



Thandulwazi Trust

MATHS AND SCIENCE ACADEMY

Thandulwazi Maths & Science Academy

Annual Report for the period January 2017 to January 2018

EXECUTIVE SUMMARY

Dear Donors, Partners & Friends of Thandulwazi

There is general consensus that the South African education system is failing our youth. Despite improved access to schooling, the allocation of a significant portion of the national budget to education since 1994, and substantial CSI contributions made to education, the South African education system continues to falter. Reasons for this are many and complex, but the bottom line is that the education system is in crisis.

South African students lag behind their counterparts in both developed countries and developing African states. Our learners continue to perform poorly in gateway subjects, as evidenced nationally in the annual NSC (Matric) results and in the ANAs (Annual National Assessments) for Grade 3, 6 and 9, last written in 2014; and in international assessments in reading/ literacy levels (across the official languages), Mathematics and Science across all grades. Most recently, this has been reflected in the dismal results of SA students in the PIRLS (Progress in International Reading Literacy Study); TIMSS (Trends in International Mathematics and Science Study); PISA (Programme for International Student Assessment) and regional assessments such as the Southern and Eastern Africa Consortium for Monitoring Educational Equality (SACMEQ) over the last decade.

The research into poor learner performance in South Africa identifies as key factors: inadequately trained teachers, lacking in content/subject knowledge, pedagogical and classroom management skills, starting at the ECD/ Foundation Phase. Teachers are central to a quality education system and the main catalysts for driving successful learning outcomes. Sadly in our country, numerous studies indicate that the majority of South African *“teachers are ill prepared for teaching, they are not accountable and they do not receive enough support to equip them to be competent educators.”* (CDE Report, Teacher professional standards for South Africa, 2017).

The Thandulwazi Maths & Science Academy positions itself as a nation-building educational programme. Our overall vision is a South Africa where every child, regardless of his/her socio-economic circumstances, has access to quality basic education; attends a well-resourced school; where effective teaching and learning is happening across the educational phases and particularly in gateway subjects, viz. Mathematics, the Sciences and languages.

“Education promotes equality and lifts people out of poverty. It teaches children how to become good citizens. Education is not just for a privileged few, it is for everyone. A fundamental human right.”

(Ban Ki-Moon, 8th Secretary-General of the United Nations from January 2007 to December 2016)

Working with our many partners in education, the Academy strives to make a positive contribution to South African education, by giving greater numbers of young people access to quality tuition and providing them with the knowledge and skills needed to become active and contributing members of the broader South African community and economy. Effective, well trained, professional teachers play a critical role if this goal is to be achieved.

First established in 2005, Thandulwazi (isiZulu for a “love of learning”) provides targeted interventions aimed at training new teachers; professional development for current educators; curriculum enrichment and extra tuition on Saturdays for Gr 9-12 students, from over 150 high schools across Gauteng; and academic scholarships for talented students. The Academy uses the facilities and infrastructure at St Stithians College on Saturdays for the programmes, which are funded by donations from individuals and corporate partners. All funds raised for the Thandulwazi Maths & Science Academy go directly to the programmes and are used for the benefit of the learners and educators.

What makes Thandulwazi different is that it follows an inclusive model: teachers and students self-select to attend the Saturday sessions, thus taking personal responsibility for their education. Beneficiaries do not pay to attend the Thandulwazi programmes, but they have to commit to a Code of Conduct, regular attendance, and to cover their own transport costs. Funds raised from a range of sources cover the costs of the upskilling, professional development workshops provided for teachers at 11 contact sessions per year; the pre-service, job-embedded, mentored training programme for 40 new young teachers annually; the Thandulwazi Saturday School for 1000 plus high school students; and the tuition fees for academic scholarships provided to high potential HDSA students for the FET-phase of their high school education

In the period under review, the four major programmes facilitated by the Thandulwazi Maths & Science Academy in 2017 fulfilled their mandates and delivered teaching/ workshop sessions as per the agreed calendars. Most of the Thandulwazi programmes remained within budget; the 2017 fundraising target for the Thandulwazi Maths & Science Academy was achieved; and new strategic partnerships were forged. With the exception of the pilot programme for FET-Phase teacher workshops, demand for places on all the programmes remained high; and feedback from the beneficiaries was largely positive.

Reach of the programme in summary:

2 588 HDSA high school students (Grades 9-12) and educators in Gauteng and Limpopo benefited from the programmes facilitated by the Thandulwazi Maths & Science Academy in 2017.

- The 1162 students from 144 high schools across Gauteng registered to attend classes at the Thandulwazi Saturday School.
- Four HDSA students benefitted from the Thandulwazi Academic Scholarships offered to FET-phase students in 2017.
- 40 Intern-Teachers trained on the Thandulwazi Intern-Teacher Training Programme in 2017 and seven new teachers graduated from the programme in December.
- 960 Gauteng educators registered for the Thandulwazi Teacher Development Programme in 2017;

- 426 Limpopo principals and teachers registered for the upskilling workshops and development programmes in the Sekhukhune District of Limpopo.

Staffing

- With effect 31 July 2017, Dr Themba Mthethwa resigned as Head of the Thandulwazi Maths & Science Academy. Mrs Karen Walstra assumed office as the Acting Head of Thandulwazi in August 2017 and will remain in this position for the first quarter of 2018. Karen manages the Academy’s academic programmes, the programme directors, and is in charge of all operational aspects of the Academy.
- The recruitment process for the next Head of the Thandulwazi Maths & Science Academy has been underway since July 2017.
- Given the growth of the programmes and capacity issues, it has been decided to appoint two full-time directors (one to manage the teacher programmes, and one to oversee the Saturday School and student scholarships) to assist the Thandulwazi Head.
- The Deputy Head of Advancement, Bev Johnson, continues to drive fundraising and stakeholder engagement for all the Thandulwazi programmes.

Thank you to our partners in education

Since inception, Thandulwazi recognised that the educational malaise facing South Africa was too big for government alone to cure. Hence we applaud corporate South Africa for its generous support and commitment to social development in our beloved country. Trialogue¹ reports that over the last two decades, South African companies have contributed R137b in CSI funding for social development. CSI expenditure amounted to R9,1 billion in the 2016/17 financial year, with education being the main focus of corporate spend (48%).

Over the last twelve years, the Academy has actively pursued public-private partnerships with a range of stakeholders, strategic partners, individual donors and corporate funders. We thank our many partners in education for sharing our vision; for their generous support, wise counsel and willingness to collaborate with the Academy. Collectively we can make a difference to education; help build a better future for the citizens of our country; and heed the call of the State President.

*“... Now is the time for all of us to work together, in honour of Nelson Mandela,
to build a new, better South Africa for all.”*

(President Cyril Ramaphosa, State of the Nation Address, Feb 2018)

It is with pleasure that we share with you the year-end report for the Thandulwazi programmes in 2017.

With thanks and kind regards

Karen Walstra

KAREN WALSTRA
ACTING HEAD
THANDULWAZI MATHS & SCIENCE ACADEMY

Bev Johnson

BEVERLEY JOHNSON
DEPUTY HEAD OF ADVANCEMENT
(ST STITHIANS FOUNDATION, THANDULWAZI & PROJECTS)

Overview of Education in South Africa, 2017

Addressing the Science Forum in Pretoria in December 2017, President Cyril Ramaphosa noted that:

“In the long term, the quality of education of a nation is directly correlated with the prosperity of its people ... If South Africa is going to thrive in the global economy, then maths and science should be compulsory to Grade 12 level, with a clear strategy to encourage girls as well as boys to do maths and science beyond matric ...”⁽²⁾

Sage words, but what are the realities of basic education in South Africa?

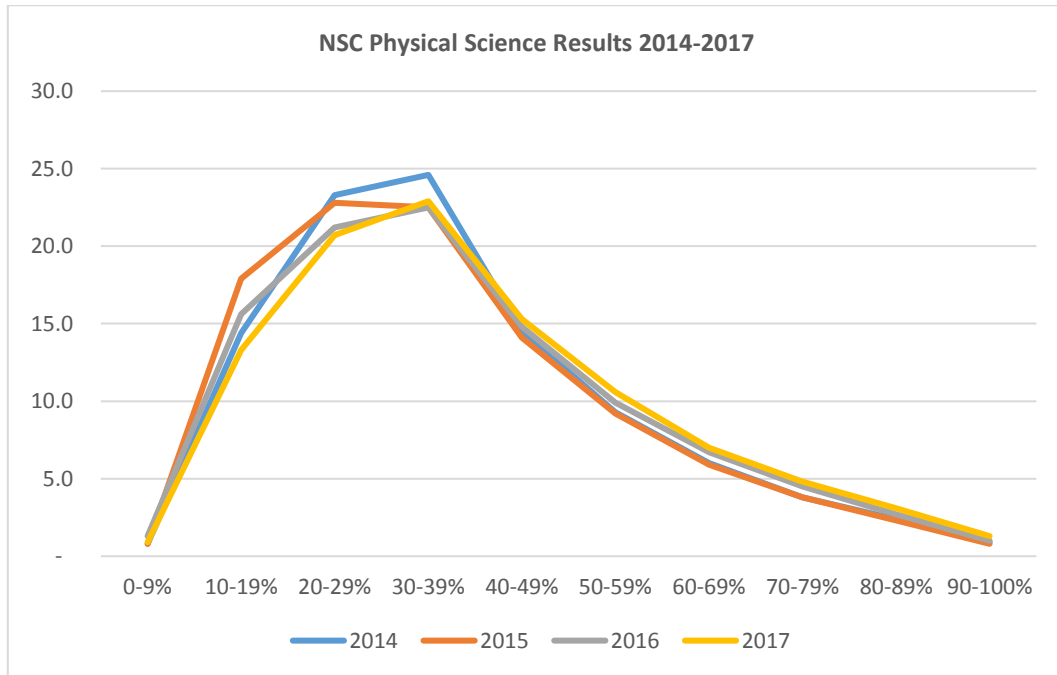
- The Department of Basic Education reported on an overall Matric pass rate in 2017 of 75,1%, with 28,7% of Grade 12 students achieving a Bachelor Pass (university exemption). Dr Nic Spaul (senior researcher, RESEP, University of Stellenbosch) writing in the *Sunday Times* on 14 January 2018, was scathing about the so-called improvement in the overall pass rate in 2017. Spaul makes the point that: *“The rising pass rate – from 73% in 2016 to 75% in 2017 is purely a function of more students being held back or dropping out.”⁽³⁾* Spaul cites the research undertaken by Dr Martin Gustaffson of Stellenbosch University, who calculates the “true” Matric pass rate at between 55- 57%. He notes that this means that some 43% of youth in SA still get no qualification; and enter the *“labour market ill prepared and inherit lives of chronic poverty and sustained unemployment.”*
- The Department of Basic Education’s progress report shows that although 86% of 16-to 18-year-olds are in school, only 5% complete Grade 12 by age 18.
- The youth unemployment rate rose to 38,6% in mid-2017, with 58% of people aged between 15 and 34 unemployed.

Physical Science

- Tanya Farber, writing in *Business Day*⁽⁴⁾ reported that SA came 39th out of 39 countries in a 2016 assessment that focused on the science performance of Grade 9 students. Citing as a reason for poor performance in science the lack of resources and access to labs. Research undertaken by the Institute for Race Relations (IRR) in 2017 found that only 18% of all high schools in SA have a laboratory. In Gauteng, the Western Cape and the Free State, about 33% of high schools have science labs. 10-20% of high schools in Mpumalanga, North West, KwaZulu-Natal and the Northern Cape have labs. Worst off are the Eastern Cape and Limpopo provinces, the worst performing regions in the country, where approximately 6% of high schools have science labs.
- The 2017 Department of Basic Education Diagnostic Report on the National Senior Certificate (NSC)⁽⁴⁾ reveals that of the 534,484 Grade 12 students who wrote the NSC examinations, only 33,6% (179,561) of candidates wrote Physical Science.
- Of this cohort, 65,1% passed (i.e. achieved 30% or above); but only 26,8% of students achieved at 50% and above.

NSC Physical Science Results

Percentage	Year/ % Student achievement			
	2014	2015	2016	2017
0-9%	0.8	0.8	1.3	0.9
10-19%	14.4	17.9	15.6	13.3
20-29%	23.3	22.8	21.2	20.7
30-39%	24.6	22.5	22.5	22.9
40-49%	14.5	14.1	14.8	15.3
50-59%	9.3	9.2	9.9	10.6
60-69%	6.0	5.9	6.7	7.0
70-79%	3.8	3.8	4.5	4.8
80-89%	2.4	2.3	2.7	3.1
90-100%	0.9	0.8	1.0	1.3

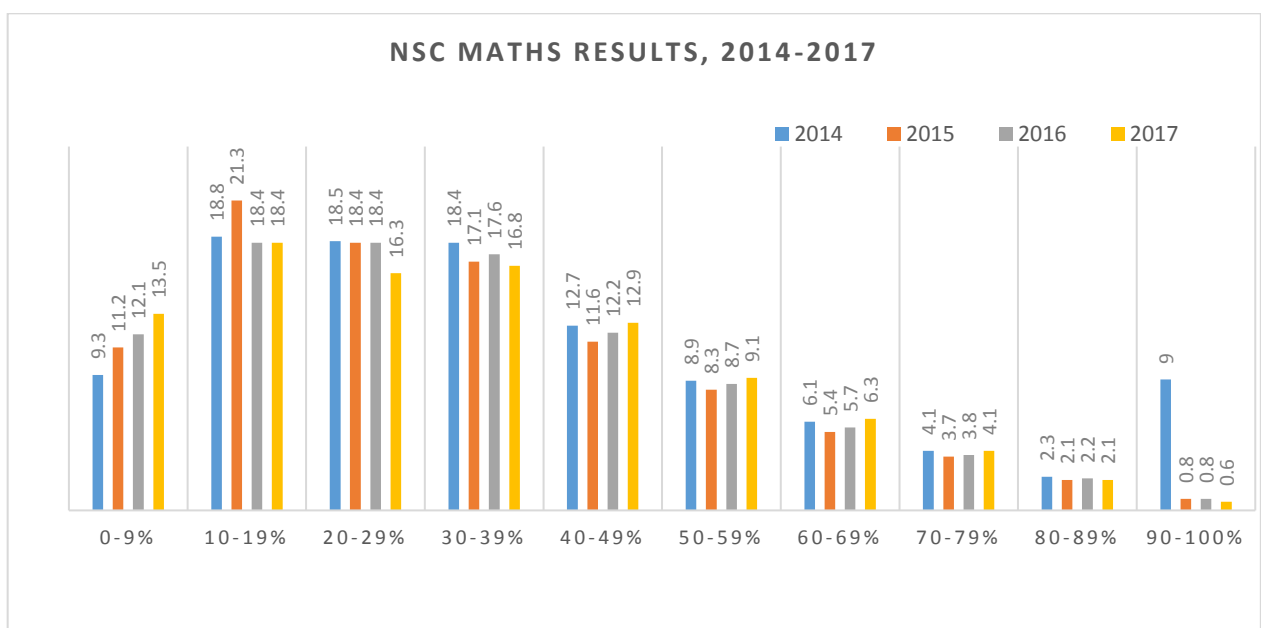


(Figures from the Department of Basic Education Diagnostic Report on the National Senior Certificate, 2017)

Mathematics

- A review of the Matric Maths results in 2017, reveal that the number of candidates who wrote the Mathematics examination last year decreased by 20,809 students in comparison to 2016.
- The statistics below show the decrease from 51% in 2009 to 43,9% in 2017 of learners who are taking Maths (Core) in Grade 12; while the number of learners opting to take Math Literacy has increased from 49% in 2009 to 56,1 % in 2017.
- Only 22,2% of Core Maths students achieved at 50% or above in this subject in 2017.

