OUTPUTS	IMMEDIATE OUTCOMES
SO4: Position NASCEE as a credible voice of the collective of education NPOs.	4.1 Establish a system to engage members around critical and emergent issues that affect the sector, e.g., through a bi-annual "pulse-check" engagement with members to keep in touch with members' experiences and challenges.	Bi-annual "pulse-check" implemented.	Increased understanding of challenges for NGOs in the education sector disseminated
	4.2 Create space for members to come together (face-to-face and virtually), and take the lead on critical issues in the sector.	Space for members to take the lead on critical issues in the sector established.	
	4.3 Establish processes to package and disseminate member experiences, views and perspectives to the relevant fora as a means to make NASCEE's role more visible, and to amplify its ability to voice issues of non-profit actors in the sector.	NASCEE's member experiences, views and perspectives disseminated to relevant fora.	
	4.4 Establish a mechanism to enable NASCEE to build its relationship and proactively engage with the DBE and Provincial Departments of Education (PDEs) on issues related to the experiences of NASCEE members in the education sector and to feed evidence regarding the status of education at grassroots level into the education system.	Mechanism to build and proactively manage NASCEE's relationship with DBE established and functional.	
SO5: Develop and sustain a well-governed organisational base that excels at learning, growth and sustainability.	5.1 Implement ongoing Board development by reviewing and redefining the existing governance structure to clarify the relationship between board members and responsibilities of the board and individual board members; clarify Board profiles / portfolios; engage in ongoing board capacity building; and recruitment and orientation of new Board members.	Board review and redefinition of profiles, roles and responsibilities completed.	Strengthened Association recognised as a strategic partner in the sector
	5.2 Establish processes that enable continuous organizational and program-level reflection, learning and innovation through harvesting and review of evidence.	Reflective review processes in place and are used.	

STRATEGIC OBJECTIVES	ACTIVITIES	OUTPUTS	IMMEDIATE OUTCOMES
	5.3 Build on the findings and recommendations of the assessment of necessary systems and technology to improve delivery of strategic objectives, and implement appropriate solutions to enhance efficiency and effectiveness.	Technology and systems assessment conducted.	
	5.4 Improve communications with NASCEE members and its broader constituency by updating the NASCEE website and portal to support NASEE's membership strategic objectives, and by using compelling and clear language and approaches to convey (the impact of) the work of NASCEE, and by aligning different messages and approaches with different audiences.	Audience-specific communications developed and implemented.	
	5.5 Implement a diversified resourcing strategy by actively pursuing a range of expanded sources of income; cultivation of excellent donor relations, fundraising skills and grant management systems; and by undertaking ongoing research on the changing funding landscape and how to institutionalise a resourcing model that is mostly self-sustainable.	Diversified resourcing strategy developed and implemented.	

4. Resourcing strategies

Up to date NASCEE's revenue sources included membership fees and grants for specific initiatives. Going forward, membership fees will remain an important part of the NASCEE resourcing plan, and the strategic focus on membership growth is an important aspect of the NASCEE strategy. This should be seen in tandem with the strategic objectives related to NASCEE's governance, and which would require that membership feeds could cover the basic operations of NASCEE.

NASCEE will have to decide what is regarded as "basic operational cost" and align that to its revenue generated from membership fees, bearing in mind that membership revenue may fluctuate. A focused membership recruitment and retention strategy is essential to keep this revenue stream statable at the minimum, but preferably to see it growing steadily.

Whilst NASCEE's day to day operations has been outsourced to a management agency for the next three years, the Association will have to consider an appropriate future management structure and how core operations could be funded. Further discussion within NASCEE is required to determine what "basic operations" constitute of, and what could be funded by membership fees.

Benchmarking with other membership associations showed that membership fees could cover certain core positions, as well as basic operational costs, and service provider fees for professional services. Any additional positions, assignments or smaller projects (temporary, part- or full-time or contractual) could be funded through dedicated grant funding or sponsorships. Some assignments could be supported by in-kind technical support sourced from private sector or civil society partners.

Larger and longer-term projects related to specific strategic outcomes will require grant funding and potential sources of such funding could be the organisations to which NASCEE Board members are attached; other donors/funders in the international development sector, international and local philanthropic funds, the corporate social investment space, or international civil society associations / organisations.

Other revenue streams are the products and services provided already by NASCEE, or potential products and services that NASCEE could provide to its members and a wider audience within South Africa and elsewhere. This includes conferences; workshops; webinars; online content (related to managing NGOs and sector-specific subject matter as well as generic soft skills); and knowledge products (checklists, guidelines, case studies, research reports, etc.). It may be necessary to implement a hybrid model related to these services and products, where initial costs to get an initiative going is covered by sponsorships, grants, or in-kind technical assistance, which is used to establish a project or programme that offers once-off or continuous services, which in itself is set up in such a way that it generates revenue for NASCEE. It is proposed that, where NASCEE, generates revenue from such a project or programme (e.g., from the annual conference or a webinar series), the revenue should be dedicated to growing that project or related initiatives, in order to broaden the initiative and magnify the impact.
- For example, the revenue generated from the annual conference could be used to further develop and disseminate knowledge products that became available as a result of the conference.
- Another example is workshops: if a sponsor if found for a workshop, and workshop participants pay for the workshop as well, the revenue generated can be ploughed back into the workshop project to produce another workshop offering, or to develop related online content, that can be offered and sold) to a wider audience, which will create the potential for increasing revenue). The limitations posed by COVID-19 has curtailed traditional face-to-face interaction significantly, but has also opened up other opportunities, mostly in the form of online engagements.

While online content delivery has its own disadvantages, there is also immense potential in having an online presence and offering. It provides the potential to transcend geographic limitations. For example, it should be considered if there is a market for NASCEE knowledge products amongst education sector NGOs in Africa. Consider that potential NASCEE donors/funders may also fund education sector NGOS elsewhere in Africa and the

developing world, and there could be a possibility they may want to encourage recipients of funding in other countries to attend NASCEE events, or use knowledge products.

Partnership projects hold potential for indirect funding of NASCEE's strategic initiatives, and this could be a quick win, not only because progress has been made with discussions on this partnership, but because it would introduce an expose NASCEE to other networks, that could indirectly assist NASCEE and its' partners' revenue-generating potential.

It may be useful to reach out to international civil society role-players such as CIVICUS to establish if there are potential areas of collaboration which could be funded by CIVICUS. This may require membership and therefore exploratory discussions with such entities will have to be weighed up strategically in terms of who NASCEE wants to associate with in terms of its advocacy agenda, and the potential direct and indirect financial benefits.

In-kind contributions, voluntarism and shared knowledge capital have inherent value that is often not recognised, and not quantified, and therefore not valued. In-kind contributions should be recognised, in order to motivate ongoing or further in-kind contributions, and voluntarism should be encouraged. It may be necessary to set up a space on the NASCEE website for potential volunteers.

The potential for the use of innovative funding options such as Social Impact Bonds (SIBs) may be limited, but should not be disregarded. This is something that could be explored in the longer term, specifically within the context of NASCEE's relationship with the DBE. (See background on SIBs in the Rapid Assessment, Annexure A, par. 3.6.3).