Enrolments in Mathematics and Mathematical Literacy from 2009 to 2017									
Years	2009	2010	2011	2012	2013	2014	2015	2016	2017
Maths	290407	263034	224635	225874	241509	225458	263903	265912	245103
Math Lit	277677	280836	275380	291341	324094	312054	388845	389163	313030



(Figures from the Department of Basic Education Diagnostic Report on the National Senior Certificate, 2017)

The evidence seems to suggest:

“that most of the challenges that existed in Mathematics classrooms before the introduction of the CAPS curriculum are still present. These challenges were widely reported on in the media and, inter alia, included school management, socio economic factors and other non-academic areas of concern (Taylor, N., & Taylor, S., (2013)). Some of the key educational factors that are also well known to have contributed to the crisis in Mathematics education over many years are the lack of content knowledge of in-service teachers, learner attitude towards Mathematics and the Mathematical skills deficit of learners as they progress through the school phases (see for instance Spaull, (2013) and NGOPULSE, (2013)). These limiting factors together with the lack of quality resource material support for learners have again emerged from the teacher survey that was conducted as some of the major challenges that were experienced by teachers during the implementation of the CAPS Mathematics curriculum in school classrooms.”

(WA Olivier, ACM: Advisory Committee for Mathematics, <http://www.samf.ac.za>)⁽⁶⁾

Language and reading

- It is interesting to note that the Department of Education NSC Diagnostic Report (Grade 12, 2017) highlighted that: *“Poor language and poor reading skills have been flagged as stumbling blocks in learner performance. It was noted that learners did not understand the meaning of a range of cognitive verbs used in questions.”*
- The results of the Progress in International Reading Literacy Study (PIRLS) published in 2017 were concerning.
 - The study was conducted in 2016 and involved Grade 4 pupils from 293 schools across South Africa. Testing was done in all 11 official languages, which meant that most children were assessed in their first language. The results reveal that 80% of learners are not learning to "read for meaning" by Grade 4. This means that students *“cannot identify and retrieve explicitly stated information from a reading comprehension passage.”*⁽⁷⁾
 - South African students took part in the PIRLS in 2006 and 2011. While the latest report shows some improvement since 2006, SA still lags behind other African participants, Egypt (69%) and Morocco (64%). In the majority of the other countries surveyed, less than 5% of Grade 4 students could not read with meaning.
 - The significance of the PIRLS findings is that if learners do not learn to read effectively by Grade 4, they will struggle to cope with the demands of the curriculum in the higher grades. Nic Spaull argues that *“weak learning foundations, especially in reading, are arguably the main cause of dropping out of school in grades 10, 11 and 12. Indeed, some of our research tracking children over time has shown that achievement in the earlier grades is strongly predictive of reaching and passing matric. Moreover, performance in matric strongly predicts who will access and succeed in higher education. These educational outcomes are what drive SA’s labour market inequalities.”*⁽⁷⁾
 - Of particular concern is that the 2016 PIRLS study reveals that South African boys in Grade 4 are a full grade level behind girls in the same grade. This finding is consistent with data from the Early Grade Reading Study, which revealed that gender gaps were apparent already in Grade 1 and persisted in the phases following.

International ratings

While there is some controversy around the legitimacy of the World Economic Forum’s Global Competitiveness Report, the 2017 rankings place:

- the quality of South Africa’s primary education at 116th out of 137 countries;
- the quality of maths and science education is placed in 128th position; and
- the quality of higher education and training system is ranked 114th.

In the National Development Plan (2030), education is identified as a key priority towards addressing poverty, unemployment and inequality in South Africa. If SA is to meet the national objectives of the NDP, the quality of education, teaching and learning in schools will have to be upgraded in a comprehensive and sustainable manner. Teachers have a central role to play: they are the main catalysts driving successful learning outcomes. Understanding the challenges faced by teachers in schools; capacity concerns; roles and responsibilities are all key to developing and supporting an effective teaching force in our country.⁽²⁾

Much has been written about the Fourth Industrial Revolution and its impact. The world as we know it is being disrupted by new technologies across every sector and industry. It is predicted that this revolution will affect every aspect of the way South Africans live, work and learn. The workplace of 2030 will be significantly different from the current scenario; hence making it critical for educators to understand the major shifts taking place; the type of skills that their students will need if they are to flourish in the future; and so prepare learners for a future and workplace they cannot yet see or predict.

The World Bank Development Report: *2018: Learning to Realize Education's Promise*, however, notes that no matter how the demand for skills changes in the future, people will require a “solid foundation of basic skills and knowledge”. Hence the need to first ensure that numeracy/mathematical and language/literacy skills and content are effectively taught in schools:

“The future of work will place a premium on learning. Rapid technological change has led to major shifts in the nature of work, leading some to declare this a new era—the Second Machine Age or the Fourth Industrial Revolution. In the extreme versions of this vision, all but a few jobs could disappear, decreasing the value of skills for most people. But the seismic changes predicted have yet to permeate the high income countries, let alone the low- and middle income ones. More important, no matter how the demand for skills changes in the future, people will require a solid foundation of basic skills and knowledge. If anything, rapid change will increase the returns to learning how to learn, which requires foundational skills that allow individuals to size up new situations, adapt their thinking, and know where to go for information and how to make sense of it”.⁽⁸⁾



Resources

1. The Trialogue Business in Society Handbook, (20th Edition, 2017)
2. <https://www.businesslive.co.za/rdm/politics/2017-11-14-cyril-ramaphosa-how-i-plan-to-fix-sas-economy/>
3. Sunday Times, 14 January 2018, *The real matric rate and the real site of failure in education*, Nic Spaul
4. <https://www.businesslive.co.za/bd/national/education/2017-12-28-sa-comes-39th-in-grade-9-science-performance--out-of-39-countries>
5. Department of Education, 2017 NSC Examination and Diagnostic Reports
<https://www.education.gov.za/Portals/0/Documents/Reports/2017%20NSC%20Diagnostic%20Report%20Part%201.pdf?ver=2018-01-30-140924-883>
6. <http://trialogueknowledgehub.co.za/index.php/evaluating-maths-and-science-education-in-sa/item/reflection-on-the-implementation-of-caps-mathematics-in-the-classroom>
7. <https://www.businesslive.co.za/bd/opinion/2017-12-11-improved-reading-in-early-grades-will-transform-south-africa>
8. <http://www.worldbank.org/en/publication/wdr2018>

Thandulwazi Maths & Science Academy

An educational programme established by the St Stithians Foundation

Thandulwazi - a love of learning ...



REPORT FOR THE PERIOD 01 JANUARY 2017 TO 31 JANUARY 2018

THANDULWAZI SATURDAY SCHOOL

The Thandulwazi Saturday School is one of the largest programmes of its kind in the province. Since 2010, over 8,500 Grade 9 and FET-phase students, from high schools across greater Gauteng, have benefitted from this programme. Thanks to the generous support of our funders, the Thandulwazi Saturday School has contributed towards improved learning, skills and understanding in gateway subjects, viz. Maths, the Physical and Life Sciences, English and Accounting, and this is reflected in the Matric results achieved by the Thandulwazi students over the last seven years. During this period, the Thandulwazi Saturday School has added value to the education of 1,877 Grade 12 students from over 170 high schools across greater Gauteng.

2017 Matric Results

Despite concerted efforts, Thandulwazi is able to report on the results of only 140 (55%) of the 256 Grade 12s who registered for the Saturday School last year. In summary:

YEAR	2017	
Total number of Grade 12s	256 (incomplete results) 140 received	
Type of qualification	Number achieved / percentage	
Bachelor Degree	103	73,6%
Diploma	27	19,3%
Higher Certificate	3	2,1%
NSC Pass	3	2,1%
Failed / Not achieved	4	2,9%
Total	140	
Overall Pass Rate	136	97,1%
Subjects taught at Thandulwazi	Number of Level 7s (over 80%)⁷	
Accounting	4	
English	4	
Life Science	12	
Mathematics Core	7	
Physical Science	12	
Total number of distinctions in subjects offered at Thandulwazi	39	

Over the last three months, the Acting Head of Thandulwazi has e-mailed and sent SMSs to all the Grade 12 students; been in contact with feeder schools directly; and engaged with officials in the Gauteng Department of Education to source the NSC results for the Thandulwazi Grade 12 students. All the schools from which Thandulwazi students are drawn were emailed in January 2018, asking for assistance to obtain the matric

results. A few schools responded, such as Jeppe Girls' High. Most, however, either ignored the request or indicated that they were not prepared to disclose the students' results as this was personal information; whilst others undertook to send the results but have failed to do so.

In addition, the Acting Head has been in contact (since 2017) with the provincial department of Education. Karen Walstra writes as follows:

"The 2017 Grade 12 Results have been very difficult to access. Despite numerous phone calls, emails and promises of the information to be sent, the complete list of matric results for the Thandulwazi Saturday School students has not been received. I was told that the department had moved offices in December/ January and that I shouldn't come in on numerous occasions in the last few weeks. I also contacted a St Stithians parent, who works in the Premier's office, and she too was trying to assist, but to no avail. I have had engagements with:

- GDE Chief of Staff
- GDE Chief of Staff PA
- GDE Office of the HOD
- Director: FET Curriculum Coordination
- District Director (GPEDU)
- FET (GPEDU)

FET (GPEDU) colleague was actioned to submit information to Thandulwazi on 15 November 2017, once results were released. A follow up mail to the colleague was sent by the FET (GPEDU) on the 17 January when information had not yet been received.

A range of other mails and phone calls have taken place to the GDE staff, with Thandulwazi regularly being told they are working on it. Another curved ball was that the offices had been moved, and I was told that the move would delay further the release of the requested results."

The Acting Head will continue to pursue the GDE to obtain the balance of the students' results; and we will send an update to our partners as soon as possible.

Celebration of the Matric Class of 2017

All the Thandulwazi Matrics, their parents and major funders of this programme were invited to attend the Grade 12 Celebration on 27 January 2018. At this Celebration, held at St Stithians College, Thandulwazi recognised the achievements of learners for whom the Academy had Matric results. The following students were awarded certificates and gift vouchers at this event:

For one distinction in a subject taught at the Thandulwazi Saturday School:

- Reitumetse Masilo – Life Sciences 81% (1 distinction)
- Patronella Maroale - Life Sciences 81% (2 distinctions in total)
- Siyabonga Sindane - Accounting (2 distinctions in total)
- Lutendo Mukwevho – Life Sciences 81% (2 distinctions in total)
- Nonhlanhla Shiburi - Accounting 83% (3 distinctions in total)
- Nandi Mngomezulu – Life Sciences 85% (4 distinctions in total)

For two distinctions in subjects taught at the Thandulwazi Saturday School:

- Drucil Tshimanga (5 distinctions in total)
Accounting 88% - Top Thandulwazi Student for Accounting
English 81% - Top Thandulwazi Student for English



Figure 1- Dr Tim Nuttall (Rector of St Stithians) & Ms Pearl Phoolo (Standard Bank)

For three distinctions in subjects taught at the Thandulwazi Saturday School:

- Kayla Constable
Maths 83%
Physical Science 88%
Life Sciences 86%
- Mervynn Shoko (Pictured below left)
Obtained 5 distinctions in total
Maths 87% - Top Thandulwazi Student for Mathematics
Physical Science 80%
Life Sciences 85%
- Praise Ifekoya (Pictured below right)
Maths 86%
Physical Science 92% - Top Thandulwazi Student for Physical Science
Life Sciences 90% - Top Thandulwazi Student for Life Sciences



Figure 2- Ms Khumo Morolo, Chair of the Thandulwazi Trust, congratulates Mervynn Shoko



Figure 3 – Deputy Chair of the St Stithians Council, Ntombi Langa Royds, congratulates Praise Ifekoya

2017 Thandulwazi Saturday School Programme Statistics: beneficiaries, staffing and attendance

Beneficiaries (as at 21/10/2017)

In total 1162 students, from 144 high schools across greater Gauteng, registered for the Thandulwazi Saturday School in 2017. The breakdown of beneficiaries by grade, race and gender is summarised below:

Students registered per Grade

Grade	Male	Female	Total
12	97	159	256
11	71	180	251
10	86	177	263
9	142	250	392
Total	396	766	1162

Gender: Female: 766 (66%)
Male: 396 (34%)

Racial breakdown

Black		White		Indian		Coloured	
Female	Male	Female	Male	Female	Male	Female	Male
742	378	0	0	3	2	21	16
63,9%	32,5%	0	0	0,3%	0,2%	1,8%	1,3%

Summary of the Saturday School Staffing

- Reporting directly to the Acting Thandulwazi Head, Mr Mahlathi Khoza was the part-time programme director in 2017, responsible for organising the logistics for the Saturday sessions, staffing, overseeing the academic programme delivered, and monitoring and evaluation of the programme. Mr Khoza stepped down as programme director on 30 November 2017.
- A full complement of experienced subject specialist teachers (36), assisted by 28 academic tutors and volunteers, were engaged for the academic year.
- A part-time Database Administrator was responsible for monitoring attendance and maintaining the database.
- Volunteers include members of JACASS (Johannesburg Article Clerk Association); St Stithians' alumni and parents; and Peer Tutors (Gr 11 & Gr 12 students from St Stithians Girls' College).
- Ten FET-Phase Intern-Teachers from the Thandulwazi Intern-Teacher Training Programme completed 40 hours of community service tutoring in their major subjects at the Saturday School in 2017.

Subjects offered in 2017

- Mathematics Core (Grade 9, 10, 11 and 12)
- Natural Science (Grade 9)
- Physical Science (Grade 10, 11 and 12)
- Life Sciences (Grade 10, 11 and 12)
- Accounting (Grade 10, 11 and 12)
- English (Grade 9, 10, 11 & 12)

Discipline

Discipline and security remain tight on Saturdays. All students are expected to abide by the Code of Conduct signed at Registration Overall students abided by the Code and effective discipline was maintained in 2017. Six Grade 9 students were deregistered in March 2017 for various disciplinary offences.

New to the Saturday School in 2017

Pilot Grade 9 Development Programme

A new feature of the Thandulwazi Saturday School in 2017 was the inclusion of 392 Grade 9 learners from 16 partner schools in Diepsloot, Cosmo City, Midrand, Ivory Park and Ebony Park. The Grade 9 development

programme focused on building a solid foundation in Maths and Natural Science for Grade 9 learners before they commenced the FET Phase.

- It was hoped that by extending the Saturday School to include Grade 9 students, Thandulwazi would contribute towards growing the number of students selecting to study core Maths in Grade 10, rather than opting for Maths Literacy. Within the Thandulwazi context, introducing Grade 9 will ensure that a sound foundation of both Mathematics and Natural Science content knowledge is built.
- The Thandulwazi Saturday School Director, Mr Mahlathi Khoza, visited the major partner schools in August 2017; and met with the principals or members of the senior management team around attendance of the Grade 9 students and disciplinary issues that arose in 2017.
- On 09 and 30 September 2017, two Careers focus sessions were facilitated to assist students with making subject choices relevant to the careers in which they are interested; expose Grade 9 learner to post-Matric study opportunities; and websites/ Apps that could assist with making career choices, selecting institutions of higher learning and sourcing bursaries or learnerships.
- Top achievers, in both Maths, Natural Science and English, were recognised at the prize-giving held on Saturday 21 October 2017. We were delighted to host Mr Londani Ntuli at this event. The top achievers were:
 - *Top Grade 9 student in Maths and Science in 2017:* Owen Motsai (Cosmo City 1 Secondary School)
 - *The Grade 9 winners of the annual English Competition for Comprehension and Language were:*
 - Comprehension – Asamkele Menzeleli (Cosmo City 1 Secondary School)
 - Language – Lebogang Sithebe (Eqiniswa Secondary School in Ivory Park)
 - *The Grade 9 winners of the annual Mathematics Challenge were*
 - Desiree Marotola (Sqodiphola Secondary School)
 - Alex Mtetwa (Cosmo City 1 Secondary School)



Figure 4 - Thandulwazi Grade 9 prize-winners, October 2017

- The online survey of Grade 9s conducted in October 2017 indicated that:
 - 87,3% of the Thandulwazi Grade 9s indicated that they have selected Maths (Core) for Grade 10;
 - 70,3% of the students who selected Maths for Grade 10 indicated that Thandulwazi had impacted on their subject choice;
 - 91,5% of the Grade 9s indicated that their Natural Science marks had improved since attending Thandulwazi.

- Of the Class of 2017 (392 Gr 9 students), 110 learners have registered at the Thandulwazi Saturday School for Grade 10 in 2018.
 - All 110 students are studying Mathematics Core for Matric
 - 82 (75%) of this cohort have selected Physical Science and 88 (80%) have selected Life Sciences as their subject choice for Grade 12

FIMO (Financial Investment Management Olympiad)

Thanks to a new strategic partnership with Strate, the Thandulwazi FET phase students were offered the opportunity to participate in FIMO (the Finance Investment Management Olympiad) in 2017. Funded by Strate, the Olympiad was developed by the University of Johannesburg (UJ). 151 Thandulwazi students volunteered to participate in the Olympiad in 2017 and attended additional lectures facilitated by the UJ Team. 22 Thandulwazi students (1 in Grade 10, 11 in Grade 11 and 10 in Grade 12) wrote the 1st round of the Olympiad; and seven students made it through to the second and final round of FIMO. Certificates were distributed to the participating students on 21 October 2017. FIMO will be offered to students again in 2018.



Figure 5 - Congratulations to the Thandulwazi students who wrote FIMO in 2017

Additional opportunities offered to Thandulwazi Saturday School Students in 2017

- *Subject Focus Days:* A Maths Focus Day was held on Saturday 04 March 2017. This cooperative learning session was a great success and addressed key topics in the Maths curriculum, e.g. the Grade 10s focussed on analytical geometry; the Grade 12s on Euclidian geometry.



Figure 6 - Maths Focus Day, March 2017

On Saturday 30 September, a Science Focus day was held for the Grade 10, 11 and 12 students. The sessions, facilitated by six Physical Science specialists and six academic tutors, focused on key curriculum topics, experiments and lab work.

- Annual *Thandulwazi Careers Day* on Saturday 11 March 2017, at which 11 institutions and companies exhibited (Wits University, University of Pretoria, Standard Bank, Boston College, The Twenty31 Movement, Ernst & Young, KPMG, the Maharishi Institute, the Growth Institute, Growthpoint Properties, Belgium Campus, SAADP); and a range of speakers (covering the IT sector, careers in engineering, scientific research, economics, actuarial science and teaching) addressed the Thandulwazi students.
- *Donation of Calculators and Calculator Training* - Thanks to a donation of scientific calculators from JACASS all the new Grade 10 students were provided with a CASIO scientific calculator on 13 May 2017. Ms Astrid Scheiber ran CASIO calculator training workshops for all three FET Phase grades on that day.
- In celebration of Youth Month, on 10 June 2017 youth-focused *Life-skills workshops* were presented to the Grade 10, 11 and 12 students in the St Stithians Chapel. The workshops were coordinated by a St Stithians parent, Ms Nthabiseng Sibiya, who is also a volunteer at the Thandulwazi Saturday School. The theme of the workshops was “*We are the future – No to the abuse of Women and Children – Future leaders, future parents*”.
- Two residential *curriculum enrichment camps* for Grade 12 Maths and Physical students took place in July 2017.
- The annual *English Comprehension & Language Competition* took place over the year and the winners of the competition were announced on 21 October.
- The annual *Mathletics Challenge*, aimed at encouraging greater use of *Mathletics*, took place from May to October 2017 and the winners and runners-up were awarded prizes on 21 October 2017.
- Thandulwazi students were introduced to a new resource, *Tuta-Me*, by Tshidiso Mosoeu, who presented to the Saturday School students on 14 October 2017. Students were given access to the *SolveByChat* program, which kicked off on Monday 16 October 2017 at 16:00 and had the opportunity to interact with online teachers between 16:00 to 21:00. It would seem that our learners took advantage of this facility to receive additional help as they prepared for the year-end exams.

Engagement with the Gauteng Provincial Department of Education (GPDE)

- In 2017 Dr Mthethwa, the Thandulwazi Head, engaged with GDE officials in Districts 9 and 10 and presented on the Thandulwazi Maths & Science Academy programmes. Dr Mthethwa reported that the response from these districts was very positive and he hoped that this engagement would assist the Academy to market its programmes in the districts and also make it easier to access Matric results at the end of the year. Sadly this did not happen, as the Academy was unable to engage the teachers at partner high schools to attend FET-phase Maths and Science workshops.
- Historically, Grade 12 student attendance at the Saturday School has dropped in the last term. A reason cited for this in the 2016 UJ evaluation of the programme was that many principals make it compulsory for Matrics to attend the SSIP Programme facilitated by the Gauteng Department of Education. The Deputy Head of Advancement met with Mr Don Haripersad, GPDE Director of FET Curriculum Coordination, on 10 July 2017. Following this meeting Mr Haripersad and the Chief District Director issued a memorandum to the District Directors and the Project Manager of SciBono/SSIP, advising that School Principals should exempt the registered Thandulwazi students from attending the SSIP programme if they wished to attend the Thandulwazi Saturday School. Copies of this letter were handed to the Grade 12 students.
- Frustrations were experienced in January 2018 by the Acting Head, when Thandulwazi was unable to obtain the data promised for the Grade 12 NSC results, despite the intervention of senior managers at the GPDE.

Key Challenges

Some of the key challenges include:

- *Staffing*: Following significant growth of the Thandulwazi programmes since 2011, the Trust has reviewed capacity and staffing needs and is currently trying to source experienced incumbents for key positions in 2018.
- *Technical problems* impacted on the scanners at the gates, which monitor attendance. This meant that attendance was not accurately recorded each week in the period under review.
- *Transport*: transport costs remain a challenge and continue to impact on students' attendance.
- *Mixed ability classes* The Thandulwazi students are drawn from over 140 high schools, of varying educational quality, across Gauteng. This presents a challenge to the Thandulwazi teachers as they strive to ensure that all students benefit from the extra tuition provided.
- *Tardiness* remains a school-wide problem in South Africa. Thandulwazi continues to stress the importance of punctuality with students and measures have been put in place to deal with late-comers.
- *Provision of food for the FET-phase students the Saturday School*: All the educational research shows that students struggle to concentrate and learn effectively on an empty stomach; and this is raised as an issue by students annually. Thandulwazi has applied to a corporate to fund a snack for the FET phase students in 2018 and feedback is awaited.
- *Regular attendance* remains a challenge.
- *Retention of students*: A nationwide challenge, high dropout rates at the FET-phase has been highlighted by educational analysts as a key problem facing South African education. Dr Nic Spaull (University of Stellenbosch) notes that the real Grade 12 pass rate in SA is 57% and that 43% of all South African youth leave school with no qualification. Corresponding data since 2002 indicates that more than 40% of youth aged between 18-24 years of age are NEETs (Not employed, or in education or training). (*Sunday Times*, 14 January 2018)
- *Tracking graduates of the Thandulwazi Saturday School* remains an ongoing challenge.

Strategic Partners in 2017

- 3P Learning – The licence holder of the *Mathletics* programme
- JACASS (Johannesburg Articled Clerks Association)
- CASIO (James Ralph (Pty) Ltd)
- BRIDGE
- University of Johannesburg and Strate
- Westbury Secondary School Maths support programme, coordinated by Monique Bloemstein
- Silver Stars Hockey, Diepsloot
- ADET (African Digital Education Trust, Westbury)

Assessment, Monitoring & Evaluation (M&E)

M&E and tracking student progress remain a work in progress and high on the Academy's agenda. Learners' improvement in Maths is monitored mainly through the *Mathletics* programme and in class. The Thandulwazi Saturday School is evaluated through an independent biennial evaluation of the programme and an annual survey of the students.

Baseline Testing

As previously reported, Baseline testing took place on 28 January 2017. Baselines are conducted to gauge students' prior knowledge in the gateway subjects offered. Given the fact that Thandulwazi follows an inclusive model and the Saturday School draws learners of mixed ability from 144 high schools or more, the students

join Thandulwazi with different levels of content knowledge and skills in subjects. The results from the Baseline are useful in determining knowledge gaps across the critical themes in the subjects offered at Thandulwazi, and help to informing the focus of the Thandulwazi intervention. The 2017 Baseline assessments highlighted that the Thandulwazi students come with a wide range of scientific, Mathematical and language proficiencies. No baseline was written for Accounting in 2017.

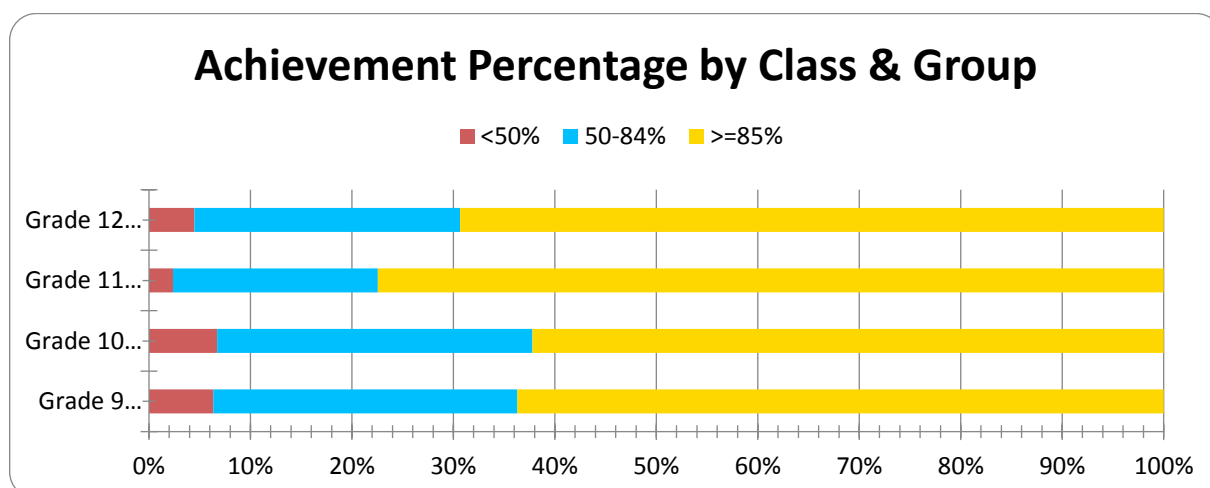
Mathletics Year-End Report

- 1151 Individual learner log-ins for the Mathletics programme were issued in 2017. WiFi has been made available to Thandulwazi students on Saturdays and students were encouraged to download the *Mathletics* App and to use this resource off site.
- Dedicated *Mathletics* Tutors, Messrs Devin Kane, Emmanuel Sibisi and Motsamai Nonyane, trained by *Mathletics* (SA) staff, were appointed to oversee the *Mathletics* sessions and align tasks to the topics taught in the Saturday Maths classes.
- The year-end report received from *Mathletics* (SA) reflected an overall school improvement of 35% for Thandulwazi learners as at 31 October 2017. The results of the report are summarized below:

Grade	Participation			Certificates			Usage	
	Curriculum Points	Live Mathletics Points	Total Points	Bronze	Silver	Gold	Sign Ins	Approx. Time Online
9	1 063 570	6 608	1 070 178	262	10	0	2 725	1255h 20m
10	508 930	5 071	514 001	76	4	0	1 239	648h 44m
11	314 930	1 167	316 097	59	7	0	1 127	574h 9m
12	248 380	6 563	254 943	36	6	1	733	422h 28m
School	2 135 810	19 409	2 155 219	433	27	1	5 824	2900h 41m

- A fantastic achievement this year at Thandulwazi was the total number of hours students spent online, completing Mathletics tasks: 2,900 hours in total. In previous years the number of hours was around 950-989 hours.
- Particularly pleasing was the Grade 9 usage of *Mathletics* (1255h on line) in 2017.
- The Thandulwazi learners completed 202,000 curriculum questions. This targeted intervention has been driven by the setting of curriculum activities by the tutors, with the teachers' involvement.
- In the last quarter of the year, Thandulwazi students were awarded 461 *Mathletics* certificates.

Of Activities completed, percentage by Grade



- Compared to the mid-year results the Grade9 marks improved with less activities resulting in the <50%. The correlation between the time online and the improvement in results is noticeable. Grade 9 spent approx. 1,200 hours on Mathletics.

Average results by Grade

Grade	1st Avg Score	Recent Avg score	Class improvement
9	66%	87%	32%
10	66%	89%	34%
11	67%	92%	36%
12	65%	90%	38%

Overall feedback from Mathletics SA

“The results depend on the number of learners that sign on and complete activities on Mathletics. The summary provided is an average result by grade.

There was an increase in the time spent on Mathletics compared to previous years and the number of curriculum questions answered. The tutors and teachers guiding this work would mean that the learners were consolidating the work completed during class time and the improvement on results would be the outcome.

The focus and attention given to the usage of Mathletics shows in the increase of activities completed, the increase in curriculum questions answered and we are sure will translate to the exam results.”

Continuous Monitoring

Since August, the Acting Head of Thandulwazi has implemented monthly surveys of students, using Google GSuite forms to obtain feedback from the Thandulwazi students and staff on the programme and its impact. For example: in September 2017, responding to the statement:

“I find Thandulwazi beneficial, my marks are improving at school”

- 83,6% of students responded “Yes” and indicated that they found the Saturday School beneficial;
- 6,6% - replied “No”
- 9,7% - responded “Not Sure”

Annual on-line survey of students

The annual on-line survey of students took place in October 2017. 307 students (Gr 9 – 12) completed the survey. The results of the survey revealed that:

- 92,2% of the FET-phase students surveyed reported that their school marks had improved overall since attending Thandulwazi.
- 84,4% indicated that Mathletics had assisted their understanding of Maths; with 87,9% reporting that their Maths marks had improved.
- 70,2% of the FET-phase students reported that their Science Marks had improved since attending the Thandulwazi Saturday School.

External Evaluation

Thandulwazi has reviewed the evaluation report on the 2016 Thandulwazi Saturday School Programme, commissioned by the Standard Bank and published by the CDSA at the University of Johannesburg on 27

November 2017. The recommendations of the report have been noted and will be factored into the planning for 2018.

Tracking Thandulwazi Graduates

Tracking graduates is ongoing and mainly through Social Media. The Thandulwazi Saturday School's Facebook page (www.facebook.com/ThandulwaziSaturdaySchool), Twitter (<https://twitter.com/TeamThandulwazi>) and SMS are used to communicate with current students and graduates; to advertise bursary/ post-matric training opportunities and to track graduates, who are encouraged to provide details of their post-Matric studies or employment status.



Ms Avril Hird has been a Life Sciences Teacher at the Thandulwazi Saturday School for over a decade. Avril wrote as follows on 07 December 2017:

"Dear Bev and Karen

I know that it is always nice to hear about the success of our former learners of Thandulwazi.

Yesterday (6th Dec) while I was at Pick n Pay Fourways Crossing, I was waiting to be served when a young man went out of his way to assist me and then asked if I was a teacher at Saturday School. He said I had taught him and we at Thandulwazi had helped him tremendously so that he matriculated in 2008 at Itirele Zenzele Comprehensive High School. He had wanted to further his studies but did not have the funds at the time and had to start work. He has been working at Pick n Pay for 5 years and they have given him an inventory learnership so that he learns on the job.

*His name is **Peter Madiseng** and he asked me to pass on his gratitude to the organisers of the Saturday School. What a fine young man 9 years later.*

Kind regards,

Avril H"

In 2013 Thandulwazi assisted **MJ Shika** (Thandulwazi Matric Class of 2012), who had volunteered at the Thandulwazi Saturday School that year, to find an ICT learnership in a company owned by St Stithians parents. MJ, pictured right in the white shirt, joined the staff at St Stithians Boys' College in January 2018 as an ICT Lab Assistant.



Musa & Sphiwe Chauke, Thandulwazi Matric Class of 2016, have successfully completed the first year of study (MBChB) at UCT. They passed all their 1st Year modules at scores of 70% or above, with Musa achieving three subject distinctions and scoring 87% for Physics I. The Chauke brothers wrote as follows on 26 December 2017:

“Good day

Firstly we would love to say we appreciate your support throughout the year, you have helped us enormously & no words can describe how grateful we feel. First year would have been a lot tougher if you were not there to walk the journey with us & passing is the true reflection of how you have lifted the weight off our shoulders so we can worry more about our books rather than anything else.

We truly hope & pray that our relationship grows stronger and we'll improve in second year to match up the 65% pass mark. Enjoy the rest of the festive season with family and friends & may the good Lord dwell in your presence.

Yours faithfully

Musa and Sphiwe”



Palesa Makamole (Thandulwazi Matric Class, 2014): In 2017, Thandulwazi partner, Mota-Engil Construction (SA) renewed the bursary first granted in 2016 to Palesa. She completed her final year of Civil Engineering at the Mangosuthu University of Technology in Natal in December 2017 and this year is on an internship at Mota-Engil. Palesa writes as follows:

How the Mota-Engil Construction South Africa bursary changed my life



“I Palesa Makamole come from a family of five but now we are four, my father passed on recently 2014 when I was doing my matric (Grade 12). I grew up in a happy family. I am the eldest child, I have two siblings who strongly are my motive in having a very good future. I am the one who has to be a good example for them. I am 21 turning 22 years old this year, I am doing my Civil Engineering internship with Mota-Engil Construction South Africa at Fourways Mall.

This all started in Engineering Graphics Design (EGD) class where I was doing well in civil work in EGD so I decided that this is for me plus.

I was very good in mathematics. I always wanted do Electrical Engineering but it all stopped when I fell in love with civils: drawing house plans was the best thing I could do. Time came where I was doing Grade12 and started

applying at tertiary levels and for funding (bursary and scholarship). I remember one day I took my pocket money and made copies of my documents and scanned them; and sent off applications to different companies but ... I got no good responses just bad ones: that I don't qualify / meet their requirements. But that didn't change what I wanted to study.

I began my journey at Mangosuthu University of Technology as a 19 year old freshman. I was pretty sure what I wanted to study and what I wanted to do. I knew what I was good at and I was really confident in myself and my abilities, not forgetting how excited I was to learn and ready for the adventure.

So one day I was on Facebook I saw a post from the Thandulwazi Saturday School - it was about a bursary for Civil engineering students (offered by Mota-Engil to Thandulwazi graduates) - so I got tempted and applied but I didn't have faith because I had been rejected. So I sent my details to the Foundation Director and she replied and told me they will look at it. I remember the day when I was notified I received my scholarship very clearly. it was one of the last days of final exams , I had just finished a three-hour exam when I got a call from Bev Johnson (Thandulwazi) and she told me that I had an interview for the bursary and when I was back to Johannesburg I should make an appointment . I was so overwhelmed I couldn't believe that I finally got answers from God with my bursary request. I made the appointment and went to the interview, after that I was told that Mota-Engil would cover my tuition, accommodation, food and book allowance.

I couldn't have asked for a better bursary than the one I got - it really changed my life because my mother is a single parent and a widow. She was the one who had provided for me but finally that all stopped when I had a bursary. It was a great joy to my family. The company even provided me with vacation work during the holidays so I could make some pocket money before we reopened at university. This was a great experience for me because I learned a lot of things on the site.

Right now I'm doing my in-service training at the Fourways Mall extension construction site; it's really a great experience for more especially where I come from. I have a great gratitude to Mota-Engil construction for giving me the greatest opportunity of making my dream of becoming a Civil engineer true".

Palesa Makamole, E-mail dated 17/02/2018

Thandulwazi Saturday School Programme (2018)

In 2018, Thandulwazi will focus on the following:

- Subsequent to a review of the staffing structures needed to run this expanding programme, finalise the appointment the Academic Head of the Thandulwazi Academy and key staff at the Thandulwazi Saturday School.
- Review and address the challenges identified in the UJ evaluation of the programme around student retention; attendance; monitoring and tracking student academic progress.
- Given the demand, grow the Grade 9 student numbers to 400 in 2018.
- In partnership with ADET (African Digital Education Trust), Thandulwazi will pilot a satellite Maths enrichment programme using Google Hangout at the ADET premises in Westbury for 20-40 Grade 10 students from local high schools. This e-learning programme will run in parallel to the Thandulwazi Saturday School sessions, with an appointed Thandulwazi Maths teacher and tutor working with the ADET team.
- Thandulwazi is in discussion with IDEA about providing Thandulwazi students with access to the learning tools available in Life Sciences, Physical Sciences, Maths and English. The IDEA programme includes videos of CAPS aligned Physical Science experiments; has topic assessments which are auto marked; and the system also keeps all the reports for the students across the year for every subtopic and topic reporting, which will assist Thandulwazi with M&E in these subjects.

Registration for the 2018 programme

Registration for the 2018 programme took place on 27 January 2018. A total of 1303, students from 160 high schools, registered for the 2018 Thandulwazi Saturday School programme.

Grade	Male	Female	Total
12	67	134	201
11	105	229	334
10	133	272	405
9	115	248	363
Total	420	883	1303

Gender breakdown

Male: 420 (32%)

Female: 883 (68%)

Racial breakdown

Black		White		Indian/ Asian		Coloured	
Female	Male	Female	Male	Female	Male	Female	Male
851	394	0	0	3	1	29	25

Facebook message from a Saturday School student following registration in 2018

The screenshot shows a Facebook chat interface. At the top, the contact is identified as 'Happiness Hamese' with the status 'Unassigned'. There are icons for information, messages, and a star, along with a 'Mark as done' button. The chat history includes:

- A timestamp 'FRI 3:27PM' followed by a message from the student: 'Thank you a lot, I'll be. there tomorrow but I'll also send you an email via sellohamese@Gmail.com'. Below this message is a 'Create Appointment' button.
- A timestamp 'SUN 11:16AM' followed by a message from the student: 'Thank you very much for your service yesterday, I registered I even got a student card'.
- A timestamp '2:58PM' followed by a response from the school: 'Hello Happiness. That's great news. We look forward to seeing you for classes. Don't be late. 😊'.

On the right side of the chat, there is a profile picture of Happiness Hamese, her name, and a 'View Profile' link. Below that, the 'About' section shows 'Studied at Kwena molapo high school'. At the bottom right, there is a 'Your Notes' section with an 'Add Note' button and a brief description: 'Notes help you keep track of your conversations. Only admins can see'.

On behalf of the beneficiaries of the Thandulwazi Saturday School, we thank our many partners in education for making this programme available to Gauteng students. In particular we highlight the generous support and commitment to education of the **Standard Bank of South Africa**, which has been the major funder of the Thandulwazi Saturday School since 2010.

THANDULWAZI LEARNER SCHOLARSHIP PROGRAMME

Since 2009, eight young people have benefited from the Thandulwazi academic scholarships. Growing this initiative remains dependent on Thandulwazi's ability to source dedicated multi-year funding, to ensure that the scholarship holders' fees are fully covered for three years during the FET Phase (Grade 10, 11 and 12), of their education. Thanks to the generous support of FEM, the Nash Family Trust and Virgin Galactic staff, four students were the beneficiaries of Thandulwazi academic scholarships and studying at St Stithians College in 2017.

Thandulwazi/ Galactic Unite Mandela Day Scholarship (2015-17) - Luyanda Mazibuko (Matric Class, 2017)



Figure 8 - Luyanda with a Galactic Unite funder

We are delighted to advise that Luyanda successfully completed Grade 12 in December. He achieved a university entrance pass in the final IEB (Independent Education Board) Matric external examinations; and Level 7 (above 80%) in two subjects, isiZulu and Music. In addition, Lu passed Grade 12 Mathematics, Physical Science and Life Sciences, all of which will stand him in good stead going forward.

Lu is a talented drummer and gifted musician, who contributed significantly to the cultural life of the College and music department. In his final term of Grade 12, Lu reached the finals of the Dainfern College Rock Competition.

He has opted to take a gap year in 2018, during which he intends to perform and "do gigs in Durban". Thereafter, Luyanda has registered for a Bachelor of Music degree at Pretoria University in 2019.

On behalf of Luyanda and Thandulwazi, we wish to thank Carel Nolte for his generous funding of Lu's boarding fees over the last three years; Timothy Nash, Galactic Unite and all the GU staff who contributed to the *Galactic Unite Mandela Day Scholarship* at Thandulwazi, which covered Lu's tuition fees from 2015-2017. Through your benevolence, Luyanda had the opportunity to complete his high school career at a school of excellence, St Stithians Boys' College. Lu has matured and grown into a fine young man, who displayed leadership qualities in both the College and boarding house. We have no doubt that he will make a world of difference in the lives of his family and community in the years to come.

Letter of thanks from Luyanda, 10 January 2018:

Dear Mrs Johnson

I would like to thank you and Thandulwazi for the support you have given me throughout the three years at Saints. I have learnt a lot at Saints and I wouldn't have been able to do so without the support of the scholarship and for that I cannot thank you enough.

I have not been the best at communicating this last year and for that I would like to apologise as I was focused on my studies and getting the best possible results for my matric year.

Thandulwazi showed me love and support and taught me that you can overcome any obstacle in the way of your success and I now know the true meaning of having a "love for knowledge". There is no better school than St Stithians College and I've had the privilege to attend this wonderful institution because of Galactic Unite and Thandulwazi.

Thank you once again.

Kind regards

Luyanda Mazibuko

2018 Thandulwazi academic scholarships

Six high potential students will benefit from Thandulwazi academic scholarships in 2018. The scholarships have been supported by generous multi-year funding awarded by FEM (Federated Employees Mutual Assurance); Tim Nash/ Galactic Unite; funding granted in December 2017 by Uni-span Formwork & Scaffolding and Deloitte (Clive Thomson); and funds raised by *Team Thandulwazi* in the annual 947 Cycle Challenge over the last three years. The 2018 beneficiaries are:

The Thandulwazi-FEM Academic Scholarship (2016-2018)

- Kamogelo Molapisi, Grade 12 at St Stithians Girls' College, boarder

Thandulwazi FEM Academic Scholarship Awarded (2017-2019)

- David Kamanga, Grade 11 at Stithians Boys' College, day-scholar.

The Galactic Unite/ Nash Scholarship at Thandulwazi (2017-2019)

- Thobile Mthimkhulu, Grade 11 at St Stithians Girls' College, boarder

Thandulwazi FEM Academic Scholarship Awarded (2018-2020)

- Lindiwe Mabanga, Grade 10 at Stithians Girls' College, day-scholar.

Thandulwazi Academic Scholarships Awarded (2018-2020)

- Wayne Sbusiso Ndlovu, Grade 10 at Stithians Boys' College, day-scholar
- JR Lindelani Malunga, Grade 10 at Stithians Boys' College, boarder



Figure 9- 2018 Thandulwazi scholarship holders, absent Lindiwe

THANDULWAZI INTERN-TEACHER TRAINING PROGRAMME

“I could never thank Thandulwazi enough for everything the internship exposed me to ...”

(Motsamai Nonyane, graduate Intern-Teacher, Dec 2017)

The Thandulwazi Intern-Teacher Training Programme aims at growing capacity in the South African teaching corps with special focus on training new educators in disciplines facing critical shortages, viz. Maths and Science specialist teachers, language specialists (English and African languages), and ECD/Foundation Phase teachers. The Thandulwazi recruitment process has targeted interns accordingly over the last five years.

Between 2005-2017, 128 young people have been part of the Thandulwazi Intern-Teacher Training Programme, 40 of whom were training on the programme in 2017 and 79 have graduated as teachers. The programme boasts a 79,7% retention rate of graduates that stay in teaching. We are of the view that the job-embedded, pre-service training received by the Thandulwazi Interns, results in graduates who are confident in the classroom; professional, with the necessary classroom management skills, ICT and content knowledge needed to effectively manage their own classes and successfully teach in schools across the range in SA. The ITE (initial teacher education) received on the Thandulwazi programme training is a key factor in ensuring that graduates remain in the education sector.

2017 Thandulwazi Intern-Teacher Training Programme

Staffing

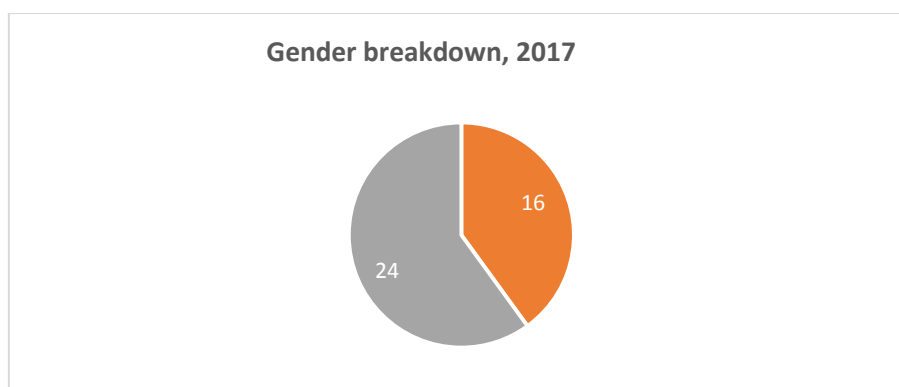
- Ms Thobeka Mngambi, a Maths specialist teacher, is the Thandulwazi Intern Director and reports directly to the Acting Head of Thandulwazi, Karen Walstra.

Statistics

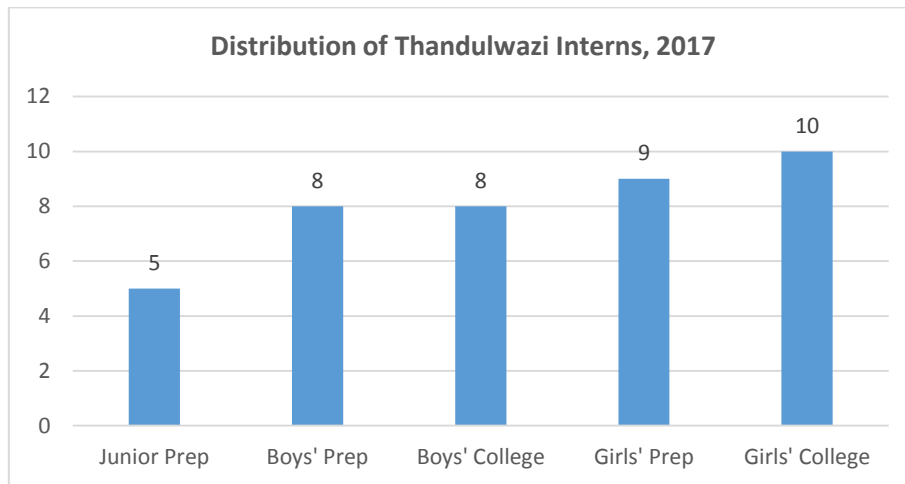
- 40 Intern Teachers trained on the programme in 2017. The breakdown of the Interns by race, gender and school is summarised below.

Racial and gender breakdown

Black		White		Indian/Asian		Coloured	
Male	Female	Male	Female	Male	Female	Male	Female
16	17	0	4	0	1	0	02
33		4		1		2	



Distribution across the educational phases



- The 2017 Interns were drawn from areas across Gauteng (including: Alberton, Turffontein, Oakdene, Daveyton, Ennerdale, Soweto, Braamfischerville, Thokoza, Tembisa, Midrand, Sebokeng, Katlehong, Hillbrow/CBD, Highlands North, Randfontein, Zandspruit and Randburg), Limpopo and KwaZulu-Natal.

2017 Programme

- The Thandulwazi Intern Director and Acting Head provided mentorship and professional guidance to the Interns. They advised the Interns on module choices, assisted with registration issues that arose at UNISA, worked closely with the school coordinators and mentors, and monitored the progress of the Interns both academically and in the classroom.



Figure 10 - Thandulwazi Foundation Phase Intern in action, 2017

- All the Thandulwazi Interns applied for provisional registration with SACE (South African Council of Educators) and police clearance certificates to ensure compliance with the legislation relating to the National Register for Sexual Offenders.
- The total budget for the Thandulwazi Intern-Teacher Training Programme in 2017 was R 3,545,520. The budget covered the Intern's university/ tuition fees; provided a textbook/ stationery allowance; attendance at professional development workshops; a daily meal allowance; and a monthly stipend x 12 months. The budget remained on track and there were no significant overruns on any line items.
- The Interns were each required to complete 40 hours of community service, working either for 10 Saturdays at the Thandulwazi Saturday School (FET phase Interns only); or for a week during the August school holidays at a partner school.
- Out of the 40 interns training in 2017, 7 graduated in December 2017 and one will complete her BEd in July 2018.

Academic Progress, December 2017

All the Thandulwazi Interns registered at UNISA for either a Bachelor of Education (BEd) or Postgraduate Certificate in Education (PGCE). In 2017 the Interns completed their course work, assignments, teaching pracs and year-end examinations. A review of the results reflected pleasing academic progress overall.

A summary of the results is outlined below:

	Semester 1	Semester 2	Year total	Percentage
Total Modules registered in 2017	166	216	382	--
Total Passed	127	188	315	82,5%
Total Modules passed with Distinction	43	76	119	31,1%
Total Supplementary exams to be written	16	8	24	6,3%
Total Failed	7	19	26	6,8%
UNISA results still awaited <i>(1 current Intern & 3 Interns who resigned/were dismissed from the programme in July 2017 have not submitted results)</i>	16 modules	1	17	4,4%

Interns who failed a module are required to repeat the module at their own expense in 2018. The Thandulwazi Director has met with each of the interns who failed a subject and a strategy has been developed to assist the individuals accordingly in the year ahead.

Continuous professional development

Interns

A key feature of the intern training programme offered by Thandulwazi is continuous professional development (CPD). The Thandulwazi Interns are encouraged to become lifelong learners. This is vital for educators if they are to keep up to date with educational thinking and best practice; new studies on how children learn; new resources and technologies available for the classroom that will effectively enable them to deliver the curriculum to their students. Over the course of 2017, the Thandulwazi Interns attended a range of CPD and life-skills workshops, covering various topics such as:

- Eduplex Maths Conference in Pretoria.
- Global Teachers’ Summit at Wits University.
- Emilio Reggio Conference
- Teaching Second Languages Conference
- IEB Maths User Group Conference
- In-house computer skills courses with all the Ed-Tech Coaches
- Swimming lessons with a professional swimming coach.
- The Prep Interns have been attending workshops on Inquiry Based Learning (IBL)



Figure 11 - Ade Avela Nanti, selected for USA exchange

Every year, the new Thandulwazi interns attend the *Axis Summit: Global Teachers Conference* at Wits University. This conference is aimed at aspiring teachers, but also involves focus groups for experienced teachers and School Management Teams. The Thandulwazi Interns always speak highly of the programme offered and enjoy the opportunity to network with other interns/student teachers from all over South Africa. One exciting outcome this year has been that a Thandulwazi Intern, Ms Ade Avela Nanti, has been selected to participate in a month-long exchange programme in the USA in 2018. The trip will be fully funded by *Teach with Africa*; and Avela will spend a month visiting and observing different schools in the USA.

Mentors

The Mentors and School Intern coordinators had the privilege of attending a workshop on *Effective Mentorship* in November 2017, which was facilitated by the Executive Dean of the Faculty of Education at the University of Johannesburg, Professor Sarah Gravett. All the Mentors found the presentation beneficial and informative. The University of Johannesburg is introducing an On-line Course on Mentorship. In 2018 Mentors will be encouraged to register for the course.

Community Service

All Thandulwazi Interns are required to complete 40 hours of community service working in schools serving disadvantaged communities. The Interns completed community service in the following schools:

Thandulwazi Saturday School	Mawande Sisilana; Elvis Maine; Takalani Maludzi; Wisani Mathebula; Penelope Maseko; Thandeka Mabuza; Marcus Mogakala; Sibusiso Tshabalala; and Motsamai Nonyane
Kingsway Christian School	Bernita Wahab, Avela Nanti, Lesego Kgosi, Caitlin Cox, Nkele Kutumela, Nadine Lebartie, Bongwiwe Dubazane, Tebogo Thlapane, Lucia Mangola
Witkoppen Primary	Melissa Gates, Jafta Motswalo, Tshifaro Mabuda and Kelsey Glanz
Bonwelong Primary	Thabang Buthelezi and Maria Mankge
Eastgate Primary	Ashley Turner
Emadwaleni High School	Bongani Sithole

Moletsani High School	Paseka Ramathoka
Coronationville Secondary	Sindisiwe Shange
Cosmo City Secondary	Wiskey Ngobeni

Thandulwazi had some lovely feedback from the principal of the Kingsway Christian School (Ms Kgethi Dlamini), where some of the Thandulwazi interns completed community service in August 2017. The school caters for students from the surrounding suburbs including the Zandspruit informal settlement. Kgethi Dlamini wrote as follows on 04 September 2017:

"I am writing this letter to thank you so much for the interns that you sent to our school. The staff room felt so empty without them this morning. They are professional, friendly, full of life and very enthusiastic about teaching. They are such a wonder to see. I never dreamt I can find young people who are so excited about teaching.

Thank you for all the wonderful work that you do with them. They are confident, helpful and very skilled in their craft. Teachers enjoyed having them and the learners thoroughly enjoyed them.

What fascinated me most was the feedback that I got about their classroom management skills. This area is a nightmare even to established experienced teachers and yet they seemed to do it with ease.

Please pass our warm regards and deep appreciation for who they are and what they did.

May your programme grow from strength to strength. With teachers like them, there is so much hope for our country. Congratulations once again on your wonderful work!"

2017 Graduates

The following Thandulwazi graduate teachers are wished every happiness and success in the academic year ahead:

- Ms Melody Phuza has been employed at the American International School, since September 2017;
- Mr Motsamai Nonyane secured a one-year contract as a Maths Teacher at St Stithians Girls' College in 2018; and is assisting Thandulwazi with rolling out a Maths satellite programme for Grade 10 students in Westbury, with one of the programme's strategic partners, ADET (African Digital Education Trust);
- Mr Malima Mathada is working as a Maths Teacher at a high school in Limpopo;
- Mr Paseka Ramathoka is teaching at Phafogang Secondary School, a Quintile 1 school in Rockville (Soweto);
- Ms Siphokazi Stemele was appointed as an Inter-Sen Phase Maths teacher at St Stithians Boys' Prep School;
- Ms Melissa Gates joined Trinity House as a Grade 6 Class Teacher in January 2018;
- Ms Thandeka Mabuza (BEng (Mining) (Wits), PGCE), hails from Newcastle (KwaZulu-Natal) and returned home at the end of 2017. She is still applying for teaching posts.
- Ms Lucia Mangolo is teaching as a Grade 3 teacher at St Stithians Girls' Prep School in 2018.

2017 Challenges

Some of the challenges faced over the last year include:

- In 2017, three Interns left the programme mid-year. Two Interns were dismissed and the contract of one Intern was terminated due to poor performance.
- High transport costs and sourcing affordable accommodation closer to the College for the interns remains on the Director's agenda and different options are being explored. Three male interns and 1 female intern are currently accommodated in the staff quarters at the St Stithians boarding facilities for boys and girls. Some of the Interns sharing a rented house in a neighbouring suburb, Kensington B.
- Sourcing dedicated working space for the Thandulwazi Interns in each of the St Stithians schools.
- Concerns around the administration at UNISA continue: the lack of guidance given to students relating to their courses of study and degree requirements; poor communication and lack of response; and the

summary changes to degree requirements without adequate warning to registered students. The Thandulwazi Head has been engaging with other universities about offering part-time or on-line teaching degrees.

- Poaching of interns by schools, who are employing Interns as educators before they have completed their degrees/ professional qualification, remains a concern.
- Tracking graduate interns is a challenge as some of them have changed their phone numbers or email addresses or have left the country. Thandulwazi hopes to establish a Thandulwazi Graduate Association going forward.

Impact of the Thandulwazi Intern Teacher-Training Programme, 2005-2017 (as at 31/12/2017)

- In the period under review, a total of 128 interns have trained on the Thandulwazi Intern-Teacher Training Programme; 40 of whom were current interns in 2017.
- 1 Intern was dismissed and 19 Interns left the programme for a variety of reasons before graduating.
- Of the 79 Thandulwazi graduates (as at 31/01/2018):
 - 63 (79,7%) are currently teaching in a range of schools/ institutions;
 - 1 graduate (2017) is still looking for a teaching post;
 - 8 graduates taught for a number of years, but are now stay-at-home mothers;
 - 2 graduates left teaching and work in libraries;
 - 3 graduates are furthering their studies in 2018;
 - 2 graduates cannot not be traced.

2018 Thandulwazi Intern Teacher Training Programme

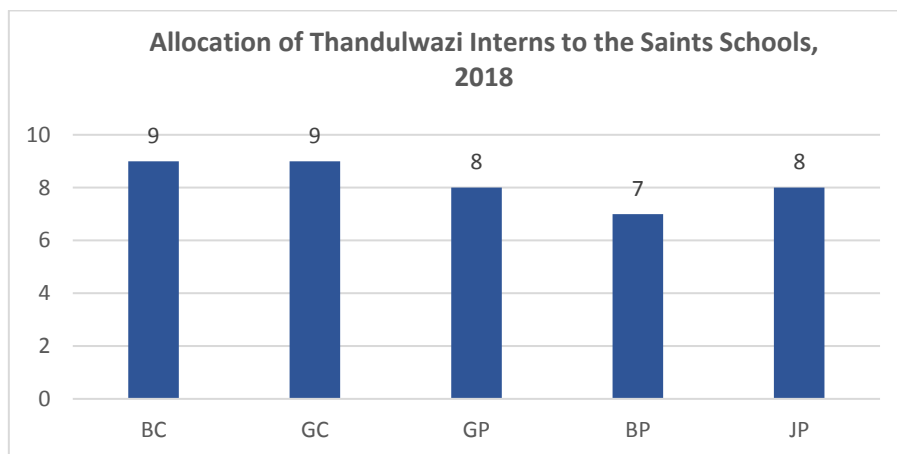
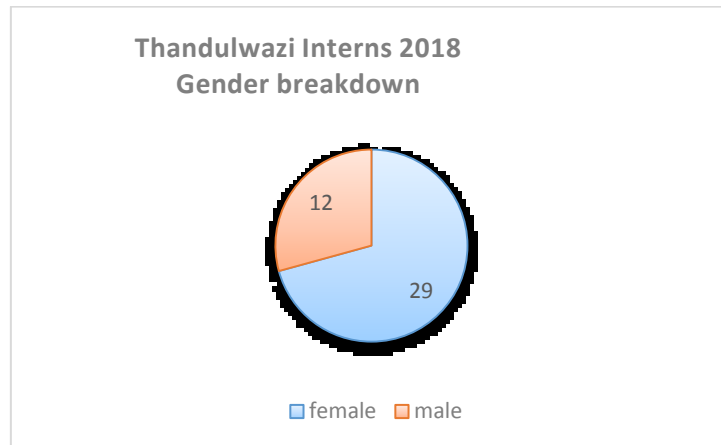
Thandulwazi hoped to grow the 2018 programme to 45 Interns. Unfortunately, 4 new Interns withdrew from the programme, despite having signed contracts, in January 2018. There are currently 41 Interns on the programme.



Figure 12 - New Interns joining the 2018 Thandulwazi Programme

Statistics

Black		White		Asian		Coloured	
Male	Female	Male	Female	Male	Female	Male	Female
12	20	0	5	0	2	0	2
29,3%	48,8%	0	12,1%	0	4,9%		4,9%



New Initiatives in 2018

- Interns will receive financial assistance, capped at R 5,000 (once off), when purchasing Tablets/ Laptops which are key tools for teaching.
- All the Thandulwazi Interns will have a common time once a week for one hour. The Interns will use this time to attend sessions with Ed-Tech coaches, assist each other with UNISA requirements, meet with the Director if the need arises, and most importantly, it is a time for Interns to touch base, network, exchange information and advise each other on any matters arising.
- The full-time Thandulwazi Director (Interns & Teachers) has been appointed from the second term of 2018.

2018 Programme to date

In line with the deliverables of the Thandulwazi Intern-Teacher Training Programme:

- All the Thandulwazi Interns have registered at UNISA; and have commenced with their academic studies and assignments.
- The week before Term 1 started, Interns attended an Induction morning, followed by a workshop presented by:

- Mrs Linda Galanakis who shared her research findings on 'How different accents affect learning'
- Mrs Ruth Everson will facilitated a workshop on 'How to make your presence felt in the workplace'
- Mrs Lori Borello shared her research on 'Learning to Teach'
- Two graduates Ms Mahlogonolo Maredi (2016) and Mr Matthew Ross (2016) shared their professional journeys as teachers with the current interns.
- The Acting Head of Thandulwazi, Intern Director and Interns went on a two-day team building session at the Kamoka Bush School in Modimolle at the start of the term.
- Each Intern has been assigned to a well-managed and well-resourced St Stithians School and to a mentor who offers pastoral care, daily guidance, assistance and feedback to the Interns as they learn their "craft" in the classroom. Monitoring of progress is continuous.

Good News Story

Ms Ade Avela Nanti, was one of the Thandulwazi 4th Year Interns who presented on her journey to the Intern Cluster Meeting on 15 February 2018. She wrote the following poem to depict her story:

The barefooted child knows she can fly

(Poem & photo by Ade Avela Nanti)

*She rises up before the cock crows.
The pitch black darkness has no effect on her eyesight.
With no match stick in the house,
She has no choice but to wake up the disgruntled
neighbours again.
Her hours are limited to waking up and working
throughout the day.
Sleep is a scarce luxury for her.*

*A neighbour's dog barks as she passes one, two, three, four
yards awakening the entire street, candles and lamps are
flicked on and a few curtain peepers look out to see what it
is.
Everyone always eager and ready to catch the witch that
supposedly bewitched us with poverty.
Disappointed to see the familiar small figure in rags they
curse disgusted.*

*Koko...koko she taps gently at the door, with eyes shut
tightly and a silent pray that this time she gets more than
a match stick from her ever impatient neighbour.
KOK...The door is flung open grudgingly.
Yes! Her nightmares are her reality. Monsters don't chase
her when she's fast asleep. Her ghosts haunt her at
daylight.
"Do you know what time it is?"
Time? all she knew was that it was time for her to get
up.*

*A clock was a prized item in her world.
A match stick is all it took for her day to be doomed.
I need light*



A stick and a box perhaps.

She waited for the scornful look she had learnt to accept with a smile and not with a trembling heart.

One, two, three, four, five and a match box.

"Those should last you a week, I put one extra for Friday morning, the match box should keep you going for at least a month"

Bang! the door shuts before she could express her gratitude.

The cock crows, a signal to her to move on to the next chore

as she rekindles the fire from last night.

A homemade lamp that cost a piece of her only blanket flickers dimly.

With the last drips of the remaining paraffin

She just manages to complete her last maths sum.

She pulls out her uniform from underneath her sponge between the boxes that help her keep it neat and straightened.

Greenbar soap for a good clean up,

One tiny piece cut out to use for tooth paste.

Another to use as under arm roll -on.

She rushes to the now dying fire, holds up pieces of candles above it and drops the wax on her only pair of shoes, her black school shoes.

A shiny shoe says a lot about how you value yourself her mother would say.

With a ragged old wet towel and shoes safe in her torn school bag far from her treasured school books and

A gentle kiss plastered on her mother's forehead before she heads for the long meandering road that promises to teach her how to fly. She marches on her journey to school.

The wind, dust, heat, mist, dew, hailstorm do not deter her from her path.

She sings a sad melody of hope along the way, marks the bark of a tree with her name, draws teddy bears with the

beautiful clouds overhead. She greets every stranger with her crooked smile and even shares her last Rand with a sad old lady.

Her thoughts lift up her feet making her 2 hour journey seem shorter than the journey to her neighbour's house. In

One, two, three, four minutes I'll be there and tomorrow I'll fly high up with the eagles.

Today *the barefooted child stands* before you, ready to take flight and spread her wings and fly. Because of the Thandulwazi internship programme I have been granted an opportunity by *Teach with Africa* to be part of month long student-teacher exchange programme to the USA. This will further expand my experience as an aspiring teacher. Never in my wildest dreams did I envision this being a possibility in my life and for this I will be eternally grateful for the Thandulwazi Internship Programme.

Ade Avela Nanti, February 2018

THANDULWAZI TEACHER DEVELOPMENT PROGRAMME – GAUTENG

“...the national discourse around schooling (in South Africa) needs to turn towards our most critical resource: teachers. No education system can move beyond the quality of its teachers. At its most basic level this is essentially what schooling is: the pupil and the teacher in the presence of content.”

(Dr Nic Spaull, <http://mq.co.za/article/2014-08-08-we-need-more-than-a-stab-in-the-dark>)

The Thandulwazi Teacher Development Programme has facilitated an in-service, professional development programme for current teachers since 2006. Since inception more than 10,000 teachers, working across the phases (pre-Grade R to Grade 9) have registered for this programme.

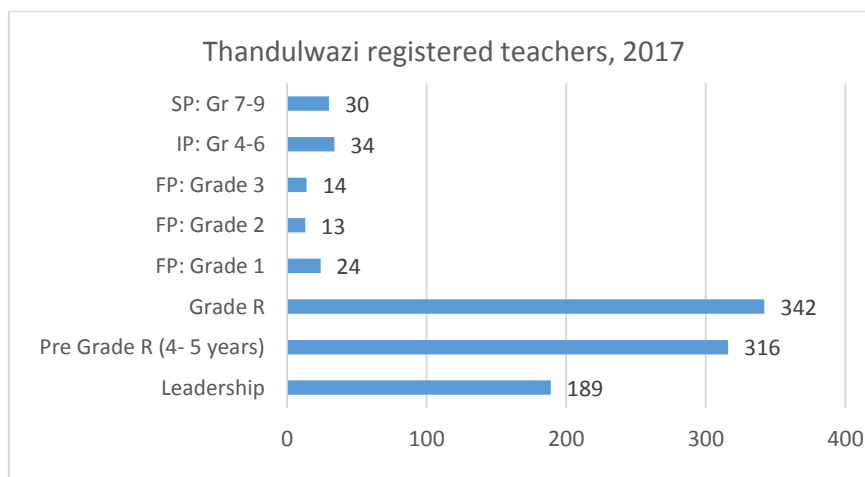
Initially offered only in Gauteng, such was the demand for places on the programme from teachers in the Limpopo region that in 2013 Thandulwazi expanded its footprint into the Sekhukhune District of the Limpopo province. Thandulwazi has facilitated teacher upskilling workshops at partner schools for 400 Limpopo educators teaching in rural pre-schools and primary schools for the last five years; and will expand its footprint into the Waterberg District (Modimolle) in 2018. Limpopo teacher, Mrs Joyce Raphasha of Selleng Primary (Limpopo), commented as follows when the programme director visited her school in September 2017:

“Thandulwazi has made such a huge difference in my life, it means a lot to me, the lessons help me a lot when I teach.”

In 2017, the Thandulwazi Teacher Development Programme facilitated an in-service professional development programme for 960 teachers in Gauteng and 426 educators in Limpopo. The former programme was managed on Saturdays by Ronelle Klink using the facilities at St Stithians College; and Nicky Fernandes was the programme coordinator for the Limpopo teacher development programme held at Malekutu High School, which lies within Maimone in the Sekhukhune District.

2017 Gauteng Programme

- 13 Saturday sessions, including 2 x registration/ briefing day; 10 Saturday sessions of workshops; and the annual Closing Ceremony, took place in 2017.
- Registration took place over two Saturdays (11 & 18 February 2017) and a total of 960 Gauteng teachers registered across the phases for the teacher workshops and leadership programme.
- The bulk of Thandulwazi’s registered teachers work in the pre-Grade R/ Foundation Phase (74%); 94% of the registered teachers are female; with 99,8% of the beneficiaries being HDSA.



UNISA Accredited ECD Teacher Pilot in 2017

Recognising that “*Matric starts in the Foundation Phase*” and earlier, the Thandulwazi Teacher Development Programme has as a strategic imperative the upskilling and professional development of greater numbers of ECD/Foundation Phase teachers in Gauteng and Limpopo.

In February 2017 Thandulwazi selected 60 Gauteng teachers to participate in the accredited (NQF LEVEL 5) ECD and Grade R pilot project, which is offered by the Thandulwazi Teacher Development Programme in partnership with UNISA. Both courses offered were administered through the UNISA College of Education: Centre for Continuing Education and Training.

A total of 30 Grade R teachers registered for the course entitled: *Course in Education Management in Early Childhood Development (Code: 70271)*. The aim of this course is to equip the Grade R teachers with management skills such as knowledge of professionally managing staff, learners, parents, programmes and safety in the early childhood development phase in an African context. Formative assessments (course work and assignments) and a summative assessment (two hour exam) were part of the course.

Similarly, a total of 30 pre-Grade R teachers have been registered for the course entitled: *Practitioners in Early Childhood Development Qualification (Code: 70297)*. Assessment was based on assignments and a written two-hour examination in each of three modules (PECD014, PECD025 & PECD036). ECD teachers were required to complete a compulsory, three week teaching practical and to submit 2 assignments. Classroom support visits were also undertaken by Thandulwazi.

More than 70% of ECD practitioners in South Africa have no formal qualification. For many of the teachers selected for the ECD/Grade R UNISA Pilot at Thandulwazi this was their first opportunity to study at the post-Matric/tertiary level. Hence the Thandulwazi Team had to provide a lot of support, encouragement and assistance, as needed, with the registration process at UNISA; with obtaining the UNISA course-work; arranged payments to UNISA for the courses; and have offered guidance with the completion and submission of assignments to UNISA. Classroom support visits and ten session of module-related workshops were provided by Thandulwazi for the selected beneficiaries of this pilot.

Breakdown of the 60 beneficiaries

- HDSA – 57 (95%) Non - HDSA – 3 (5%)
- Female – 59 (98,3%) Male – 1 (1,3%)

RACE	WHITE		BLACK		COLOURED		INDIAN	
	M	F	M	F	M	F	M	F
Sub-Total	0	0	1	57	0	2	0	0
TOTAL	0		58		2		0	

Monitoring and evaluation

Thandulwazi tracked the teachers’ attendance at the Thandulwazi workshops; monitored the submission and progress made by beneficiaries completing the UNISA assignments; and the year-end assessments. The results have been most pleasing, with 57 of the 60 (95%) selected Thandulwazi registered teachers completing the UNISA courses.

Grade R Group: pending feedback from UNISA, the provisional results for the 2017 *Education Management in Early Childhood Development (70271)* are detailed below:

- Number of Thandulwazi registered participants: 30
- Three modules were to be completed:
 - 29 of the 30 registered beneficiaries completed the course.
 - A total of 90 modules were completed:
 - 79 of the 90 modules were passed
 - 55 with distinction
 - Of the 11 modules not passed or confirmed, see description below:
 - 1 person's marks won't open (3 modules) on the UNISA website
 - 2 people had no mark recorded for 1 module (2 modules)
 - 1 person was absent for an exam (1 module)
 - 1 person was absent for 2 examinations (2 modules)
 - 1 person: UNISA could find no record of the marks (3 modules)

Overall summary of results for this course:

Passed all modules:	24 Grade R teachers (80%)
Failed:	2 teachers (missed the exam)
Pending: Final results to be confirmed by UNISA:	4 (marks missing/ or supplementary exam granted)

Adjudicating this pilot and whether this type of course would be valuable to Thandulwazi educators going forward, we believe that the results speak for themselves. Most of the Grade R teachers were very excited about their marks and having the opportunity to study at the tertiary level. Feedback from the beneficiaries on how the course had benefitted them as individuals and their schools was very positive. Participants indicated that it would be greatly appreciated if this type of course could be continued and offered to others at Thandulwazi in 2018.

Pre-Grade R Group: the provisional results for the 2017 *Practitioners in Early Childhood Development (70297)*

Number of Thandulwazi registered participants: 30

Four modules were to be completed:

- 28 of the 30 registered beneficiaries completed the course.
- A total of 120 modules were completed:
 - 83 of the 120 modules were passed
 - 17 with distinction
 - Of the remaining 37 modules:
 - 3 teachers' results could not be found (12 modules) on the UNISA website
 - 7 teachers were granted supplementary examinations (7 modules)
 - 5 teachers failed a module, with one person having failed 2 (6 modules)
 - Absent from examinations:
 - 2 people were absent for all their exams (8 modules)
 - 3 people were absent from 1 or more exam each (4 modules)

Overall summary of results for this course:

Passed all modules:	11 pre-Grade R teachers (37%)
Failed:	5 teachers (missed exams)
Pending: Final results to be confirmed by UNISA:	14 (marks missing/ or supplementary exam granted)

Over the last decade we have found that the academic level from which ECD practitioners is drawn is very low. We pay tribute to the 11 ECD practitioners who successfully completed and passed this course and have no doubt that once the supplementary exams have been written, this figure will be higher. (Thandulwazi has followed up via SMS with the teachers to ascertain why they missed their examinations; and to remind others of their upcoming supplementary exams.) To determine whether this type of course would be valuable to ECD practitioners attending Thandulwazi going forward, the majority of the beneficiaries surveyed indicated that they had benefitted from this course. Overall, the selected practitioners found the course beneficial and interesting; and urged Thandulwazi to continue offering this type of course to others. One of the beneficiaries of this programme, Molly Gaga (who passed the Pre-Grade R UNISA course with distinctions in 3 of her 4 modules) wrote as follows:

"I am truly grateful for people like Dr Mthethwa and Thandulwazi who encouraged us in improving ourselves, to show commitment and value self-enrichment" (Molly Gaga, Student no: 17728)

Challenges faced with the ECD Pilot (Year 1, 2017)

- The Thandulwazi Team had to provide a lot of additional administrative support; emotional care and professional guidance, encouragement and assistance, as needed, with the registration process at UNISA; with obtaining the UNISA course-work; with the submission of assignments to UNISA; exam preparation and sourcing results.
- Administrative challenges at UNISA were problematic throughout the year. For example, the UNISA lectures for the Grade R courses did not happen. The pre-grade R teachers attended group discussions at the UNISA main campus on 30 & 31 August; but no additional course workshops were scheduled by the university.
- Submission of assignments in the required UNISA envelopes was challenging as insufficient envelopes were supplied and obtaining extras for the Thandulwazi teachers to submit their assignments was a real mission.
- Obtaining the assignment marks from UNISA for some of the teachers was challenging. In some cases course work submitted by the teachers "could not be found"; and accessing module results for some of the teachers on the website was problematic.

Learnings and changes for Year 2 of the Pilot

- Overall, Thandulwazi pleased with the results of the first year of this pilot and the enthusiasm and commitment of the majority of the selected teachers.
- Although a workshop was dedicated at the start of the programme to UNISA procedures, expectations and commitment in 2017, going forward when teachers are selected for the pilot, Thandulwazi will spend more time emphasising the expectations of the beneficiaries; accountability; the importance of handing in assignments and course work on time and attending examinations.
- Thandulwazi would have liked to offer more classroom support visits going forward and this will be factored into the 2018 programme.
- Given the examination component of this course (3 compulsory year-end examinations), the difficulties teachers had getting time off school to study or attend exams, we will not offer the ECD practitioners course in 2018. Instead Thandulwazi will offer 60 new pre-Grade R and Grade R teachers the opportunity to register for the *Education Management in Early Childhood Development (70271)* in year 2 of this pilot.

Leadership Programme

Five leadership streams were on offer at Thandulwazi this year and 189 educators participated in the programme.

- Leadership Groups A and B were facilitated by Dr Richard Hayward. 80 educators registered for this course, which is endorsed by SACE and earns eligible participants 10 professional development points. Dr Hayward reported as follows:

“As the workshops were done in English, a small number of leaders found it difficult to fully understand the course content. This factor was most evident in the submission of written assignments. Seven short written assignments were done through the course of the year. The number of assignments submitted was very good. The quality of the work ranged from poor to outstanding. Attendance remained high throughout the year. Leaders came from a wide range of educational institutions: crèches, day care centres, primary and secondary schools. They held posts such as supervisors, teachers, heads of department, deputy principals and principals. A pleasing follow-on from the workshops was that a number of the educators conducted the self-same workshops with staff of their own schools. A suggestion in this regard is to encourage all the 2018 beneficiaries to “cascade” what they learn from the various presenters into their own school-based staff development programmes.”

- In partnership with *Ukhanyiso Ebantwini*, Thandulwazi offered the Leadership Groups C and D the *Advanced Certificate in Education (ACE): School Management and Leadership, SAQA qualification 73529*. This is a Level 6 qualification, the equivalent of a 1st and 2nd year of a Bachelor degree, and requires 120 credits to complete. The purpose of the qualification is to develop in these educators fundamental knowledge, skills, values and attribute so that they can lead and manage schools effectively and contribute to improving the delivery of education across the school system.
- Leadership Group E, catered for teachers who are aspiring to be schools leaders in their institutions. The course was facilitated by Mrs Sibongile Mabena, a facilitator at the Department of Education. The course covers the following content: basic principles of leadership, mentoring, managing expectations, conflict management, mastering leadership skills, and creating a nurturing school environment.
- Due to budgetary cuts made by the Trustees in late 2016, the proposed *Thandulwazi Principal to Principal Programme* (running parallel to the existing leadership workshops offered) was cut from the 2017 offering. Thandulwazi hopes to initiate this programme in April 2018, if dedicated funding can be sourced.

Pilot Programme for FET-Phase Teacher Workshops – Maths and Science

- The focus of the Thandulwazi programme has traditionally been on educators teaching from Grade RR to Grade 9. Initiated by the former Head of Thandulwazi, as part of a broader strategy to involve the FET-phase Maths & Science teachers at schools whose students attended the Thandulwazi Saturday School, the programme was advertised by the Thandulwazi Head to partner schools and at the district level in 2016/17. The targeted number of teachers for this pilot was 60, with a budget allocation of R100k.
- Initial registration in February 2017, was poor; and so it was decided to engage further with the Department and selected schools about suitable dates on which to hold a series of workshops over consecutive days.
- With the permission of the Department, the Thandulwazi Head re-visited partner schools, focusing on Diepsloot and CosmoCity, to encourage more Maths & Science teachers to sign up for the workshops on offer. Concerted effort went into advertising the FET workshops to targeted partner schools. Following several postponements, due to clashes with either school/ GPDE courses; and poor response to the workshops proposed for FET-phase Physical Science and Life Sciences teachers in August (the proposed programme focused on how to effectively conduct CAPS-aligned experiments for FET-phase students), it was decided to offer Maths and Science Workshops over 2/3 days in October 2017 at St Stithians Boys’ College. As only 4 teachers registered for the workshops, it was decided to cancel the pilot.

ICT integration programme.

Increasingly, ICT is playing a critical role in teaching, learning and the effective administration of schools. The Microsoft for *IT Skills Educators Course*, which is SACE endorsed, was completed by 204 Thandulwazi teachers. This on-line course is based on problem solving scenarios and encourage 21st Century thinking skills for educators completing the exercises. At the end of the course, educators had the option of completing a formal on-line assessment on 07 October to earn a Microsoft certificate of competence. Twenty teachers completed

the latter assessment; and 6 passed with marks ranging between 74% to 95%. They were each awarded a Microsoft Digital Literacy Certificate. At the annual Thandulwazi Closing Ceremony these six teachers received 2 exam vouchers, worth R1000, from Masterskill, which allowed the recipients entry onto the Certiport portal to gain additional certification and achievement in ICT. The Top ICT Student was Mr Emmanuel Sambani, who was awarded a new DELL Notebook and Laptop Bag.



Figure 13- Teacher IT workshops in action at Thandulwazi

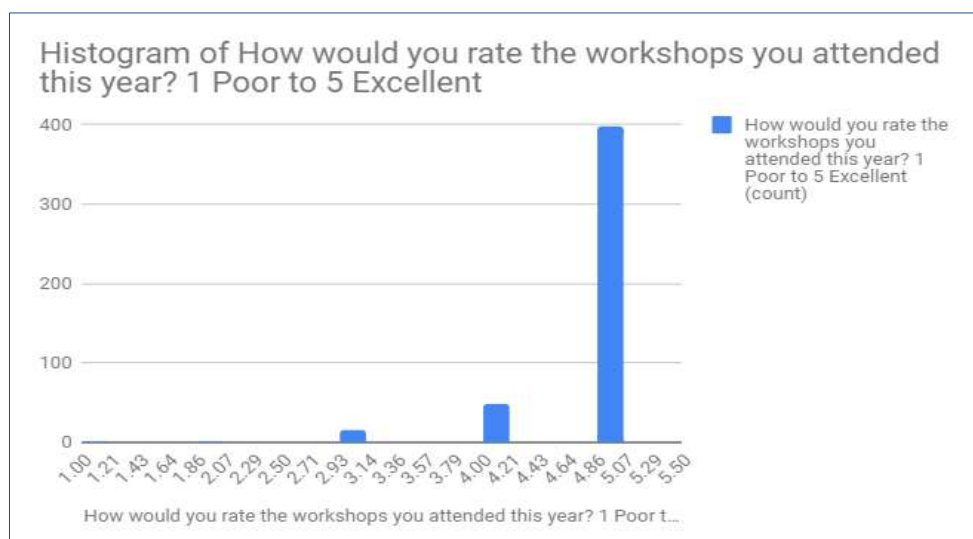
Monitoring & Evaluation

Monitoring of the programme is continuous. The focus has been on the quality of the workshops; and the usefulness of the workshop content and resources/ materials provided. Each of the courses required teachers to complete portfolios of evidence and/or written assignments.

The annual survey was completed by 464 (48,3%) Thandulwazi teachers.

- Responding to the question: Will you be registering for the Thandulwazi Teacher Development Programme in 2018?
92,8% of respondents indicated that they would register again in 2018.

No	11
Undecided	22
Yes	431
Grand Total	464



Challenges in 2017

- The Gauteng programme did not achieve its target numbers of 1300 registered teachers this year. The decision taken by the programme director and Thandulwazi Head not to offer buses from key areas in 2017, has impacted on numbers.
- The process of completing the modules for the courses offered at the Thandulwazi Teacher Development Programme, in preparation for the final submission to SACE for the endorsement, is ongoing but progress has been slow. This remains on the Acting Head's agenda.
- The challenges experienced with the ECD/Grade R UNISA Pilot (Year 1, 2017) have been detailed.
- Thandulwazi experienced some staffing challenges in 2018. It is hoped that the new staffing structure will resolve some of the management and capacity issues.

Strategic Partners

- Autism SA
 - Microsoft SA
 - ESKOM SOC Holdings
 - UNISA Faculty of Education: Centre for Continuing Education & Training
- Ukhanyiso Ebantwini
3P Learning – *Mathletics* for Teachers
RENASA Literacy Programme



Figure 14 - Thandulwazi Teacher Workshops, Gauteng

Annual Thandulwazi Teacher Development Closing Ceremony

The Thandulwazi Teacher Development Programme (Gauteng) hosted its annual closing ceremony on Saturday 14 October 2017, in the St Stithians Boys' Preparatory Tree Quad. This event is a wonderful celebration of teachers, at which Thandulwazi recognises their commitment to the profession and their learners; their hard work; and their individual achievements over the year. It is also an opportunity to thank the Thandulwazi workshop presenters, volunteers and partners in education, and our generous funders.

The theme for this year's closing ceremony was *teamwork and collaboration*. Ms Iris Francis Cupido, CEO of the SABC Foundation, gave an inspirational address in which she focussed on three key messages:

- Teachers being more than just educators: *“children today need validation, they need to be inspired and told that they are valuable. For many children, their homes are no longer safe spaces so school becomes their ‘happy place’”*.
- *“Everyone matters”*: The power of one's community and their networks and how important it is to treat everyone you meet with respect and dignity.

- Success is not determined by where you come from but by the decisions you make and how you develop yourself through opportunities of education.



Figure 15 - Guest speaker, Iris Cupido, at the Thandulwazi closing ceremony for teachers

Attendees enjoyed performances by the Thandulwazi teachers' marimba band and Djembe circle, directed by Mike Sibanda.

The ceremony was a celebration of another successful year of the programme. One beneficiary, Louis Bhenyu (Gideon Rambuwany Primary School) commented: *"Now, I am a totally different teacher from the one that walked into the gates of Thandulwazi (earlier this year)"*.

Thandulwazi had the opportunity at this event to thank the many partners in education, whose contributions make the Thandulwazi Maths & Science Academy possible. Special thanks was extended to Pan Macmillan SA, Simplified Technology Solutions (Saints parents Paul McKay and Justine Lacey), and a donor, who asked to remain anonymous, for the prizes donated for the Thandulwazi Teachers' Closing Ceremony.

THANDULWAZI TEACHER DEVELOPMENT PROGRAMME – LIMPOPO

Educationally, Limpopo remains one of the poorest performing regions in our country. Following a successful 3-year pilot teacher development programme in Limpopo (2013-2015), Thandulwazi was delighted to partner with PEP in 2016 to facilitate a three-year teacher development programme in the Sekhukhune district of Limpopo for 400 pre-primary and primary school teachers in 2016, 2017 and 2018.

The Thandulwazi-PEP Teacher Development Programme in Limpopo is now in its second year of a three year cycle. Thandulwazi thanks PEP for the partnership in education and the generous funding provided in 2017, which allowed 426 HDSA teachers in the region to benefit from the professional development, upskilling programme provided.

Based on the feedback of the beneficiaries at each session and the post-programme visits to schools in the region, Thandulwazi is of the view that the objectives of the programme have been achieved in 2017; the project remained within budget and the agreed timeframes have been met.

The programme was reported on in detail in the Thandulwazi Interim Report circulated to all donors in August 2017. The focus of this year-end report is to review the agreed objectives/targets of the programme; and provide feedback on the monitoring and evaluation (M&E) undertaken.

Programme objectives and deliverables

Targeted number of beneficiaries

- The targeted number of teachers for 2017 was 400 (across the phases) and this was achieved. In total 426 teacher and HODs registered for the programme in 2017.

Black		White		Indian/Asian		Coloured	
Male	Female	Male	Female	Male	Female	Male	Female
27	399	0	0	0	0	0	0

Historically, disadvantaged black South Africans: 100%

Gender breakdown: *Male: 06,3%*

Female: 93,7%

- As in previous years, the majority of the Thandulwazi/Limpopo educators teach in the ECD/ Foundation Phase of education. Clearly this remains a critical focus area for teacher training and professional development in the Limpopo region. In 2017, more than 70% of the registered teachers were ECD/ Foundation Phase practitioners/educators. Given the need and demand for the training in this phase, in the region (and indeed across South Africa), special provision was made to accommodate additional ECD/ and Foundation Phase teachers on the 2017 programme.

Programme offered over 11 sessions

- The 2017 programme offered practising teachers in the Sekhukhune District of Limpopo the opportunity to attend a series of up-skilling workshops, conducted over 13 sessions. This included:
 - Registration days held on 28 January and 04 February;
 - 10 contact sessions held on six Saturdays and on four consecutive days during the July school holidays, at which beneficiaries attended two 90-minute workshops per session; and
 - A Closing Ceremony held on Saturday, 02 September 2017.
- The workshops focused on the CAPS curriculum, improved teaching methodologies and content/subject area knowledge, with the main focus being on the effective teaching of Mathematics, Natural Science, and Literacy/Language (Grade RR-7). The feedback from the teachers on the workshops was extremely positive and is detailed in the programme director’s report, *Annexure A*.
- Thandulwazi teachers opt-in or self-select to attend the teacher development programme. The overall attendance at workshops this year was 73%. Although not as high as in 2016, the average attendance still reflects a real interest in the programme; a need for such training and professional development in the region; and a commitment from the participating teachers.

Partnering with schools in the region

- In March 2017, it was decided to move the workshops from Marotobale Primary School to a new venue, as

Marotobale was hosting a large Saturday School for high school students and the facilities were overcrowded.

- Malekutu High School, which lies within Maimone village in the Sekhukhune District, provided additional, larger venues, electricity in the classrooms and was more conducive to running effective teacher workshops. The programme also has the active support of the principal, staff and SGB.

Empower, build confidence and improve the morale of practising teachers

One of the main objectives of the Thandulwazi PEP Teacher Development Programme is to empower, build confidence and improve the morale of practising teachers in the Limpopo Province. This is achieved by following an inclusive model; providing an effective, hands-on, professional development programme, facilitated by teachers for teachers; in a caring and non-judgemental environment. The feedback from the teachers would indicate that this was achieved.

Challenges

- The challenges faced in 2016 with catering at the host school, were resolved in 2017. Refreshments were sourced in Johannesburg and transported to Limpopo; and the logistics around distribution during the tea break were streamlined.
- Sourcing affordable, suitable accommodation close to the partner school remained a challenge in 2017.

Leadership workshops

Recognising the critical role played by school leaders across the educational phases, Thandulwazi offered a programme of leadership workshops for one class of school leaders in 2017. 26 school leaders attended the senior management team training programme, which ran parallel to the Teacher workshops offered at Malekutu High School

Technology

- This year Thandulwazi relied heavily on technology to achieve maximum impact in the Limpopo programme. The impact was largely focused on enriching the classroom applicability of the workshops.
- Thandulwazi trialed a Wi-Fi solution from MySky, which worked well for the facilitators closest to the Wi-Fi microwave unit but the rest could not access the Wi-Fi as they were not in range.
- In Limpopo, Thandulwazi started the process of collecting resources (e.g. CAPS documents) and storing them electronically so that the teachers could access them rather than printing each resource.
- We also piloted collecting weekly workshop feedback via Google forms and will institute this in the 2018 workshops.

In the year ahead we hope to use technology to achieve the following:

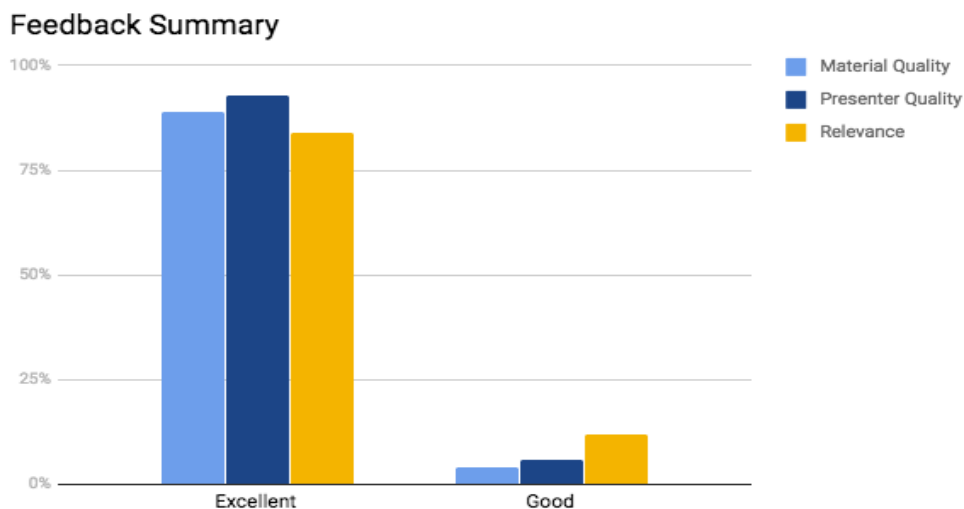
- Easier registration and tracking of attendance
- Provide more basic computer classes / Ed-Tech workshops for teachers
- Electronic capturing of feedback that can be adjusted and analysed accordingly

Monitoring & Evaluation

Continuous monitoring, post-programme school visits and evaluation were undertaken. The M&E undertaken would indicate that the programme contributed towards enriching and improving the quality of education delivered by Thandulwazi educators in their respective schools.

Continuous monitoring occurred at each contact session. Feedback was collected from the participating teachers at the end of the workshops. This information was used to guide the planning and ensure that Thandulwazi streamlined the programme, reviewed presenters and materials, and adapted to the needs of the

attendees. The focus of the survey each session was on the following: quality of workshop materials, quality of the presenter, and the relevance of the workshop to the curriculum or educational phase. The overall average for each measured aspect in 2017 is depicted below:



	Excellent	Good	Average	Poor
Quality of Material	89%	4%	3%	3%
Quality of Presenter	93%	6%	1%	0%
Workshop relevance	84%	12%	4%	0%

School visits took place in September 2017. One of the visits to a beneficiary teacher is described below by the programme coordinator, Nicky Fernandes:

Beneficiary Profile

School Name: Legae Lebana
 Teacher Name: Ms Rebecca Malapane
 Area: Ga-Makena
 Grade Teaching: Crèche

The Legae Lebana crèche caters to the needs of about 20 children. The school has been in existence for 5 years and started when one mom decided to look after the children of her neighbours. As the demand grew, they approached the department of social development for assistance in setting up this learning environment. The school is built on the same grounds as a house and most buildings are being converted from zinc walls to brick walls. This school runs a successful feeding programme with the children who attend. We witnessed the children receive the 10:00 meal – the only meal of the day for many of them. We then had an opportunity to sit with the educators.

The two teachers that attended the workshops mentioned that although they could not attend all the workshops, they did benefit from the workshops teaching them about the body



One teacher showed us the labeling of the body and how they used the labeling of the body to teach the children about safety.

The teachers did note that sometimes the content taught at the workshops is complicated and it takes time to understand how they will apply the lessons. The teachers mentioned that the workshops always made them excited and that it has helped them as educators.

We were lucky enough to see a teacher apply some ideas she learnt at the Thandulwazi workshops, this included having the children jump and count and other children move from number to number.

The teachers also showed us how the children now learned the songs they (the teachers) had

learnt during the Eskom workshops.

Comments from the teachers included:

“I teach my children about saving energy and life skills”

“I learnt about daily assessment with a rubric, it was good”

Thanks to our partners

Collaboration and partnerships are key to running programmes like the Thandulwazi PEP Teacher Development Programme in Limpopo. We value our many partners in education and wish to acknowledge and thank the following:

- PEP whose generous funding allowed Thandulwazi to offer a full programme of workshops in the region, thus providing upskilling and professional development for over 400 teachers from rural schools;
- Mr Kimon Phitidis of Social Innovations;
- ESKOM SOC Holdings for providing excellent workshop presenters and the Thandulwazi beneficiaries with educational resources on Energy/Electricity that can be used in their Natural Science lessons;
- Father Shirima and the staff at the Glen Cowie Mission who graciously hosted the Thandulwazi workshop facilitators;
- Our Limpopo partners at Marotobale Primary School and Malekutu High School, for their support and for providing the venues for the teacher workshops in 2017;
- Mr Takalo Molokoane and Father Kope Malatsi, school principals in the region, for all their support and guidance in rolling out the teacher training programme in the Sekhukhune District.

2018 Programme

In partnership with PEP, Thandulwazi will offer the teacher development programme in the Sekhukhune District in 2018. In addition, an ECD/ Grade R teacher development programme will be offered to 200 educators in the Waterberg District at a partner school, Dagbreek Primary, in Modimolle.

2018 Thandulwazi Teacher Development Programmes

Registration in Gauteng and Limpopo took place over three Saturdays in February 2018. To date, 1454 educators have registered for the programmes offered at three sites in Gauteng and Limpopo. As in previous years, the majority of the teachers are working in the ECD/Foundation Phase.

Thandulwazi Teacher Development Programme 2018 (as at 26/02/2018)									
2018	Black		White		Indian/Asian		Coloured		TOTAL
Stats	Male	Female	Male	Female	Male	Female	Male	Female	
Gauteng programme	37	1026	0	5	0	0	1	18	1087
Sekhukhune programme	2	163	0	0	0	0	0	0	165
Waterberg programme	7	194	0	0	0	0	0	1	202
Totals	46	1383	0	5	0	0	1	19	1454

THANDULWAZI TRUST

GOVERNANCE

- The Chair of the Thandulwazi Trust is Ms Khumo Morolo; and the trustees met quarterly in 2017.
- Following the resignation of the operational Trustee, Dr Themba Mthethwa mid-year; Mr Tshediso Khuzwayo, CA (SA), was nominated and appointed as a new trustee in December 2017.
- The Thandulwazi Trust's governance standards remain high; and transparency and fiscal discipline remain features of the Thandulwazi Maths & Science Academy. The Thandulwazi Finance Committee is chaired by Mr John Williams (CA).
- The Thandulwazi Trust's financial year end is 31 December 2017. PwC Inc are the appointed auditors for 2017. The firm has waived its professional accounting fee and has donated their services to Thandulwazi as part of their CSI spend. The 2017 audit is scheduled for March 2018.

FUNDRAISING

The Thandulwazi Maths & Science Academy relies on donor funding to operate the Thandulwazi programmes offered to students and teachers. Currently, fundraising targets are determined by the annual budget approved by the Thandulwazi Trustees for each of the programmes.

- The fundraising target for 2017 is R 10,3m.
- Thanks to the generosity of our partners, this target was achieved.
- Any surplus of funds raised will be used towards the costs of the 2018 programmes.

Critical to the continued operation of Thandulwazi is achieving the agreed fundraising targets each year; the development of new strategic partnerships; maintaining successful symbiotic relationships with current partners and sourcing new funders; anticipating and meeting the needs of educators and learners; and expanding the reach and impact of the programmes.

A multi-pronged approach and a range of funding strategies are employed to ensure that the fundraising targets are achieved. The strategy includes:

- Sourcing CSI funding, grants and BEE contributions from a wide range of sources;
- "Each One, Sponsor One" - growing the number of individual donors for the Thandulwazi programmes;

- Sourcing donations in-kind of teaching materials; textbooks and professional services that will be of value to the Thandulwazi programmes and contain costs.
- Growing strategic partnerships that will benefit the programmes and extend the reach of Thandulwazi. Two new partnerships in 2017: *Silver Stars Hockey* an NGO from Diepsloot transports students from this area to the Thandulwazi Saturday School; a Maths support programme operating at Westbury Secondary School has joined forces with Thandulwazi and provides transport for selected students from Westbury to the Saturday School.
- In addition, new sources of funding are explored annually and Thandulwazi is listed in the *Dialogue Funders Directory* and on the *Matterfund* website.
- The *MySchool Card* programme; annual Christmas appeal; and raising funds through cultural or sporting events (e.g. 947 Cycle Challenge) are also pursued.
- To ensure future sustainability, the Thandulwazi Trust has a BEE strategy in place to encourage companies wishing to take advantage of the BEE status of the Trust, to make scorecard compliant socio-economic development and skills training contributions to Thandulwazi; and/or explore the ownership element and donate shares to the Trust. This strategy is gaining momentum. It is hoped that in time the dividends generated from such partnerships will provide funding for the Thandulwazi programmes going forward.



Should you have any queries or if additional information is required, please do not hesitate to be in touch with me.

BEVERLEY JOHNSON
 DEPUTY HEAD OF ADVANCEMENT
 (ST STITHIANS FOUNDATION, THANDULWAZI & STRATEGIC PROJECTS)

31 January 2018



Thandulwazi Maths & Science Academy

An educational programme established by the St Stithians Foundation

Thank you to our 2017 donors

*“If you consciously choose to be a positive influence in the world,
you will always find opportunities to make a difference ...”*

(Adv Thuli Madonsela, September 2016)

The growth, impact and successes achieved by Thandulwazi and its beneficiaries, over the past 12 years, reflect the efficacy of the partnerships that have been forged since 2005, when the Thandulwazi Maths & Science Academy was first established. Since inception, Thandulwazi has recognised that the task of reforming and revitalising education in South Africa was too big for government alone. To effectively address the educational challenges plaguing our beloved country, all sectors of society needed to collaborate, partner and make their contribution. Thandulwazi is blessed to have partners that share our vision and commitment to education. We thank One & All for the generous support provided, on many levels, to the Thandulwazi Maths & Science Academy over the past year.

The Thandulwazi Trust is grateful for the funding received in 2017 from the following companies, grant-makers and trusts in support of the Thandulwazi Maths & Science Academy:

- AGSA (Auditor General of SA)
- Anonymous Educational Trust
- ApexHi Charitable Trust
- ASIC Design Services cc
- Babcock Africa Services (Pty) Ltd
- Babcock Ntuthuko Engineering (Pty) Ltd
- Babcock Plant Services (Pty) Ltd
- Barloworld Trust
- Bryanston Country Club
- Charities Unlimited
- Conco Group t/a Consolidated Power Projects (Pty) Ltd
- Deloitte
- Embassy of Ireland
- Epoch & Optima Trusts
- Equity Value Consulting (Pty) Ltd (t/a Futuresense)
- ESKOM Holdings SOC Limited
- FEM (Federated Employees Mutual Assurance)
- Galactic Unite/Nash
- GMA (Gautrain Management Agency)
- Growthpoint Property Ltd
- Hill & Knowlton Strategies (SA) (Pty) Ltd
- HNM Attorneys
- IMARA BEE Trust
- JACASS (Johannesburg Article Clerk Association)
- K2Capital (Pty) Ltd
- Ké Concepts (Pty) Ltd
- Kwatani (Pty) Ltd
- Leeroy Agencies cc
- Lightstone Group (Pty) Ltd
- Mackenzie Foundation
- Mary Nash Memorial Trust
- Mazi Asset Management (Pty) Ltd
- Mota-Engil Construction (SA)
- Multinet Group
- Nedbank Eyethu Community Trust
- OMNIA Group (Pty) Ltd
- Oppenheimer Memorial Trust
- PEP
- Project Group
- Protea Chemicals (Pty) Ltd (A division of the OMNIA Group)
- Roy McAlpine Charitable Foundation
- Sir Percy Hunting Foundation
- I&M Smith (Pty) Ltd
- Standard Bank of SA Limited
- St Stithians Girls' Prep, Gr 7 Class of 2017
- Thai Africa Restaurants cc
- TR Hindson Family Trust
- Uni-span Formwork & Scaffolding (Pty) Ltd
- Vintage with Love
- Virgin/Galactic

Some donors have asked to remain anonymous

Each One Sponsor One



Our sincere thanks go to the following individual donors for their generous financial support of the Thandulwazi programmes and fundraisers:

- Ian Amm
- Anonymous alumnus
- Mark Andrew
- Julie Arguile
- Petro Asch
- Peter & Karin Backwell
- Steve, Heather & Samantha Ball
- Base One Interiors (Pty) Ltd/
Justin Cooper
- Robin Brown
- Carine & Bevan Bryer
- Gavin Brimacombe
- Raymond Burger & Family
- Tracy Carle
- Charles Carr
- Lloyd Chater
- Nick Dennis
- Kate Doyle
- Brenda Erasmus
- First World Traders (Easy
Equities)
- Jakes & Tania Fredericks
- Alicia Greenwood
- Karen Hawinkels & Family
- Ria Holmes
- Fabian Howard
- Ann Hunter & Family
- Jeremy & Campbell Ivins
- Jon & Sally James
- Kerry Jenkins
- Kay & Mel Karlsson & Family
- Tim Keegan
- Munene Khoza
- Liandi & Ria Kirkham
- Patrick Knight
- Liz Kobilski
- Andrew Latimer
- Johanni La Vita
- Thabo Leeuw
- Madelaine Levy
- Ben & Colinda Linde
- Johann Loubser
- Mark Loubser
- Russell Loubser
- John MacKay
- Catherine Martin & Family
- Rob Masefield
- Siyabonga Mbanjwa
- Paul & Luca McKay
- Thando Mkatshana
- Mint Language Consultancy
- Cleo Molepo
- Val Moodley
- Lerato Mtoba
- Brian Muguto
- Sean Murphy & Family
- Timothy Nash
- Grant Nesor & Debbie Lee
- Zandile Ngwepe
- Carel Nolte
- Christa North & Family
- Tim Nuttall
- Zanele Nyoka
- Sam O’Leary
- Gavin Olivier
- Clive Poplett
- Mark Porteous
- Shireen Prince & Family
- Andrew & Matthew Robinson
- Tim Schaerer
- Selwyn Schaffer
- Peter & Helen Schlebusch
- Paul Statham
- Alistair & Ruth Stewart
- Margaret Stoutt
- Alexia & Clive Thomson
- Stephen van Coller
- August van Heerden & Family
- Van Ryswyck Family
- Andrew Watt
- Mandy Webster
- Ingrid & David Wylde

Donations in-kind

We acknowledge with thanks the in-kind donations and *pro bono* professional services received from the following donors, which have enhanced the programmes offered by the Thandulwazi Maths & Science Academy:

- Dave Eadie & the Answer Series
- Autism SA (Teacher Workshops)
- Nicki Miller & BottleBlue Design & Advertising
- Jane Conradie (Extra Maths Teacher/ Scholarship Programme)
- CQS GRC Solutions (Pty) Ltd
- Wade Eshelby
- Hall's Investments
- Helen Lever (Life Sciences Teacher/ Scholarship Programme)
- Mark Burger and the Higher Ground
- Microsoft SA
- Norton Rose Fulbright
- Grason Mack & Online Direct
- John Miller & Oakhill Cellars
- Pan Macmillan SA
- Pick n Pay (Brightwater Commons)
- PwC Inc
- Simplified Technology Solutions
- Sir Percy Hunting Foundation
- Sodexo
- Rob Masefield & 3P International Holdings (Pty) Ltd
- The Bureau Print
- The Stythian Shop



Volunteers

Sincere thanks to the following volunteers who share their skills and expertise with the Thandulwazi beneficiaries at the Saturday programmes:

- Bongani Dube (Maths tutor, Saturday School)
- Johannesburg Articled Clerks' Association (JACASS)
- Zandile Ngwepe (Learner Scholarship Mentor)
- Ms Nthabiseng Sibiya (Volunteer, Saturday School)
- St Stithians Girls' College Gr 11 & 12 Peer Tutors

St Stithians College continues to be the major partner of the Thandulwazi Maths & Science Academy. The College provides the facilities and infrastructure for the programmes; computer labs and internet access; staff to administer/co-ordinate the programmes; support staff to prepare the venues; and academic staff, many of whom teach at the Saturday School, facilitate teacher workshops and/or mentor intern-teachers.

31 December 2017

"There can be no contentment for any of us, when there are children, millions of children, who do not receive an education that provides them with dignity and honour and allows them to live their lives to the full"

(Nelson Mandela, November 2007)



Thandulwazi Trust

MATHS AND SCIENCE ACADEMY

What is Thandulwazi?

The Thandulwazi Maths & Science Academy, an educational outreach programme established by the St Stithians Foundation in 2005, developed out of the need for effective action in addressing the critical issues pertaining to the teaching and learning of Maths and Science in schools in and around Gauteng. *Thandulwazi* derives from the isiZulu, meaning “a love of knowledge/ learning”.

Vision

To positively impact the teaching and learning of Maths and Science in and around Gauteng.

Mission

The quality of education in our schools is believed to be a major factor in building a successful future for South Africa. The Thandulwazi Maths and Science Academy’s mission is to contribute towards improving the quality of Maths and Science teaching and learning, among the group described as historically disadvantaged South Africans, mainly from under-resourced schools in and around Gauteng, through targeted interventions aimed at teacher training; professional development for current educators; and the provision of curriculum enrichment and quality extra tuition for high school students on Saturdays.

Objectives

The overall aim of the Thandulwazi Maths and Science Academy is to provide programmes that will actively contribute towards improving the state of Maths and Science teaching and learning in schools in and around Gauteng, by:

- Facilitating the pre-service training of new teachers, with special focus on areas of critical shortage, such as Maths and Science; English; and Early Childhood Development (ECD)/ Foundation Phase, through formal, job-embedded training and mentorship;
- Operating a teacher development programme to assist current teachers in improving their teaching skills and methodologies, particularly in the teaching of Numeracy/Maths, Literacy, Natural Science and Technology;
- Providing curriculum enrichment and extra tuition to Grades 9, 10, 11 and 12 learners on Saturday mornings to make up for the sub-optimal teaching capacity in many of the schools in under-privileged areas around Johannesburg; and
- Offering scholarships to talented learners (from the group described as historically disadvantaged South Africans) who are currently in an environment where they will not be able to optimise their talents, by placing them in schools which have an excellent record of teaching Maths and Science.

Contact Details

Physical address: 40 Peter Place, Lyme Park, Sandton

Private Bag 2, RANDBURG 2125, South Africa

+27 (0)11 577-6193

+27 (0)11 577-6478

thandulwazi@stithian.com

www.thandulwazi.com

Trustees in 2017

Munene Khoza, Mahlathi Khoza, Thami Moatshe, Khumo Morolo, Themba Mthethwa and Kelly Naidoo

Key personnel in 2017

- Head of the Thandulwazi Maths & Science Academy – Themba Mthethwa (until 31 July 2017)
- Acting Head of Thandulwazi – Mrs Karen Walstra (01 August 2017 to present)
- Administrative Assistant to the Thandulwazi Head – Lynn Sales (retired 31 December 2017)
- Thandulwazi Teacher Development Programme Director (Gauteng) –Ronelle Klinck (resigned 30 November 2017)
- Thandulwazi Teacher Development Programme Director (Limpopo) –Nicky Fernandes
- Thandulwazi Saturday School Programme Director – Mahlathi Khoza (resigned 30 November 2017)
- Thandulwazi Intern-Teacher Programme Director – Thobeka Mngambi
- Deputy Head of Advancement (Thandulwazi Fundraising, Reporting & Stakeholder Engagement) – Bev Johnson

Statutory details

Nature of Legal Registration of the Organisation

Registered Educational Trust – Thandulwazi Trust Registration No. IT 3025/2010

PBO No. 930037387

NPO No. 099/707

Section 18A Status

Approved educational trust in terms of Section 18A of the Income Tax Act

Trust Income Tax Reference No. 0772994182

Banking details

Account Name: Thandulwazi Trust

Account Number: 221043209

Bank: Standard Bank

Branch: Randburg

Branch code: 018005

Financial Statements

The Thandulwazi Trust's financial records are compiled on the basis of excellent, transparent governance and unquestionable ethics and are audited annually by independent auditors. Pricewaterhouse Cooper Inc (PwC) has been appointed as the Trust's auditors for 2017.